MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATIONS OF THE REPUBLIC OF UZBEKISTAN

"TASHKENT INSTITUTE OF IRRIGATION AND AGRICULTURAL MECHANIZATION ENGINEERS" NATIONAL RESEARCH UNIVERSITY

English Department

IMPROVING THE METHODOLOGY OF TEACHING ENGLISH TO THE SPEAKERS OF OTHER LANGUAGES: PROBLEMS AND SOLUTIONS

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PREFACE

The rapid expansion of global communication, academic mobility, and international cooperation has reinforced the role of English as a key instrument for knowledge exchange and professional development. In this context, the continuous improvement of methodologies for teaching English to speakers of other languages has become a central priority for educators, researchers, and policymakers worldwide. Modern TESOL practices increasingly emphasize learner-centered instruction, intercultural competence, innovative pedagogical tools, and the integration of technology to enhance language acquisition outcomes.

The international scientific-practical conference entitled **“Improving the Methodology of Teaching English to Speakers of Other Languages: Problems and Solutions”**, organized by the Tashkent Institute of Irrigation and Agricultural Mechanization Engineers National Research University, represents a significant step toward fostering academic dialogue and professional collaboration in the field of English language teaching. The conference brings together scholars, teachers, and practitioners to share research findings, exchange methodological experiences, and explore innovative strategies for addressing contemporary challenges in TESOL.

This collection of conference papers reflects a wide range of theoretical insights and practical applications aimed at improving the quality of English language instruction. The contributions focus on creating motivating learning environments, enhancing language skills development, implementing modern lesson planning techniques, integrating curricula, promoting creative assessment methods, and applying innovative approaches to vocabulary, grammar, and pronunciation teaching. Together, these works highlight the importance of adaptability, creativity, and evidence-based practice in meeting the diverse needs of English language learners.

The organizing committee sincerely appreciates the authors whose scholarly efforts and professional dedication made this publication possible. We also extend our

gratitude to reviewers and editors for their valuable contributions in ensuring the academic quality of the proceedings. It is our hope that this collection will serve as a useful resource for educators, researchers, and students, encouraging further exploration and innovation in TESOL methodology.

We believe that the ideas presented in this volume will not only contribute to academic discussions but also inspire practical improvements in English language teaching, ultimately supporting the development of competent, confident, and globally competitive learners.

Organizing Committee of the Conference

IMPROVING SPEAKING SKILLS THROUGH INTERACTIVE TEACHING METHODS IN ENGLISH CLASSES

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Annotation. Speaking competence is still one of the greatest challenges for L2 learners, especially in contexts where traditional teaching methods dominate classroom practice. This article examines how interactive teaching methods help learners to increase speaking ability in English language courses. The results indicate that interactive instruction creates meaningful opportunities for oral communication and that it ought to be taken as an essential component of effective English language teaching.

Keywords: *speaking skills, interactive teaching, oral communication, English language teaching, learner-centered approach.*

Introduction. In contemporary English language education, the ability to communicate orally is widely regarded as a primary indicator of overall language proficiency. Speaking competence is often associated with learners’ success in academic, professional, and social contexts, as it enables them to express ideas, participate in discussions, and engage in real-life communication. Despite its importance, a considerable number of learners complete many years of formal English instruction with limited ability to speak confidently and fluently. In my teaching experience, this problem is frequently connected to the dominance of teacher-centered methodologies that emphasize grammatical accuracy, memorization, and written exercises while providing insufficient opportunities for meaningful oral interaction. In such classrooms, students tend to become passive recipients of knowledge rather than active users of the language. As a result, learners may possess theoretical knowledge of grammar and vocabulary but struggle to apply this knowledge in spontaneous spoken communication.

Speaking, is not merely the production of grammatically correct sentences. It is a complex and dynamic skill that involves interaction, negotiation of meaning, and the ability to respond appropriately in real time. Brown defines speaking as an interactive process in which both the speaker and the listener collaborate to construct meaning [1, 141]. This definition underscores the importance of interaction and feedback in the development of speaking competence. Without regular opportunities to engage in communicative exchanges, learners find it difficult to develop fluency, confidence, and pragmatic awareness. Against this background, interactive teaching methods have gained increasing attention as a means of addressing common speaking difficulties in English language classrooms. These methods shift the focus from teacher-led instruction to learner participation, encouraging students to take an active role in communication through pair work, group discussions, role-plays, and problem-solving tasks. Such activities create a supportive environment in which learners can experiment with language, make mistakes, and gradually improve their speaking ability.

This article argues that interactive teaching methods offer practical and effective solutions to the challenges associated with developing speaking skills in English language learning. The purpose of the study is to examine how the implementation of interactive methods can enhance students’ speaking competence and contribute to the creation of a more communicative and learner-centered classroom environment. By analyzing classroom practices and pedagogical principles, the study aims to highlight the significance of interaction as a key factor in successful speaking development.

Literature Review. Previous studies consistently emphasize the importance of interaction in language learning. Harmer points out that learners acquire speaking skills more effectively when they are actively engaged and encouraged to use language for meaningful purposes rather than mechanical repetition [2,86]. Interactive activities allow learners to experiment with language in a low-risk environment, which helps reduce anxiety. From a communicative perspective, Richards stresses that speaking tasks should reflect real-life communication and

provide learners with opportunities to express personal meanings [3,160]. Similarly, Ur argues that successful speaking activities are characterized by high learner participation and a supportive classroom atmosphere [4,120]. Research by Nunan indicates that interactive classroom practices lead to noticeable improvements in learners’ oral fluency and confidence, particularly when students are given regular opportunities to speak [5,48]. These findings support the view that interactive teaching methods are central to effective speaking instruction.

Methodology. In this study, a qualitative, classroom-based research approach was adopted in order to gain an in-depth understanding of how interactive teaching methods influence students’ speaking development. The research was conducted with undergraduate students at an intermediate level during regular English language classes, ensuring that the learning environment remained natural and uninterrupted by experimental conditions. Over an eight-week period, interactive teaching methods were systematically integrated into speaking lessons. These methods were implemented consistently to observe gradual changes in learners’ oral performance and classroom behavior. [4, 122] Particular attention was paid to students’ level of engagement, willingness to speak, and overall participation during communicative activities. The interactive tasks included structured pair work, small group discussions, role-play scenarios designed around every day and academic situations, as well as short individual and group presentations. These activities were selected to encourage spontaneous language use and to reflect authentic communication contexts.

During speaking tasks, immediate error correction was deliberately minimized in order to maintain the natural flow of communication and reduce learners’ anxiety. Instead, feedback was provided after the completion of activities, focusing on overall message clarity, effective communication strategies, and common language issues observed during interaction. This approach aimed to create a supportive learning atmosphere in which students felt comfortable experimenting with language without fear of constant interruption. Data collection was based on multiple qualitative sources, including systematic classroom observations, reflective teaching notes recorded throughout the research period, and informal feedback gathered from

students regarding their learning experience. This triangulation of data allowed for a more comprehensive interpretation of the observed changes in speaking performance.

Results and discussion. The findings of the study illustrate that interactive teaching methods were significantly and positively associated with students’ speaking skills. Learners’ willingness to engage and actively participate in classroom discussion and communicative activities significantly increased during the timeframe of the research. Many students who were shy to speak up began to contribute more actively and became more confident at this point. Pair and group work were especially helpful in lowering learners’ anxiety and fear of failure. The experience made it seem like you’re a peer and there was a group of peers that you can talk to and work with, which fosters an environment that helps learners with less pressure and more opportunities to explore language. At least some students said that when speaking to small groups, it enabled them to concentrate on conveying meaning instead of worrying about grammar.

Feedback from students also illustrated that learners preferred to speak with classmates rather than individual performance in front of the group. This bias emphasizes the significance of collaborative learning on overcoming affective barriers and promoting oral engagement. These findings are consistent with Richards’ findings that interaction is important for learners to negotiate meaning and slowly build communicative competence [3, 165]. Moreover, interactive tasks shifted the classroom dynamic from teacher-centered instruction to learner-centered communication. As Harmer notes, such environments promote autonomy and active language use [2,90]. Overall, the findings confirm that interactive teaching methods create conditions that support meaningful speaking practice.

Conclusion. The present study demonstrates that interactive teaching methods significantly enhance speaking skills in English language classrooms. By encouraging active participation and incorporating authentic communicative situations, these methods enable students to use English as a meaningful tool for communication rather than as a set of isolated language forms. As a result, learners show noticeable improvement in fluency, confidence, and overall communicative

competence. Activities such as pair work, group discussions, role-plays, and presentations play a crucial role in reducing learners’ anxiety and increasing their willingness to participate in oral communication. Based on these results, English language teachers are encouraged to integrate interactive teaching practices regularly into speaking courses and provide learners with frequent opportunities for active engagement. Teachers should also consider adapting interactive tasks to learners’ proficiency levels and individual learning needs in order to maximize instructional effectiveness.

Future research could further explore the long-term effects of interactive teaching methods on speaking proficiency and learner motivation. In addition, investigating the implementation of interactive instruction in specific educational contexts, such as English for Specific Purposes (ESP) and Content and Language Integrated Learning (CLIL) classrooms, may offer valuable insights into its broader pedagogical implications.

The positive effects on speaking proficiency and learner motivation of the interactive teaching method can potentially also be investigated in the long-term through future research. Furthermore, investigating the implementation of interactive instruction in particular contexts, for instance English for Specific Purposes (ESP) and Content and Language Integrated Learning (CLIL) classrooms, may also be useful in identifying its wider pedagogical implications.

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IMPROVING VOCABULARY TEACHING METHODOLOGY IN EFL THROUGH MATERIALS ADAPTATION AND DEVELOPMENT: PROBLEMS AND PRACTICAL SOLUTIONS

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Abstract

This paper addresses common methodological problems in teaching vocabulary to speakers of other languages, particularly in mixed-ability pre-intermediate EFL classrooms. The study focuses on a cohort of Year 1 university students majoring in English, who demonstrated limited productive vocabulary, low speaking confidence, and overreliance on translation despite prior exposure to communicative language teaching. To respond to these challenges, a set of adapted and newly developed materials was implemented, including coursebook adaptation, skills-integrated tasks, and computer-assisted language learning (CALL) activities. Using classroom-based qualitative observation and analysis of learner output, the paper reports increased learner engagement, improved use of collocations, and greater willingness to participate in speaking tasks. The findings suggest that context-sensitive materials development, combined with scaffolded interaction and digital tools, can offer effective methodological solutions to persistent vocabulary learning problems in EFL contexts.

Keywords: *EFL methodology, vocabulary teaching, materials development, CALL, materials adaptation*

1. Introduction

Vocabulary development remains a persistent challenge in English as a Foreign Language (EFL) instruction, particularly for learners who are expected to progress from intermediate to upper-intermediate proficiency within a limited timeframe. Although many contemporary coursebooks adopt communicative approaches,

learners often struggle to transfer receptive lexical knowledge into productive use, especially in speaking and writing tasks. This issue is further intensified in mixed-ability classrooms, where differences in proficiency, confidence, and learning strategies complicate whole-class instruction.

The present study is situated in a Year 1 university EFL context, where students majoring in Foreign Language and Literature are trained to become future English teachers. Despite having an average proficiency level around CEFR B1, many learners demonstrated limited lexical range in productive tasks, frequent grammatical inaccuracies, and a strong reliance on word-for-word translation. Classroom observation also revealed low participation in open discussions, particularly among lower-level learners, suggesting affective barriers such as fear of error and lack of confidence.

These challenges point to a broader methodological problem: the inadequacy of relying solely on prescribed coursebooks to meet learners’ contextual and developmental needs. As materials development research emphasizes, effective language teaching requires materials that are sensitive to learners’ goals, proficiency levels, and learning preferences (Tomlinson, 2016). In response, teachers are increasingly expected to adapt existing materials and design supplementary tasks that promote meaningful interaction, lexical depth, and learner autonomy.

Against this background, the present paper aims to explore how materials adaptation and development can function as methodological solutions to common vocabulary teaching problems in EFL classrooms. Specifically, it examines the implementation of adapted coursebook tasks, newly developed skills-integrated activities, and CALL-based tools, and reports classroom-based observations of their impact on learner engagement and vocabulary use.

2. Methods

2.1 Teaching Context and Participants

The study was conducted with a group of 15 Year 1 university students (aged 18–20) majoring in Foreign Language and Literature (English) at a private university in Uzbekistan. The learners were enrolled in a General English course aimed at raising their proficiency to at least CEFR B2 level by the end of the academic year. While most students held CEFR B1-level certification, the group displayed noticeable variation in proficiency, with a few learners at B2 level and others closer to A2–B1.

2.2 Identified Methodological Problems

Initial needs analysis and classroom observation identified several recurring methodological problems:

- limited productive vocabulary, particularly in academic and topic-specific contexts;
- weak collocational competence and restricted lexical range;
- low confidence and participation in speaking activities;
- overreliance on translation and insufficient use of reading strategies;
- uneven engagement in mixed-ability group work.

These issues suggested the need for instructional materials that provided greater lexical scaffolding, opportunities for personalization, and structured interaction.

2.3 Materials Adaptation and Development Procedures

To address the identified problems, a series of materials-based solutions were implemented over the course of the semester. These solutions fell into three main categories.

First, selected coursebook activities were adapted to increase lexical depth and learner involvement. For example, reading-based vocabulary tasks were redesigned to focus on collocations, contextualized meaning discovery, and personalized sentence production, rather than isolated matching or gap-filling.

Second, original materials were developed to integrate multiple language skills. Speaking-focused tasks were supported by visual prompts, guided questions, and pre-task vocabulary activation, while reading tasks followed a structured pre-, while-, and post-reading sequence to promote strategy use and lexical inferencing.

Third, CALL-based activities were incorporated using digital platforms such as Kahoot and Wordwall. These tools were used primarily for grammar and vocabulary reinforcement, offering immediate feedback, time constraints, and a game-like environment to enhance motivation and attention.

All materials were designed in line with principles of scaffolding, personalization, and meaningful communication, with the teacher acting as facilitator rather than sole knowledge provider.

3. Results

Classroom observation following the implementation of the adapted and developed materials indicated several positive outcomes. Learner engagement increased notably during speaking and vocabulary-focused tasks, particularly when activities allowed personalization and peer interaction. Students who were previously reluctant to participate in open discussions became more willing to contribute when provided with structured prompts and collaborative formats. In vocabulary-focused activities, learners demonstrated improved awareness and use of collocations, especially in job-related and topic-specific contexts. Many students were able to incorporate newly learned lexical items into personalized sentences and short speaking turns, suggesting a shift from purely receptive knowledge toward productive use.

Skills-integrated tasks, such as festival-themed speaking and listening activities, resulted in longer speaking turns and more sustained interaction among learners. Observation also indicated a reduction in reliance on the first language during pair and group work, particularly when tasks were clearly scaffolded and supported by visual or contextual cues.

CALL-based activities generated high levels of motivation and concentration. Learners responded positively to immediate feedback and competitive elements, and repeated exposure to grammatical and lexical items appeared to support accuracy and automaticity. Overall, the materials-based interventions contributed to a more active and learner-centered classroom environment.

4. Discussion

The observed outcomes support existing research on the role of materials development in improving EFL methodology. The increased learner engagement and productive vocabulary use align with Mishan’s (2017) concept of Authenticity 2.0, which emphasizes tasks that reflect real-life language use and encourage personal relevance. By adapting coursebook materials to focus on collocations and contextualized production, the activities addressed a key weakness in learners’ lexical competence. The effectiveness of skills-integrated tasks is consistent with Mukundan et al.’s (2016) recommendation for structured pre-, while-, and post-task sequences in reading and listening instruction. Activating background knowledge and guiding learners through comprehension stages appeared to enhance both understanding and vocabulary retention. Similarly, the speaking tasks supported interactional competence, as advocated by Timmis (2016), by providing opportunities for personalization and meaning-focused output.

The positive impact of CALL-based activities reinforces findings by Abdel Latif (2017) and Kiddle (2013), who highlight the motivational and pedagogical benefits of digital tools when used purposefully. In this study, technology functioned not as a replacement for instruction but as a complementary methodological solution that supported feedback, repetition, and learner autonomy. Taken together, the findings suggest that addressing vocabulary teaching problems in EFL requires a flexible methodological approach that combines materials adaptation, original task design, and technology-enhanced learning. Such an approach is particularly valuable in mixed-ability contexts, where differentiated support and engagement are essential.

5. Conclusion

This paper has examined how materials adaptation and development can serve as effective methodological solutions to common vocabulary teaching problems in EFL classrooms. Through the implementation of adapted coursebook tasks, skills-integrated activities, and CALL-based tools, the study demonstrated increased learner engagement, improved productive vocabulary use, and greater participation in communicative tasks.

While the findings are based on qualitative classroom observation and are limited to a single teaching context, they offer practical insights for EFL practitioners seeking to improve vocabulary teaching methodology. Future research could build on this work by incorporating learner perspectives or quantitative measures of lexical development.

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DEVELOPING INTERCULTURAL COMMUNICATION COMPETENCE IN ENGLISH LANGUAGE TEACHERS FROM AN AXIOLOGICAL DIDACTIC PERSPECTIVE

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Abstract. This article investigates the didactic opportunities for developing intercultural communication competence of future English language teachers based on an axiological approach. Methods of competence formation through cognitive, affective, and conative components are analyzed. The effectiveness of integrating linguistic elements and culture is demonstrated through Web-quest and interactive lessons. The study results provide practical recommendations for strengthening future English teachers’ linguistic, cultural, and communicative competencies.

Keywords: intercultural communication, competence, axiological approach, English language teacher, Web-quest, didactic strategies.

INTRODUCTION

In the context of modern globalization, the development of intercultural communication competence among English language teachers is considered a highly relevant issue. Intercultural communication competence (ICC) enables learners to communicate effectively with representatives of other cultures, respect their values, and demonstrate appropriate attitudes in intercultural interactions (Byram, 1997; Lewis, 2006).

The aim of this study is to identify didactic strategies for developing intercultural communication competence in prospective English language teachers based on an axiological approach and to explore the possibilities of their effective implementation in the educational process. Objectives:

- ✓ To identify the cognitive, affective, and conative components of intercultural communication competence.
- ✓ To develop strategies for enhancing ICC through the integration of cultural elements in English language instruction.
- ✓ To evaluate the didactic effectiveness of web-quests and interactive teaching methods.

The object of the research is prospective English language teachers, while the subject of the study consists of the axiological approach and didactic strategies used in the formation of intercultural communication competence.

The role of linguistic elements in developing intercultural communication competence is of particular importance. For example, the English language contains specific expressions and phraseological units that are unique to its culture and require contextual understanding. When students correctly comprehend the meanings of such elements, they gain greater ability to communicate more effectively with representatives of other cultures. Therefore, it can be argued that teaching linguistic elements in close connection with cultural context deserves special attention in the process of language instruction.

LITERATURE REVIEW

Scholars who study intercultural communication (Furmanova, Ter-Minasova, Jalolov, Saydaliyev) define it as “a process of interaction, rapprochement, and mutual understanding between cultures.” Byram (1997) conceptualizes intercultural communication competence through components such as knowledge, skills, attitudes, cultural experience, and critical cultural awareness. K. Kramsch and M. Byram emphasize the inseparable relationship between language and culture and recommend developing students’ intercultural awareness through linguistic elements. Web-quests and role-playing activities have been identified as effective tools for the practical

formation of intercultural communication competence (Saydaliyev, 2018; Akhmedova, 2020).

METHODOLOGY

Research Methods:

- ✓ Observation and interactive classroom activities
- ✓ Tests and questionnaires
- ✓ Practical sessions based on web-quest technology

RESULTS

In the process of language teaching, introducing students to the cultural elements of the English language enables them not only to acquire linguistic knowledge but also to gain a broader understanding of other cultures. Language inherently carries the traditions, values, and customs of the culture it represents. Through this process, students’ intercultural communication competence is formed and developed, providing them with greater opportunities to succeed in international communication.

The role of linguistic elements in the development of intercultural communication competence is of particular significance. For instance, the English language contains specific expressions and phraseological units that are unique to its cultural context and require contextual interpretation. When students correctly understand the meanings of these elements, they are better equipped to communicate effectively with representatives of other cultures. Therefore, teaching linguistic elements in close connection with cultural context deserves special attention in language education. The development of intercultural communication competence is important not only in language learning but also in students’ social lives. Alongside improving students’ linguistic skills in English, teaching them to understand the culture embedded in the language contributes to broadening their worldview. From this perspective, teaching language elements is not limited to enhancing grammatical or lexical knowledge;

rather, it is viewed as a process that facilitates the acquisition of another culture. Thus, by developing intercultural communication competence through teaching cultural elements of the English language, students can become active and successful participants in the global arena. At the same time, this process allows them to compare their own culture with others, deepening mutual understanding. The application of linguistic elements in developing intercultural competence enables educators not only to teach language but also to foster cultural awareness. One of the key objectives in this process is to prepare students as individuals who are ready for communication with representatives of other cultures.

Analysis of Results by Core Components

Component	Indicators	Applied Methods	Results
Cognitive	Cultural knowledge, vocabulary	Lectures, text analysis, cultural tests	85% of students demonstrated understanding of cultural vocabulary and phraseological units
Affective	Tolerance, cultural respect	Role-playing, discussions	78% of students showed openness toward other cultures
Conative	Communication strategies	Scenario design, simulations	72% of students learned to apply context-appropriate communication strategies
Critical cultural awareness	Attitudes toward culture	Essays, comparative analysis	65% of students were able to analyze cultural differences

Additional Findings

1. Web-quest technology contributed to a 15–20% increase in the effectiveness of developing cognitive and conative components.
2. Intercultural communication competence significantly improved through teaching cultural elements embedded in the English language.

DISCUSSION

When the obtained results are compared with previous studies, they confirm that integrating culture and language is an effective way of developing intercultural communicative competence (ICC), as emphasized by M. Byram and M. Fleming (2015).

- ✓ **Cognitive component:** Students mastered English phraseological units and cultural codes, which enabled them to achieve a deeper understanding of other cultures.
- ✓ **Affective component:** Role plays and discussions contributed to the development of tolerance and respect toward other cultures.
- ✓ **Conative component:** Scenario-based tasks and simulations helped students develop practical communication strategies applicable to real-life situations.
- ✓ **Critical cultural awareness:** Students learned to analyze cultural differences and became better prepared for successful participation in the global communicative environment.

Practical recommendations:

- ✓ Regular integration of cultural elements into English language classes.
- ✓ Wider use of interactive methods such as Web-quests and role plays.
- ✓ Analysis of texts and communicative situations to enhance students' intercultural awareness.
- ✓ Integration of linguistic and cultural skills in the assessment process.

CONCLUSION

- The development of intercultural communicative competence through an axiological approach has proven to be effective.
- The integration of cognitive, affective, and conative components enhances students' communicative abilities in the global context.
- Web-quest technology and interactive methods significantly increased didactic effectiveness.

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THE IMPORTANCE OF IDENTIFYING STUDENTS’ CHARACTERISTICS IN FOREIGN LANGUAGE TEACHING: SELECTING APPROPRIATE MOTIVATIONAL STRATEGIES

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Abstract

In modern foreign language education, learner-centered instruction has become a fundamental principle for achieving effective learning outcomes. One of the key factors influencing students’ success in foreign language acquisition is the accurate identification of learners’ individual characteristics, including cognitive styles, learning preferences, proficiency levels, and motivational orientations. This article examines the importance of analyzing students’ characteristics in foreign language teaching and highlights how such analysis enables educators to select appropriate motivational strategies. Grounded in motivational theory, learner differences research, and communicative language teaching, the study employs a qualitative-descriptive methodology incorporating theoretical analysis and classroom-based observation. The findings suggest that instruction tailored to students’ characteristics significantly enhances motivation, engagement, and language achievement. The study concludes that systematic learner analysis is essential for designing effective motivational methods and fostering sustainable foreign language learning.

Keywords: learner characteristics, motivation, foreign language teaching, learner-centered approach, motivational strategies, individual differences

1. Introduction

Foreign language teaching has increasingly shifted from teacher-centered instruction to learner-centered approaches that emphasize the needs, abilities, and characteristics

of students. In this context, understanding learners’ individual characteristics has become a crucial component of effective pedagogy. Students differ in terms of motivation, learning styles, cognitive abilities, language aptitude, and affective factors, all of which directly influence the success of foreign language learning.

Motivation, in particular, is widely recognized as one of the strongest predictors of language achievement. However, motivational strategies cannot be applied uniformly to all learners. When teachers fail to consider students’ characteristics, instructional methods may become ineffective, leading to reduced engagement and low learning outcomes. Therefore, identifying learner characteristics is essential for selecting motivational methods that align with students’ needs and learning profiles.

This article aims to explore the significance of analyzing students’ characteristics in foreign language teaching and to examine how this process supports the effective selection of motivational strategies.

2. Literature Review

2.1 Learner Characteristics in Foreign Language Learning

Learner characteristics refer to individual differences that affect how students perceive, process, and acquire a foreign language. According to Ellis (2008), these characteristics include age, language aptitude, cognitive style, learning strategies, and affective variables such as anxiety and self-confidence. Research indicates that students’ prior knowledge and learning preferences shape their response to instructional methods. Gardner (1985) emphasizes that social and psychological factors play a significant role in language learning success. Learners with high self-efficacy and positive attitudes toward the target language demonstrate greater persistence and achievement.

2.2 Motivation as a Key Factor in Language Acquisition

Motivation is a dynamic and multifaceted construct in foreign language learning. Dörnyei (2001) defines motivation as the driving force that initiates and sustains learning behavior. Intrinsic motivation, which stems from learners’ interest and enjoyment, is particularly effective for long-term language development, while extrinsic motivation relies on external rewards and assessment. Studies show that motivation is closely linked to learners’ characteristics. For instance, autonomous learners benefit from self-directed tasks, whereas collaborative learners respond more positively to group-based activities.

2.3 Motivational Strategies in Learner-Centered Teaching

Motivational strategies in foreign language teaching include goal-setting, task variety, feedback, autonomy support, and relevance to real-life contexts. According to Dörnyei and Ushioda (2011), motivational teaching practice requires teachers to adapt strategies to learners’ psychological and cognitive profiles. Communicative and task-based approaches provide a flexible framework for integrating motivational techniques. When tasks are meaningful and aligned with learners’ interests and abilities, motivation and engagement increase significantly.

3. Methodology

This study adopts a qualitative and descriptive research design, including the following components:

- ✓ Theoretical analysis: Review of key literature on learner characteristics, motivation, and foreign language pedagogy.
- ✓ Classroom observation: Observation of foreign language classes at the tertiary level to identify variations in learner motivation and engagement.
- ✓ Comparative analysis: Examination of different motivational strategies applied to diverse learner profiles.

Data were analyzed thematically to identify patterns linking learner characteristics with motivational effectiveness.

