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🔓 **Research Article**

THE IMPORTANCE OF USING ESP READING TECHNIQUES IN STUDENTS LEARNING

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ABSTRACT

One of the most crucial abilities for English for Specific Purposes (ESP) students in the contemporary world of knowledge and information is the ability to read and comprehend texts with a professional orientation. The study aims to find out how using computer technology and the Critical Pedagogy method might improve students' ESP reading comprehension abilities. In order to achieve this, the following research problem was developed: Does the Internet-integrated use of Critical Pedagogy techniques affect how well students can understand ESP texts in academic settings? A modern study concentrating on observation and evaluation of students' academic performance was part of the research technique. We can talk about and gather some information regarding the value of ESP reading techniques in this article.

KEYWORDS

Reading comprehension, ESP techniques, communicative techniques, the jigsaw method, metacognition, and metacognitive techniques, students, learning process.

INTRODUCTION

The establishment and improvement of reading abilities in English for ESP learners is the focus of this study. Currently, the aim of ESP learning is to convey content in speech in addition to reading and understanding texts. Because of this, certain cutting-edge communicative tactics are used, like the fish-bone approach, making people guess, think break, picture prompt, working with text, post-text inquiries, and

others. The use of these approaches in class demonstrated how effective they were. In addition to this, several ideas and suggestions are made to increase the lesson's efficacy towards the conclusion.

A subset of English as a second or foreign language is English for Specific Purposes (ESP). It typically refers to imparting English language instruction with emphasis on the specific vocabulary and skills needed by university students or those in the workforce. A given ESP course will concentrate on one industry or profession, such as Technical English, Scientific English, English for Medical Professionals, English for Waiters, English for Tourism, etc., as with any language taught for specialized objectives. ESP courses, such as Environmental English, can have a broad impact despite their seeming narrow focus.

THE MAIN FINDINGS AND RESULTS

The experiment involved two groups of ESP students. Critical Pedagogy Internet-integrated language classes were attended by the experimental group, while conventional language classes were taken by the control group. The same ESP course was taken by both groups. We questioned members of both groups about their educational experiences, reading comprehension skills, and reading motivation. The participants performed a post-test at the end of the program to gauge their improvement in ESP reading comprehension. The experimental group's students outperformed the control group in performance.

ESP differs from regular English teaching in that the instructor must be skilled in both standard English and a technical subject in addition to standard English. Before one may ethically perform surgery, foreign doctors studying English must understand the names of their instruments, naming conventions, and profession-specific methodologies. Similar to how understanding electrical engineering would be helpful

to a foreign engineer, ESP training for medicine would be applicable to any medical practitioner.

Informal and basic learning is frequently facilitated by experience and skill development with this style of learning. Jigsaw exercises are excellent because the student takes on the role of the teacher and is in charge of instructing a classmate on the subject. Students are supposed to have learned the information if they can teach it to others.

All people learn other languages for the same fundamental reason: to communicate in whatever way possible. To be able to code a message that someone wishes to express to someone else in a way that will be understandable to the receiver and appropriate to a concrete scenario and status of all, it is a two-sided process that involves the ability of both parties to communicate with one other. The person should also be able to decipher the message that is being communicated to them by another person. In order to become proficient at communicating in a foreign language, one must become familiar with not only the language's vocabulary (single words and their meanings, collocations, phrases, and phrasal verbs, for example), but also its grammatical structures and, most importantly, its usage patterns in relation to real-world scenarios.

By bringing attention to material through small groups throughout the lesson or by discussion at the end of a lesson, informal cooperative learning combines group learning with passive teaching. It usually involves groups of two people (e.g. turn-to-your-partner discussions). In contrast to formal learning, when two students may be lab partners for the duration of the semester, enhancing one another's scientific knowledge, these groups are frequently transient and can change from lesson to lesson.
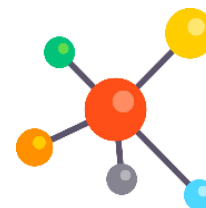
A discussion often consists of four parts: forming a response to the educator's questions, discussing responses with a partner, hearing a partner's response to the same issue, and developing a fresh, well-developed response. The student can process, combine, and remember more knowledge with this kind of learning. Cooperative learning, which involves students working together as partners or in small groups on clearly defined objectives, can be used to deliver effective comprehension strategy training. Comprehension skills have been taught well through cooperative learning training. Students assist one another in learning and using comprehension techniques as they collaborate to understand texts. In order to work in groups, teachers assist their students. Teachers also demonstrate the understanding techniques.

