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TECHNOLOGY-ENHANCED LANGUAGE INSTRUCTION FOR ECONOMICS STUDENTS

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ТЕХНОЛОГИЧЕСКОЕ ОБУЧЕНИЕ ЯЗЫКУ ДЛЯ СТУДЕНТОВ ЭКОНОМИЧЕСКОГО ФАКУЛЬТЕТА

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Abstract. For economics students today who want to pursue careers in international business, finance, entrepreneurship, and economic policy in the globalized economy, efficient communication in English is a vital skill. Many students grasp English grammar and vocabulary, but they struggle to acquire the speaking abilities required for professional communication. Speaking anxiety, lack of genuine engagement, lack of business-related terminology, and weak confidence still impair learners' speaking performance. At the same time, however, technological advancement has transformed language education by creating new options for communication, cooperation, and customized learning. The work under review is devoted to innovative methods of developing the professional speaking skills of economics students through the use of Communicative Language Teaching (CLT) and educational technology. The review of studies on speaking training, communicative competence, technology-enhanced language learning, gamification, artificial intelligence, and professional communication in higher education is included in the study. Special focus is paid to the utilization of digital platforms, online collaboration tools, gamified learning settings (e.g., Kahoot), and AI-assisted language learning tools that enhance speaking development. The study shows a favorable influence of communicative and technology-based strategies on speaking fluency, student engagement, communicative confidence, and the capacity to communicate in a professional manner. Results also show that the use of CLT principles and digital learning tools can provide tremendous opportunities for economics students to practice business communication in real and interactive scenarios. The paper ends with a discussion of the pedagogical implications for higher education institutions and suggestions for the future of technology-enhanced speaking training in economics education.

Аннотация. Для современных студентов-экономистов, стремящихся построить карьеру в сфере международного бизнеса, финансов, предпринимательства и экономической политики в условиях глобализации, эффективное общение на английском языке является жизненно важным навыком. Многие студенты владеют грамматикой и словарным запасом, но не обладают разговорными навыками, необходимыми для профессиональной коммуникации. Тревожность при разговоре, отсутствие подлинной вовлеченности, дефицит деловой терминологии и неуверенность в себе по-прежнему снижают эффективность устной речи учащихся. В то же время технический прогресс преобразил языковое образование, открыв новые возможности для общения, сотрудничества и персонализированного обучения. Данная

работа посвящена инновационным методам развития навыков профессиональной речи у студентов-экономистов с использованием коммуникативного обучения (CLT) и образовательных технологий. В исследование включен обзор литературы по вопросам обучения разговорной речи, развития коммуникативной компетентности, применения современных технологий, геймификации, искусственного интеллекта и профессиональной коммуникации в сфере высшего образования. Особое внимание уделяется использованию цифровых платформ, инструментов онлайн-сотрудничества, игровых сред обучения (например, Kahoot) и инструментов на базе искусственного интеллекта, способствующих совершенствованию устной речи. Исследование подтверждает положительное влияние коммуникативных и технологических стратегий на беглость речи, вовлеченность студентов, коммуникативную уверенность и способность общаться на профессиональном уровне. Результаты также свидетельствуют о том, что использование принципов CLT и цифровых средств обучения предоставляет студентам-экономистам широкие возможности для практики делового общения в реальных и интерактивных сценариях. Статья завершается обсуждением педагогических последствий для высших учебных заведений и предложениями по развитию обучения разговорной речи на базе технологий в экономическом образовании.

Keywords: ESL speaking skills; economics students; communicative language teaching; educational technology; artificial intelligence; business communication; higher education; gamification.

Ключевые слова: разговорные навыки ESL; студенты-экономисты; обучение коммуникативному языку; образовательные технологии; искусственный интеллект; деловое общение; высшее образование; геймификация.

Economic globalization has profoundly influenced the communication demands of modern professions. English serves as the lingua franca for international finance, trade, research, and economic collaboration, providing graduates with a competitive edge in the job market. Modern economists must negotiate financial plans with international partners, participate in global initiatives, and engage in professional discourse. Such duties require advanced communication abilities beyond mere grammatical proficiency. Speaking is a vital skill. Research indicates that speaking anxiety negatively impacts verbal fluency, vocabulary usage, pronunciation, self-confidence, and the ability to construct meaningful arguments [5].