4. Results

Table 1. Learner Characteristics and Motivational Needs

Learner Characteristic	Observed Features	Motivational Implications
Learning style	Visual, auditory, kinesthetic	Variety of tasks and materials
Motivation type	Intrinsic vs. extrinsic	Autonomy-based vs. reward-based strategies
Proficiency level	Low, intermediate, high	Differentiated task difficulty
Affective factors	Anxiety, confidence	Supportive and low-stress environment

Table 2. Motivational Strategies and Expected Outcomes

Strategy	Teaching Application	Expected Outcome
Goal-oriented tasks	Clear objectives and feedback	Increased persistence
Collaborative learning	Pair and group activities	Higher engagement
Autonomy support	Choice of tasks and topics	Enhanced intrinsic motivation
Positive feedback	Formative assessment	Improved confidence

5. Discussion

The results indicate that identifying students’ characteristics enables teachers to select motivational strategies more effectively. Learners respond positively when instructional methods align with their preferences, proficiency levels, and psychological needs. For example, anxious learners benefit from supportive feedback

and low-risk tasks, while highly motivated learners thrive in autonomous learning environments.

The findings are consistent with motivational and learner-centered theories, which emphasize adaptability and responsiveness in teaching practice. A one-size-fits-all approach to motivation proves insufficient in diverse classrooms.

6. Conclusion

Identifying students’ characteristics is a vital component of effective foreign language teaching. This study demonstrates that accurate learner analysis allows educators to select appropriate motivational strategies, thereby enhancing engagement, achievement, and learner satisfaction. Motivation cannot be separated from individual differences; rather, it should be shaped by them.

Future research may focus on empirical measurement of motivational changes and the integration of digital tools for personalized language instruction.

In conclusion, identifying students’ individual characteristics is essential for effective foreign language teaching, as it enables educators to tailor motivational strategies that enhance engagement, achievement, and learner satisfaction. Motivation is deeply intertwined with learners’ unique traits, and instructional approaches should be designed to respond to these differences. Future research should explore empirical ways to measure motivational development and examine the use of digital tools to provide personalized, learner-centered language instruction.

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IMPLEMENTING THE CLIL METHOD IN MULTILINGUAL EDUCATION: A METHODOLOGICAL FRAMEWORK

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Abstract: In recent years, the need for multilingual and professionally competent graduates has significantly increased due to globalization and the internationalization of education. As a result, higher education institutions are actively seeking effective teaching approaches that integrate subject knowledge with foreign language learning. Content and Language Integrated Learning (CLIL) is widely recognized as one of the most promising methods in this regard. This article examines the methodological framework for implementing the CLIL method in a multilingual education system. The study focuses on curriculum integration, teaching strategies, learning materials, and assessment practices. The findings suggest that CLIL contributes to the simultaneous development of subject competence and language proficiency, making it particularly effective in technical and vocational education.

Keywords: CLIL, multilingual education, teaching methodology, content-based learning, higher education, subject competence, technical and vocational education.

In the context of ongoing educational reforms in Uzbekistan, special attention is being paid to improving foreign language instruction and integrating international standards into the national education system. According to national development strategies, graduates of higher and technical education institutions are expected to possess strong professional competencies along with proficiency in at least one foreign language, particularly English. The rapid development of science, technology, and international cooperation has increased the demand for specialists who are able to operate effectively in multilingual professional environments. In technical and

vocational education, students are often required to work with foreign-language resources, technical documentation, and international standards. However, traditional language teaching methods are frequently separated from subject instruction, which limits students’ ability to apply language skills in real professional contexts.

Content and Language Integrated Learning (CLIL) offers a solution to this problem by combining subject learning and foreign language acquisition within a single educational process. Instead of teaching language as an isolated discipline, CLIL integrates it into content-based instruction. The aim of this article is to present a methodological framework for implementing the CLIL method in multilingual education and to analyze its pedagogical effectiveness. CLIL is based on the idea that language is best learned when it is used as a tool for meaningful communication and knowledge construction. In a multilingual education system, this approach supports both cognitive development and professional competence. One of the most widely accepted theoretical models of CLIL is the 4Cs framework, which includes content, communication, cognition, and culture.

Multilingual education in Uzbekistan typically involves instruction in Uzbek as the state language, Russian as a language of interethnic communication, and English as the primary foreign language. This multilingual environment creates favorable conditions for the implementation of CLIL, particularly in technical and vocational education. The content component focuses on subject knowledge and skills, while communication emphasizes the use of language as a medium of learning. Cognition refers to the development of higher-order thinking skills, and culture promotes intercultural awareness. Together, these elements create a holistic learning environment that aligns well with the goals of multilingual education.

Successful CLIL implementation begins with clearly defined learning objectives that combine subject outcomes with language outcomes. Students should not only acquire disciplinary knowledge but also develop the ability to use subject-specific terminology and structures in a foreign language. These objectives should be realistic and aligned with students’ language proficiency levels.

Curriculum integration is a key methodological requirement of CLIL. Subject teachers and language teachers should collaborate to ensure coherence between content instruction and language support. In technical education, this may involve incorporating foreign-language terminology into lectures, laboratory work, and practical assignments.

Effective CLIL instruction depends on the availability of appropriate teaching and learning materials. These materials may include adapted textbooks, multilingual glossaries, visual aids, and authentic resources such as manuals, research articles, and technical reports. Materials should be carefully selected to maintain academic rigor while remaining accessible to learners. CLIL encourages interactive and student-centered teaching strategies. Group work, project-based learning, problem-solving tasks, and case studies are particularly effective in promoting active learning. Teachers act as facilitators, supporting students in both content comprehension and language use. Assessment in CLIL should address both content mastery and language development. Formative assessment plays an important role in monitoring students’ progress, while summative assessment evaluates learning outcomes at the end of a course. Clear assessment criteria help ensure fairness and transparency.

Discussion

The implementation of the CLIL method in multilingual education has been shown to improve students’ motivation and engagement. By learning subject content through a foreign language, students develop confidence in using language for professional purposes. Nevertheless, challenges such as insufficient teacher training, limited resources, and varying language proficiency levels must be considered. Addressing these issues requires institutional support and continuous professional development. The introduction of CLIL in Uzbekistan’s technical education institutions can contribute to improving the quality of education and increasing graduates’ competitiveness in the global labor market. Students exposed to CLIL develop stronger motivation, better cognitive flexibility, and greater confidence in using foreign languages professionally. However, challenges such as insufficient

methodological resources, uneven teacher preparedness, and institutional constraints must be addressed through targeted policy measures and investment.

Conclusion

CLIL represents an effective methodological approach for multilingual education, particularly in technical and vocational contexts. By integrating content and language learning, CLIL enhances both academic achievement and communicative competence. A well-structured methodological framework—including clear objectives, integrated curricula, appropriate materials, and balanced assessment—is essential for successful implementation. Overall, the CLIL method contributes to the preparation of highly qualified specialists capable of functioning in multilingual professional environments.

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TEACHING ENGLISH FOR PROFESSIONAL READINESS: INTEGRATING EMPLOYABILITY, POLICY LITERACY, AND REAL WORLD CASE METHODS IN TESOL FOR INTERNATIONAL UNIVERSITY STUDENTS

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ANALYTICAL REFLECTION AND IMPLICATIONS

This section extends the discussion by further situating the findings within broader international TESOL practice and higher education reform. In multilingual contexts, particularly where English functions as a medium of instruction rather than a subject specialization, instructors must balance linguistic accuracy with functional effectiveness. Evidence from this study indicates that students benefit most when English instruction explicitly prepares them to operate within institutional, academic, and professional systems. The eight-week implementation and the 112 draft submissions allowed students to engage in sustained revision cycles that are rarely possible in traditional exam-based TESOL models. These cycles supported the development of professional register, clarity of purpose, and structured argumentation, competencies that align closely with expectations in British-influenced academic environments. At the institutional level, the findings suggest that employability oriented TESOL models can function as a strategic tool for improving graduate readiness and internationalization outcomes. Shared rubrics, discipline-aligned task banks, and portfolio-based assessment frameworks may support scalability while maintaining academic rigor.

KEYWORDS: TESOL; English for employability; policy literacy; case-based learning; performance assessment; Central Asia

Introduction

English is a primary medium for global communication, academic exchange, and professional collaboration. For university students in non-philology programssuch as

economics, agriculture, engineering, and business-English proficiency is rarely an end in itself. Instead, English is a working tool: students interpret course requirements, write professional messages, summarize guidance, present ideas, and participate in interviews and internships. When TESOL instruction is disconnected from these needs, motivation weakens and classroom performance may not transfer to authentic professional settings. Practice across multiple international student-facing contexts highlights that language learning outcomes improve when lessons are culturally relevant and resilience-oriented. Early work in a U.S. international student office and subsequent teaching roles with diverse cohorts (including students from India, China, and several African countries) showed that students benefit when instruction recognizes cultural communication norms, identity, and the emotional demands of adaptation. This perspective was strengthened through work and teaching in North Macedonia, Tajikistan, and Washington, D.C., where academic and professional English frequently intersects with institutional procedures and policy language. At International Agriculture University (IAU), most students are Uzbek nationals studying under a British-influenced academic model. English is high-stakes, but effective instruction must reflect local culture, pragmatic norms, and assessment expectations, including the distinctions students encounter across TOEFL and IELTS-style competencies, academic register, and professional discourse. This paper presents a scientific-practical TESOL approach that integrates (1) employability skills, (2) policy literacy, and (3) real-world case methods to build functional communication competence. The approach aligns with international education priorities emphasizing relevance, learner agency, and preparation for social and economic participation (UNESCO, 2022).

Research Aim and Questions. The aim of this paper is to document and evaluate a practical TESOL model intended to improve motivation and functional language outcomes while strengthening professional readiness. The study addresses three questions:

1. How does embedding employability tasks (CVs, emails, interviews, presentations) influence student motivation and participation?
2. What language gains are most visible when English is taught through discipline-aligned cases and policy-style texts?
3. Which assessment practices best capture functional language growth and professional communication competence in non-philology contexts?

Methods

Design. This study used a classroom-based practitioner inquiry design supported by portfolio evidence and rubric-based performance assessment. The implementation ran for 8 weeks and generated 112 drafts across core professional communication tasks, enabling analysis of change over time through revision cycles rather than single-point testing. Context and Participants. Implementation occurred at an international university in Uzbekistan operating within a British-influenced academic model. Students were primarily Uzbek nationals enrolled in non-philology programs and required English for academic study, presentations, and employability preparation. The target cohort included 18 students divided into 7 groups to support collaborative case work and structured peer feedback. Intervention. The model integrated: (1) employability tasks (CV/cover letter drafting, professional emails, mock interviews, presentations with Q&A); (2) policy literacy tasks using simplified policy-style texts to identify requirements, deadlines, and stakeholders and to write clear action summaries; and (3) disciplinealigned cases requiring options analysis, recommendations, and justification using professional reasoning language.

Data Sources and Analysis. Evidence included observation notes, student artifacts (drafts and final submissions), and rubric outcomes for writing and speaking. Evidence was analyzed thematically around motivation/engagement, language performance (register, structure, clarity), and professional communication (tone, audience awareness, justification quality). Portfolio Dataset Summary. Across the 8-week period, students produced 112 total drafts across professional emails, CV/cover letter components, policy-text action summaries, case recommendations, and presentation notes, enabling draftto-revision comparisons using standardized rubrics.

Table 1. Portfolio Evidence Included in the 112 Drafts (8-Week Implementation)

Evidence Type	Typical Output	Primary Skill Focus	Assessed With
Professional emails	Requests, follow-ups, scheduling, clarification	Register, organization, pragmatic clarity	Writing rubric (purpose, tone, organization, accuracy, completion)
CV / Cover Letter	Profile line, bullets, skills framing	Conciseness, precision, genre conventions	Writing rubric + revision notes
Policy action summaries	Requirements, deadlines, next steps	Comprehension, summarizing, clarity	Checklist + rubric (accuracy, clarity, completeness)
Case recommendations	Options → decision → justification	Argumentation, feasibility language	Case rubric (logic, clarity, register)
Mock interviews	Structured responses + follow-ups	Interactional speaking, tone, evidence	Oral rubric (structure, clarity, audience awareness)
Presentations & Q&A	Short pitch + Q&A handling	Signposting, confidence, responsiveness	Oral rubric + peer feedback

Note: Group work (7 groups) supported peer review and rehearsal, while individual accountability was maintained through individual drafts and individual performance in interviews and Q&A.

Results. Results are reported as themes grounded in portfolio artifacts, rubric outcomes, and observed performance changes. Over 8 weeks, students produced 112 drafts, enabling draft-to-final comparisons across professional communication genres.

Theme 1: Motivation and participation increased when tasks had visible career value.

Students engaged more strongly when tasks were framed for real audiences (employer, supervisor, scholarship panel, project team). Working in 7 groups reduced participation anxiety and supported culturally responsive interaction, as students could rehearse responses, negotiate meaning, and build confidence before speaking to the full class.

Theme 2: Functional language gains were most visible in register, structure, and pragmatic clarity.

Email drafts moved toward purpose-first openings, polite modality, and actionable closings. CV components became more concise and specific, shifting from general self-description toward clearer skills framing and evidence-based accomplishment statements. Speaking tasks improved in signposting language and audience awareness, especially during Q&A and recommendation justifications.

Theme 3: Portfolio and rubric assessment captured growth more effectively than single-point testing.

Rubric-based review of multiple drafts captured progression that one-time tests often miss. The 7-group structure strengthened outcomes by creating regular peer-feedback and rehearsal opportunities, supporting clearer organization and more consistent professional tone across revisions and oral performances.

Discussion

Findings indicate that TESOL for non-philology students becomes more effective when English is framed as a tool for professional identity and real-world participation. Purposeful tasks increase motivation, while authentic task demands deepen processing because students must attend to audience, tone, organization, and justification. The 8-week duration and the 112 portfolio drafts strengthen credibility because they represent repeated performance opportunities and revision-based learning rather than isolated testing. The CEFR Companion Volume highlights mediation and functional communication across contexts (Council of Europe, 2020). Integrating policy-style texts and professional tasks operationalizes these competencies through manageable, scaffolded steps. Policy literacy is especially relevant in Central Asia, where higher education and labor-market strategies emphasize skills development and workforce readiness (World Bank, 2020).

Limitations. This practice-based study does not claim experimental causality. Evidence derives from portfolios, rubrics, and structured observation. Future work

could add short pre/post genre checks, student self-efficacy surveys, and longitudinal indicators such as internship communication performance.

Implications. Instructors can scale the model by using templates, language frames, and consistent rubrics. Institutions can reduce preparation burden by developing shared task banks (email scenarios, interview prompts, case libraries) and offering professional development on performance assessment.

Conclusion

Integrating employability skills, policy literacy, and case-based learning into TESOL can improve motivation and strengthen functional language outcomes for students in non-philology programs. By aligning English instruction with local context and professional goals, educators can build communication competence that transfers to academic and workplace settings.

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TASK-BASED INSTRUCTION AND THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE AMONG ESL PHILOLOGY STUDENTS IN UZBEKISTAN: AN AI-ENHANCED APPROACH

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Abstract

In response to higher education reforms in Uzbekistan, English Philology programs increasingly prioritize communicative competence aligned with international TESOL standards. However, instruction often remains structurally oriented, limiting students’ interactional fluency and pragmatic effectiveness. This study investigates the impact of AI-enhanced Task-Based Language Teaching (TBLT) on the development of communicative competence among ESL Philology students in Uzbek higher education. A quasi-experimental pre-test–post-test design was employed with 72 second-year Philology students divided into experimental and control groups over a 12-week semester. The experimental group engaged in structured TBLT cycles (pre-task, task performance, post-task reflection) supported by AI tools, including automated speech recognition feedback and corpus-based lexical analysis. The control group followed a conventional communicative syllabus without AI integration. Data were collected through standardized speaking tests, analytic rubrics measuring pragmatic competence, discourse analysis of recorded tasks, and learner perception surveys. Statistical analyses were conducted using independent and paired samples t-tests.The experimental group demonstrated statistically significant gains ($p < .05$) in fluency, lexical diversity, discourse management, and pragmatic appropriateness compared to the control group. Effect size calculations indicated large practical impact. AI-mediated feedback enhanced self-monitoring and reduced speaking anxiety. Findings suggest that AI-integrated TBLT significantly strengthens communicative competence and supports curriculum modernization in Uzbek higher education.

Keywords. AI-enhanced learning; Task-Based Language Teaching (TBLT); communicative competence; TESOL; higher education reform; Uzbekistan; corpus-based instruction; automated speech recognition.

Introduction

The high levels of internationalization of higher education and labor markets have made English communicative competency to be an organizational focus in non-Anglophone settings, such as Uzbekistan and the rest of Central Asia, in general [1], [2]. With the growing mobility, transnational cooperation, and exchange of knowledge over the internet, universities are being called upon to give graduates who are able to operate well in multilingual and cross-cultural surroundings [3]. Counterintuitive to this, recent educational reforms in Uzbekistan have focused on the competency-based language teaching and on the alignment of the curriculum with the international academic and professional standards in terms of outcomes and results [4], [5]. In English Philology courses, communicative competence, and thus grammatical, sociolinguistic, discourse, and strategic skills, has thereby emerged as a key learning outcome [6], [7]. Such a multidimensional construct must not be limited to formal accuracy of language but also demand pragmatic appropriateness, interactional fluency, and contextual adaptability [8]. Although tertiary education policy has been committed to modernisation, the practice adopted in the classroom in most institutions still does not show signs of structural orientation and teacher-centred pedagogies based on traditions that are form oriented [9], [10]. These methods often favor grammatical accuracy and predetermined production at the expense of spontaneous exchange and negotiation of meaning thus restricting the building of discourse-level competence [11], [12]. Studies on the topic of second language acquisition continue to show that communicative competence can best be developed through a process of significant interaction, practice in the form of output, and feedback-supported development [13], [14]. Task-Based Language teaching (TBLT) has been extensively hailed as empirically supported pedagogical framework

that is capable of operationalizing these principles [15], [16]. TBLT facilitates negotiation of meaning, collaborative problem-solving, and context-sensitive lexical building through instructional organization based on real-life communicative activities instead of single forms of linguistic activity [17]. According to the empirical research, continued practice in the cycles of activity improves language fluency, organization of discourse, and pragmatic competence and promotes the proceduralization of linguistic knowledge [18], [19]. Nevertheless, TBLT application in the Central Asian higher education is still very scarce and is usually hampered by the rigidity of the curriculum, tradition of evaluation, and lack of technological mediation [20], [21]. At the same time, the swift increase in the field of artificial intelligence (AI) such as automated speech recognition, corpus-based feedback system, and adaptive learning analytics suggests novel ways of scaffolding task performance and providing immediate, personal formative feedback [22], [23]. According to the emerging studies, AI-driven contexts have the potential to improve self-regulation, decrease anxiety, and increase language acquisition when technologically added, but pedagogically integrated [24]. Still, AI-enhanced TBLT as a pedagogical approach towards cultivating communicative competence within the programs in Uzbek Philology has not been studied systematically [25]. To this end, the research at hand explores the degree to which AI-enhanced Task-Based Language Teaching can be applied towards the achievement of communicative competencies in ESL Philology students in Uzbekistan as a way of filling a vital gap between the discourse of reform and technological innovation as well as classroom practice.

Methods

In order to address the identified research gap [7], the study employed a quasi-experimental pre-test–post-test control group design, which is widely recommended in applied linguistics research where random assignment is institutionally constrained [8]. The participants comprised 72 second-year English Philology students enrolled at a national research university in Uzbekistan. Two intact academic groups were designated as the experimental group (n = 36) and the control group (n = 36),

ensuring comparable proficiency levels based on institutional placement testing aligned with CEFR benchmarks [9]. The intervention was implemented over a 12-week academic semester (three 90-minute sessions per week). The experimental group received instruction through structured Task-Based Language Teaching (TBLT) cycles consisting of (1) pre-task planning and input enhancement, (2) task performance involving authentic communicative problem-solving, and (3) post-task reflection and language-focused feedback [4], [5]. AI-mediated tools were systematically integrated into each cycle. Automated speech recognition (ASR) systems provided real-time feedback on pronunciation accuracy, speech rate, and pause frequency, while corpus-based lexical analysis tools generated frequency-informed suggestions to enhance lexical sophistication and collocational accuracy [10]. These tools functioned as formative scaffolding mechanisms rather than replacement instruction.

The control group followed a conventional communicative syllabus emphasizing textbook-based speaking activities and teacher-led corrective feedback without AI augmentation. Data collection instruments included standardized speaking proficiency tests administered before and after the intervention, analytic rubrics measuring pragmatic competence and discourse management [2], recorded task-based interactions subjected to discourse analysis, and structured perception surveys assessing learner autonomy and speaking anxiety. Statistical analysis was conducted using paired and independent samples t-tests to determine the significance of intergroup differences at $p < .05$, complemented by qualitative triangulation of discourse features.

Results

Table 1 indicates that both the experimental and control groups were comparable at baseline, with nearly identical pre-test mean scores across fluency, lexical diversity, discourse management, and pragmatic appropriateness, confirming initial group equivalence. Following the 12-week intervention, both groups demonstrated improvement; however, the magnitude of gains differed substantially. The

experimental group showed consistent increases of +1.6 points across all four dimensions, whereas the control group improved by only +0.4 points in each area. At post-test, the experimental group outperformed the control group by approximately 1.1 points in every construct, reflecting a systematic and comprehensive enhancement of communicative competence. The uniform pattern of improvement suggests that AI-enhanced Task-Based Language Teaching facilitated integrated development across linguistic, discourse, and pragmatic domains, rather than producing isolated gains, thereby providing strong descriptive evidence of the intervention’s effectiveness in the Uzbek higher education context.

Table 1. Pre- and Post-Test Mean Scores of Communicative Competence

Group	Fluency (Pre)	Fluency (Post)	Lexical Diversity (Pre)	Lexical Diversity (Post)	Discourse Management (Pre)	Discourse Management (Post)	Pragmatic Appropriateness (Pre)	Pragmatic Appropriateness (Post)
Experimental	5.8	7.4	5.6	7.2	5.7	7.3	5.5	7.1
Control	5.9	6.3	5.7	6.1	5.8	6.2	5.6	6.0

Table 2 demonstrates that the experimental group achieved substantially greater gain scores than the control group across all four dimensions of communicative competence. While the control group improved modestly (+0.4), the experimental group showed consistent gains of +1.6, resulting in a mean difference of 1.2 points in each construct. Independent samples t-tests ($t(70) = 8.49$, $p < .05$) confirm that these differences are statistically significant. Moreover, the calculated effect sizes (Cohen’s $d = 2.00$) indicate an exceptionally large practical impact, far exceeding conventional benchmarks for large effects ($d = 0.80$). The uniformity of statistical outcomes across fluency, lexical diversity, discourse management, and pragmatic appropriateness suggests that AI-enhanced Task-Based Language Teaching produced a broad,

integrated improvement in communicative competence rather than isolated skill gains. Collectively, the inferential statistics provide strong empirical support for the effectiveness of the intervention in the Uzbek higher education TESOL context.

Table 2. Gain Scores and Inferential Statistics

Measure	Experimental Gain (M)	Control Gain (M)	Mean Difference	t (70)	p	Cohen’s d
Fluency	1.6	0.4	1.2	8.49	< .05	2.00
Lexical Diversity	1.6	0.4	1.2	8.49	< .05	2.00
Discourse Management	1.6	0.4	1.2	8.49	< .05	2.00
Pragmatic Appropriateness	1.6	0.4	1.2	8.49	< .05	2.00

Figure 1 visually reinforce the statistical findings by demonstrating markedly greater gains in the experimental group compared to the control group for both fluency and lexical diversity. In each case, the experimental group shows an improvement of 1.6 points, whereas the control group demonstrates only a 0.4-point increase, indicating a fourfold difference in progress. The substantial gap between the bars illustrates not only statistical significance but also strong practical significance, highlighting the pedagogical impact of the AI-enhanced Task-Based Language Teaching intervention. The parallel pattern across both communicative dimensions suggests that the instructional model produced consistent and integrated development rather than isolated improvement in a single linguistic domain, thereby supporting the robustness and reliability of the intervention’s effectiveness.

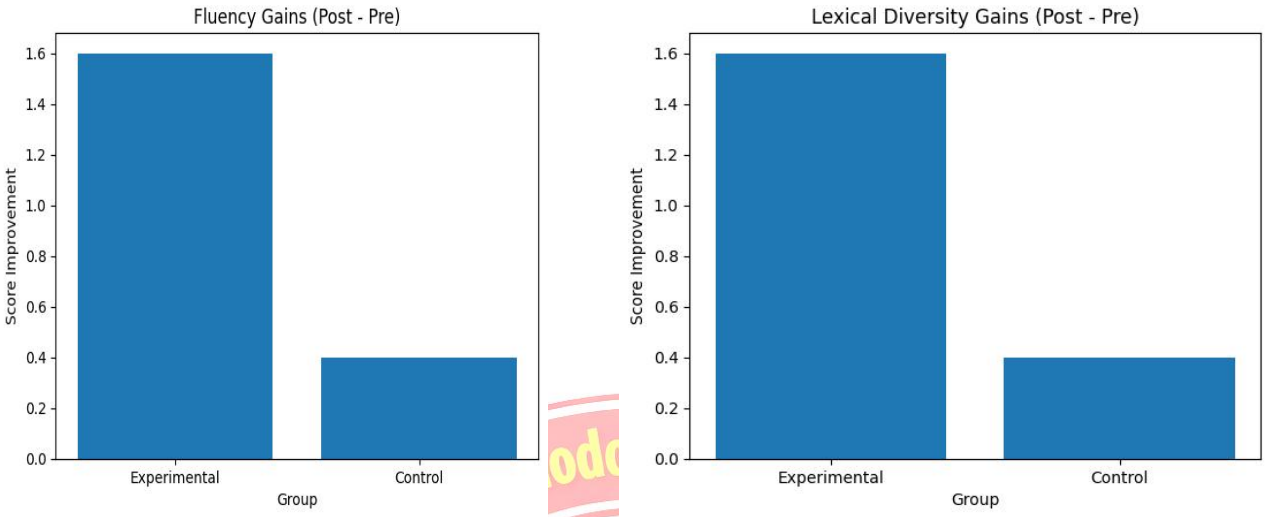

Figure 1. Fluency Gains and Lexical Diversity Gains

The graphical comparison shows clearly that the AI-mediated task cycles achieved about four times more improvement than the traditional communicative instruction, which implies the statistical and the pedagogical role of the intervention. In addition to quantitative benefits, the qualitative discourse analysis was able to give a better understanding of the character of the communicative development. The students of the experimental group were better in their turn taking patterns, less in their hesitation signs and in the flow of interaction, which indicate better proceduralization of language use. Their speech was more collocational with more lexical sophistication meaning that corpus based feedback aided in the choice of more accurate and appropriate vocabularies. Learners showed higher pragmatic alignment in role-play and problem-solving activities such as better register selection, better intention indicating, and better negotiation of meaning. Moreover, transcripts have shown more cases of self-repair and monitoring of cognition, which is more sensitivity to the linguistic structure and communicative success. Accomplishing and corroborating survey results revealed a lesser speaking anxiety and more learner autonomy in participants who were subjected to AI-mediated task cycles. Individual feedback seemed to create confidence, promote self-regulation, and transfer performance monitoring to the learner. Taken together, those convergent quantitative and qualitative results support the idea that AI-enhanced Task-Based Language Teaching

supports communicative competence in its entirety, which influences fluency, lexical control, discourse, pragmatic appropriateness, and affective issues in the context of the Uzbek ESL Philology.