An educational strategy called cooperative learning tries to divide classroom activities into social and intellectual learning opportunities. Cooperative learning has been defined as "organizing positive dependency," but it involves much more than just putting students into groups. To accomplish activities collectively and achieve academic objectives, students must collaborate in groups. Students who learn collaboratively might benefit from one another's resources and talents (such as soliciting information, assessing one another's ideas, supervising one another's work, etc.) in contrast to individual learning, which can be competitive in character. The teacher's responsibility shifts from imparting knowledge to supporting students' learning. When the group succeeds, everyone wins. Successful cooperative learning exercises are thought-provoking, imaginative, open-ended, and require higher order thinking tasks, according to Ross and Smyth (1995).

For the successful implementation of cooperative learning in the classroom, five key components are identified:

1. positive mutual reliance;
2. Individual and collective responsibility;
3. positive communication (face to face);
4. providing the pupils with the necessary interpersonal;
5. small-group processing skills.

According to research, teaching comprehension approach is especially effective when using explicit teaching methods. Teachers that employ explicit instruction explain to their students when, why, and what tactics to use, as well as how to use them. Direct explanation, teacher modeling ("thinking aloud"), supervised practice, and application are the standard steps in explicit education.

- Clear justification When to use the method and why it aids comprehension are both explained to pupils by the teacher.
- Modeling: The teacher gives an example of how to use the technique, frequently by "thinking aloud" as she reads the text the students are utilizing.
- Practice with guidance from the teacher – Students are helped and guided as they discover when and how to use the method.
- Application - The instructor assists pupils in honing the technique until they are able to use it on their own. There are few fundamental methods for teaching reading to students.

The English learning procedures have changed to fulfill the needs of students because English has been an important language in sectors including engineering, architecture, computer science, health, precision instruments, environment protection, accounting, and

economics, among others. The outcome of this modification is ESP. It was developed in response to the need of adult and advanced learners to learn more about their particular subjects of study.

Absolute Characteristics:

1. The demands unique to each learner are referred to as ESP.

2. ESP uses the fundamental principles and practices of the discipline it supports.

3. The language (grammar, lexis, register), skills discourse suited to the class growth are the focal points of ESP.

Variable Characteristics:

1. ESP could be connected to or created for particular disciplines.

2. ESP can be utilized in particular teaching contexts, as opposed to standard English.

3. ESP is probably intended for adult learners, professional job settings, and secondary or university levels.

4. Although the majority of ESP classes presume some familiarity with the language system, it can also be utilized with complete beginners.

5. Finally, teaching professionals base their curricula on an ESP approach, taking into account the students' needs or motivations for learning as well as their own specialized knowledge and employing English for authentic communication.

Pre-reading exercises help kids read effectively because they are relevant to their backgrounds, which makes comprehension easier. Pre-reading exercises can ease students' cognitive load when reading because previous conversations will have been integrated, according to Lebauer (1998:5). Therefore,

teachers must improve pre-reading activities so that they become ingrained habits that help pupils read effectively. According to Estes (1999), teachers should direct pre-reading in a way that clarifies some terminology, key ideas, and the proper conceptual framework that is explained throughout the reading exercise.

The teacher can explicitly link prior knowledge and important information into the text, according to Estes, et al. (1999, p. 25). tasks that aid pupils in learning new information. Students will be able to guide themselves through reading if they are aware of what they are going to read and what they hope to learn. This process enables them to concentrate on the goal of reading, which Brown (2001) lists as the following categories of reading skills. Skimming is quick reading to get the important points. scanning: quickly reading to gather targeted information. Reading lengthy literature, usually for enjoyment and focusing on the big picture, is referred to as extensive reading. intensive reading: reading brief texts for in-depth knowledge.

It should be noted that the benefit of transferring authority from a teacher to a student is obvious in ESP. A foreign language instructor may in fact serve as a learner if they lack sufficient expertise in their pupils' areas of specialization. Classes become more engaging and motivating when students have the opportunity to "teach" their language teacher (in the studied language) about a subject related to their area of specialization. In conclusion, we may presume that the use of Critical Pedagogy approaches in ESP education satisfies the needs of the global labor market as well as the specific needs of contemporary students.

Conclusion. The emphasis of this essay is on the value of reading activities employed in ESP instruction. A teacher of English must be knowledgeable in all areas

of the language as well as efficient teaching techniques. The achievement of students is significantly influenced by high standards of instruction. Teaching is only successful if we make learning related to the teacher's important task and purpose. This should go beyond the requirements of his profession and become a realization of his mission as a knowledge provider and educator of future generations. Our findings indicate that implementing the Critical Pedagogy methodology in a computer-networked setting helps university students majoring in the social sciences and humanities strengthen their ESP reading comprehension skills. Such a way might help students learn ESP and enhance their reading comprehension abilities.

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