This presents a significant challenge for economics students, who must explain complex ideas, develop analytical arguments, and communicate coherently using technical language. While traditional language acquisition methods prioritize reading comprehension, writing, and grammar, they often deprive learners of the opportunity to develop spontaneity and essential professional communication skills. Communicative Language Teaching (CLT) has gained popularity because it fosters meaningful engagement, learner involvement, and authentic language use in real-world contexts [12].

CLT emphasizes active participation through discussions, role-plays, presentations, simulations, and group work, rather than the passive study of language rules. The technology used in the training has resulted in improved speaking skills. Beyond the classroom, digital learning platforms, online communication tools, multimedia resources, gamified learning settings, and AI have revolutionized language practice. Tools like Zoom, MS Teams, Padlet, Kahoot, Quizizz, voice recognition software, and AI-based language learning systems are engaging for learners and offer instant feedback. Gamification is a way to get students excited and engaged in higher education.

Kahoot is a tool instructors may use to make language learning entertaining and fascinating. Gamified activities in economics education significantly contribute to establishing business language and economic terminology, demonstrating abilities and communication. Strategies are used in cooperative, competitive, and collaborative learning settings to build speaking skills. AI is also being used to improve language teaching. Students can practice pronunciation with AI tech, receive instant feedback, join virtual debates, develop communication skills, and more. AI-based learning environments can enhance student autonomy, engagement, and language learning [8; 15].

These resources are meant to aid economics students in building professional communication skills for international business and finance. They need to discover ways to use communicative methods of teaching and educational technology to improve the speaking training of students in economic specialties. Although there is a lot of research on communicative language teaching and technology-enhanced learning, the combined effect of the two techniques on professional speaking abilities in economics education is yet unknown. This review research examines technology-enhanced communicative techniques for teaching ESL speaking. It reviews the efficacy of numerous strategies for economics students in higher education. This article reviews the theoretical basis of communicative language teaching, the function of educational technology in language learning, and the use of gamification and artificial intelligence in improving speaking abilities. These tactics can be used by economics students to prepare themselves for professional communication.

In general, speaking is one of the most significant parts of second language study, since it assists learners in communicating their ideas successfully in academic, professional, and social contexts. Reading and writing are just reading and writing. Speaking involves fast information processing, answer creation, and interaction with others in real time. Therefore, speaking ability is often regarded as one of the most challenging skills to be acquired by English as a Second Language (ESL) learners. Hymes [9] introduced the notion of communicative competence and argued that to utilize the language well, one requires more than grammatical proficiency. Learners need to grasp how language functions in a variety of social and cultural settings, and how to use language appropriately in a particular setting. The idea was significant for language teaching, which shifted from linguistic accuracy to meaningful communication.

Brown [2] states that good speaking instruction should be engaging and allow learners to speak freely. Learners improve their oral abilities by communicating orally in a language, not by learning language systems. Speaking competence is the ability to utilize language successfully to accomplish several transactional and interpersonal purposes, such as giving information, expressing ideas, negotiating meaning, and preserving social relations [12].

Proper pronunciation is also part of successful communication. Intelligible pronunciation helps learners become more effective speakers and helps listeners comprehend better, as Celce-Murcia, Brinton, and Goodwin [3] suggest. Thus, learning pronunciation is excellent for linguistic correctness, as well as for confidence and engagement in conversation.

Another line of study has examined the relationship between confidence and speaking skills in trainees. Foreign language anxiety is a major obstacle to oral communication [5]. Sometimes, speaking acts are restricted by the fear of negative evaluation, communication apprehension, and the worry of making mistakes. Effective speaking instruction should provide positive learning conditions that promote student risk-taking and active engagement.

The speaking abilities required by economics students go beyond ordinary conversational skills. Students must be able to discuss economic ideas, present financial facts, attend corporate meetings, negotiate agreements, and communicate effectively with a range of audiences. Thus, speaking training should incorporate both general communication skills and the specific communication needs of the sector.

As business and economic activity become increasingly global, the need for economics students to be excellent communicators in English increases. Graduates in finance, banking, international commerce, marketing, entrepreneurship, and economic policy are typically in positions where effective spoken English communication is vital. Professional communication—such as presentations, negotiations, project discussions, client interactions, and international conferences—is a crucial ability for many jobs in economics-related areas. Economics students must thus be competent in language as well as able to transmit specialist information in a clear and persuasive way. Good communication skills will assist future professionals in conveying financial concepts, providing analytical data, debating market trends, and interacting with international partners.