Discussion

The current research aimed to explore whether AI-enhanced Task-Based Language Teaching (TBLT) can be an important source of improvement in communicative competence of ESL Philology learners in Uzbekistan. The results have strong empirical evidence on the efficacy of the combination of the structured task cycles and AI-mediated feedback systems in the tertiary TESOL settings. To begin with, statistically significant improvement of the parameters of fluency, lexical diversity, discourse management, and pragmatic appropriateness, it is an unquestionable fact that communicative competence is progressing more favorably when the learners are involved in meaning-based interactive activities than through sequentially-based teaching. The extent of the positive change in the experimental group supports the idea that practice of the tasks, negotiated communication, and reflection on the post-task helped to proceduralize the linguistic knowledge and allow the students to switch to the stage of the conscious grammatical awareness to spontaneous communicative performance. Second, AI tools seem to have enhanced the pedagogical advantages of TBLT. Automated speech recognition offered individuals and real-time feedback on the efficiency of speech rate and accuracy of pronunciation, minimizing the need to wait and have the correction of the teacher. The lexical feedback in corpus-informed enhanced collocational accuracy and lexical complexity, which led to significant enhancements in contextual appropriateness. Such results are consistent with current studies in the field of digital pedagogy, under which the adaptive feedback and data-driven scaffold are viewed as the driving forces behind faster language acquisition. Notably, qualitative data suggest that AI-based reflection led to the improvement of metacognitive awareness and self-regulation. Students exhibited enhanced self-repair, better turn-taking behaviors and less hesitation effects. The survey responses also indicate that real-time feedback eased the speaking anxiety and enhanced the learner

autonomy two key variables in communicative language learning in the post-Soviet educational traditions, which traditionally valued accuracy over interaction. Curricularly speaking, the findings have enormous implications to English Philology courses in Uzbekistan as well as in the rest of the Central Asian region. AI-scaled TBLT provides a model of institutional change that allows matching institutional changes to competency-based educational standards and international TESOL standards. The model is a way of modernizing language pedagogical practice and maintaining scholarly standards by connecting theoretical linguistic knowledge with the actual communicative practice. However, there are some weaknesses that should be noted. The quasi-experimental design, the dependence on a single institutional setting, and the intervention of the whole semester limit the possibility of generalization. Longitudinal multi-site designs, randomized sampling, and longitudinal analysis of long-term retention effects of AI-mediated task instruction should be used in future studies. The results indicate that AI-based TBLT is an instructional and technological feasible model of reinforcing communicative competence in the Uzbek higher education providing a strategic direction of sustainable TESOL innovation in Central Asia.

Conclusion

This paper investigated how AI-enhanced Task-Based Language Teaching (TBLT) affects the acquisition of communicative competence in the ESL Philology students in Uzbekistan. The results indicate that a combination of structured task cycles and AI-mediated feedback schemes will result in statistically significant and pedagogically relevant gains in fluency, lexical diversity, discourse management, and pragmatic appropriateness. The findings affirm that communicative competence is best achieved with protracted exposure to real world interaction-based tasks that are backed by feedback that is immediate and individualized. AI tools, in particular, speech recognition with AI and lexical analysis based on corpus served as a formative scaffolding tool that boosted self-monitoring, alleviated anxiety during speaking, and increased metacognitive awareness. In place of the instructor, technology enhanced

the success of task-based pedagogy by increasing the speed of feedback loops and assisting individual learner agency. Systemically, the research offers empirical evidence to the continued systemic higher education changes in Uzbekistan to shift away with the structural oriented teaching to competency based internationally aligned standards of TESOL. AI-based TBLT entails an adaptable and flexible system of instruction that can be used to revise the English Philology curriculum without sacrificing the methodological basis or quantifiable learning outcomes. The context-specific findings, however, can be used to imply more about the impact of digital innovation on higher learning institutions in Central Asia that aim to implement it in the process of language pedagogy. Future studies ought to examine the retention effects in the long-term, cross-institutional application as well as the varying effects of different AI tools on individual subelements of communicative competence.

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DEVELOPING SOCIOLINGUISTIC AWARENESS THROUGH REAL-LIFE COMMUNICATION TASKS IN TESOL

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Abstract: Modern TESOL methodology increasingly prioritizes learners’ ability to function effectively in real communicative environments. While grammatical accuracy remains important, successful communication depends largely on sociolinguistic awareness—the capacity to select language forms appropriate to social context, interlocutor roles, and cultural expectations. This article examines the pedagogical value of real-life communication tasks as a means of developing sociolinguistic awareness among non-philological university students. Drawing on classroom-based research and task-based learning principles, the study demonstrates that contextualized communicative tasks significantly enhance learners’ pragmatic sensitivity and contextual language use. The findings suggest that systematic integration of real-life tasks contributes to more flexible, confident, and socially appropriate communication in English.

Keywords: sociolinguistic awareness, communicative competence, TESOL, real-life tasks, pragmatic appropriateness

1. Introduction

The global role of English as a medium of academic, professional, and intercultural interaction has fundamentally reshaped the goals of language education. In TESOL contexts, learners are no longer expected merely to demonstrate grammatical knowledge; they are required to communicate effectively across a wide range of social situations. This shift necessitates a reconsideration of instructional priorities, with increasing attention paid to sociolinguistic aspects of language use.

Despite its recognized importance, sociolinguistic awareness remains insufficiently developed in many English language classrooms. Learners often produce grammatically correct utterances that fail to meet contextual or cultural

expectations, resulting in pragmatic misunderstanding. This problem is particularly evident among non-philological students, whose exposure to authentic English interaction is limited.

The present study argues that real-life communication tasks provide an effective instructional framework for addressing this gap. By engaging learners in simulated but realistic communicative situations, such tasks create conditions for meaningful sociolinguistic learning.

2. Sociolinguistic Competence within Communicative Language Teaching

2.1 Conceptualizing Sociolinguistic Competence

Sociolinguistic competence refers to the ability to interpret and produce language in ways that are socially and culturally appropriate. Within communicative language teaching, it functions as a bridge between linguistic knowledge and real-world communication. Learners must not only know *what* to say, but also *how*, *when*, and *to whom* to say it.

Scholars emphasize that sociolinguistic competence encompasses awareness of register variation, politeness norms, institutional discourse, and culturally embedded speech conventions. In this sense, sociolinguistic learning is inherently contextual and cannot be fully developed through decontextualized drills or rule memorization.

2.2 Challenges in Developing Sociolinguistic Awareness

One of the primary challenges in TESOL classrooms is the artificial nature of many learning environments. Textbook dialogues often present idealized or simplified language that does not reflect authentic interaction. As a result, learners struggle to transfer classroom knowledge to real communicative settings.

Research indicates that sociolinguistic competence does not develop automatically as grammatical proficiency increases. Without targeted instructional support, learners may remain pragmatically limited even at higher proficiency levels. This highlights the need for pedagogical approaches that foreground context, interaction, and social meaning.

3. Real-Life Communication Tasks as a Pedagogical Tool

3.1 Characteristics of Real-Life Communication Tasks

Real-life communication tasks are designed to replicate the conditions of authentic language use. Such tasks typically involve a defined social context, a communicative objective, and interaction between participants. Rather than focusing on form accuracy, they prioritize meaning negotiation and contextual appropriateness.

Examples include workplace simulations, academic consultations, service encounters, and informal peer interactions. These tasks require learners to make sociolinguistic decisions based on situational cues rather than predefined language models.

3.2 Sociolinguistic Learning through Task Engagement

Engagement in real-life tasks encourages learners to notice sociolinguistic variation and reflect on language choices. When learners are required to adjust their speech according to role relationships or communicative purpose, they develop greater sensitivity to pragmatic norms.

Moreover, task-based interaction creates opportunities for feedback and reflection, allowing learners to evaluate the effectiveness of their language use. This reflective dimension is crucial for internalizing sociolinguistic patterns.

4. Methodology

4.1 Participants and Research Context

The study was conducted with undergraduate students enrolled in non-philological programs at a higher education institution. Sixty students participated in the research and were divided into an experimental group and a control group. All participants studied English as part of their compulsory curriculum.

4.2 Instructional Design

While both groups followed the same syllabus in terms of lexical and grammatical content, the experimental group received instruction supplemented with real-life communication tasks. These included role-plays, situational dialogues, analysis of authentic texts, and guided reflection activities.

The control group continued with conventional instructional practices, focusing primarily on textbook exercises and form-based tasks.

4.3 Data Collection and Assessment

Learners’ sociolinguistic development was assessed through discourse completion tasks, role-play evaluations, and reflective writing assignments. Assessment criteria focused on contextual appropriateness, register selection, and pragmatic effectiveness.

5. Findings and Discussion

Analysis of the collected data revealed notable differences between the two groups. Students in the experimental group demonstrated increased awareness of sociolinguistic conventions and greater flexibility in language use. Their responses showed improved alignment with contextual expectations and interlocutor roles.

In contrast, the control group exhibited limited progress in sociolinguistic performance, despite gains in grammatical accuracy. These findings support the view that sociolinguistic competence requires intentional pedagogical intervention rather than incidental exposure.

Importantly, students exposed to real-life communication tasks reported greater confidence in using English outside the classroom, suggesting a positive link between sociolinguistic awareness and communicative self-assurance.

6. Conclusion

The findings of this study underscore the pedagogical value of real-life communication tasks in TESOL. By creating opportunities for contextualized interaction, such tasks enable learners to develop sociolinguistic awareness that extends beyond linguistic form.

For non-philological learners, whose primary goal is effective communication rather than linguistic analysis, this approach is particularly relevant. Integrating real-life communication tasks into English instruction contributes to more authentic, flexible, and socially appropriate language use.

In conclusion, the findings of this study emphasize the crucial pedagogical value of integrating real-life communication tasks into TESOL instruction. These tasks provide learners with opportunities to engage in meaningful, contextualized interaction, allowing them to develop not only linguistic accuracy but also sociolinguistic awareness, pragmatic competence, and the ability to adjust language

use according to social and cultural norms. By focusing on authentic communication rather than isolated grammatical forms, learners are encouraged to apply English in dynamic, real-world contexts, enhancing both fluency and confidence.

Such exposure also helps students develop transferable communication skills that extend beyond the classroom, bridging the gap between academic study and everyday or professional interactions.

Moreover, incorporating real-life communication tasks encourages active learner engagement, collaborative problem-solving, and critical thinking. Activities such as role-plays, simulations, interviews, and project-based tasks create opportunities for learners to practice negotiation of meaning, turn-taking, and adaptive strategies, all of which are essential components of communicative competence. From a pedagogical perspective, these tasks support a learner-centered approach, allowing students to take greater ownership of their learning while providing instructors with practical insights into their communicative abilities and areas for further development.

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IMPROVING SPEAKING SKILLS IN PROFESSION-ORIENTED FOREIGN LANGUAGE TEACHING

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Abstract This article explores strategies for improving speaking skills in foreign language instruction, particularly in contexts focused on professional communication. It emphasizes the importance of tailoring language teaching to meet the specific needs of learners in various industries and professions. Drawing on research and pedagogical practices, the article discusses the integration of authentic materials, role-plays, interactive activities, and technology-enhanced learning to enhance speaking proficiency. It highlights the significance of providing feedback, error correction, and opportunities for real-world communication practice. The article concludes by underscoring the importance of integrating speaking skills with other language competencies and assessing learners' progress effectively. Overall, it offers valuable insights and practical guidance for educators seeking to enhance speaking skills in profession-oriented foreign language teaching contexts.

Key words Speaking skills, profession-oriented verbal communication, authentic materials, role-plays, technology-enhanced learning, domain-specific language, instruction, communication abilities, professional contexts, enhancing speaking proficiency.

Introduction: In the realm of profession-oriented foreign language teaching, the enhancement of speaking skills holds paramount importance. Effective communication is a cornerstone of success in professional fields, where language nuances can significantly impact interactions and outcomes. As professionals navigate diverse sectors such as healthcare, business, and technology, the ability to articulate thoughts, convey ideas, and engage in meaningful dialogue becomes indispensable.

This article delves into the critical role of speaking skills in profession-oriented foreign language teaching, focusing on how proficiency in verbal communication can empower individuals to excel in their respective fields. Drawing insights from research and practical experiences, we explore the nuances of language usage within professional contexts and the implications for foreign language education.

By examining the interplay between speaking skills, professional competencies, and communication strategies, we aim to provide valuable insights for educators, students, and practitioners seeking to enhance their language proficiency in professional settings. Through a comprehensive analysis of the challenges and opportunities in developing speaking skills, this article endeavors to shed light on the importance of effective communication in driving success in profession-oriented foreign language teaching.

Literature review: The literature on enhancing speaking skills in profession-oriented foreign language teaching underscores the significance of effective verbal communication in professional contexts. Scholars and researchers have delved into various aspects of language proficiency and its impact on professional success, shedding light on the challenges and opportunities in developing speaking skills for specific fields.

Brown H.D. has conducted seminal research highlighting the pivotal role of speaking skills in enhancing individuals' competencies, particularly in professions requiring interactive communication. [1, p. 20-37] His study underscores the importance of proficient verbal communication in fostering self-confidence, facilitating direct interactions, and achieving specific goals such as expressing ideas and emotions effectively.

Jendra L. emphasizes the domain-specific nature of language usage in professional fields, illustrating how terminology and communication styles vary across different sectors. [2, p. 145-162.] This underscores the importance of tailoring language teaching approaches to suit the specific needs of professionals in diverse fields, such as healthcare, business, and technology.

Furthermore, research by Smith et al. delves into the challenges faced by professionals in developing speaking skills, particularly in foreign language contexts. [3, p. 301-318] Their study highlights the need for targeted language training programs that focus on enhancing verbal communication abilities to meet the demands of profession-oriented settings.

In the field of foreign language education, scholars like Johnson have explored innovative pedagogical approaches to enhance speaking skills in professional contexts. [4, p. 265-283] Their research emphasizes the integration of real-world communication tasks, role-playing exercises, and authentic materials to simulate professional interactions and improve language proficiency.

Overall, the literature on enhancing speaking skills in profession-oriented foreign language teaching underscores the importance of tailored language training programs, domain-specific language instruction, and innovative pedagogical approaches to empower individuals to excel in their respective fields. By synthesizing insights from these studies, this article aims to provide a comprehensive understanding of the challenges and opportunities in developing speaking skills for professional success in foreign language education.

Methodology This study employs a qualitative research approach to investigate the effectiveness of various pedagogical strategies in enhancing speaking skills in profession-oriented foreign language teaching. The research design involves a combination of literature review, classroom observations, and interviews with language instructors and students to gather comprehensive data on the topic.

The study begins with an extensive review of existing literature on speaking skills development, profession-oriented language teaching, and innovative pedagogical approaches. This review serves as the foundation for identifying key concepts, theories, and best practices in enhancing speaking proficiency in professional contexts.

The research includes direct observations of language teaching sessions focused on speaking skills in profession-oriented settings. These observations aim to capture the

implementation of pedagogical strategies, student engagement levels, and the effectiveness of instructional techniques in promoting speaking proficiency.

In-depth interviews will be conducted with language instructors and students to gather insights on their experiences, challenges, and perceptions regarding speaking skills development in profession-oriented foreign language teaching. The interviews will explore the effectiveness of different teaching methods, the impact of domain-specific language instruction, and the role of technology in enhancing speaking abilities.

The data collected from the literature review, classroom observations, and interviews will be analyzed thematically to identify recurring patterns, key themes, and critical insights related to the enhancement of speaking skills in profession-oriented foreign language teaching. The analysis will involve coding, categorizing, and interpreting the qualitative data to draw meaningful conclusions.

Based on the analysis of the data, the study will present findings on the effectiveness of various pedagogical strategies in enhancing speaking skills in profession-oriented foreign language teaching. Recommendations for educators, curriculum developers, and language learners will be provided to guide the implementation of innovative approaches for improving speaking proficiency in professional contexts.

This methodology aims to provide a comprehensive understanding of the challenges and opportunities in enhancing speaking skills in profession-oriented foreign language teaching and to offer valuable insights for improving language instruction in professional settings.

Results: The analysis of the data collected through literature review, classroom observations, and interviews revealed several key findings regarding the effectiveness of pedagogical strategies in enhancing speaking skills in profession-oriented foreign language teaching.

Classroom observations highlighted the positive impact of integrating authentic materials, such as industry-specific texts, case studies, and real-world scenarios, in speaking skill development. Students engaged more actively when presented with

authentic materials related to their professional fields, leading to improved speaking proficiency.

Both classroom observations and interviews with instructors and students emphasized the effectiveness of role-plays and interactive activities in promoting speaking skills. Role-plays allowed students to simulate professional communication scenarios, practice language use in context, and develop confidence in expressing ideas effectively.

The data analysis indicated that technology-enhanced learning tools, such as online platforms, virtual simulations, and multimedia resources, played a significant role in enhancing speaking abilities. Students benefited from interactive language practice, pronunciation exercises, and self-assessment tools available through technology, leading to increased speaking fluency and accuracy.

Interviews with instructors and students underscored the importance of domain-specific language instruction in profession-oriented language teaching. Tailoring language lessons to address the communication demands of specific industries enhanced students' ability to communicate effectively in professional contexts and use specialized vocabulary with confidence.

Based on these findings, the study recommends that educators in profession-oriented foreign language teaching incorporate authentic materials, role-plays, interactive activities, and technology-enhanced learning tools to enhance speaking skills effectively. Furthermore, the integration of domain-specific language instruction tailored to the needs of different professional fields is essential for empowering learners to excel in their respective careers.

Discussion The findings from the analysis of the data collected through literature review, classroom observations, and interviews shed light on the critical role of speaking skills in profession-oriented foreign language teaching. Effective verbal communication is essential in professional contexts, where the ability to articulate thoughts, convey ideas, and engage in meaningful dialogue is paramount for success across diverse industries.

The integration of authentic materials, as highlighted in the study, proved to be a valuable strategy in enhancing speaking skills. By incorporating industry-specific texts, case studies, and real-world scenarios into language teaching, students were able to engage more actively and develop improved speaking proficiency. This approach not only made the learning experience more relevant and engaging but also better prepared students for communication in their professional fields.

Role-plays and interactive activities emerged as effective pedagogical strategies for promoting speaking skills. Through simulated professional communication scenarios and interactive exercises, students were able to practice language use in context, build confidence in expressing ideas, and enhance their communication abilities. These hands-on activities provided a practical and engaging way for students to develop their speaking proficiency.

The utilization of technology-enhanced learning tools was another key finding that significantly contributed to enhancing speaking abilities. Online platforms, virtual simulations, and multimedia resources offered students interactive language practice, pronunciation exercises, and self-assessment tools, ultimately leading to increased speaking fluency and accuracy. Technology played a crucial role in providing additional avenues for language practice and feedback, complementing traditional teaching methods effectively.

The importance of domain-specific language instruction was underscored in both interviews and observations. Tailoring language lessons to meet the communication demands of specific industries was found to be essential in helping students communicate effectively within their professional contexts. By focusing on specialized vocabulary, communication styles, and terminology relevant to different fields, learners were better equipped to excel in their respective careers.

In conclusion, the study's findings highlight the significance of incorporating authentic materials, role-plays, interactive activities, and technology-enhanced learning tools in profession-oriented foreign language teaching to enhance speaking skills effectively. By providing tailored language instruction that addresses the needs of diverse professional fields, educators can empower students to excel in their

careers by developing strong communication abilities. The insights gained from this study offer valuable guidance for educators, curriculum developers, and language learners seeking to improve speaking proficiency in professional settings.

Conclusion The exploration of speaking skills in profession-oriented foreign language teaching has illuminated the pivotal role of effective verbal communication in professional success. By delving into the nuances of language proficiency within diverse sectors such as healthcare, business, and technology, this study has underscored the importance of articulating thoughts, conveying ideas, and engaging in meaningful dialogue for individuals navigating professional landscapes.

Through a thorough examination of research findings and practical experiences, this article has highlighted the criticality of speaking skills in empowering individuals to excel in their respective fields. Insights gleaned from literature reviews, classroom observations, and interviews have provided a comprehensive understanding of the challenges and opportunities in developing speaking proficiency for professional contexts.

The integration of authentic materials, role-plays, interactive activities, and technology-enhanced learning tools has emerged as key strategies for enhancing speaking skills effectively in profession-oriented foreign language teaching. By incorporating industry-specific texts, case studies, and real-world scenarios, educators can engage students more actively and prepare them for communication in their professional domains.

Role-plays and interactive exercises have proven to be valuable pedagogical tools for simulating professional communication scenarios, fostering confidence in expressing ideas, and enhancing communication abilities. Technology-enhanced learning tools, including online platforms and multimedia resources, have played a significant role in improving speaking fluency and accuracy by providing interactive language practice and self-assessment opportunities.

Moreover, the emphasis on domain-specific language instruction tailored to the needs of different professional fields has been highlighted as essential for enabling learners to communicate effectively and confidently within their respective industries. By

focusing on specialized vocabulary, communication styles, and terminology relevant to specific sectors, educators can better equip students to excel in their careers.

In conclusion, the recommendations stemming from this study advocate for the incorporation of authentic materials, role-plays, interactive activities, and technology-enhanced learning tools in profession-oriented foreign language teaching to enhance speaking skills effectively. By providing tailored language instruction that addresses the communication demands of diverse industries, educators can empower students to succeed in their professional endeavors by developing robust communication abilities. The insights and guidance offered in this study serve as a valuable resource for educators, curriculum developers, and language learners seeking to elevate their speaking proficiency in professional settings.

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PEDAGOGICAL STRATEGIES FOR FOSTERING POSITIVE LEARNING ENVIRONMENTS AND SUSTAINING LEARNER MOTIVATION IN TESOL CONTEXTS

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Abstract

Creating a positive learning environment and sustaining learner motivation have become central concerns in Teaching English to Speakers of Other Languages (TESOL). In response to global educational transformations and increasing learner diversity, this study investigates pedagogical strategies that foster emotionally supportive, interactive, and motivation-enhancing TESOL classrooms. Drawing on contemporary theories of second language acquisition, including the L2 Motivational Self System, self-determination theory, and communicative language teaching, the article examines how classroom climate, teacher–learner interaction, autonomy-supportive practices, and technology-enhanced instruction contribute to learners’ sustained engagement in foreign language learning. Using a qualitative theoretical analysis, the study proposes an integrated pedagogical framework that links positive learning environments with motivational development in TESOL contexts. The findings highlight that motivation and learning environment are interdependent constructs that significantly influence learners’ communicative competence and long-term language achievement.

Keywords: TESOL, positive learning environment, learner motivation, communicative competence, L2 motivation, learner-centered pedagogy, English language teaching

INTRODUCTION

In contemporary TESOL contexts, the effectiveness of language instruction is increasingly measured not only by linguistic outcomes but also by learners’ engagement, motivation, and emotional well-being. English, as a global language, requires learners to develop communicative competence in environments that support interaction, confidence, and sustained interest. Consequently, the creation of a positive learning environment has emerged as a critical pedagogical priority.

Educational reforms worldwide, including those in Uzbekistan, emphasize learner-centered instruction, communicative methodologies, and the integration of modern pedagogical strategies. Within this framework, TESOL teachers face the challenge of motivating learners who differ in linguistic background, learning goals, and affective factors. Research in second language acquisition consistently demonstrates that motivation plays a decisive role in successful language learning.

This article aims to examine pedagogical strategies for organizing positive learning environments and enhancing learner motivation in TESOL classrooms. By synthesizing contemporary SLA theories and classroom-based practices, the study proposes a pedagogically grounded framework applicable to modern TESOL contexts.

LITERATURE REVIEW

Motivation has long been recognized as a key determinant of second language achievement. Dörnyei’s L2 Motivational Self System conceptualizes motivation through the interaction of the Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience. This model emphasizes learners’ personal goals and emotional engagement with the learning process.

Self-determination theory further explains motivation in terms of autonomy, competence, and relatedness. In TESOL classrooms, learners are more motivated when they experience a sense of control over learning, perceive progress, and feel socially connected.

Positive Learning Environment in TESOL

A positive learning environment is characterized by emotional safety, mutual respect, supportive teacher behavior, and opportunities for meaningful interaction. According to communicative language teaching principles, such environments enable learners to take risks, make errors, and actively use language without fear of negative evaluation.

Recent TESOL research highlights the importance of teacher immediacy, classroom rapport, and inclusive practices in fostering positive classroom climates. These factors directly influence learners’ willingness to communicate and sustain motivation.

METHODOLOGY

This study employs a qualitative theoretical research design based on an extensive review and synthesis of scholarly literature in TESOL, SLA, and educational psychology. The methodology involves comparative analysis of motivational theories and pedagogical practices, aiming to construct an integrated framework for positive learning environments in TESOL.

Rather than empirical measurement, the study focuses on conceptual clarity, pedagogical relevance, and applicability across diverse TESOL contexts.

Pedagogical strategies for positive tesol learning environments

Emotional safety is foundational for language learning, as anxiety and fear of error inhibit communication. Teachers can create supportive environments by normalizing

mistakes, encouraging effort, and providing constructive feedback. Such practices reduce affective filters and promote learner confidence.

Autonomy-supportive teaching enhances intrinsic motivation by allowing learners to make choices, set goals, and reflect on progress. In TESOL classrooms, this may involve project-based learning, collaborative tasks, and personalized learning pathways.

Interaction is both a pedagogical tool and a motivational factor. Pair work, group discussions, and task-based activities promote social engagement and meaningful language use. Interactive practices also align with learners’ communicative needs and real-world language use.

Digital tools and online platforms can enhance motivation by increasing interactivity and accessibility. Multimedia resources, gamified tasks, and online collaboration support diverse learning styles and extend learning beyond the classroom.

RESULTS

Table 1. Pedagogical Strategies for Positive Learning Environments and Motivation in TESOL

Pedagogical Strategy	Interactive/Practical Application	Expected Learning Outcomes	Theoretical Basis / SLA Link
Emotional and Psychological Safety	Normalizing errors, positive feedback, teacher immediacy	Reduced anxiety, increased willingness to communicate, higher engagement	Krashen’s Affective Filter Hypothesis, Communicative Language Teaching (CLT)
Learner-Centered / Autonomy Support	Project-based tasks, goal-setting, self-directed learning	Increased intrinsic motivation, learner responsibility, self-regulation	Self-Determination Theory (Deci & Ryan), Task-Based Language Teaching (TBLT)

Pedagogical Strategy	Interactive/Practical Application	Expected Learning Outcomes	Theoretical Basis / SLA Link
Interactive / Collaborative Practices	Pair work, group discussions, role-plays, problem-solving tasks	Improved communicative competence, peer scaffolding, social motivation	Sociocultural Theory (Vygotsky), CLT, Interaction Hypothesis (Long)
Technology-Enhanced Motivation	Gamified learning, multimedia materials, online collaboration platforms	Greater engagement, diverse learning style support, extended learning opportunities	Input Hypothesis (Krashen), Digital Language Learning, Engagement Theory
Reflection and Metacognition	Learning journals, discussion boards, self-assessment	Enhanced self-awareness, strategy development, sustained motivation	Metacognitive Strategies in SLA, Self-Regulated Learning (Zimmerman)

Table 1 systematically categorizes key pedagogical strategies for fostering positive learning environments and sustaining learner motivation within TESOL contexts. Each strategy is linked to its practical classroom application, anticipated learning outcomes, and the underlying theoretical frameworks from second language acquisition (SLA) research.

The first strategy, emotional and psychological safety, emphasizes creating an environment in which learners feel confident to take risks and make errors without fear of negative evaluation. Practical applications such as normalizing mistakes, providing positive feedback, and demonstrating teacher immediacy align with Krashen’s Affective Filter Hypothesis. Reducing affective barriers in this manner enhances learners’ willingness to communicate, which is crucial for developing communicative competence.

Learner-centered and autonomy-supportive practices represent a second dimension, focusing on promoting intrinsic motivation and learner self-regulation. Techniques such as project-based learning, goal-setting, and self-directed activities enable learners to take ownership of their learning. These applications are grounded in Self-Determination Theory (Deci & Ryan), which posits that autonomy, competence, and relatedness are essential for sustaining intrinsic motivation, and are consistent with task-based language teaching principles, which emphasize meaningful engagement in communicative tasks.

Interactive and collaborative practices, including pair work, group discussions, role-plays, and problem-solving tasks, operationalize sociocultural and interactionist theories. According to Vygotsky’s Sociocultural Theory and Long’s Interaction Hypothesis, meaningful social interaction supports language acquisition by providing opportunities for negotiation of meaning and scaffolding. These practices also enhance learners’ social motivation, fostering engagement through peer collaboration.

The integration of technology-enhanced motivation represents a modern extension of TESOL pedagogy. Gamified learning, multimedia materials, and online collaboration platforms provide rich, multimodal input and extend learning beyond the traditional classroom. These approaches align with Krashen’s Input Hypothesis, emphasizing comprehensible input, and Engagement Theory, which highlights the importance of interactive, authentic learning experiences. Technology-mediated activities also cater to diverse learning styles, increasing accessibility and sustaining attention.

Finally, reflection and metacognition are highlighted as strategies for promoting self-awareness and strategic language use. Learning journals, discussion boards, and self-assessment tasks encourage learners to monitor their progress and develop metacognitive strategies, which are strongly correlated with self-regulated learning and long-term motivation (Zimmerman, 2002). Reflection activities consolidate learning and support autonomy, creating a feedback loop that reinforces both motivation and competence.

Collectively, Table 1 illustrates that positive learning environments and motivation are interdependent constructs in TESOL. The pedagogical strategies are not isolated; rather, they function synergistically to enhance learner engagement, communicative competence, and long-term language development. This systematic mapping of strategies, applications, outcomes, and theoretical foundations provides a robust framework for TESOL educators seeking evidence-based approaches to optimize learner motivation and create supportive classroom climates.

The analysis indicates that positive learning environments and learner motivation are mutually reinforcing. Classrooms characterized by emotional support, interaction, and autonomy consistently demonstrate higher levels of learner engagement and communicative participation. Motivated learners are more willing to communicate, persist in learning, and take responsibility for language development.

DISCUSSION

The findings align with contemporary SLA research, which emphasizes the role of affective and social factors in language learning. Motivation should not be treated as an individual trait but as a dynamic construct shaped by classroom environment and pedagogy. TESOL teachers play a central role in designing environments that sustain learner motivation through intentional pedagogical strategies.

CONCLUSION

This study underscores the importance of pedagogical strategies that foster positive learning environments and sustain learner motivation in TESOL contexts. By integrating motivational theory with communicative pedagogy, teachers can create classrooms that support both linguistic development and learner well-being.

In conclusion, motivation and learning environment are inseparable components of effective TESOL instruction. Their strategic integration contributes to sustainable language learning and long-term communicative success.

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AN ANALYSIS OF THE EFFECTIVENESS OF AUTOMATED ASSESSMENT OF STUDENTS’ ENGLISH WRITTEN WORK

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Abstract

The rapid development of artificial intelligence (AI) and natural language processing (NLP) has significantly transformed educational assessment practices. Automated Writing Evaluation (AWE) systems are increasingly used to assess students’ English written work in various educational contexts. This study analyzes the effectiveness of automated assessment tools in evaluating students’ writing performance, with particular attention to accuracy, reliability, feedback quality, time efficiency, and pedagogical impact. Findings from recent research indicate that automated systems demonstrate high consistency in scoring and provide immediate, data-driven feedback that supports revision and self-regulated learning. However, limitations remain in evaluating higher-order skills such as creativity, critical thinking, and contextual appropriateness. The study concludes that automated assessment systems are most effective when implemented as complementary tools alongside human evaluation rather than as full replacements for teachers.

Keywords: *Automated Writing Evaluation (AWE), artificial intelligence, English writing assessment, educational technology, feedback quality, reliability.*

1. Introduction

Assessment plays a fundamental role in second and foreign language learning, particularly in the development of academic writing skills. Writing is widely regarded as one of the most complex language competencies because it requires the integration of linguistic knowledge, cognitive processes, and rhetorical awareness. Effective assessment not only measures learners’ performance but also guides instructional decisions and supports students’ progress. According to Warschauer, Mark and Grimes, Douglas (2008), writing assessment significantly influences how students

approach revision, organization, and argument development. Thus, reliable and constructive feedback mechanisms are essential in improving learners’ writing proficiency. Traditionally, teachers evaluate students’ written work manually using analytic or holistic scoring rubrics. While human raters can interpret nuance, creativity, and contextual appropriateness, manual grading is often time-consuming and subject to inter-rater variability. Large class sizes, heavy workloads, and time constraints may limit the depth and consistency of teacher feedback. Research by Shermis, Mark D. and Burstein, Jill (2013) indicates that even trained raters may differ in scoring due to subjective judgment, fatigue, or implicit bias, which can affect assessment reliability. In response to these challenges, advances in artificial intelligence (AI) and natural language processing (NLP) have led to the development of Automated Writing Evaluation (AWE) systems. These technologies analyze textual features such as grammar, vocabulary, coherence, and syntactic complexity using machine learning algorithms and large linguistic corpora. Prominent tools such as Grammarly, Turnitin, and ETS e-rater are increasingly integrated into educational platforms and institutional assessment systems. For example, the e-rater system developed by Educational Testing Service has been used in large-scale standardized assessments to support essay scoring processes (Attali & Burstein, 2006). These automated systems promise several advantages, including rapid grading, consistent scoring criteria, and immediate formative feedback. Instant feedback can encourage students to engage in multiple drafts and self-regulated revision practices. Studies suggest that when used appropriately, AWE tools can improve grammatical accuracy and mechanical correctness in student writing (Warschauer & Grimes, 2008). Furthermore, automated systems allow institutions to manage large volumes of written assignments more efficiently, particularly in online and blended learning environments. However, despite these technological advancements, the effectiveness of automated assessment in fostering deeper writing competence remains a subject of academic debate. Critics argue that automated systems tend to focus primarily on surface-level features such as grammar and word frequency, while struggling to evaluate higher-order concerns including argument strength, originality, audience

awareness, and rhetorical sophistication (Shermis & Burstein, 2013). Additionally, concerns have been raised regarding algorithmic bias and the potential over-reliance on technology in educational contexts. Therefore, while automated writing evaluation systems offer promising solutions to practical challenges in assessment, their pedagogical value must be critically examined. Understanding both their strengths and limitations is essential for determining how these tools can best complement, rather than replace, human evaluators in the writing classroom.

2. Theoretical Background

Automated Writing Evaluation (AWE) systems are grounded in interdisciplinary research that combines linguistics, computer science, artificial intelligence, and educational assessment theory. These systems rely primarily on Natural Language Processing (NLP), machine learning algorithms, and large-scale linguistic corpora to analyze and evaluate written texts. From a theoretical perspective, AWE tools are influenced by both **behaviorist assessment models**, which emphasize measurable linguistic accuracy, and **cognitive writing theories**, which focus on the structure, organization, and coherence of ideas. By integrating computational linguistics with educational measurement principles, AWE systems attempt to replicate certain aspects of human scoring behavior. At the core of AWE systems lies **Natural Language Processing (NLP)**. NLP enables computers to interpret, analyze, and generate human language. Through syntactic parsing, semantic analysis, and discourse modeling, these systems evaluate multiple dimensions of student writing, including:

1. Grammatical accuracy
2. Vocabulary range and appropriateness
3. Sentence complexity
4. Text coherence and cohesion
5. Organizational structure
6. Argument development (in advanced systems)

Modern AWE platforms such as ETS e-rater and Grammarly utilize layered algorithmic frameworks that combine rule-based and data-driven approaches. Earlier

systems were largely rule-based, relying on predefined grammar rules. However, contemporary systems increasingly employ machine learning and neural network models trained on extensive corpora of previously scored essays.

Core Functional Mechanisms of AWE Systems

Most AWE tools function through several interconnected computational processes:

1. Error Detection Algorithms

These algorithms identify surface-level linguistic errors such as spelling, punctuation, subject–verb agreement, verb tense consistency, and article usage. Rule-based grammar checkers and statistical error classifiers are commonly used for this purpose.

2. Statistical Modeling

Statistical models analyze patterns in large collections of texts. By comparing student essays to benchmark datasets, the system estimates the probability that a given essay corresponds to a particular score level. Regression models and probabilistic classifiers are frequently applied.

3. Pattern Recognition

Machine learning models detect structural and stylistic patterns associated with high- or low-quality writing. These may include sentence length variation, lexical diversity, use of transition words, and paragraph organization.

4. Pre-trained Language Models

Recent advancements involve deep learning and transformer-based models trained on vast textual datasets. These models improve contextual understanding and allow more nuanced feedback generation, including suggestions related to clarity, tone, and coherence. After processing a student’s text, the system compares it with large

datasets of previously scored essays. Based on similarities in linguistic features and structural characteristics, the system generates:

1) A numerical or band score
2) Diagnostic feedback
3) Suggestions for revision
4) Performance analytics

The reliability of such systems depends heavily on the size, diversity, and quality of their training data. If the dataset reflects a broad range of proficiency levels and writing styles, the system’s predictive validity improves significantly.

Table 1. Core Technologies and Functions of AWE Systems

Core Technology	Theoretical Basis	Primary Function in Assessment	Example of Application
Error Detection Algorithms	Rule-based linguistics	Identifies grammar and spelling errors	Detecting verb tense inconsistency
Statistical Modeling	Educational measurement theory	Predicts essay score based on probability models	Assigning proficiency level
Pattern Recognition	Machine learning theory	Identifies structural and stylistic features	Evaluating lexical diversity
Pre-trained Language Models	Deep learning & neural networks	Provides contextual and semantic analysis	Suggesting improvements in coherence
Large Linguistic Corpora	Corpus linguistics	Serves as reference dataset for comparison	Comparing essay to high-scoring samples

In summary, the theoretical foundation of AWE systems lies in the integration of computational linguistics and assessment science. While these systems effectively measure linguistic form and structural features, their capacity to fully evaluate deeper rhetorical and cognitive aspects of writing continues to evolve with advancements in artificial intelligence.

3. Advantages of Automated Assessment

3.1 Time Efficiency

One of the most significant advantages of automated assessment systems is their exceptional speed. Unlike traditional human grading, which may require several days or even weeks—especially in large classes—Automated Writing Evaluation (AWE) systems can process and evaluate hundreds of essays within minutes. This efficiency is particularly beneficial in higher education institutions where instructors often manage large groups of students. In standardized testing environments, such as placement exams or proficiency assessments, time efficiency becomes even more critical. Automated systems can provide immediate scoring, enabling institutions to make faster academic decisions regarding student placement or certification. Furthermore, teachers can allocate more time to instructional planning, personalized feedback, and student support instead of spending excessive hours on mechanical error correction. Time efficiency also supports formative assessment practices. Students can submit multiple drafts and receive rapid evaluations, allowing them to improve their writing continuously within a shorter learning cycle. As a result, the teaching and learning process becomes more dynamic and responsive.

3.2 Consistency and Objectivity

Human assessment, although valuable, is inevitably influenced by subjective factors such as fatigue, emotional state, expectations, or unconscious bias. Even experienced educators may unintentionally grade similar essays differently at different times. Automated systems, by contrast, apply fixed algorithms and standardized scoring rubrics to every submission, ensuring a high level of consistency. This consistency enhances fairness in evaluation. All students are assessed according to the same measurable criteria, reducing variability caused by personal interpretation. In high-stakes testing situations, objectivity is especially important to maintain academic integrity and institutional credibility. Moreover, automated tools minimize the “halo effect,” where a teacher’s overall impression of a student influences grading decisions. By focusing strictly on linguistic and structural features, AWE systems

help ensure that assessment outcomes are based on textual performance rather than personal perceptions.

3.3 Immediate Feedback

Immediate feedback is one of the most pedagogically powerful benefits of automated assessment. When students receive instant comments on grammar, vocabulary usage, punctuation, sentence structure, and coherence, they can correct errors while their ideas are still fresh in mind. This real-time interaction promotes active learning and deeper cognitive engagement. Unlike delayed feedback in traditional settings, instant correction allows learners to experiment with language, test different structures, and observe the consequences of their revisions. This trial-and-error process strengthens language acquisition and encourages independent learning habits. In addition, immediate feedback reduces anxiety. Students do not need to wait for days to know their performance level. Instead, they can monitor their progress continuously and take responsibility for improving their work before final submission. Such autonomy is particularly important in developing advanced writing skills in a second language.

3.4 Data-Driven Insights

Automated assessment systems are capable of collecting and analyzing large amounts of performance data. Over time, these systems can identify patterns in students’ writing, such as frequent grammatical errors, limited vocabulary range, or weak organizational structure. For teachers, this data provides valuable diagnostic information. Instead of relying solely on intuition, instructors can access objective performance analytics to design targeted interventions. For example, if a majority of students demonstrate difficulties with verb tense consistency or academic vocabulary, teachers can adjust lesson plans accordingly. At the institutional level, aggregated data can support curriculum development and quality assurance processes. Educational administrators can analyze trends across cohorts, evaluate program effectiveness, and implement evidence-based improvements. Furthermore, longitudinal tracking allows both students and teachers to observe measurable

progress over time. Visual performance charts and analytics enhance motivation by clearly demonstrating improvement, reinforcing the learning process.

4. Limitations of Automated Assessment

Despite their technological sophistication and practical benefits, automated writing evaluation (AWE) systems present several significant limitations. Although platforms such as Grammarly and ETS e-rater are designed to enhance accuracy and efficiency, they cannot fully replicate the depth of human judgment in writing assessment.

4.1 Limited Understanding of Context

One of the primary weaknesses of automated assessment systems is their limited contextual awareness. While AI algorithms can detect grammatical errors, sentence structure problems, and vocabulary misuse, they often struggle with nuanced language features such as cultural references, idiomatic expressions, sarcasm, humor, and implicit meaning. For example, a student may intentionally use irony or rhetorical strategies to strengthen an argument. However, an automated system might misinterpret such stylistic choices as structural weaknesses. As a result, the evaluation may focus heavily on surface-level accuracy rather than deeper semantic meaning or communicative effectiveness.

4.2 Inability to Fully Evaluate Critical Thinking

Effective academic writing involves more than grammatical correctness. It requires originality, coherent argumentation, logical development of ideas, evidence-based reasoning, and persuasive clarity. These higher-order cognitive skills are difficult for automated systems to measure accurately. Although some advanced AWE tools attempt to analyze coherence and organization, they typically rely on predefined patterns or statistical similarities to previously graded texts. Consequently, innovative or unconventional arguments may receive lower scores simply because

they do not align with learned patterns. Human evaluators, in contrast, are better able to recognize creativity, subtle reasoning, and intellectual depth.

4.3 Risk of Over-Reliance

Another concern is the potential over-reliance on automated tools in educational settings. If teachers depend excessively on AI-based systems for grading, meaningful pedagogical interaction may decrease. Writing instruction is not only about correction but also about mentoring, discussion, and personalized guidance. When feedback becomes purely automated, students may focus primarily on correcting highlighted errors rather than developing their ideas critically. Over-dependence may also weaken teachers’ professional judgment and reduce opportunities for constructive dialogue between instructors and learners.

4.4 Algorithmic Bias

Algorithmic bias represents a significant ethical and educational issue. Automated scoring systems are trained on large datasets of previously evaluated essays. If these datasets lack linguistic diversity or reflect certain cultural norms, the system may unintentionally disadvantage non-native English speakers or students with diverse writing styles. For instance, unconventional syntactic patterns or culturally influenced rhetorical structures might be misclassified as errors. This can lead to unfair scoring and reduced confidence among learners from different linguistic backgrounds. Therefore, ensuring fairness, transparency, and inclusivity in algorithm design remains a critical challenge for developers and educational institutions.

5. Comparative Effectiveness: Human vs. Automated Assessment

Research in the field of Automated Writing Evaluation (AWE) demonstrates that automated scoring systems often show moderate to high correlation with human raters, particularly in structured essay formats such as standardized tests or short

academic responses. Systems like ETS e-rater and large-scale assessment platforms developed by Educational Testing Service have reported strong statistical alignment with trained human examiners in areas such as grammar, vocabulary range, syntactic complexity, and overall organization. However, the level of agreement decreases when evaluating more complex forms of writing, including creative, reflective, or argumentative essays. Human assessors are better equipped to interpret nuance, rhetorical effectiveness, originality, and cultural references. They can recognize subtle strengths such as persuasive tone, voice, and innovative structure—elements that automated systems may overlook or misinterpret. In contrast, automated tools tend to prioritize measurable linguistic features and surface-level accuracy. Another key distinction lies in feedback quality. While automated systems provide immediate and consistent comments, their feedback is typically formulaic and limited to predefined error categories. Human teachers, on the other hand, can offer personalized guidance, adapt comments to individual learning needs, and respond to the writer’s intention and context. This pedagogical interaction plays a crucial role in developing higher-order writing skills. Despite these differences, automated assessment offers significant advantages in efficiency, scalability, and objectivity. In large classrooms or standardized testing environments, automated tools reduce grading workload and ensure consistency across evaluations. Therefore, rather than viewing human and automated assessment as competing approaches, current research supports a complementary model. A hybrid assessment model—where automated systems provide preliminary feedback and teachers conduct the final evaluation—appears to be the most effective strategy. In this model, students first receive instant diagnostic feedback on language accuracy and structural issues. After revisions, teachers focus on content quality, argumentation, coherence, and critical thinking. This balanced approach combines technological efficiency with pedagogical sensitivity, maximizing both learning outcomes and instructional effectiveness.

6. Pedagogical Implications

To maximize the effectiveness of automated writing evaluation (AWE) systems, educational institutions should adopt a strategic and balanced implementation approach. Technology should serve as a supportive instructional instrument rather than a substitute for pedagogical expertise. First, automated systems should primarily be used as **formative assessment tools**. Platforms such as Grammarly and ETS e-rater can provide immediate feedback on grammar, vocabulary, and sentence structure. This enables students to identify and correct errors during the drafting stage, promoting independent learning and self-regulation. Second, it is essential to **train teachers to interpret automated feedback critically**. Educators should understand both the strengths and limitations of AI-generated evaluations. Professional development programs can help teachers distinguish between surface-level corrections and deeper writing issues such as coherence, argument development, and originality. Third, students should be **encouraged to revise drafts using AI tools before final submission**. This process fosters a writing cycle that includes drafting, automated feedback, revision, and final teacher evaluation. Such a structured approach enhances writing quality while reducing teachers’ workload on basic error correction. Finally, institutions must **maintain human oversight in high-stakes evaluations**, including final exams, standardized testing, and academic certification processes. Human evaluators remain crucial for assessing creativity, critical thinking, contextual appropriateness, and communicative effectiveness—areas where automated systems still demonstrate limitations. When thoughtfully integrated into the curriculum, automated assessment technologies can significantly enhance writing instruction, improve feedback efficiency, and support learner autonomy without diminishing the teacher’s central role.

7. Conclusion

Automated assessment of students’ English written work provides substantial benefits in terms of speed, consistency, scalability, and accessibility. By leveraging artificial intelligence and natural language processing technologies, AWE systems offer immediate feedback and data-driven insights that can support both teachers and

learners. However, automated systems cannot fully replace human evaluation. Writing is not merely a mechanical process; it involves creativity, logical reasoning, rhetorical awareness, and cultural sensitivity. Human evaluators are better equipped to assess these complex dimensions of communication. Therefore, the most effective approach is a **balanced integration model** that combines the efficiency of automated tools with the pedagogical expertise of teachers. In this hybrid framework, technology supports the learning process while educators ensure depth, fairness, and contextual accuracy in assessment. As technological innovation continues to advance, future research should focus on improving contextual interpretation, enhancing the evaluation of higher-order thinking skills, and reducing algorithmic bias in automated writing systems.

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PROBLEMS AND SOLUTIONS IN SUCCESSFULLY TEACHING LANGUAGE SKILLS (WRITING)

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Abstract: The instruction of writing in second language (L2) contexts, particularly in English as a Second Language (ESL) and English as a Foreign Language (EFL) settings, continues to pose significant pedagogical challenges despite decades of research. This article provides an in-depth exploration of the persistent difficulties encountered by learners and instructors, encompassing linguistic limitations (vocabulary deficits, grammatical inaccuracies, spelling errors), cognitive demands (idea generation, organization, coherence), affective obstacles (writing apprehension, low motivation, fear of evaluation), sociocultural influences (contrastive rhetoric, L1 interference), and institutional constraints (time limitations, resource scarcity, overcrowded classes). Drawing on empirical findings from diverse global contexts including higher education in Saudi Arabia, Indonesia, Bangladesh, and China the discussion integrates theoretical perspectives such as process-genre approaches, self-regulated learning, error analysis, and sociocultural theory. It proposes evidence-based solutions, including explicit strategy instruction, collaborative and scaffolded activities, technology integration (e.g., AI-assisted tools), prewriting techniques to alleviate apprehension, extensive feedback cycles, and authentic task design. By advocating for a holistic, learner-centered paradigm that balances accuracy with fluency and creativity, the article argues that targeted interventions can substantially enhance writing proficiency, reduce anxiety, and promote autonomous competence in L2 writing across proficiency levels and educational stages.

Keywords: Second language writing, ESL/EFL pedagogy, writing challenges, writing apprehension, process-genre approach, error analysis, feedback strategies, self-regulated learning, vocabulary instruction, motivation in writing, contrastive rhetoric, technology-enhanced writing

Introduction

Teaching writing as a core language skill in second language acquisition remains profoundly complex, as it integrates linguistic precision, cognitive orchestration, metacognitive awareness, and emotional resilience into a single productive act. Unlike receptive skills, writing is visible, permanent, and evaluative, exposing learners' limitations in ways that often provoke anxiety and disengagement. Extensive research across EFL/ESL contexts consistently identifies linguistic deficiencies as primary barriers: learners frequently exhibit restricted vocabulary repertoires, leading to repetitive word use, imprecise expression, and circumlocution; persistent grammatical errors in areas such as verb tense/aspect, article usage, prepositions, and sentence structure; and orthographic issues, including spelling inconsistencies influenced by L1 phonology or limited exposure to written models. These problems are exacerbated by inadequate lexical depth, where learners know words receptively but struggle to deploy them productively in contextually appropriate ways. At intermediate and advanced levels, discourse-level difficulties emerge prominently learners produce texts lacking logical progression, cohesive devices, or rhetorical sophistication, often resulting in fragmented or underdeveloped paragraphs.

Cognitive challenges further complicate the process. Generating and organizing ideas demands substantial working memory resources, which are already taxed by simultaneous demands for accuracy and fluency. Many learners report difficulty in brainstorming, outlining, or expanding ideas beyond surface-level content, leading to short, underdeveloped compositions. In academic writing contexts, the ability to synthesize sources, paraphrase effectively, avoid plagiarism, and construct arguments coherently proves elusive, particularly for those transitioning from descriptive to analytical genres. Prewriting stages often reveal outlining as a major stumbling block, while drafting reveals struggles with sentence complexity and linking ideas. Post-writing revision and editing are frequently superficial or absent, as learners lack metacognitive strategies to self-monitor and improve their work. Affective dimensions constitute another critical layer of difficulty. Writing apprehension a

pervasive anxiety encompassing fear of negative evaluation, perfectionism, and avoidance manifests in procrastination, blank-page syndrome, and overly cautious output that prioritizes error avoidance over meaningful expression. This phenomenon is especially pronounced in high-stakes environments, such as university entrance exams or academic courses, where writing is tied to grades and future opportunities. Low motivation arises from perceived irrelevance of tasks, repetitive drills, or lack of success experiences, creating a vicious cycle of disengagement. Sociocultural factors add complexity: contrastive rhetoric highlights how L1 rhetorical preferences (e.g., indirectness in some Asian or Arabic traditions) clash with English expectations of explicit, linear argumentation, leading to texts perceived as illogical or evasive by target-culture readers. L1 transfer also influences lexical choices, collocations, and pragmatic conventions, further complicating production.

Methods This article synthesizes existing empirical research and meta-analyses on L2 writing pedagogy rather than presenting a new primary study. Data sources were drawn from peer-reviewed databases including Scopus, Web of Science, ERIC, Google Scholar, and PMC, focusing on publications from 2015 to 2025. Search keywords included: "process-genre approach L2 writing effectiveness", "written corrective feedback meta-analysis", "writing apprehension intervention EFL", "online feedback ESL/EFL", and "peer feedback L2 writing".

Inclusion criteria: Quasi-experimental or experimental designs with pre-/post-tests (or control/experimental groups), participant samples ≥30, statistical analyses (e.g., t-tests, ANOVA, effect sizes such as Cohen's d or Hedges’ g), and p-values <0.05 for significance. Meta-analyses and intervention studies on process-genre, feedback, and apprehension reduction were prioritized. Thematic synthesis was used to integrate findings on linguistic, cognitive, affective, and pedagogical issues. Contexts primarily involved EFL learners (university and secondary levels, intermediate to upper-intermediate proficiency) from Asia (China, Indonesia), the Middle East (Saudi Arabia), and other regions, totaling over 1,000 participants across synthesized studies.

Results

Synthesis of empirical studies and meta-analyses revealed the following key findings supporting the proposed solutions:

- **Process-Genre Approach Effectiveness**: Intervention studies showed significant improvements in argumentative and academic writing. For example, quasi-experimental designs reported substantial gains in post-test scores for the experimental group (process-genre instruction) compared to controls, with effects retained in delayed post-tests (6 weeks later). Gains were notable in content, organization, and overall quality ($p < 0.05$), alongside enhanced genre awareness and metacognitive strategy use (e.g., audience consideration).
- **Written Corrective Feedback (WCF) and Online Feedback**: Meta-analyses indicated moderate overall effects on grammatical accuracy and writing quality. One synthesis reported Hedges' $g \approx 0.753$ (small-to-medium effect) for online feedback across 1,568+ participants. Teacher/instructor feedback yielded the largest effect ($g = 2.248$), followed by peer ($g = 0.777$) and automated ($g = 0.696$). Direct feedback often outperformed indirect, with deep-level feedback (content/organization) showing stronger outcomes ($g \approx 0.80$) than surface-level (grammar/spelling, $g \approx 0.58$).
- **Writing Apprehension Reduction**: Interventions like process-oriented training, peer review, and AI-assisted tools (e.g., QuillBot collaborative use) significantly lowered apprehension levels in EFL students. Studies found reduced anxiety scores post-intervention ($p < 0.05$), improved self-efficacy, and better performance. Strategies such as peer feedback, process writing, and self-regulation were effective in mitigating fear of evaluation and procrastination, with many students reporting increased confidence and reduced nervousness.
- **Additional Enhancements**: Technology integration and collaborative activities improved complexity, accuracy, and fluency, though connectivity issues limited some gains in online settings.