The usefulness of English for Specific Purposes (ESP) in higher education has been gaining more recognition from researchers. ESP techniques acknowledge that students from different fields have different language needs. Therefore, language training for economics students should include commercial terminology, economic vocabulary, professional communication skills, and genuine working circumstances. Contextualized learning makes language teaching more relevant and better prepares students for future jobs.

Communicative exercises are particularly useful in the study of economics, since they reproduce the professional conditions of the workplace. Role plays include corporate negotiations, market study presentations, economic policy discussions, and collaborative problem-solving exercises. These exercises demonstrate how language abilities may be used in suitable contexts and assist in strengthening both linguistic and practical skills.

Given the increased relevance of professional skills, the need to teach speaking in economics institutions has become more pertinent. Communication abilities are among the most desired characteristics employers look for in graduates. Thus, universities are expected to integrate more communication development into the academic curriculum. Technology-enhanced communication tactics can create genuine and dynamic learning environments to address these aims.

Communicative Language Teaching (CLT) is a primary approach to language instruction. Unlike traditional methods, which emphasize grammatical precision and memorization, CLT focuses on real, meaningful, student-centred communication. The main purpose of communicative training is to develop the learner's capacity to communicate in real-life situations.

CLT is a language-learning approach where interaction is both a means and an end [12]. Communication enables students to develop fluency, negotiate meaning, and learn practical skills for using language for actual objectives. This student-centred approach has transformed language teaching.

Brown [2] also stresses the significance of communicative exercises where students can use the language freely and develop confidence in speaking. Role-plays, simulations, debates, conversations, presentations, and problem-solving tasks are used to encourage active involvement and discourage the use of memorized linguistic patterns.

Another essential feature of communicative pedagogy is cooperative learning. Johnson & Johnson [10] note that cooperative learning environments can promote social interaction, learner motivation, and social involvement. Students need to learn to communicate well and develop critical thinking and cooperation skills so they can work together effectively.

Communicative teaching approaches offer many benefits to economics students. Simulations, investor presentations, marketing pitches, and negotiation exercises closely mirror the communication tasks many will perform in their careers, helping bridge the gap between classroom and workplace requirements. Recent research confirms that communication strategies remain effective. Hui and Yunus [7] found that learner-centered communicative activities improved ESL learners' speaking confidence, classroom participation, and oral fluency, noting that such methods

make learning environments more engaging and stimulate active participation. However, despite these advantages, Communicative Language Teaching (CLT) faces significant challenges. Large class sizes, restricted teaching time, diverse student ability levels, and assessment methods focused on written examinations may limit opportunities for meaningful engagement. Nevertheless, communicative education remains one of the most successful strategies for developing speaking skills and preparing students for real-world communication. Technological developments have transformed language instruction, creating new opportunities for involvement, cooperation, and individualized learning. Technology-Enhanced Language Learning (TELL) allows students to study outside the classroom using authentic resources, engaging with wider audiences, and receiving rapid performance feedback. These developments are particularly important for oral training, as they provide learners with more opportunities to practice communication in flexible and supportive environments.

Warschauer and Healey [14] argue that the employment of digital technology in computer-assisted language instruction can promote student autonomy and meaningful communication. Technology provides opportunities for engagement with, and exposure to, authentic language materials not often available through traditional schooling. These classes are highly beneficial for students who may have limited experience in English-speaking contexts. The value of online learning environments in higher education has grown significantly. Active involvement in online learning communities is a key factor affecting student engagement and outcomes [6]. Through digital communication technology, students can participate in conversations, group projects, presentations, and peer interactions, regardless of their location. Technology enables the modeling of professional communication scenarios that economics students may encounter in the international business sector. Institutions of higher education have implemented videoconferencing platforms such as Zoom and Microsoft Teams. This technology facilitates simultaneous communication, allowing students to participate in presentations, negotiations, group debates, and collaborative projects. Such activities simulate the professional communication challenges that economics graduates may face in their careers.