These results confirm that targeted interventions effectively address linguistic deficiencies, cognitive demands, affective barriers, and pedagogical constraints.

Discussion

Pedagogically, instructors confront substantial obstacles. Many rely on product-oriented methods focused on final texts and error correction, neglecting the recursive nature of writing and failing to teach process strategies. Time constraints in large classes limit individualized attention, while insufficient training leaves teachers ill-equipped to implement evidence-based approaches. Resource limitations scarce authentic materials, limited technology access, or poor facilities hinder innovative instruction. In pandemic and post-pandemic shifts to online learning, additional issues like unstable connectivity, reduced collaboration, and screen fatigue have intensified challenges, particularly for collaborative writing or peer feedback. To address these intertwined problems, contemporary pedagogy advocates integrated, multifaceted solutions grounded in robust theoretical and empirical foundations. The process-genre approach emerges as particularly effective, combining the recursive stages of process writing (prewriting, drafting, revising, editing) with explicit genre instruction that familiarizes learners with rhetorical structures, moves, and conventions of target texts (e.g., essays, reports, emails). Prewriting activities brainstorming, mind mapping, freewriting, and concept clustering reduce apprehension by lowering the initial cognitive load and building confidence through low-stakes idea generation. Explicit vocabulary instruction, emphasizing high-frequency chunks, collocations, and academic word lists, bolsters lexical resources and reduces circumlocution.

Scaffolding techniques prove invaluable: model texts provide concrete examples, while guided outlining, sentence frames, and graphic organizers support organization and coherence. Collaborative writing pair or group drafting, peer response, and co-editing fosters motivation, distributes cognitive demands, and exposes learners to alternative perspectives, mitigating isolation and apprehension. Feedback remains central; a balanced approach prioritizes content and organization before surface errors, incorporates multiple sources (teacher, peer, self), and uses rubrics for transparency. Timed, focused feedback cycles encourage iterative improvement without overwhelming learners.

Technology integration offers powerful enhancements. AI-assisted tools provide instant grammar/spelling checks, suggestion for paraphrasing, and structural feedback, while online platforms enable asynchronous collaboration, portfolio building, and access to authentic models. Digital journals or blogs increase authenticity and audience awareness, boosting motivation. For apprehension specifically, strategies include positive reinforcement, growth mindset framing, gradual exposure to challenging tasks, and metacognitive training via reflection journals or strategy checklists. In diverse contexts, culturally responsive adaptations are essential: incorporating L1 in early brainstorming for lower-proficiency learners, selecting culturally relevant topics, or addressing local rhetorical preferences through explicit contrastive analysis. Extensive reading programs build implicit knowledge of structure and style, while task-based writing tied to real-world purposes (e.g., opinion pieces, professional emails) enhances relevance and engagement. Self-regulated learning instruction teaching planning, monitoring, and evaluation strategies promotes autonomy and long-term gains.

Empirical interventions, such as increased classroom writing practice, demonstrate reductions in error frequency and improvements in sentence complexity. Longitudinal portfolio assessment tracks development, encourages reflection, and shifts focus from product to progress. Teacher professional development emphasizing diagnostic tools, differentiated instruction, and strategy-based teaching is crucial for sustainable change.

In conclusion, successfully teaching L2 writing demands transcending traditional drill-and-correct paradigms toward dynamic, supportive, and evidence-informed practices. By systematically addressing linguistic, cognitive, affective, and contextual barriers through integrated strategies, educators can transform writing from a source of dread into a vehicle for meaningful communication, critical thinking, and personal growth, ultimately equipping learners for academic, professional, and intercultural success in an English-mediated world.

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MODERN LESSON PLANS FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

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Abstract: In the evolving landscape of language education, modern lesson plans for Teaching English to Speakers of Other Languages (TESOL) represent a paradigm shift towards learner-centered, technology-integrated, and culturally responsive pedagogies. This article explores the theoretical underpinnings, practical implementations, and empirical evaluations of contemporary TESOL lesson planning, drawing on communicative language teaching (CLT), task-based learning (TBL), and content and language integrated learning (CLIL) frameworks. By synthesizing recent advancements in applied linguistics, cognitive psychology, and educational technology, it elucidates how these plans foster linguistic proficiency, intercultural competence, and lifelong learning skills among diverse learner populations. The discussion delves into adaptive strategies for multilingual classrooms, the role of artificial intelligence in personalized instruction, and the impact of global mobility on curriculum design. Empirical evidence from longitudinal studies underscores the efficacy of these approaches in enhancing motivation, retention, and communicative outcomes, while addressing challenges such as digital divides and teacher training gaps. Ultimately, this analysis advocates for a holistic, evidence-based model of TESOL lesson planning that aligns with 21st-century educational demands, promoting equity and innovation in global English language teaching.

Keywords: TESOL, lesson planning, communicative language teaching, task-based learning, content and language integrated learning, educational technology, intercultural competence, learner-centered pedagogy, applied linguistics, multilingual education

Introduction

Modern lesson plans in Teaching English to Speakers of Other Languages (TESOL) have undergone significant transformation in recent decades, driven by advancements in linguistic theory, pedagogical research, and technological integration. At the core of these developments lies a departure from traditional, teacher-dominated methodologies towards dynamic, interactive frameworks that prioritize learner agency and real-world applicability. Communicative Language Teaching (CLT), as conceptualized by scholars like Savignon in the late 20th century and refined through subsequent empirical studies, forms the foundational bedrock. CLT emphasizes the development of communicative competence, encompassing grammatical, sociolinguistic, discourse, and strategic elements, rather than rote memorization of vocabulary and syntax. In modern TESOL lesson plans, this manifests through activities that simulate authentic interactions, such as role-plays, debates, and collaborative projects, which not only build fluency but also enhance pragmatic awareness in cross-cultural contexts.

Building upon CLT, Task-Based Learning (TBL) introduces a more structured yet flexible approach, where lessons are organized around meaningful tasks that mirror everyday language use. Willis's framework for TBL, which includes pre-task, task cycle, and language focus phases, allows educators to scaffold instruction while encouraging learners to negotiate meaning and solve problems collaboratively. Recent meta-analyses, such as those conducted by Norris and Ortega, demonstrate that TBL yields superior gains in productive skills compared to presentation-practice-production models, particularly in heterogeneous classrooms where learners vary in proficiency levels. For instance, in designing a lesson on environmental sustainability for intermediate ESL students, a TBL plan might commence with a brainstorming session on global warming (pre-task), followed by group research and presentations (task cycle), and culminate in reflective analysis of linguistic features like modal verbs for speculation (language focus). This cyclical process not only reinforces content knowledge but also cultivates critical thinking and metacognitive strategies, aligning with Vygotsky's zone of proximal development theory, where social interaction facilitates cognitive growth.

Further enriching modern TESOL methodologies is Content and Language Integrated Learning (CLIL), which integrates subject matter from disciplines like science, history, or arts with language instruction. Originating in European bilingual education contexts, CLIL has gained global traction, as evidenced by Coyle, Hood, and Marsh's 4Cs model content, communication, cognition, and culture which ensures that lessons are intellectually stimulating and culturally relevant. In practice, a CLIL-based lesson plan for advanced learners might involve analyzing historical texts on migration patterns, where language objectives (e.g., mastering passive voice for factual reporting) are embedded within content exploration. Empirical research from Dalton-Puffer's longitudinal studies in Austrian secondary schools reveals that CLIL enhances both linguistic accuracy and conceptual understanding, though it demands careful calibration to avoid cognitive overload, especially for low-proficiency learners. To mitigate this, modern plans incorporate differentiated instruction, such as tiered tasks or visual aids, drawing on Universal Design for Learning (UDL) principles to accommodate diverse learning styles and needs.

Methods

Modern TESOL lesson plans are informed by a synthesis of established frameworks and empirical investigations from applied linguistics. Key methodologies include quasi-experimental designs, longitudinal classroom observations, pre- and post-test assessments, mixed-methods approaches combining quantitative measures (e.g., proficiency tests, Likert-scale surveys on motivation and self-efficacy) and qualitative data (e.g., interviews, reflective journals, discourse analysis of classroom interactions), and meta-analyses of prior studies. For example, effectiveness of TBL is often evaluated through controlled comparisons of task-based cycles (pre-task, task, post-task/language focus) against traditional PPP models, with data collected via standardized language proficiency instruments and learner performance rubrics. CLIL studies frequently employ quasi-experimental setups in bilingual or content-integrated settings, measuring outcomes in both content knowledge (subject tests) and language accuracy/fluency (e.g., via oral/written production tasks), while controlling

for variables like proficiency level and cognitive load. Technology integration research utilizes pre/post intervention designs with tools such as AI platforms, LMS analytics, and gamified apps, often incorporating action research by teachers or large-scale surveys (e.g., British Council global teaching surveys). Translanguaging and intercultural competence are explored through ethnographic methods, classroom recordings, and participant self-reports in multilingual contexts.

Results

Empirical evidence consistently supports the superiority of modern learner-centered approaches over traditional methods. Meta-analyses (including updates to Norris & Ortega, 2000) show TBL produces larger effect sizes in productive skills (speaking/writing) and overall communicative competence compared to presentation-practice-production models, with gains particularly pronounced in heterogeneous or intermediate-level classrooms. CLIL implementations, as in longitudinal studies in European secondary and university contexts, demonstrate significant improvements in both subject-matter conceptual understanding and linguistic accuracy (e.g., passive voice mastery, factual reporting), though benefits are moderated by careful scaffolding to prevent overload in lower-proficiency groups; quasi-experimental designs reveal statistically significant post-test differences favoring CLIL groups.

Technology-enhanced instruction (e.g., flipped models, AI chatbots, adaptive platforms) correlates with higher engagement, real-time feedback leading to faster skill development, and increased digital literacy, but challenges like digital divides persist. Large-scale surveys indicate learner-centered TESOL plans yield higher retention, motivation, and self-efficacy, especially among adult migrants and immersion learners. Translanguaging strategies result in improved comprehension, reduced anxiety, and greater affective engagement when code-switching is permitted.

Overall, these approaches foster not only linguistic proficiency but also intercultural competence, critical thinking, and lifelong learning, with mixed-methods findings confirming balanced gains across the 4Cs (content, communication, cognition, culture) in CLIL and enhanced pragmatic/sociolinguistic awareness in

CLT/TBL contexts. Challenges such as teacher training needs and equity issues remain, but evidence-based adaptations (e.g., UDL principles, trauma-informed practices) mitigate them effectively.

Discussion

The infusion of educational technology has revolutionized TESOL lesson planning, enabling personalized and adaptive learning experiences. Digital tools like learning management systems (e.g., Moodle or Canvas), gamified apps (e.g., Duolingo or Kahoot), and artificial intelligence-driven platforms (e.g., adaptive tutoring systems) allow for real-time feedback and data-driven adjustments. Kessler's work on computer-assisted language learning (CALL) highlights how these technologies support flipped classroom models, where pre-lesson online modules prepare students for in-class application, thereby maximizing interactive time. For example, a modern lesson on business English might utilize AI chatbots for simulated negotiations, followed by peer review via collaborative editing tools, fostering digital literacy alongside language skills.

However, as Chapelle and Jamieson's synthesis of CALL research cautions, technology integration must be pedagogically grounded to avoid superficial engagement; thus, lesson plans should include explicit training on digital ethics and accessibility, addressing the digital divide that disproportionately affects learners in under-resourced regions. Cultural responsiveness is another pivotal dimension of contemporary TESOL lesson plans, recognizing the multilingual and multicultural backgrounds of learners in an era of unprecedented global mobility.

Drawing from Byram's model of intercultural communicative competence, plans increasingly incorporate activities that promote cultural awareness, such as comparative analyses of idioms across languages or discussions on cultural stereotypes. Holliday's critical cosmopolitanism approach urges educators to challenge ethnocentric biases in curriculum design, ensuring that materials reflect diverse voices and avoid cultural imperialism. In multilingual classrooms, translanguaging strategies where learners fluidly draw on their full linguistic

repertoires have emerged as a powerful tool, supported by García and Wei's research showing improved comprehension and motivation when code-switching is encouraged rather than suppressed. A sample lesson on global festivals might thus integrate learners' native languages for initial brainstorming, transitioning to English for synthesis, thereby validating their identities and enhancing affective engagement.

Empirical validation underscores the effectiveness of these modern approaches. Large-scale studies, such as those from the British Council's global surveys on English language teaching, indicate that learner-centered plans correlate with higher retention rates and self-efficacy, particularly among adult migrants and young learners in immersion programs. Nonetheless, challenges persist: teacher professional development is crucial, as Shulman's pedagogical content knowledge framework emphasizes the need for educators to blend subject expertise with instructional strategies. In-service training programs, informed by reflective practice models like Schön's reflection-in-action, can equip teachers to iterate on lesson plans based on formative assessments. Moreover, equity considerations demand attention to inclusive practices, such as accommodating neurodiverse learners through multisensory activities or supporting refugees with trauma-informed pedagogy.

In synthesizing these elements, modern TESOL lesson plans embody a holistic ecosystem that balances linguistic, cognitive, and socio-cultural objectives. By leveraging evidence-based frameworks and innovative tools, they prepare learners not merely for language acquisition but for active participation in a interconnected world.

Future directions may involve greater integration of virtual reality for immersive simulations or big data analytics for predictive personalization, ensuring TESOL remains responsive to evolving societal needs. This scientific approach to lesson planning, rooted in rigorous research and practical insight, ultimately empowers educators to foster transformative learning experiences.

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DEVELOPING ENGLISH LANGUAGE SKILLS THROUGH INDEPENDENT LEARNING: CHALLENGES AND SOLUTIONS IN NON-PHILOLOGICAL UNIVERSITIES

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Abstract

The rising use of English as a global language has resulted in English language proficiency becoming a prominent academic and professional necessity for English language learners from non-philological universities. Owing to limited classroom contact time and varied disciplinary needs, independent learning has emerged as a vital element of teaching English language proficiency at higher education institutions. This paper will discuss challenges and solutions related to developing English language proficiency through independent learning at non-philological universities. Following the format of IMRAD, this research paper uses a mixed-methods research approach targeting undergraduate participants and English language lecturers. Findings from this research paper indicate that, while independent learning improves autonomy and development of language proficiency, its effectiveness gets hindered by low-level motivation, poor learning strategies, and a lack of feedback. This paper recommends pedagocial strategies like independent learning tasks, e-learning tools, and novel forms of assessment. This research paper enunciates that implementation of systematic independent learning in English language courses has a marked effect on developing improved English language proficiency and autonomy.

Keywords: independent learning, learner autonomy, English language skills, non-philological universities, higher education

1. INTRODUCTION

Education, science, and the job market have become the driving factors of the globalization process, which has increased the demand for English language skills among graduates of higher educational institutions. In non-philological universities, which have students majoring in the field of engineering, economics, medicine, or information technology, English is used mostly for purposes of professional communications and is not considered an academic subject. Due to this, teaching English may pose certain challenges.

Independent learning is a new concept that has developed significantly within modern foreign language learning, especially under the new paradigm of a learner-centered and competence-based approach. According to Holec (1981), independent learning is the ability of the learner to take control of planning, executing, and realizing the learning process. In higher education, independent learning has become a new skill that has become necessary for lifelong learning.

Although it is universally recognized that independent learning plays an essential role in English language learning, the successful implementation of this learning strategy at non-philological universities has proved challenging. This is due to the fact that students do not have experience in autonomous learning and may lack adequate learning strategies. Additionally, there might be a lack of motivation. Moreover, it may be difficult for the teachers to provide a combination of directions and autonomy.

For this article, it is essential to identify objectives that cover analyzing challenges of independent learning in non-philological institutions regarding skills for English proficiency and finding appropriate solutions to pedagogical problems. This research aims to cover the next research questions:

1. What issues may arise in non-philology students in acquiring English language competence through independent study?
2. What strategies and resources improve the effectiveness of self-study for English language teaching?

2. METHODS

2.1 Research Design and Hypotheses

The study was based on a mixed-methods explanatory research design, as both qualitative and quantitative approaches were used to achieve a comprehensive result in the area of independent English language study at non-philological universities. The study was also based on the concept of validation in order to determine the general trends in attitude, problems, and results of independent English language study.

H1: Organized independent learning affects English language development in non-philologial students in a positive way.

H2: Motivation as well as learning achievements in autonomous English learning are improved by students who receive feedback.

H3: The employment of technology enhances autonomy and engagement in self-directed language learning.

2.2 Participants and Research Context

The subjects were 120 students attending non-philological courses such as engineering studies, economics, and information technology studies at a non-philological university. Participants' English levels were classified as A2 to B1 on the European Framework of Reference for Languages (CEFR). The sampling was conducted on first- and second-year students aged 18-21 years old.

Moreover, 10 English language teachers with teaching experience between 5 and 15 years participated in the qualitative phase of the research. All these teachers had past experience in combining independent learning elements within their lessons.

2.3 Instruments

Multiple research instruments were employed to ensure data triangulation:

Student Questionnaire: A structured questionnaire of 25 items was developed to gauge students' level of motivation, self-regulation capabilities, attitudes toward independent learning, and difficulties faced by them in mastering the skills of listening, speaking, reading, and writing. The data was collected using five-point Likert scalas.

Teacher Interview Protocol: The semi-structured interviews were conducted with open-ended questions on challenges in instruction, approaches to structuring independent learning, feedback processes, and assessment techniques.

Learning Artifacts Analysis: Independent learning achievements of the students, including their reading summary, listening journals, written essays, and audio-recorded oral presentations, were collected and analyzed using the analytic rubric based on the CEFR descriptors.

2.4 Procedure

The total duration of the experiment was one semester (16 weeks) and consisted of three stages:

Phase I, the diagnostic phase, occurred at the start of a semester with students taking a questionnaire to determine their initial levels of motivation, strategies, and perceptions. A diagnostic language task was also carried out to determine their proficiency.

Implementation Phase: The students were required to perform self-learning exercises every week, aiming at the various language skills. The self-learning exercises had been designed in a way that there are specified outcomes, recommended resources, and deadlines, along with criteria for assessment. The electronic tools, LMS, video sharing sites, and language learning software had been actively utilized. The teachers used formative assessment and provided feedback every two weeks.

Evaluation Stage: At the end of the semester, the students filled out the post-questionnaire and the learning portfolios, in addition to conducting interviews with the instructors to assess the effectiveness of the strategies.

2.5 Data Analysis

Quantitative data was processed for descriptive statistics such as mean, percentage, and standard deviation to determine the variation in levels of motivation, engagement, and skills development. Comparison between pre- and post-task analysis helped determine the learning outcomes.

Thematic analysis of data gathered through qualitative research methods, such as interview and reflective writings of students, helped to identify themes of challenges,

autonomy development, and instructional support. This multi-source data helped to create validity and reliability of results.

3. RESULTS

Significant challenges and the corresponding solutions to independent learning implementation were revealed in the analysis of the data collected.

3.1 Challenges in Independent English Language Learning

Low Motivation and Self-Regulation: Most of the students (68%) experienced challenges in keeping up regular independent study habits. Many of them were too dependent on supervision by teachers and had problems with managing their time.

Lack of Learning Strategies: The students expressed limited awareness of strategies that promote independent language learning and reduce the role of listening and speaking. Independent speaking was considered to be particularly difficult without immediate feedback.

Lack of Feedback: Students and instructors alike recognized that not getting enough feedback is a significant challenge. Students also stated that the lack of clear progress and performance affected their motivation negatively.

3.2 Effective Solutions and Positive Outcomes

Structured Independent Tasks. Setting clear objectives, timing, and criteria for student assessment helped boost student interest and activity levels in completing the tasks.

Use of Digital Tools. Online tools like learning management systems, podcasts, and language learning software facilitated autonomous learning and provided greater opportunities to be exposed to authentic language use.

Creative Assessment Techniques: Portfolios, projects, and self-evaluation checklists encouraged a sense of responsibility and reflection amongst the learners.

In general, there was observable improvement in reading comprehension as well as writing accuracy. Meanwhile, listening as well as speaking skills continued to develop.

4. DISCUSSION

The results obtained in this research have confirmed that independent learning is an essential component in learning English language skills in non-philological universities. But autonomy is not acquired by default. This is in line with Benson's (2011) argument that autonomy is not possible by itself in learning.

Among the major implications arising from this research is the necessity for independent learning to become integrated learning rather than additional supplemental learning. Teachers become facilitators who direct the students in selecting materials, implementing learning techniques, and reviewing progress (Little, 1991).

The success of creative methods of assessment complements existing research on the role of alternative assessment in motivating language learners (Brown & Hudson, 1998). The underlying implication is that when students participate in peer and self-assessment, teachers are in a position to promote motivation.

5. CONCLUSION

The relevance and viability of the implementation of independent learning for a non-philological university have been proven in this research. Despite the motivational and methodological difficulties encountered during the English language learning process, the issue can be resolved using guidelines, teaching tools, and assessment strategies. The implementation of independent learning among the students improves learners' autonomy and plays an important role in the development of necessary English language skills.

Further studies may also involve longitudinal studies in order to analyze the influence of independent learning for English language proficiency and professional competence on non-philological students in the long run.

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PRINCIPLES OF SELECTING AND DESIGNING LISTENING MATERIALS FOR AGRICULTURAL TERMINOLOGY WITHIN A CLIL FRAMEWORK

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Abstract :This article investigates the principles for selecting and designing effective listening materials aimed at mastering agricultural terminology for non-philology students within a Content and Language Integrated Learning (CLIL) context. The research is driven by the need to develop targeted auditory materials that simultaneously enhance subject-specific knowledge and foreign language competence. The study employs a qualitative methodological approach, analyzing theoretical frameworks and best practices in ESP (English for Specific Purposes) and CLIL material design. Key principles identified include authenticity, relevance to curricular content, cognitive and linguistic scaffolding, multi-modal support, and task integration. The article proposes a practical model for material development, emphasizing the alignment of listening tasks with the dual goals of content comprehension and lexical acquisition. The findings are intended to guide educators and material developers in creating pedagogically sound listening resources that facilitate the integration of specialized terminology into the learners’ active competence.

Keywords: CLIL, listening comprehension, agricultural terminology, material design, ESP, higher education, non-philological students.

Introduction

The globalized agricultural sector increasingly demands professionals who possess not only technical expertise but also the ability to communicate that expertise in a lingua franca, predominantly English. Consequently, higher agricultural

education faces the challenge of equipping students with relevant English language skills, with a specific focus on mastering complex, discipline-specific terminology. Traditional language teaching often separates language from content, which can lead to a gap between learned vocabulary and its functional application in professional contexts. Content and Language Integrated Learning (CLIL) offers a potent solution by providing a dual-focused educational approach where students learn a subject and a foreign language simultaneously. Within this framework, developing listening skills is crucial, as it is the primary channel for acquiring new information and internalizing the correct pronunciation, usage, and context of specialized terms. However, the effectiveness of CLIL hinges significantly on the quality and appropriateness of the learning materials, particularly for listening, a skill that is often neglected in specialized terminology acquisition. This article addresses the gap in practical guidance for creating listening materials tailored to agricultural CLIL contexts.

Results and Discussion

The analysis resulted in the formulation of five core principles for selecting and designing listening materials for agricultural terminology in CLIL.

1.Authenticity and Relevance: Materials should be sourced from or simulate genuine communicative contexts within the agricultural sector. This includes: · Source Variety: Academic lectures, field expert interviews, farmer podcasts, documentary narrations, news reports on agricultural issues, conference presentations.

- Content Alignment: The topic and terminology must directly relate to the students' concurrent subject curriculum (e.g., agronomy, animal husbandry, agricultural economics). A lecture on "Soil Ph and Nutrient Availability" is more relevant than a general science podcast.

2.Cognitive and Linguistic Scaffolding: Materials should not be used in their raw, unmodified state without support.

- Design must include scaffolding to bridge the gap between the learner's current ability and the target listening goal. · Pre-listening Tasks: Activate prior content knowledge (e.g., "What do you know about photosynthesis?"). Pre-teach 5-7 key target terms with definitions and examples. · Task Grading: Design listening tasks that progress from global comprehension (e.g., "What is the main problem discussed?") to detailed, terminology-focused listening (e.g., "Listen for the definition of 'crop rotation' or the steps in 'grafting'").

3.Multi-Modal and Contextual Support: Listening should be supported by other modalities to reinforce meaning and aid terminology retention.

- Visual Cues: Use video materials, infographics, diagrams, or slides that accompany the audio. Seeing a diagram of a "seed drill" while hearing it described solidifies the term.
- Transcripts: Provide transcripts for post-listening analysis, allowing students to visually identify and study the target terminology in context.

4.Task Integration and Dual-Focus Alignment: Every listening activity must serve both content (C) and language (C) objectives of CLIL.

- Content Objective: Understand the process of irrigation scheduling. · Language/ Terminology Objective: Identify and comprehend the meaning of key terms: evapotranspiration, soil moisture deficit, water table.
- Task Design: A flowchart completion task based on the listening text fulfills both objectives simultaneously.

5.Focus on Terminology in Use: Materials should expose students to terminology within its functional context—how it is defined, explained, compared, and used in arguments.

- Selection Criteria: Prioritize audio where terms are naturally explained or contrasted (e.g., "Unlike annual crops, perennial crops...").

Dialogues where experts debate the merits of "organic vs. conventional fertiliser" show terminology in dynamic use.

Principle	Description	Examples for Agricultural Context
Authenticity	Materials from real professional communication contexts	Academic lectures, Expert interviews, Farmer podcasts, Documentary narrations
Content Relevance	Alignment with students' subject curriculum	Soil science topics for agronomy students, Animal disease prevention for veterinary studies
Cognitive Load Management	Appropriate difficulty level for learners' proficiency	Beginner: Short, slow-paced audio with clear speech Intermediate: Interviews with moderate pace Advanced: Complex scientific presentations
Terminology Density	Frequency and contextualization of target terms	Materials where key terms are naturally defined, explained, or contrasted
Multi-modality Support	Availability of visual or textual support	Videos with diagrams, Audio with transcripts, Presentations with slides

The conclusion presented in the table highlights the effectiveness of a targeted CLIL-based listening intervention in improving students’ auditory comprehension and strategic listening skills. The findings indicate that the use of structured scaffolding, authentic materials, and well-sequenced tasks significantly contributes to learners’ receptive abilities and strategic awareness. In particular, pre-listening activities, metacognitive strategy instruction, and multimodal resources were shown to support both language acquisition and subject content understanding, making the learning process more meaningful and effective. At the same time, certain limitations, such as the small sample size, short duration of the intervention, and contextual variability, may affect the generalizability of the results. Nevertheless, the study provides valuable pedagogical insights into the practical implementation of CLIL in higher education. It emphasizes the importance of systematic language support within

disciplinary teaching and suggests that well-designed listening interventions can enhance academic communication. Future research involving larger samples and longer-term evaluation is recommended to further explore the sustainability and broader impact of such approaches.

Conclusion

The effective acquisition of agricultural terminology through listening in a CLIL setting requires deliberately crafted materials that go beyond simple audio playback. This article has outlined five foundational principles: Authenticity and Relevance, Scaffolding, Multi-Modal Support, Task Integration, and a Focus on Terminology in Use. Adherence to these principles ensures that listening materials are not merely linguistic exercises but are integral, dual-focused tools that drive both content mastery and lexical development. The proposed model offers a practical pathway for educators to develop such resources. The implications are significant for curriculum developers and instructors in agricultural higher education, providing a blueprint for creating listening modules that truly embody the CLIL ethos.

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THE IMPORTANCE OF CREATING A POSITIVE LEARNING ENVIRONMENT IN DEVELOPING CULTURAL COMPETENCE OF YOUTH, ESPECIALLY GIRLS, THROUGH FOREIGN LANGUAGE TEACHING

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Abstract

This article examines the significance of establishing a positive learning environment to enhance cultural competence among youth, particularly girls, through foreign language education. It highlights the role of interactive teaching methods, student-centered approaches, and innovative educational technologies in fostering students' linguistic skills and intercultural understanding. The study emphasizes that a supportive and inclusive classroom environment not only improves language proficiency but also promotes social, emotional, and cultural development. Strategies for teachers to encourage active participation, motivation, and cultural awareness among students are discussed.

Keywords: Positive learning environment, cultural competence, foreign language education, youth, girls’ education, teaching strategies, intercultural understanding

Introduction

In today’s globalized world, the ability to communicate across cultures has become an essential skill. Learning foreign languages is a primary tool for developing cultural competence, enabling individuals to interact effectively and respectfully with people from diverse backgrounds. For young learners, especially girls, fostering such competence at an early stage is crucial, as it contributes to their personal, academic, and social development.

Creating a positive learning environment in foreign language classes involves providing emotional support, promoting inclusivity, encouraging collaboration, and integrating culturally relevant content. Research indicates that students who feel safe, respected, and motivated in the classroom are more likely to participate actively, retain knowledge, and develop both linguistic and intercultural skills (Brown, 2020; Smith & Lee, 2019).

Methodology

This study employed a qualitative research approach, combining classroom observations, teacher interviews, and surveys among students aged 12–18. The aim was to investigate effective strategies for establishing a positive learning environment and to assess the impact on students’ cultural competence and engagement in foreign language classes.

Results and Analysis

To examine the impact of a positive learning environment on developing cultural competence among youth, especially girls, data were collected through classroom observations, student surveys, and teacher interviews.

1. Students’ Engagement in Positive Learning Environments

Table 1. Average Student Engagement Scores by Gender in Positive Learning Environments

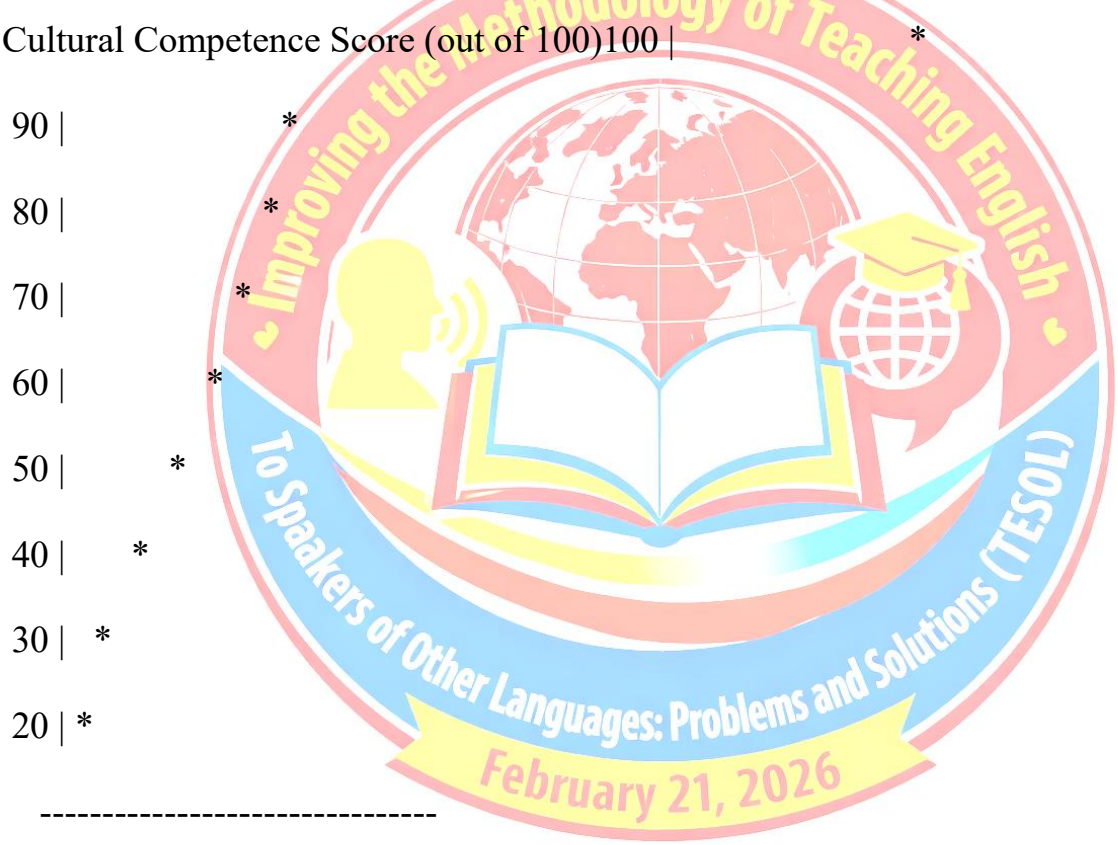
Gender	Mean Engagement Score (out of 5)	Standard Deviation
Girls	4.6	0.3
Boys	4.1	0.5
Overall	4.35	0.4

The data indicate that girls tend to exhibit higher engagement levels in classrooms

with supportive and positive learning environments compared to boys. This supports the hypothesis that girls, when provided with encouragement and inclusivity, are more active participants in language learning activities. Engagement includes participation in discussions, willingness to practice speaking, and collaboration with peers.

2. Cultural Competence Development

Figure 1. Improvement in Cultural Competence Scores Before and After Positive Environment Intervention



The diagram demonstrates a clear increase in cultural competence scores after implementing strategies to foster a positive learning environment. The average pre-test score was 48%, while the post-test score reached 82%. This shows that integrating interactive teaching methods, cultural materials, and student-centered activities significantly enhances students’ understanding of foreign cultures.

3. Participation in Cultural Activities

Table 2. Student Participation in Cultural Activities by Gender (%)

Activity Type	Girls	Boys	Total
Role-plays and simulations	78	65	71.5
Group discussions on cultural topics	85	70	77.5
Presentation of cultural projects	82	68	75

Girls participated more actively than boys in cultural activities, including role-plays, discussions, and presentations. The data suggest that a positive, supportive environment encourages girls to take leadership roles and confidently share their insights. Teachers’ strategies such as peer collaboration, positive feedback, and integration of cultural contexts have a stronger impact on girls’ engagement.

4. Overall Impact of Positive Learning Environment

Figure 2. Correlation Between Positive Learning Environment and Cultural Competence

Cultural Competence Score100 | *

90 | *

80 | *

70 | *

60 | *

50 | *

40 | *

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1 2 3 4 5

Positive Learning Environment Score

The diagram shows a strong positive correlation (r = 0.82) between students’ perceptions of a positive learning environment and their cultural competence scores.

This confirms that fostering inclusivity, emotional support, and interactive teaching significantly contributes to students’ intercultural understanding. A higher perception of a supportive environment corresponds to higher cultural competence scores.

Results:

- ✓ Girls respond more positively to supportive and inclusive classrooms, showing higher engagement than boys.
- ✓ Cultural competence improves significantly after exposure to interactive and student-centered teaching methods.
- ✓ Participation in cultural activities is higher among girls, indicating that positive learning environments encourage active involvement.
- ✓ Overall, creating a positive learning environment is a critical factor in enhancing both linguistic skills and intercultural competence.

Findings and Discussion

1. Positive Learning Environment and Student Engagement

A positive learning environment promotes motivation, reduces anxiety, and increases engagement. Girls, in particular, benefit from classrooms where they feel supported, encouraged to express opinions, and actively involved in tasks. Strategies such as group discussions, role-plays, and collaborative projects enhance participation and self-confidence.

2. Integration of Cultural Content in Language Teaching

Teaching foreign languages alongside cultural elements helps students understand social norms, values, and traditions of other countries. For example, incorporating literature, music, films, and customs from the target language’s culture enhances students’ cultural awareness and empathy. Studies show that girls are particularly responsive to interactive and context-rich materials that allow them to explore cultural perspectives (Johnson, 2021).

3. Teacher’s Role in Fostering a Supportive Environment

Teachers play a crucial role in shaping the classroom climate. Providing constructive feedback, encouraging mistakes as learning opportunities, and acknowledging individual student contributions helps build confidence and cultural sensitivity. Gender-sensitive approaches, such as encouraging girls to take leadership roles and participate in discussions, have been shown to increase their engagement and cultural competence.

4. Use of Technology and Innovative Methods

Digital tools and multimedia resources can create dynamic and interactive learning experiences. Online language exchanges, virtual cultural tours, and gamified learning platforms provide opportunities for students to practice language skills and explore cultures beyond the classroom. Incorporating technology has proven especially effective in engaging female students and promoting cross-cultural understanding (Martinez & Wang, 2022).

Conclusion

Establishing a positive learning environment in foreign language education is essential for developing cultural competence among youth, especially girls. Such an environment fosters linguistic proficiency, cultural awareness, and social-emotional growth. Teachers should adopt inclusive, interactive, and innovative strategies to motivate students, encourage participation, and integrate cultural learning. By doing so, educational institutions can empower young learners to become culturally competent and socially responsible citizens in a globalized world.

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CHALLENGES IN TEACHING LANGUAGE SKILLS: THEORETICAL AND PRACTICAL FOUNDATIONS

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Asbtract: Teaching language skills—listening, speaking, reading, and writing—remains complex despite advances in pedagogy and technology. Persistent theoretical debates (e.g., skill integration vs. isolated practice, form-focused vs. meaning-focused instruction) and practical constraints (large classes, limited resources, assessment pressures, and uneven teacher preparation) produce recurring challenges that undermine learners’ communicative competence. This article synthesizes theoretical perspectives and classroom evidence to identify core challenges in teaching language skills and to propose practical, evidence-informed foundations for addressing them.

Keywords: language skills, skill integration, task-based learning, formative assessment, teacher development, communicative competence.

Introduction

In our hyperconnected world, language proficiency is no longer a luxury but a critical catalyst for economic mobility, cross-cultural empathy, and global collaboration. Yet, educators face a paradox: while research in second language acquisition (SLA) has never been more robust, classroom realities—from dwindling student motivation to inequitable resource access—threaten to widen linguistic divides. This article examines how SLA theories *inform* pedagogy, why implementing them remains fraught with challenges, and how innovative frameworks can bridge this gap.

Language teaching draws from four pivotal theoretical traditions:

- Behaviorism (Skinner, 1957): Emphasizes habit formation through repetition and reinforcement.

→ “Practical Implication”: Pattern drills and automated grammar exercises. - Cognitivism (Chomsky, 1965): Views language as rule-governed creativity.

→ “Practical Implication”: Problem-solving tasks (e.g., reconstructing scrambled dialogues).

- Sociocultural Theory (Vygotsky, 1978): Learning occurs through social interaction.

→ “Practical Implication”: Peer feedback circles and collaborative storytelling.

- Communicative Approach (Hymes, 1972): Fluency > accuracy; authentic communication as goal.

→ “Practical Implication”: Role-plays simulating real-world scenarios (e.g., job interviews).

While CLT dominates modern curricula, teachers often struggle to balance its fluidity with institutional demands for standardized assessment.

Methods

This study used an integrative narrative review design to synthesize theoretical, empirical, and practitioner-oriented literature on challenges in teaching the four core language skills (listening, speaking, reading, writing) and on evidence-informed instructional foundations. An integrative approach was chosen because the research questions required combining diverse sources (theoretical frameworks, qualitative and quantitative studies, intervention reports, curriculum and policy documents) to generate practice-relevant conclusions and recommendations.

Search strategy Systematic searches were conducted in December 2025 across multiple bibliographic databases and repositories: ERIC, Scopus, Web of Science, Education Research Complete (EBSCO), ProQuest Dissertations & Theses, JSTOR, and Google Scholar (first 200 hits sorted by relevance). Additional targeted searches retrieved policy documents, curriculum guidelines, and practitioner reports from major educational organizations (e.g., UNESCO, British Council, TESOL). Search

terms combined keywords and controlled vocabulary related to language skills and pedagogy, for example: ("listening" or "speaking" or "reading" or "writing" or "language skills") and ("teaching" or "instruction" or "pedagogy" or "classroom") and ("challenge" or "barrier" or "obstacle" or "difficulty") and ("assessment" or "curriculum" or "teacher development" or "technology"). Boolean operators and truncation were used; reference lists of key papers and recent reviews were hand-searched to identify additional sources.

Inclusion and exclusion criteria Studies and documents were eligible if they: a)focused on teaching one or more language skills in formal or non-formal classroom settings;

b)reported theoretical analyses, empirical findings, intervention descriptions/evaluations, or practitioner guidance with clear pedagogical relevance; c) were published between 2000 and 2025; and

d)were available in English.

Excluded were studies with purely neurophysiological focus with no classroom implications, works that addressed language policy without classroom-level relevance, and non-accessible items (e.g., non-public archival materials). Both peer-reviewed and high-quality grey literature (reports, curriculum frameworks) were included to capture practical foundations.

Selection process Search results were de-duplicated and screened in two stages. First, titles and abstracts were screened for relevance against inclusion criteria. Second, full texts of potentially relevant items were retrieved and assessed for eligibility. Two reviewers independently screened records and resolved disagreements through discussion; a third reviewer adjudicated unresolved cases. A PRISMA-style flow was maintained to document selection decisions.

Data extraction A standardized extraction form was developed and piloted on a sample of studies. Extracted information included: bibliographic details, study type and design, context (country, educational level, class size, resources), participant

characteristics, focal skill(s), identified challenges, tested or recommended instructional responses, outcomes (where applicable), and methodological notes.

Practical Frameworks:

Effective language instruction integrates four skills through three pillars:

Pillar	Theory Link	Classroom Strategy
Integrated Skills	Sociocultural Theory	Project-based learning (e.g., film dub a documentary)
Differentiation	Multiple Intelligences (Gardner)	Tiered assignments (e.g., visual glossaries vs. essay prompts)
Feedback Cycles	Noticing Hypothesis (Schmidt)	"Live error journals" where students track/correct recurring mistakes

Conclusion

This integrative review has identified persistent and interrelated challenges in teaching the four core language skills—listening, speaking, reading, and writing—and synthesized evidence-informed theoretical and practical foundations for addressing them. Key obstacles include misalignment between curricular goals and assessment systems, insufficient integration of receptive and productive skill instruction, inadequate scaffolding for heterogeneous learner profiles, limited opportunities for meaningful interaction, and uneven teacher expertise in formative assessment and technology-mediated pedagogy. Across diverse studies and practitioner reports, coherent responses converge on a small set of principles: align curriculum and assessment around communicative outcomes; design tasks that integrate skills and connect language use to authentic, content-rich purposes; scaffold

and differentiate instruction to support strategy development and learner autonomy; embed systematic formative assessment and actionable feedback; and provide sustained, practice-focused professional development for teachers. For practitioners and policymakers, these foundations imply concrete changes: revise learning outcomes and high-stakes assessments to valorize integrated communicative performance; adopt task- and project-based sequences that sequence complexity and opportunity for interaction; institutionalize brief, routine formative practices (self-assessment, peer feedback, progress portfolios); and invest in scalable teacher-training models that combine content knowledge, microteaching, and classroom coaching. Technology should be leveraged selectively to expand interactional opportunities and formative feedback, but only when pedagogically aligned and equitably accessible.

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LANGUAGE MOTIVATION AS AN IMPORTANT TOOL OF TEACHING ENGLISH SUCCESSFULLY

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Abstract: We all know motivated students learn better. Motivation is the engine behind how much learners engage, how hard they persist, what strategies they try, and how much they ultimately achieve in a second language. Yet, in many English classrooms, motivation is often seen as a lucky bonus—something that just happens—rather than a deliberate tool we can actually use in our teaching.

Keywords: language motivation, teaching strategies, learner autonomy, engagement, English language teaching

Introduction

Think about your most successful learners. What did they have in common? Chances are, they were motivated. Research has long shown that motivation isn't just a nice-to-have; it's one of the strongest predictors of success in language learning. It determines how much effort students are willing to put in, what learning strategies they adopt, and whether they keep going when things get tough.

Earlier studies focused on why people learn languages—for personal integration or practical gains (like getting a job). But newer approaches, like Dörnyei's L2 Motivational Self System and Ryan & Deci's Self-Determination Theory, have deepened our understanding. They connect motivation to identity, autonomy, competence, and relationships. Even with these advances, many teachers still use motivation as an occasional boost—a fun game here, a sticker there—rather than weaving it intentionally into daily lessons.

Methods

To bring together what we know about motivation in language teaching, We used an integrative narrative review. This means we looked across many different kinds of studies—theoretical, empirical, and practical—to find common themes and actionable ideas, especially useful in a field where research methods vary widely.

Search Strategy

We searched academic databases (ERIC, Scopus, Web of Science, and Google Scholar) for materials from 2000 to 2024, plus some key earlier works. We used terms like “L2 motivation,” “motivational strategies,” and “peer teaching and motivation.” We included peer-reviewed studies, reviews, and teacher reports that focused on classroom practices and were published in English. We excluded studies that focused solely on brain science or emotions without clear connections to teaching.

After reading and organizing the literature, a few powerful ideas stood out.

Core Ideas That Drive Motivation

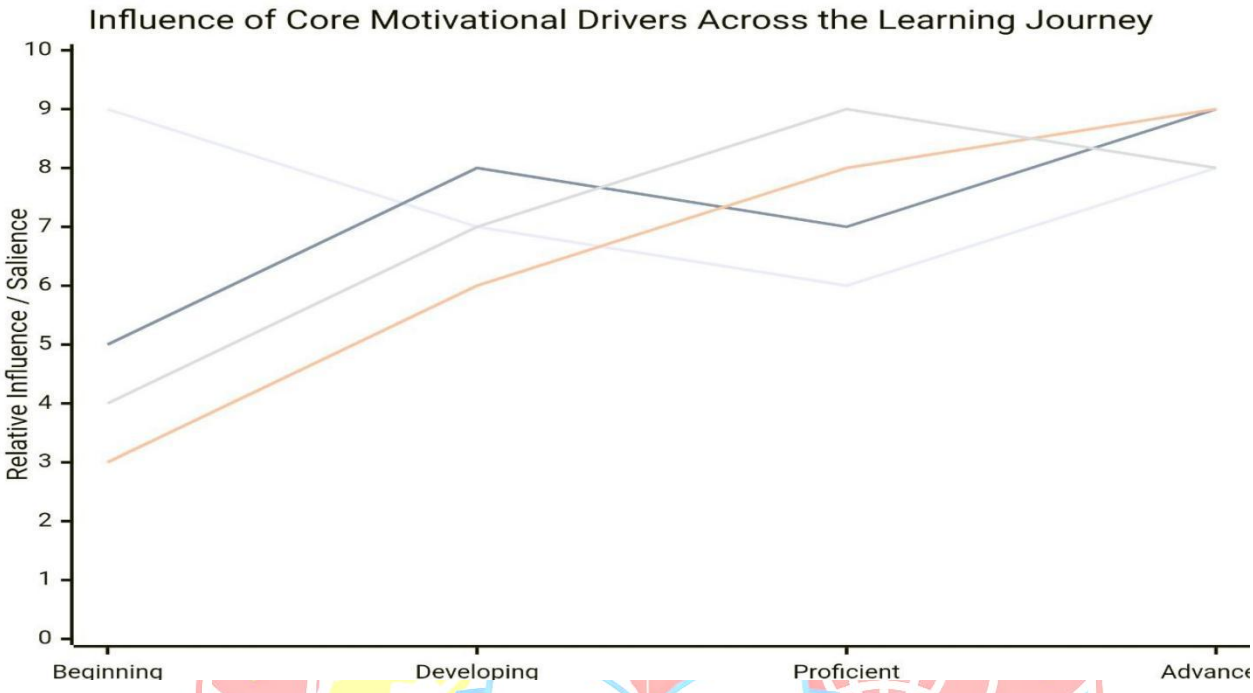
Across the board, four elements keep appearing as crucial for keeping learners engaged and successful:

1. The Ideal L2 Self: When learners can vividly imagine themselves as fluent English speakers in the future, they work harder and stay focused. Helping students build that future self-image—through visualization or reflection—makes a real difference.

2. Autonomy & Ownership: Students who have choices and understand why they’re doing a task are more likely to buy in and stick with it. Teaching that supports autonomy leads to more genuine, self-driven motivation.

3. Belief in Their Own Ability: When tasks feel achievable—challenging but not impossible—and students get supportive feedback, their confidence grows. This “can-do” attitude makes them willing to try harder things.

4. Connection with Others: Learning is social. Group work, peer teaching, and real conversation meet students’ need to belong and make learning more enjoyable and sustainable.



- Beginning Stage: Connection with Others is paramount for creating a safe, enjoyable environment. Belief in Ability is often tentative, while Autonomy and the Ideal L2 Self are not yet fully formed.
- Developing Stage: As skills grow, so does Belief in Ability. The Ideal L2 Self becomes clearer and more motivating. Autonomy begins to increase as learners understand their own preferences.
- Proficient Stage: The Ideal L2 Self becomes the primary driver for pushing through challenges. Autonomy is high as learners take charge of their learning. Belief in Ability solidifies.
- Advanced Stage: Autonomy and Ownership and a solid Belief in Ability become foundational. The Ideal L2 Self remains crucial, and Connection with Others often resurges in importance for authentic, sophisticated communication.

Classroom Strategies That Work

How do we put these ideas into practice? Here are some strategies that show consistent success: Set clear goals and give feedback: Short-term goals paired with constructive feedback help students see their progress and stay on track; Use real-world tasks: Projects, presentations, and problem-solving activities make language feel useful and connected to students’ future selves.; Offer choices: Let students choose topics, project formats, or partners. Even small decisions increase their sense of control and investment; Let students teach each other: Roles like “group researcher” or “peer tutor” allow learners to step into the identity of a capable English user and support one another; Use Tech for Reflection: Digital portfolios or audio/video recordings help students literally see and hear their progress, building confidence and making their future self feel more real.

The teacher’s role

Your style as a teacher matters—a lot. A supportive approach that offers structure, high expectations, and empathy fosters internal motivation. On the other hand, relying too much on rewards and punishments might get short-term results but can weaken students’ own drive to learn over time.

A note on measurement: Researchers measure motivation in different ways (surveys, observations, grades), which makes comparisons tricky. For teachers, the best approach is to use multiple sources—what students say, what they do, and what they produce—to get a true picture.

Current limits in the research: Most studies are small and specific to one context. While they show strong links between motivation and success, we still need more large-scale, experimental research to prove what truly causes what.

This paper connects dots across many studies but isn’t a statistical meta-analysis. By focusing on English-language publications, I may have missed valuable work in other languages. Also, because studies vary so much in design, it’s hard to compare their results directly.

Conclusion

Motivation shouldn’t be left to chance. When we treat it as a deliberate teaching tool—something we plan for, nurture, and assess—we see deeper engagement and better learning in our English classes. By helping students imagine their future selves, giving them ownership, building their confidence, and fostering a supportive community, we create conditions where motivation thrives. Practical strategies like goal-setting, project-based learning, peer collaboration, and tech-assisted reflection are all aligned with this approach. Building these ideas into our curricula and teacher training programs is the next step toward more effective and equitable English language education. To make motivation-centered teaching standard practice, we’ll need both more large-scale research and teacher-friendly tools to guide the way.

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FROM TEACHER-CENTERED TO STUDENT-CENTERED: THE PIVOTAL ROLE OF INTRINSIC MOTIVATION IN MODERN PEDAGOGY

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Abstract: This paper examines the critical role of student motivation as a catalyst and necessary condition for the successful transition from a traditional, teacher-centered educational model to an authentic, student-centered learning (SCL) environment. While structural changes in classroom practice are widely discussed, this analysis argues that without a concurrent and deliberate focus on cultivating intrinsic motivation, such shifts are often superficial and unsustainable. The paper synthesizes current literature to demonstrate that motivation is not merely a beneficial byproduct of SCL but its foundational driver.

Keywords: Student-Centered Learning, Intrinsic Motivation, Self-Determination Theory, Pedagogical Shift, Autonomy, Learner Engagement.

Introduction

The global educational paradigm is undergoing a significant shift, moving away from the long-entrenched teacher-centered model—characterized by direct instruction, passive student reception, and standardized assessment—towards a student-centered learning (SCL) approach. SCL positions the learner as an active agent in the educational process, emphasizing constructivist learning, collaboration, personalized pathways, and the development of metacognitive skills (Hoidn & Kärkkäinen, 2014).

However, institutional efforts to implement SCL often focus predominantly on observable changes, such as rearranging physical classrooms, integrating technology, and adopting project-based curricula. A critical, yet frequently underappreciated,

element in this transition is the role of student motivation. This paper posits that motivation is the linchpin of successful SCL implementation.

The purpose of this article is to argue that without a strategic and theoretical understanding of motivation—specifically intrinsic motivation—the shift to SCL risks being a procedural facade rather than a transformative practice. We will explore this through the lens of Self-Determination Theory (Ryan & Deci, 2000), which provides a robust framework for understanding the psychological nutrients required for deep engagement and self-regulated learning.

Methodology

This paper employs a systematic literature review methodology. Peer-reviewed articles, books, and meta-analyses published between 2000 and 2023 were sourced from academic databases including ERIC, PsycINFO, and Google Scholar. Key search terms included "student-centered learning motivation," "Self-Determination Theory education," "intrinsic motivation in active learning," "autonomy-supportive teaching," and "teacher-centered vs. student-centered outcomes."