Digital collaboration platforms and learning management systems can enable interaction outside the classroom. Students can share their work, join discussion forums, write comments, and collaborate on problem-solving exercises. These opportunities enable students to develop speaking proficiency and, at the same time, increase the digital communication skills that are vital in today's economy. Other studies point to favourable effects on learner motivation in technology-enhanced learning settings. Many digital technologies provide immediate feedback, dynamic material, and flexible learning modes that encourage active participation. In education, technology utilization may successfully boost student engagement and language development in communicative ways.

Gamification is becoming more popular in higher education, as it may improve motivation, interest, and engagement. Gamification is the application of game elements—such as points, rankings, challenges, rewards, and competition—in learning. Teachers may make use of these features in learning activities to make the experience more interesting and participative.

Sailer and Homner [13] conducted a meta-analysis of the impact of gamification on learning outcomes. The results indicated that gamified learning settings are generally positive for motivation and academic accomplishment. Their findings show that gamification elements could provoke learners' involvement and improve their motivation to engage with instructional content.

One of the most popular tools for gamifying education is Kahoot. Kahoot is said to enhance the student experience because of its interactive nature and its capacity to boost classroom involvement [1]. Kahoot is a game-based learning tool that allows teachers to create quizzes in a competitive format and make learning entertaining with fast feedback.

There are various methods to utilize gamification for economics teaching. Kahoot and other platforms may be used to reinforce economics language, business vocabulary, financial ideas, and communication techniques. Here is an example of the kind of activities a teacher may create: economic statistics, market systems, business communication terminology, or language for international commerce. These exercises are meant to promote active participation and vocabulary development for professional communication.

The gamification of learning might also indirectly encourage growth in speaking. The two major components of oral communication are the acquisition of vocabulary and the learning of concepts. Students who feel more confident in their knowledge of economic topics may be more motivated to engage in discussions, presentations, and debates. Third, competition in the learning environment usually boosts student motivation and fosters active engagement in the classroom.

Interactive learning is also possible using technologies like Quizizz, Mentimeter, and similar. These technologies are also useful for communication activities such as debates on issue-solving, case studies, business simulations, and group decision-making. They are opportunities to use knowledge of the discipline and communication skills for learning. However, experts caution that gaming is no replacement for real communication. Digital testing and competitive activities can be stimulating, but speaking ability is mostly acquired via practice. Thus, gamification should be considered as an extra instrument of communicative learning, but not as an alternative to communication-oriented education.

Artificial Intelligence (AI) is one of the most significant technological advances affecting education today. AI-enabled education solutions are paving the way for individualized learning, adaptive feedback to the learner, and learner support. These strategies are utilized in language instruction and have garnered a lot of interest from academics and practitioners.

Hwang et al. [8] noted that artificial intelligence is likely to improve teaching and learning processes through systems such as intelligent tutoring, adaptive learning environments, and personalised feedback. AI apps may be used by language learners for targeted practice, focusing on pronunciation, fluency, vocabulary, and conversational skills.

Zawacki-Richter et al. [15] studied the application of artificial intelligence in higher education and observed a growing interest in AI-aided teaching and learning. They suggest that this technology can make learning more effective, provide immediate feedback, and facilitate personalised learning. These characteristics are especially significant for language learners who require information tailored to their studies.

People are accustomed to using AI pronunciation tools to improve their speech. Speech recognition technology is used to evaluate a student's pronunciation and provide corrective feedback. This technology allows students to practice independently and receive feedback without continuous contact with a teacher. This may be highly beneficial for individuals who are anxious about speaking in front of a group or who lack opportunities to practice conversation.

Recent improvements in conversational AI have presented new opportunities for speech practice. AI chatbots and virtual conversation partners replicate real-world communication settings, allowing learners to practice language in low-stress conditions. These tools provide them with the ability to practice, rehearse, and receive feedback quickly.

Artificial intelligence is the basis for subject-related simulations in which economics students gain professional communication skills. Artificial intelligence systems can mimic discussions, customer service encounters, financial presentations, and corporate speeches. They give young people the opportunity to develop the language and professional communication skills they will need in their future work. However, scientists are concerned about the use of AI in education. Its major difficulties include data privacy, ethics, dependency on technology, and unequal access. AI also cannot accurately

imitate the social, interpersonal element of human interaction. AI is designed to supplement human education, not to substitute for real instructor-student engagement.