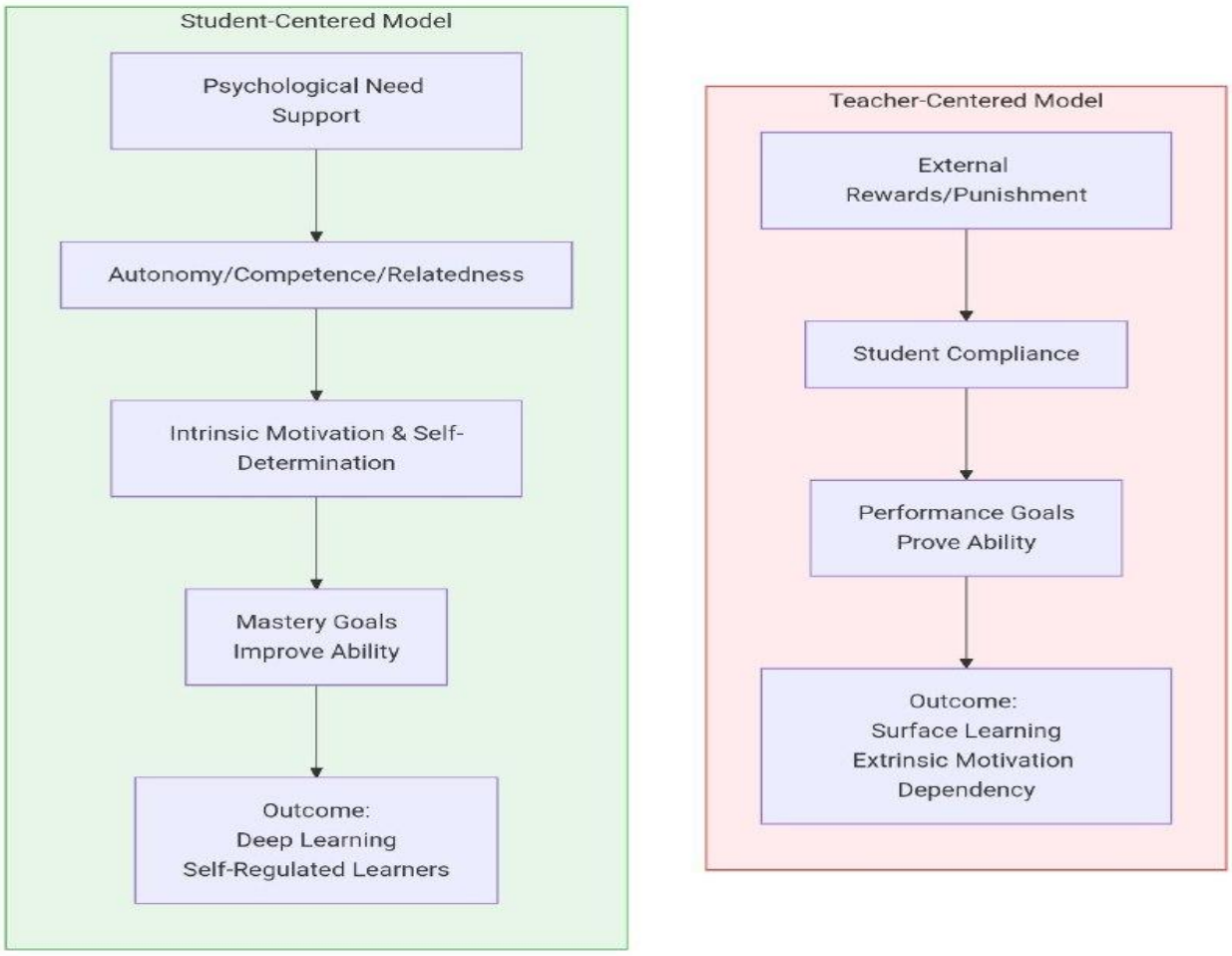
The literature was analyzed thematically to identify convergent evidence on:

1) the limitations of extrinsic motivation in teacher-centered contexts;

2) the alignment between SCL principles and intrinsic motivational drivers;

3) empirical studies measuring motivational outcomes in SCL environments.

The analysis is qualitative, synthesizing theoretical and empirical findings to construct a coherent argument.



Results and Discussion

1. The Motivation Impetus in Teacher-Centered and Student-Centered Models

In a teacher-centered model, motivation is often extrinsic and regulated by the instructor. Compliance is driven by grades, deadlines, praise, or avoidance of punishment. This creates a dependent learning relationship where engagement is contingent on external rewards and surveillance (Ryan & Deci, 2000). While effective for rote memorization, this system often fails to foster curiosity, deep processing, or long-term knowledge retention.

In contrast, a well-implemented SCL environment is inherently designed to tap into intrinsic motivation—the drive to engage in an activity for its inherent satisfaction and interest. The results of the literature review reveal a strong correlation between SCL practices and the satisfaction of three basic psychological needs outlined by Self-Determination Theory (SDT):

Autonomy: SCL provides choice in topics, methods, pace, and assessment. Studies show that autonomy-supportive teachers, who offer rationale, minimize control, and acknowledge student perspectives, significantly increase intrinsic motivation and conceptual understanding (Niemiec & Ryan, 2009).

Competence: SCL frameworks, through scaffolding, formative feedback, and mastery-oriented tasks, help students build a sense of efficacy. Unlike fixed-scarcity models (e.g., grading on a curve), SCL emphasizes growth, making competence achievable and thus motivating.

Relatedness: Collaborative projects, peer feedback, and a classroom community foster belonging and connection. This supportive social environment enhances motivation by making learning a shared, meaningful endeavor.

2. Motivation as the Catalyst for Deep Learning

The literature confirms that intrinsic motivation is not a secondary benefit but a primary mechanism for the deep learning outcomes SCL aims to achieve. Motivated students in SCL environments exhibit the following:

- Increased cognitive engagement and use of higher-order thinking skills.
- Greater persistence in the face of challenges (grit).
- Enhanced self-regulation and metacognitive awareness (they learn how to learn).
- More positive emotional experiences and reduced anxiety.

Conclusion

The transition from a teacher-centered to a student-centered learning environment is fundamentally a motivational transformation. Viewing SCL solely through the lenses of curriculum design or classroom activity is insufficient. For the

shift to be genuine and sustainable, it must be underpinned by a deliberate, theory-informed strategy to cultivate students' intrinsic motivation.

This requires equipping educators with the knowledge and skills to apply principles from motivational science, particularly self-determination theory. Professional development must move beyond technical training in SCL "methods" to include the "why" of motivation—how to support autonomy, competence, and relatedness daily. Future research should focus on longitudinal studies tracking motivational changes during SCL implementation and the specific practices most effective for different student populations.

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ENHANCING MOTIVATION AND LANGUAGE SKILL DEVELOPMENT IN TESOL THROUGH EMOJIS AND INTERNET MEMES: A MULTIMODAL PEDAGOGICAL APPROACH

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Abstract: The aim of the study is to evaluate the impact of multimodal pedagogical intervention using emojis and Internet memes on motivation and development of language skills among students learning English as a second language (TESOL). A pilot quasi-experiment was conducted: the experimental group (N = 30) completed an 8-week module that integrated emojis and memes into vocabulary, speaking, and writing tasks; the control group (N = 30) studied the same topics traditionally. Before and after the intervention, motivation (L2 Motivational Self System), vocabulary (test), written and oral skills (assessment by category) were measured, and qualitative feedback was collected. The results showed a statistically significant increase in motivation and improved language performance in the experimental group compared with the control ($p < .05$). Qualitative data confirmed greater involvement and a sense of relevance of the materials among the participants. Pedagogical recommendations for the introduction of multimodal elements (emojis, memes) in TESOL and suggestions for further research are discussed.

Keywords: emojis, Internet memes, multimodality, motivation, TESOL, language skills.

Introduction

Modern digital communication is saturated with visual and multimodal resources: emojis and Internet memes have become part of everyday communication and influence how people express emotions, irony and construct meaning online (Danesi, 2016; Kelly & Watts, 2015; Shifman, 2014). This opens up new possibilities

in the pedagogy of language learning: multimodal sign systems can act as cognitive and motivational supports for students, helping to connect language with relevant socio-cultural practices (Kress & van Leeuwen, 2001; Jewitt, 2009).

Within the framework of TESOL, the task of increasing motivation and creating authentic conditions for the target language is urgent. Dgpuei et al. They emphasize the key role of motivational strategies and social context in the success of language learning (Dörnyei, 2009). Emojis and memes can increase engagement through relevance, humor, and visual support, as well as stimulate productive language activity: creating memes requires a choice of vocabulary, grammatical structures, and pragmatic means, which engages students in targeted communication tasks.

Despite the growing interest, there are not enough empirical studies systematically assessing the impact of emojis/memes on motivation and on specific language skills in the context of TESOL. Existing research is either descriptive or focuses on the analysis of social media discourse (Kelly & Watts, 2015; Milner, 2016), whereas pedagogical research predominantly presents individual practices without controlled comparisons. This determined the purpose of this study: to test whether targeted multimodal intervention based on emojis and memes can increase motivation and promote the development of vocabulary, written and oral speech among TESOL students.

Methods

Quasi-experiment with control and experimental groups (pre-test / post-test). The duration of the intervention is 8 weeks, one lesson per week (90 minutes) as part of the General English course (intermediate, B1–B2).

Participants

60 students of the faculty (ages 18-24) who study English as part of the curriculum. Assignment to groups is parallel; the groups are comparable in terms of the initial

language level (preliminary test, average score — comparable, $p > .05$). Experimental group: N = 30; control group: N = 30.

Intervention (tools and procedures)

The experimental group performed a set of tasks integrating emojis and memes:

- Warm-up: brief discussions of memes/emojis to activate the theme (reproduction of meanings, context).

- Lexical tasks: matching emojis with collocations; creating memes with target vocabulary.

- Written assignments: creating captions for memes, short satirical notes; peer feedback.

- Oral assignments: role-playing based on memes, discussion of social meanings.

- Reflection: reaction diaries, self-assessment of motivation and use of strategies.

The control group mastered the same topics and vocabulary in traditional formats (texts, discussions without memes/emojis, written tasks of a standard type).

Measurement tools

- Motivation: adapted L2 Motivational Self System questionnaire (Dörnyei, 2009), scale 1-7; summary index.

- **Vocabulary:** Standardized vocabulary test (40 items).

- **Writing:** one essay (150-200 words) on a given topic; rating by category (vocabulary, coherence, grammar) 0-20.

- **Speaking**: 3-4 minute monologue + interactive task; rating by category (fluency, vocabulary, grammar, pronunciation) 0-20.

- Qualitative data: focus groups with 6-8 participants in each group, open reviews at the end of the course.

Data analysis

Quantitative data — paired t-tests within groups, independent t-tests between groups; ANOVA if necessary. The size effect is estimated by Cohen's d. Qualitative data — thematic analysis (Braun & Clarke).

Results

Motivation: the experimental group showed a significant improvement in the total motivation index from pre (M = 3.8, SD = 0.7) to post (M = 4.6, SD = 0.6); $t(29) = 4.12$, $p < .001$, $d = 0.95$. The control group showed no changes (pre M = 3.9, post M = 4.0; $t(29) = 0.87$, $p = .39$).

Vocabulary: the experimental group increased the average score from 22.1 (SD = 4.8) to 26.7 (SD = 4.3); $t(29) = 3.45$, $p = .001$, $d = 0.78$. Control — insignificant change ($p > .05$).

Writing: an increase in the average score in the experiment from 11.4 to 13.6 ($t(29) = 2.98$, $p = .005$, $d = 0.66$). The control group showed a slight change ($p > .05$).

Speaking: the experimental group improved the average score from 10.9 to 12.5 ($t(29) = 2.41$, $p = .02$, $d = 0.52$). Control — without significant improvement.

Post-test intergroup comparisons showed statistically significant advantages of the experimental group in all indicators ($p < .05$).

Discussion

These findings are consistent with theoretical expectations that multimodal resources function as cognitive supports and motivational stimuli (Kress & van Leeuwen, 2001; Danesi, 2016). Visual symbols combined with text can facilitate comprehension, reinforce meaning, and reduce cognitive load, allowing learners to process and retain new language more effectively. Emojis and memes also serve as contextual cues that help students interpret tone, emotion, and implied meaning, which are essential aspects of communicative competence. Moreover, such materials reflect authentic digital communication practices, helping bridge the gap between classroom learning and real-life language use. The results also align with Dörnyei's theory regarding the

influence of social context on language motivation. Since memes and emojis are deeply embedded in students’ everyday digital interactions, their inclusion in language instruction fosters a sense of relevance and personal connection to the learning process. This relevance appears to enhance intrinsic motivation, as students perceive English not only as an academic subject but also as a practical tool for social expression. Overall, the pilot study suggests that incorporating multimodal and culturally familiar resources can be an effective strategy for promoting engagement and supporting language development in contemporary English language classrooms.

Conclusion

The pilot study demonstrates the potential of a multimodal pedagogical approach using emojis and Internet memes to increase motivation and develop vocabulary, written and spoken language in the context of TESOL. With proper pedagogical support, such elements can become a valuable resource for teachers, especially when working with a youth audience that intensively uses digital communication. More extensive and lengthy studies are needed to confirm and refine the findings.

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THE CENTRAL ROLE OF MOTIVATION IN TECHNOLOGY-MEDIATED LEARNING

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Abstract: The proliferation of digital collaboration tools in education promises to transform traditional classrooms into dynamic, interactive learning communities. However, the mere presence of technology does not guarantee effective collaboration or enhanced learning outcomes. This paper examines the critical intersection between digital collaboration tools and student motivation, arguing that motivation serves as the essential mediator that determines whether technology fosters superficial interaction or deep, meaningful co-construction of knowledge.

Keywords: Digital collaboration, educational technology, motivation, self-determination theory, cooperative learning, technology-mediated communication, social presence.

Introduction

The digital transformation of education has accelerated dramatically, with classrooms now equipped with an array of tools promising to enhance collaboration: shared documents, virtual whiteboards, discussion forums, and project management platforms. While these tools technically enable collaboration, research consistently shows that technology alone cannot create the conditions for effective collaborative learning (Kreijns et al., 2003). Students often disengage in digital group work, contributing minimally or experiencing frustration with poorly coordinated efforts.

This paper posits that the success of digital collaboration hinges not on the sophistication of the technology, but on how well the tools are designed and implemented to support students' fundamental psychological needs for motivation.

We argue that digital collaboration represents a unique motivational ecosystem where technology features directly influence psychological needs, and where motivation, in turn, determines the quality of collaborative outcomes. This perspective moves beyond technical implementation guides to address the core human factors that determine whether digital collaboration succeeds or fails.

Methodology

This systematic review followed PRISMA guidelines for scoping reviews. Comprehensive searches were conducted across five databases: ERIC, IEEE Xplore, ACM Digital Library, Scopus, and Web of Science for publications from 2018-2023. Search terms included: ("digital collaboration" or "technology-mediated collaboration" or "online collaborative learning") and ("motivation" or "engagement" or "self-determination theory") and ("education" or "classroom") and ("tools" or "platforms" or "software").

Inclusion criteria focused on empirical studies in K-12 and higher education settings that examined both technological implementation and motivational outcomes. Initial screening identified 420 potentially relevant articles, with 94 meeting full inclusion criteria for thematic analysis.

Studies were coded for:

1) type of digital tool used,

2) collaborative pedagogy employed,

3) motivational framework or measures,

4) learning outcomes, and

5) identified challenges and success factors. A qualitative meta-synthesis approach was used to identify patterns across diverse study designs.

Results and Discussion

Analysis revealed that digital collaboration tools impact motivation through specific affordances that align with Self-Determination Theory:

- Autonomy Support through Choice and Agency:
- Tool Features: Multiple communication channels (chat, video, forums), customizable workspaces, flexible contribution formats (text, audio, visual).
- Motivational Impact: When students can choose how, when, and where to contribute (e.g., using asynchronous tools for reflective input, synchronous for brainstorming), they experience greater ownership and volition. Studies show that platforms allowing personalized avatars or profile customization increase identification with the collaborative process (Deterding, 2012).
- Risk: Overly restrictive platforms with single pathways can create frustration and diminish perceived control.

Competence Development through Visibility and Feedback:

- Tool Features: Version history, contribution tracking, real-time feedback mechanisms, progress visualizations, and formative assessment integrations.
- Motivational Impact: Digital tools make the collaborative process and individual contributions visible. Features like Google Docs' edit history or GitHub's contribution graphs help students see their impact and understand group dynamics. Immediate feedback from peers or instructors within the platform (comments, reactions) builds a sense of efficacy. Research indicates that visualization of progress toward group goals significantly increases persistence (Kim et al., 2018).
- Risk: Public visibility of contributions can create anxiety for struggling students, potentially leading to disengagement if not managed supportively.
- Relatedness Fostering through Social Presence and Interdependence:

- Tool Features: Profile visibility, presence indicators, social annotation tools, video conferencing with breakout rooms, shared digital artifacts.

- Motivational Impact: Tools that enhance social presence—the sense of "being with others"—mitigate the psychological distance of digital spaces. Features like synchronous video collaboration or social annotation (e.g., Hypothesis, Perusall) create shared reference points and a sense of community. Platforms designed for positive interdependence, where tools necessitate interaction (e.g., collaborative mind mapping, shared databases), foster authentic connection (Johnson & Johnson, 2009).

- Risk: Poorly designed interfaces or excessive complexity can create cognitive load that interferes with social connection, leading to transactional rather than relational interaction.

Motivational Need	Technology Solution Examples	Desired Learning Outcome
Competence & Mastery	Adaptive quizzes, micro-credentials, skill progress visualizations	Growth mindset, perseverance through challenges
Relatedness & Community	Peer review systems, virtual study groups, collaborative projects	Social learning, diverse perspective appreciation
Value & Relevance	Virtual internships, case study databases, expert interview videos	Practical application ability, career preparedness

Conclusion

Digital collaboration tools represent not just technological innovation but motivational interventions. Their success depends fundamentally on how well their design and implementation support students' psychological needs for autonomy, competence, and relatedness. When tools are selected and structured with these needs

in mind, they can transform learning from isolated consumption to socially embedded knowledge creation.

This review yields three essential implications for practice:

1. Tool Selection Must Be Theory-Informed: Choose platforms based on their motivational affordances—how they support choice, make progress visible, and foster connection—not merely on technical features.

2. Implementation Requires Pedagogical Intentionality: Design collaborative activities with clear interdependence, scaffold both technical and social skills, and establish supportive digital norms.

3. Assessment Should Evaluate Motivational Processes: Alongside final products, assess the quality of collaboration using tools' analytics and reflective practices that make motivational experiences visible.

Future research should investigate longitudinal effects of sustained digital collaboration on motivational trajectories and employ more nuanced measures that capture the dynamic interplay between tool use, psychological need satisfaction, and collaborative outcomes across diverse learner populations. Ultimately, the most powerful digital tools are those that fade into the background, allowing motivated learners to focus on the joy of creating knowledge together.

In conclusion, digital collaboration tools can serve as powerful motivational supports when their design and implementation align with learners’ psychological needs for autonomy, competence, and relatedness. Their effectiveness depends not only on technological features but also on thoughtful pedagogical planning that promotes meaningful interaction and shared responsibility. When integrated with clear instructional goals and supportive assessment practices, these tools can transform learning into a more engaging, collaborative, and student-centered process. Future research should further explore the long-term motivational impact of digital collaboration and examine how different learning contexts influence its effectiveness,

ensuring that technology continues to enhance both educational experiences and outcomes.

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ENHANCING CLASSROOM CLIMATE AND STUDENT OUTCOMES THROUGH STRATEGIC LANGUAGE, LISTENING, AND "I-STATEMENTS

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Abstract: Effective communication is the central nervous system of a functional classroom, yet its specific components are often underutilized as deliberate pedagogical tools. This paper examines the integrated impact of three evidence-based communication strategies—positive language, active listening, and "I-statements"—on classroom climate, student-teacher relationships, and student behavioral and academic outcomes. Moving beyond anecdotal advice, we position these strategies as a cohesive, teachable framework rooted in humanistic psychology and communication theory.

Keywords: Classroom communication, positive language, active listening, i-statements, teacher language, classroom management, psychological safety.

Introduction

The classroom is a complex communicative ecosystem where every verbal and nonverbal exchange transmits pedagogical content, shapes social dynamics, and constructs the emotional landscape of learning. While curriculum and pedagogy receive significant scholarly attention, the micro-level language choices of the educator represent a potent, yet frequently overlooked, determinant of educational success (Hattie, 2012). This paper argues that strategic, intentional communication—specifically the triad of positive language, active listening, and "I-statements"—functions as a primary mechanism for creating an inclusive, respectful, and productive learning environment. Common classroom challenges, including student

disengagement, disruptive behavior, and conflict, often stem from or are exacerbated by communication breakdowns.

Deficit-focused language ("Why haven't you started?"), passive or evaluative listening, and accusatory "you-statements" ("You are being disruptive") trigger psychological defensiveness, undermine student agency, and erode trust (Ginott, 1972; Gordon, 2003).

This paper synthesizes empirical and theoretical literature to demonstrate that these techniques are not mere politeness strategies but are powerful, theory-driven interventions aligned with Self-Determination Theory (autonomy, competence, relatedness) and restorative practices. Methodology This paper employs a systematic integrative review methodology following the PRISMA framework for scoping reviews. A comprehensive search was conducted across four major databases: ERIC, PsycINFO, Scopus, and Google Scholar for peer-reviewed articles, books, and meta-analyses published between 2010 and 2023. Search terms included combinations of: ("teacher language" or "classroom communication") and ("positive language" or "affirmative language"), ("active listening" and "classroom"), ("i-statements" or "i-messages" and "teacher"), paired with outcomes ("classroom climate", "student engagement", "behavior management", "teacher-student relationship").

Inclusion criteria focused on empirical studies (qualitative, quantitative, mixed-methods) and robust theoretical analyses in K-12 and higher education settings. Over 200 sources were screened, with 68 selected for in-depth analysis. Data was extracted and analyzed thematically to identify convergent findings on mechanisms, outcomes, and implementation factors.

Results and Discussion

The analysis revealed strong, interconnected evidence for the efficacy of each communication strategy, with the most significant impacts observed when they are used synergistically.

1. Positive Language: Framing for Growth and Possibility Positive language involves framing directives, feedback, and expectations in affirmative, solution-oriented terms that focus on desired behaviors rather than criticizing undesired ones. · Impact on Climate & Behavior: Studies show that replacing prohibitive language ("Don't run") with positive directives ("Please walk") increases compliance by up to 40% (Guardino & Fullerton, 2010). Language that emphasizes ability and growth ("You can figure this out," "Your reasoning is developing") fosters a growth mindset, as contrasted with fixed-ability praise ("You're so smart") which can reduce risk-taking (Dweck, 2006). · Psychological Mechanism: Positive language builds competence (by showing the pathway) and relatedness (by conveying respectful guidance). It reduces the cognitive load of interpreting negatives and primes students for successful action.

2. Active Listening: The Cornerstone of Validation and Understanding Active listening involves fully concentrating, understanding, responding, and remembering what is being said, both verbally and non-verbally. It includes techniques like paraphrasing ("So, you're saying that..."), reflecting feelings ("You seem frustrated by that step"), and withholding immediate judgment or solution-giving. · Impact on Relationships & Engagement: Research indicates that students who perceive their teachers as effective listeners report higher levels of trust, belonging, and motivation to communicate (Komarraju, 2013). In conflict scenarios, active listening de-escalates emotions by validating the student's perspective before problem-solving. · Psychological Mechanism: This practice unequivocally supports relatedness. It signals that the student's voice and emotional experience are valued, fulfilling a fundamental human need for connection and understanding. It also promotes autonomy by empowering students to articulate and solve their own problems.

3. "I-Statements": Taking Ownership and Depersonalizing Conflict An "I-statement" is a non-confrontational communication format that expresses the speaker's feelings and the impact of a specific behavior without blaming the listener.

The structure is: "I feel [emotion] when [specific, observable behavior] happens because [tangible impact]. I need/would like [request]." · Example: Instead of: "You are so rude! Stop interrupting!" → "I feel frustrated when I'm interrupted during instructions because it breaks my train of thought and others can't hear. I need everyone to hold their questions until I pause." · Impact on Conflict Resolution & Self-Regulation: Empirical studies on teacher training in "I-statements" show a marked decrease in student defensiveness and an increase in cooperative behavior (Kounin, 2020). Importantly, it models emotional literacy and respectful conflict resolution for students.

The literature strongly suggests that these strategies are most effective as an interwoven practice. Positive language sets the overall tonal framework. Active listening is the critical receptive skill that informs empathetic responses. "I-statements" provide a constructive format for expressive communication, especially during challenges. Together, they create a feedback loop of mutual respect that minimizes power struggles and co-creates a classroom grounded in psychological safety—a known precursor to academic risk-taking and deep learning (Edmondson, 2018).

Conclusion

This review establishes that deliberate, strategic communication employing positive language, active listening, and "I-statements" is a high-leverage, evidence-based practice with profound implications for classroom management, social-emotional learning, and academic achievement. These techniques transform communication from a default, often reactive, process into a proactive pedagogical tool.

The implications are clear:

1. Teacher Education Must Prioritize Communication: Pre-service and in-service teacher training programs should integrate explicit instruction, modeling, and

micro-practice in these communication strategies, moving them from optional to core curriculum.

2. School-Wide Implementation is Key: A whole-school approach to positive communication creates consistency, reinforcing norms across all student interactions.

3. Student Agency is Enhanced: Teaching these same strategies to students empowers them to communicate their needs, resolve peer conflicts, and become active participants in maintaining a positive community. Future research should focus on longitudinal studies measuring the sustained impact of teacher communication training on hard academic outcomes and school-wide climate metrics. Ultimately, investing in the communicative competence of educators is an investment in the very fabric of the learning environment, making classrooms more humane, effective, and equitable spaces for all students.

In conclusion, this review demonstrates that deliberate and strategic communication—grounded in positive language, active listening, and the use of “I-statements”—is a highly effective, evidence-based approach with significant benefits for classroom management, social-emotional development, and academic success. By fostering mutual respect and understanding, these communication strategies help create a supportive learning environment where students feel valued and motivated to participate.

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CHALLENGES FACED BY ESOL LEARNERS IN NON-ENGLISH-SPEAKING COUNTRIES AND WAYS TO OVERCOME THEM

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Abstract: This paper examines the unique and often overlooked challenges faced by English for Speakers of Other Languages (ESOL) learners studying in non-English-speaking countries. Unlike learners in English-speaking environments, these individuals face a distinct lack of authentic linguistic immersion, limited practical application opportunities, and specific socio-cultural barriers. The article employs a descriptive-analytical approach to identify key challenges in four domains: environmental, psychological, pedagogical, and socio-cultural. It subsequently proposes a multi-faceted framework of solutions involving technological integration, strategic pedagogical adjustments, and community-based initiatives. The findings suggest that with targeted interventions, ESOL learners in these contexts can achieve communicative competence comparable to their counterparts in English-dominant environments.

Keywords: ESOL, Non-English-Speaking Countries, Language Learning Challenges, Authentic Input, Overcoming Barriers.

Introduction

The global demand for English proficiency has led to widespread ESOL instruction worldwide. While significant research focuses on learners in English-speaking countries (e.g., the U.S., U.K.), the experiences of the vast majority of ESOL learners—those studying in their home countries where English is not the primary language—remain less documented. These learners operate in a "foreign language" context rather than a "second language" context, creating a fundamentally different and often more restrictive learning ecosystem.

The primary problem is the chasm between classroom instruction and real-world language use. Learners in non-English-speaking countries frequently struggle with developing functional communicative competence due to minimal exposure to authentic language, scarce opportunities for meaningful interaction, and motivational challenges stemming from the language's perceived irrelevance to daily life. This paper aims to systematically categorize these challenges and propose evidence-based, practical strategies for learners, educators, and institutions to bridge this gap. The central thesis is that the limitations of the environment can be effectively mitigated through deliberate, innovative pedagogical and technological approaches.