The study demonstrates the great potential of applying artificial intelligence in communicative and learner-centred educational settings to enhance speaking training. The combination of AI-enabled technology and communicative language training might offer a superb opportunity for economics students to enhance their professional speaking abilities in the fast-growing, digital, and globalised environment. Research shows that artificial intelligence is proving to be a game-changer for language acquisition through adaptive learning systems, intelligent tutoring systems, and AI-enabled conversational tools. AI technology can provide personalised education and immediate feedback based on the learners' needs. Zawacki-Richter et al. [15] also mention a growing interest in AI-powered learning environments to support student autonomy and access to education. The state and possibilities of generative artificial intelligence systems in voice instruction are ideal for low-stress-level learners to practice simulated discussions, receive remedial feedback, and improve communication. They are particularly valuable for economics students who want to sharpen the professional communication skills they will need for business negotiations, presentations, and client interactions. Likewise, one study indicated that the use of AI in language learning can boost students' motivation and engagement in communicative learning environments. Academics argue it is necessary to integrate technical advances with the human touch, critical thinking, and collaborative learning experiences.

The data analysis of this study shows a great deal of unanimity on the effectiveness of communicative and technology-enhanced tactics to boost ESL speaking skills. For a long time, researchers of speaking instruction have highlighted the necessity of genuine connection, student engagement, and opportunities for authentic discussion. However, there are still fundamental debates regarding the balance between fluency and accuracy, the role of technology in language acquisition, and the extent to which artificial intelligence might contribute to communication ability. These issues are particularly relevant for economics majors who must develop not only general language abilities but also professional communication skills for international business settings.

Research regularly stresses the need for communication training. As referenced by Richards, Brown, and Hymes [2; 9; 12], language learning is not merely about memorizing grammatical patterns but must involve meaningful interaction. This is part of a broader movement away from teacher-centered classrooms toward learner-centered approaches that encourage active engagement. This is especially relevant for economics students whose professional success often depends on their ability to explain complex economic concepts, negotiate contracts, present financial figures, and communicate effectively to diverse audiences.

Statistics also prove that Communicative Language Teaching remains a primary method for boosting speaking ability. Brown, Richards, Hui, and Yunus [2; 7; 12] claimed that communicative activities such as conversations, presentations, role-plays, and group projects exert a positive impact on speaking fluency and learner confidence. These exercises are designed to teach students to use language for a purpose rather than simply to demonstrate the ability to apply grammatical rules. Language learning may be combined with professional advancement. For example, in the teaching of economics, communication objectives may be extended to encompass business negotiations, market assessments, investment pitches, and discussions on economic policy.

The need for collaborative learning is well-documented in the literature. Cooperative learning scenarios increase students' communication skills, motivation, and social involvement [10]. Their results lend support to the broader communicative concept that speaking ability is most effectively improved when people communicate with others. Furthermore, cooperative learning can help

economics students build collaboration and problem-solving abilities that can be utilized in the real world.

The findings also reveal strong agreement that instructional technology has a positive influence on language acquisition. Digital technology can enable real communication and learner autonomy [14]. Hrastinski [6] highlights that interaction is also important in online settings for engagement and learning. The findings overall suggest that technology has the potential to take learning outside the classroom and provide additional opportunities to practice speaking.

The effect of technology on schooling is a topic of debate among researchers. Research demonstrates that many benefits include increased flexibility, access, and engagement. Other research warns against viewing technology as a panacea for better learning outcomes. Technology-infused learning is heavily dependent on pedagogical design and the extent to which technological tools enable meaningful communication. Digital platforms in the classroom will not develop speaking skills if they are not integrated into well-designed communicative exercises.

This controversy surrounding gamification is a good example of this clash. Sailer and Homner [13] describe a favourable effect of gamification on motivation and learning outcomes in general. Bicen and Kocakoyun [1] found that students perceive Kahoot positively as an educational tool. The results demonstrate that gamified environments can be more engaging and immersive; however, gamification cannot substitute for real discussion. Kahoot, Quizizz, and similar tools are very helpful for the reinforcement of vocabulary, nomenclature, and conceptual understanding, which are the cornerstones of communicative performance.

Gamification offers a unique opportunity for economics students to master business vocabulary, economic terminology, financial concepts, and business communication techniques. Interactive online activities may be included as a warm-up; for example, students can participate in Kahoot games on international trade terminology, market structures, financial instruments, or business communication expressions. These exercises increase disciplinary knowledge while also promoting enthusiasm and engagement in the classroom.

Another prominent area of inquiry in the literature is Artificial Intelligence. The use of AI in personalised learning and adaptive educational systems is increasing, as pointed out by Hwang et al. [8] and Zawacki-Richter et al. [15]. AI technologies in language learning provide personalised feedback, assist with pronunciation, and offer opportunities for practice. These technologies can be quite valuable for providing additional experience to individuals who need to practice beyond class time. The literature is still grappling with concerns regarding overreliance on artificial intelligence. While AI can provide useful critiques and avenues for growth, there is no substitute for real human connection. Language learning is not just about linguistic proficiency but also about the social, emotional, and cultural aspects of communication. Artificial systems are not yet able to replicate all the elements upon which human communication relies, including the negotiation of meaning, understanding of context, and the management of interpersonal relationships.

This is especially the case for economics students entering professional work. In business communication, we are typically dealing with persuasion, negotiation, leadership, cross-cultural communication, and connection development. AI can enhance accuracy and confidence in language communication, but it cannot replace contact with teachers and peers. Hence, the effectiveness of speaking training requires a paradigm that balances technological innovation and human-centred communication.

The material on speaking anxiety is applicable as well. Fear of a foreign language is an important obstacle to oral communication [5]. Students are hesitant to speak because they are worried about being evaluated; therefore, they do not practice and improve their language skills or participate in speaking events. Technology-assisted situations may diminish learners' nervousness if learners

have the chance to rehearse privately before engaging in public communication activities. Less intimidating environments for fostering involvement and confidence growth can be found in AI pronunciation software, virtual simulations, and online discussion forums.

Another trend identified in the literature is the rise in the importance of employability and professional communication skills. Today's institutions are increasingly aware of the need for graduates to possess both disciplinary knowledge and transferable communication skills. Students of economics must be professional speakers; they must be able to lecture on economic topics, negotiate commercial contracts, participate in discussions, and communicate successfully in multicultural environments. Language instruction should focus more on the requirements of professional communication and less on general conversational skills.

Another subject that was repeated throughout the literature was student participation. Blumenfeld and Paris [4] saw engagement as a multifaceted notion, which encompasses behavioural, emotional, and cognitive components. Students learn best when they are actively involved in educational events, have a good attitude towards learning, and try to study difficult subjects. Likewise, Kuh [11] found that student engagement is one of the most important predictors of academic success and personal development in higher education. These views are particularly crucial for students of economics, as they are expected to be active participants in the subject and communicative duties of the area. Participation, interaction, and meaningful communication via technology-enhanced communicative activities, such as business simulations, online conversations, Kahoot games, collaborative presentations, and virtual negotiations, can increase engagement. Thus, student involvement is the connection between communicative language instruction, educational technology, and speaking ability development.

In conclusion, the best way to improve the speaking capacity of economics students is a mix of Communicative Language Teaching principles and instructional technology. Communicative activities provide real context for language usage, and technology makes it easier to have access to practice, feedback, and engagement. The application of gamification and artificial intelligence can lead to increased support in the context of learner-centric educational models. Therefore, there is evidence for the contribution of technology-based communication techniques to the development of professional speaking skills, which is of vital importance in contemporary economic and corporate contexts.

Literature shows an increasing tendency towards the convergence of communicative pedagogy, gamification, and artificial intelligence. Previous research has mostly concentrated on classroom engagement and collaborative learning. More recent studies have explored the use of digital technology for communication outside of the formal educational environment. This trend is of extraordinary relevance for students of economics, as professional engagement is realized increasingly through digital platforms and virtual environments. The future of language instruction will certainly be hybrid, incorporating face-to-face interaction, technology-supported cooperation, gamified learning activities, and AI-assisted practice. Such techniques can provide economics students with the opportunity to acquire the communicative competence and digital communication skills required in modern employment settings. The results of this study have numerous key consequences for higher education institutions that train students for careers in economics, business, finance, and related fields. As the world economy becomes increasingly global, schools need to provide graduates with not only technical and analytical skills but also excellent communication skills to thrive in the global professional environment. Firstly, English teaching for economics students should evolve from conventional grammar instruction to professional communication. Economics students will often find themselves in situations where they must prove, negotiate, and discuss financial performance, work on projects, and deal with foreign partners. Language instruction should

therefore provide learners with opportunities to explore different types of communication through authentic, discipline-specific activities. Secondly, Communicative Language Teaching must be integrated into economics courses frequently. Students are given the chance to use language skills in professional-like situations such as business simulations, investment presentations, case-study discussions, marketing pitches, and negotiations. Such exercises are designed for the development of language proficiency and professional competence simultaneously.

Thirdly, educational technology should be used purposefully to improve speech instruction. Other choices for interactions outside of class time are platforms such as Zoom, Microsoft Teams, Padlet, and learning management systems. Students may collaborate on projects, exchange work, get feedback, and have chats to enhance speaking skills.

Gamification also has huge educational possibilities. Tools such as Kahoot and Quizizz can help enhance student engagement and help students practice economic language and business communication terminology. They are participative, interactive technologies that may make language education more interesting for young people. However, gamification should be utilized to enhance, not replace, communicative activities that encourage meaningful involvement and language production.

Artificial intelligence also provides far more opportunities for studying languages in economic education. AI-powered speech, chatbots, and adaptive learning systems might provide instant feedback and tailored practice. These technologies can be particularly useful for those young people who need additional support beyond the hours of regular classroom education. However, educators should be mindful that AI-aided activities should be conducted in broader communicative contexts, focusing on real interaction and professional communication.

Finally, schools should provide professional development opportunities to help professors use communication styles and emerging technology successfully. Academic capability, technical competence, and a grasp of the communication demands of economics-related jobs are essential for successful implementation.

There is a lot of data in the literature on the usefulness of technology-enhanced communicative techniques in teaching speaking, but there are several problems that need to be investigated further. The long-term impact of artificial intelligence on the development of the speech of economics students should be investigated. Previous research has shown promising results in terms of learner engagement and personalized feedback, but more evidence is needed to assess the long-term impact of AI-supported learning on communicative competence and professional communication skills. Further study is needed on the use of certain technologies in teaching economics. Comparative research on Kahoot, Quizizz, AI chatbots, virtual simulations, and speech-recognition technologies might shed light on their unique contributions to speaking development. Another important topic is the research into the relationship between employability and technology-assisted learning. Researchers might investigate if communication and technological skills learned in ESL classes have an impact on the career success of economics graduates. Cross-cultural studies might also be useful. As the education and professionalization of economics students become more internationalized, future studies may look at the significance of communication and technical approaches in diverse language and cultural settings. Finally, there is a need for further research on the integration of discipline-specific material into language training. Themes of study with a more particular approach to language education for economics students include Business English, financial communication, economic presentations, and professional negotiations.

The importance of English communication in global business, finance, and economics has led to an increasing demand for effective speaking instruction in higher education. Economics students are expected to gain not just language skills but also professional communication skills, enabling

them to achieve success in a global academic and professional environment. The present study reviews the most recent research on technology-enhanced communicative approaches for teaching ESL speaking and their application to economics students. The results reveal that Communicative Language Teaching still provides a firm foundation for the development of speaking through meaningful engagement, learner participation, and authentic communication. Presentations, chats, simulations, negotiations, and joint projects provide students with the opportunity to practice language skills and to learn professional abilities that are useful for future employment. Studies show that educational technology is becoming increasingly important. Digital learning platforms, online communication tools, gamified learning settings, and applications of artificial intelligence provide new opportunities for speaking practice, student participation, and tailored feedback. Kahoot!, Quizizz, Zoom, Microsoft Teams, and AI-enabled language learning technologies can facilitate communicative teaching methods and offer learning opportunities beyond the classroom.

The study suggests that technology should not be considered a substitute for human contact. The development of speaking ability requires meaningful conversation, social contact, and a chance to negotiate meaning in real-world conditions. Therefore, the most effective teaching methods are those which combine technological innovation with communicative and learner-centered pedagogical approaches.

In conclusion, the research reveals that technology-enhanced communication methods have great potential for the development of professional speaking skills in economics students. The combination of communicative language teaching and educational technology can assist higher educational institutions in training future economics, business, and financial specialists for work in ever more globalized and digitally interconnected workplaces.

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