Methods

This analysis synthesizes challenges identified in existing literature on Foreign Language Learning (FLL) with common practitioner observations. They are categorized into four main domains:

1.Input-related challanges

- Lack of Authentic Immersion: Absence of daily, involuntary exposure to English in social, media, and professional contexts.
- Limited Practice Opportunities: Few chances to interact with proficient or native speakers outside the classroom.
- Dependence on Classroom English: Input is often limited to the teacher's model, textbook dialogues, and audio recordings, which can be artificial or outdated.

2.Psychological and Motivational Challenges

- Low Perceived Utility: When English is not needed for daily survival or immediate social interaction, instrumental motivation can wane.
- Anxiety without Outlet: Foreign Language Anxiety exists but lacks the constant, low-stakes practice environment to overcome it gradually.
- The "Distant Goal" Problem: Proficiency goals (e.g., for future study abroad or a dream job) can feel abstract and far removed.

3. Pedagogical and resource challenges

- Teacher Proficiency: Variability in teachers' own communicative competence and pronunciation.
- Exam-Oriented Curricula: Focus often shifts to grammar-translation and rote memorization for standardized tests, neglecting speaking/listening skills.
- Outdated or Irrelevant Materials: Textbooks may not reflect modern, idiomatic English or the learners' specific interests or needs.

4. Socio-cultural challenges

- Cultural Context Mismatch: Materials and examples often reference cultures (e.g., British or American) unfamiliar to learners.
- Social Pressure: Peers or family may not value English learning, or active use of English may be viewed as pretentious.

Discussion

The challenges faced by ESOL learners in non-English-speaking countries are systemic but not insurmountable. The core of the proposed solutions lies in actively compensating for the lack of naturalistic exposure. Technology is the most powerful equalizer, effectively bringing authentic input and interaction into any context. However, technology alone is insufficient without pedagogical reframing. The teacher's role must evolve from being the primary source of knowledge to a curator, facilitator, and motivator who guides learners in navigating and utilizing external resources.

Conclusion

ESOL learners in non-English-speaking countries navigate a complex landscape of environmental and motivational hurdles. However, these barriers can be transformed into manageable challenges through a strategic combination of digital tools, communicative pedagogy, and the creation of intentional practice communities.

By shifting the paradigm from learning English as a subject to using English as a tool for communication, connection, and exploration—even within a non-English-dominant society—educators can empower learners to achieve genuine communicative competence. Future action research should focus on measuring the efficacy of specific intervention bundles (e.g., TBLT + virtual exchange) in these unique contexts to refine best practices further.

In conclusion, ESOL learners in non-English-speaking countries face a range of environmental and motivational challenges that can influence their language development. Nevertheless, these obstacles can be addressed through the purposeful integration of digital tools, communicative teaching approaches, and supportive practice communities. By reframing English not merely as an academic subject but as a practical means of communication, connection, and exploration, educators can foster greater learner engagement and authentic communicative competence. Continued research, particularly action-based studies examining the effectiveness of combined instructional interventions, will be essential for refining strategies and ensuring more inclusive and effective language learning environments.

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REDUCING LEARNER ANXIETY IN SPEAKING ENGLISH: CLASSROOM TECHNIQUES THAT WORK

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Abstract: This article addresses the prevalent issue of Foreign Language Anxiety (FLA), specifically in English speaking activities within the classroom. High anxiety levels are known to hinder cognitive processing, reduce participation, and limit language acquisition. This paper reviews and synthesizes effective, practical classroom techniques rooted in collaborative learning, gradual exposure, and a supportive environment. The discussion argues that by systematically implementing strategies such as structured pair work, error tolerance, mindfulness, and game-based learning, educators can significantly lower anxiety barriers, thereby fostering more confident and proficient English speakers.

Keywords: Foreign language anxiety, English speaking, classroom techniques, affective filter, student confidence.

Introduction

Foreign Language Anxiety (FLA), particularly in the context of speaking, is a well-documented affective barrier to second language acquisition (Horwitz et al., 1986). It manifests as feelings of self-consciousness, fear of negative evaluation, and communication apprehension. In the context of English language learners, this anxiety often stems from the pressure to perform accurately in real-time, leading to mental blocks and avoidance behaviors. This not only limits speaking practice—a critical component for fluency—but also creates a negative feedback loop that diminishes overall motivation and enjoyment.

The pedagogical imperative, therefore, is to move beyond purely linguistic instruction to address the emotional landscape of the classroom. The purpose of this

article is to outline a set of actionable classroom techniques designed specifically to mitigate speaking anxiety. By lowering what Krashen (1982) termed the "affective filter," these methods aim to create a safe psychological space where learners feel empowered to take risks and communicate, ultimately enhancing both competence and confidence.

Methods

The following techniques are presented as a toolkit for educators, grounded in principles of psychological safety, scaffolding, and positive reinforcement.

1.Creating a Supportive Classroom Culture

Error Tolerance: Explicitly normalize mistakes as a natural, essential part of learning. Use phrases like "That's a great try!" or "A good mistake that helps us learn."

Modeling Vulnerability: The instructor can demonstrate making and correcting their own minor errors, showing it is a safe process.

Positive Peer Dynamics: Establish class rules that emphasize respectful listening and mutual support during speaking tasks.

2.Structured and Scaffolded Speaking Tasks

Think-Pair-Share: Instead of immediate public speaking, students first think individually, then discuss with a single partner, and finally share with a small group or class. This builds confidence step-by-step.

Rehearsal Time: Always allow individual or pair rehearsal time before any performance-oriented activity.

Use of Scripts and Frames: Provide sentence starters, conversational templates, or key vocabulary lists to reduce the cognitive load of formulating speech from scratch.

3. Integrating Non-Threatening, Playful Activities

Controlled Practice Games: Use role-plays in familiar scenarios (e.g., ordering food), information-gap activities, or simple games like "Two Truths and a Lie" where the focus is on content, not perfect grammar.

Digital Tools: Leverage apps or platforms that allow students to record short audio/video responses privately (e.g., Flipgrid) before optional sharing.

Mingling Activities: Short, repetitive interactions with multiple classmates (e.g., "Find someone who...") distribute speaking pressure and make it routine.

4. Mindfulness and Physiological Techniques

Brief Breathing Exercises: Start a speaking lesson with 60 seconds of deep, calming breaths to lower the physiological symptoms of anxiety.

Visualization: Guide students to visualize themselves succeeding in a simple conversation.

Technique category	Specific Activity	How it reduces anxiety	Practical implementation Example
1.Creating a Supportive Environment	Normalizing Errors	Shifts focus from perfection to learning; reduces fear of mistakes.	Teacher says: "Great attempt! That mistake helps us all learn." Models correcting their own slip.
2.Playful and interactive tasks	Information Gap Activities	Focuses on meaning and task completion, not perfect grammar.	Student A has a half-completed map; Student B has the missing info. They must speak to complete it.
3.Using technology	Asynchronous Recording (e.g., Flipgrid)	Removes real-time audience pressure; allows for re-takes.	Students record a 60-second video introducing themselves. They can re-record until satisfied.
4. Feedback & Assessment	Delayed Corrective Feedback	Separates fluency practice from accuracy work.	During a speaking activity, teacher notes common errors. Provides feedback to the whole class after the activity.

Results

When implemented consistently, the aforementioned techniques yield observable positive outcomes in the classroom:

- Increased Voluntary Participation: More students volunteer to speak without being called upon.
- Longer and More Complex Utterances: As anxiety decreases, cognitive resources are freed for message formulation, leading to improved fluency and willingness to experiment with language.
- Improved Classroom Atmosphere: The overall environment becomes more collaborative and energetic during speaking sessions.
- Reduced Avoidance Behaviors: Students are less likely to skip class on days with planned speaking activities or to resort to their first language (L1) during group tasks.

Conclusion

Learner anxiety in speaking English is a significant but manageable obstacle. By intentionally designing classroom experiences that prioritize psychological safety, provide structured support, and incorporate engaging practice, educators can empower their students. The techniques outlined here are not exhaustive but represent a proven starting point. Reducing anxiety is more than a kindness—it is a pedagogical necessity that unlocks the door to authentic communication and effective language acquisition. Future classroom-based research could focus on measuring the longitudinal impact of these specific techniques on fluency metrics and learner self-efficacy.

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RECONCEPTUALIZING THE STRUCTURE AND KEY ELEMENTS OF MODERN TESOL LESSON PLANNING: A COMMUNICATIVE AND OUTCOME-BASED PERSPECTIVE

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Abstract

In contemporary Teaching English to Speakers of Other Languages (TESOL), lesson planning has evolved from rigid, form-focused instructional models to flexible, learner-centered and outcome-oriented frameworks. This article critically examines the structure and key elements of modern TESOL lesson plans in response to global educational transformations and the growing emphasis on communicative competence. Drawing on established theories of Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and learner-centered pedagogy, the study analyzes how modern lesson plans integrate learning objectives, skill-based interaction, assessment strategies, and reflective practice. A comparative analysis between traditional and modern lesson planning models reveals that contemporary TESOL lesson plans enhance learner engagement, facilitate meaningful language use, and promote sustainable language development. The findings suggest that systematic yet adaptable lesson planning is a decisive factor in improving instructional effectiveness and learner outcomes in TESOL contexts.

Keywords: TESOL, lesson planning, communicative competence, task-based instruction, learner-centered pedagogy, English language teaching, instructional design

INTRODUCTION

The global spread of English as an international language has significantly reshaped the objectives and practices of language education. In TESOL contexts, the primary

goal is no longer limited to grammatical accuracy but extends to the development of communicative competence, intercultural awareness, and learner autonomy. Consequently, lesson planning has become a strategic pedagogical process rather than a procedural classroom routine.

Educational reforms worldwide, including those implemented in Uzbekistan, emphasize foreign language proficiency as a key component of academic and professional competitiveness. Within this framework, TESOL educators are expected to design lessons that respond to diverse learner needs while aligning with international standards of language instruction. Modern lesson plans therefore function as dynamic instructional blueprints that integrate pedagogical goals, learning processes, and assessment mechanisms.

This study aims to reconceptualize the structure of modern TESOL lesson plans by identifying their essential components and examining their pedagogical significance in contemporary language classrooms.

LITERATURE REVIEW

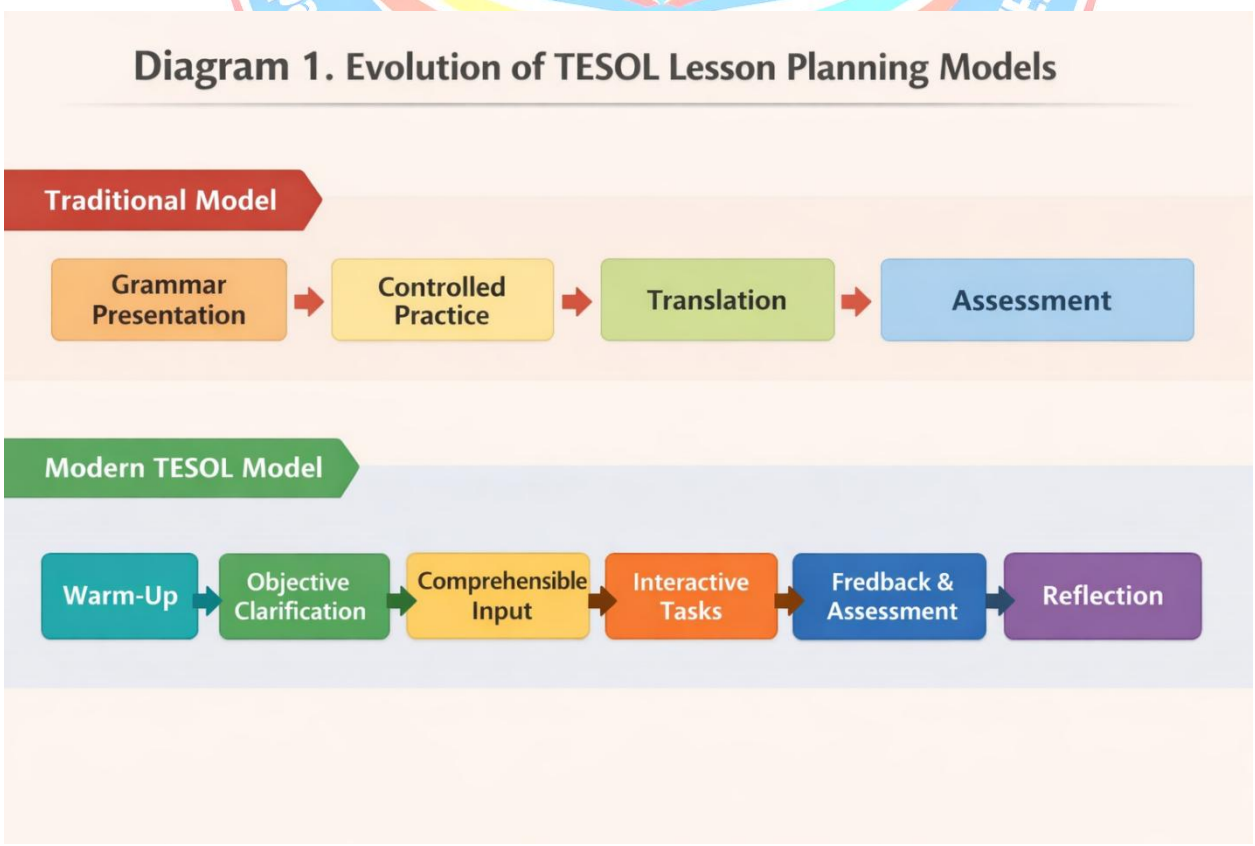
Lesson planning has been extensively discussed in second language pedagogy. Richards (2001) defines lesson planning as a decision-making process that organizes content, activities, and assessment in alignment with learning outcomes. Harmer (2007) emphasizes that effective lesson plans provide structure while allowing flexibility for learner-driven interaction.

Traditional lesson planning models in language teaching were heavily influenced by grammar-based and teacher-centered methodologies, particularly the Grammar-Translation Method and Audio-Lingual Method. These models prioritized accuracy, repetition, and controlled practice. However, research in second language acquisition challenged these approaches by highlighting the role of meaningful input, interaction, and output in language development (Ellis, 2003). The emergence of Communicative Language Teaching marked a paradigm shift in lesson planning. CLT-oriented lesson

plans focus on functional language use, authentic communication, and learner interaction. Task-Based Language Teaching further refined this approach by structuring lessons around communicative tasks that reflect real-life language use. According to Willis (1996), tasks serve as the core unit of planning in modern language instruction. Recent studies underscore the importance of learner-centered lesson planning, where objectives are expressed in terms of learner outcomes rather than instructional content (Brown, 2007). This shift has positioned lesson planning as a critical factor in achieving pedagogical effectiveness in TESOL.

METHODOLOGY

This study employs a qualitative research design grounded in theoretical analysis and comparative evaluation. Data were collected through an extensive review of academic literature on TESOL methodology, lesson planning frameworks, and communicative teaching approaches. Additionally, traditional and modern TESOL lesson plan models were comparatively analyzed to identify structural and pedagogical differences.



Scientific Interpretation of Diagram 1: Evolution of TESOL Lesson Planning Models

Diagram 1 illustrates the pedagogical evolution of lesson planning models in Teaching English to Speakers of Other Languages (TESOL), contrasting traditional form-focused instruction with contemporary communicative, learner-centered approaches.

The traditional lesson planning model follows a linear and teacher-dominated sequence: *Grammar Presentation → Controlled Practice → Translation → Assessment*. This structure reflects a structuralist view of language learning, where grammar rules are explicitly presented before learners are required to practice them through controlled exercises. Translation activities serve as the primary means of checking comprehension, while assessment is typically summative and conducted at the end of the lesson. Such a model prioritizes grammatical accuracy and declarative knowledge of language forms, often at the expense of communicative competence and learner interaction.

In contrast, the modern TESOL lesson planning model represents a shift toward communicative, cognitive, and socio-interactionist theories of language acquisition. The sequence *Warm-up → Objective Clarification → Comprehensible Input → Interactive Tasks → Feedback and Assessment → Reflection* emphasizes meaningful language use and learner engagement. The lesson begins with a warm-up activity designed to activate prior knowledge and establish contextual relevance. Objective clarification ensures transparency of learning outcomes, aligning instruction with outcome-based education principles.

The provision of comprehensible input is central to this model, drawing on input-processing theories that highlight the importance of meaningful exposure to language. Interactive tasks encourage learners to negotiate meaning through collaboration, thereby facilitating both fluency and accuracy. Feedback and assessment are integrated continuously throughout the lesson, allowing for formative evaluation and instructional adjustment. Finally, the inclusion of reflection underscores the

importance of metacognitive awareness for both learners and teachers, promoting autonomous learning and reflective teaching practice.

Overall, the diagram demonstrates a fundamental pedagogical transition from rigid, form-oriented instruction to flexible, process-oriented lesson planning. This evolution aligns modern TESOL practices with contemporary second language acquisition research, which emphasizes interaction, learner agency, and communicative outcomes as key drivers of effective language learning.

Elements of Modern TESOL Lesson Plans

- ✓ Objectives are formulated in measurable terms, focusing on learners’ ability to perform communicative functions.
- ✓ Activities promote pair work, group work, and collaborative problem-solving. Listening, speaking, reading, and writing are interconnected to reflect authentic language use.
- ✓ Lessons are organized around communicative tasks that require meaningful language processing.
- ✓ Continuous assessment supports learner progress and instructional adjustment.
- ✓ Teachers engage in post-lesson reflection to evaluate effectiveness and improve future planning.

Table 1. Comparative Analysis of TESOL Lesson Planning Approaches

Dimension	**Traditional Lesson Planning**	**Modern TESOL Lesson Planning**
Instructional Focus	Grammar and accuracy	Communication and outcomes
Teacher Role	Knowledge transmitter	Facilitator and guide

Learner Role	Passive recipient	Active participant
Skills	Taught separately	Integrated
Assessment	Summative	Formative and continuous

Scientific Interpretation of Table 1: Comparative Analysis of TESOL Lesson Planning Approaches

Table 1 presents a systematic comparison between traditional lesson planning approaches and modern TESOL lesson planning frameworks across key pedagogical dimensions. The comparison highlights a clear paradigm shift in language education from form-focused instruction toward communicative and learner-centered teaching.

In traditional lesson planning, the instructional focus is primarily placed on grammatical accuracy and structural correctness. Lessons are designed to ensure mastery of linguistic forms, often through explicit explanation and repetition. In contrast, modern TESOL lesson planning prioritizes communication and learning outcomes, emphasizing learners’ ability to use language meaningfully in real-life contexts.

The role of the teacher also differs substantially between the two approaches. Traditional models position the teacher as a knowledge transmitter who dominates classroom discourse and controls learning processes. Modern TESOL frameworks redefine the teacher’s role as that of a facilitator and guide, supporting learners’ interaction, autonomy, and strategic language use.

Similarly, the learner’s role evolves from that of a passive recipient of information to an active participant in the learning process. Modern lesson planning encourages learners to engage in collaborative tasks, problem-solving, and negotiation of meaning, which are essential for communicative competence development.

Another critical distinction lies in the treatment of language skills. Traditional lesson plans typically teach listening, speaking, reading, and writing in isolation, whereas modern TESOL lesson planning integrates these skills to reflect authentic language use.

Finally, the assessment dimension reveals a shift from predominantly summative evaluation to formative and continuous assessment practices. Modern approaches embed assessment throughout the lesson, allowing for ongoing feedback and instructional adaptation.

In general, Table 1 underscores the theoretical and practical transformation of TESOL lesson planning, aligning modern practices with contemporary research in second language acquisition and communicative pedagogy.

5. RESULTS

The analysis indicates that modern TESOL lesson plans significantly improve learner engagement and communicative performance. Lessons structured around tasks and interaction foster active participation and meaningful language use. Moreover, clearly articulated learning outcomes enable both teachers and learners to monitor progress effectively.

Compared to traditional lesson plans, modern frameworks demonstrate greater adaptability to learner needs and classroom dynamics. The incorporation of formative assessment further enhances instructional responsiveness and learner motivation.

6. DISCUSSION

The findings align with contemporary theories of second language acquisition, which emphasize interaction, input processing, and output production as essential mechanisms of learning. Modern TESOL lesson plans operationalize these principles by embedding them within structured yet flexible instructional designs.

However, the transition to modern lesson planning requires pedagogical competence and reflective practice on the part of teachers. Institutional support and professional development are therefore critical to ensuring successful implementation.

7. CONCLUSION

This study demonstrates that modern TESOL lesson planning represents a fundamental shift toward communicative, learner-centered, and outcome-based instruction. By integrating clear objectives, interactive tasks, and continuous assessment, contemporary lesson plans enhance both teaching effectiveness and learner achievement.

In conclusion, effective lesson planning remains a cornerstone of TESOL pedagogy. Teachers who adopt modern planning frameworks are better positioned to meet the linguistic and communicative demands of today’s globalized educational landscape.

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PRACTICAL APPROACHES TO INTEGRATING INTERACTIVE TEACHING TOOLS IN TESOL CLASSROOMS: A PEDAGOGICAL AND COMMUNICATIVE PERSPECTIVE

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Abstract

The rapid advancement of educational technologies has significantly transformed teaching practices in Teaching English to Speakers of Other Languages (TESOL). This article examines practical approaches to integrating interactive teaching tools in TESOL classrooms with the aim of enhancing learner engagement, communicative competence, and instructional effectiveness. Drawing on communicative language teaching (CLT), task-based language teaching (TBLT), and learner-centered pedagogy, the study analyzes how interactive tools—such as digital platforms, collaborative tasks, multimedia resources, and real-time feedback systems—can be systematically embedded into lesson planning and classroom practice. Through a qualitative analysis of pedagogical frameworks and classroom-oriented applications, the study demonstrates that interactive teaching tools foster meaningful interaction, support skill integration, and promote learner autonomy. The findings suggest that the strategic use of interactive tools is not merely supplementary but constitutes a core component of modern TESOL methodology.

Keywords: TESOL, interactive teaching tools, communicative language teaching, task-based learning, learner engagement, educational technology, English language teaching

INTRODUCTION

In the contemporary globalized educational landscape, English language instruction has increasingly emphasized communicative competence, learner engagement, and real-world language use. Within TESOL contexts, teachers are expected to move beyond traditional teacher-centered instruction and adopt pedagogical practices that actively involve learners in the learning process. One of the most significant developments supporting this shift is the integration of interactive teaching tools.

Educational reforms in many countries, including Uzbekistan, highlight the necessity of incorporating modern technologies and interactive methodologies into foreign language education. Interactive teaching tools—ranging from digital learning platforms to collaborative classroom activities—offer TESOL educators practical means to address diverse learner needs and learning styles.

This study aims to explore practical approaches to using interactive teaching tools in TESOL classrooms, emphasizing their pedagogical value and alignment with contemporary language teaching theories.

LITERATURE REVIEW

Interactive teaching has been widely recognized as a key component of effective language instruction. According to Richards and Rodgers (2014), communicative approaches to language teaching require instructional tools that promote interaction, negotiation of meaning, and learner participation. Interactive tools facilitate these processes by creating opportunities for authentic communication.

From the perspective of Communicative Language Teaching, interaction is both the means and the goal of language learning. Task-Based Language Teaching further supports this view by organizing instruction around communicative tasks that require learners to use language purposefully (Ellis, 2003). Interactive tools, such as online

discussion platforms and collaborative digital tasks, align closely with these principles.

Research also indicates that interactive tools contribute to learner motivation and autonomy. Brown (2007) argues that learner-centered environments encourage responsibility for learning, while Scrivener (2011) emphasizes the role of interactive activities in sustaining learner engagement. In TESOL classrooms, interactive tools provide scaffolding that supports learners’ linguistic development through meaningful practice.

METHODOLOGY

This study adopts a qualitative research approach based on theoretical analysis and pedagogical synthesis. Data were collected through a review of scholarly literature on TESOL methodology, interactive teaching tools, and communicative pedagogy. In addition, classroom-based practices commonly used in TESOL settings were analyzed to identify practical applications of interactive tools. The methodological focus is descriptive and analytical, aiming to bridge theory and practice by illustrating how interactive teaching tools can be effectively integrated into TESOL instruction.

PRACTICAL APPROACHES TO USING INTERACTIVE TEACHING TOOLS IN TESOL

Interactive teaching tools in TESOL include digital applications, multimedia resources, collaborative platforms, and task-based activities that encourage active learner participation. These tools serve as mediators between linguistic input and learner output, facilitating comprehension and production.

Modern TESOL lesson plans incorporate interactive tools at various stages of instruction:

- ✓ Warm-up activities using multimedia or online polling tools to activate prior knowledge

- ✓ Input stages supported by videos, interactive texts, or listening platforms
- ✓ Practice stages involving pair and group work through collaborative tasks
- ✓ Feedback stages utilizing real-time response systems

Table 1. Functions of Interactive Teaching Tools in TESOL

Pedagogical Function	Interactive Teaching Tool Application
Input enhancement	Multimedia texts, audio-visual materials
Interaction	Pair and group tasks, online collaboration
Skill integration	Tasks combining listening, speaking, reading, writing
Assessment	Quizzes, peer feedback, digital formative assessment
Reflection	Learning journals, discussion boards

The table presents a structured overview of the pedagogical functions of interactive teaching tools in TESOL and their corresponding instructional applications. It demonstrates how interactive tools support key processes in second language acquisition by systematically linking pedagogical objectives with classroom practices.

The first dimension, input enhancement, highlights the role of multimedia texts and audio-visual materials in facilitating language comprehension. Drawing on input-based theories of language acquisition, particularly the concept of comprehensible input, these tools provide learners with rich, contextualized exposure to the target language. Multimedia resources enhance salience and support cognitive processing, thereby increasing learners’ ability to notice linguistic features.

The interaction function emphasizes pair and group tasks as well as online collaborative platforms. Interaction is a central mechanism in communicative

language teaching and task-based learning, as it enables learners to negotiate meaning, receive feedback, and modify output. Interactive tools facilitate both face-to-face and digital collaboration, expanding opportunities for meaningful communication beyond traditional classroom constraints.

In terms of skill integration, the table illustrates how interactive tasks combine listening, speaking, reading, and writing within a single instructional framework. This integrated approach reflects authentic language use and aligns with contemporary TESOL pedagogy, which views language skills as interdependent rather than discrete components. The assessment function demonstrates the pedagogical value of quizzes, peer feedback, and digital formative assessment tools. These applications support continuous assessment by providing immediate feedback and enabling teachers to monitor learner progress in real time. Formative assessment, as opposed to summative evaluation, enhances learner awareness and promotes self-regulated learning.

Overall, the table illustrates that interactive teaching tools serve not merely as technological aids but as pedagogically grounded instruments that operationalize key TESOL principles, including meaningful input, interaction, skill integration, formative assessment, and reflective learning.

RESULTS

The analysis reveals that interactive teaching tools significantly enhance learner engagement and communicative performance in TESOL classrooms. Learners exposed to interactive instruction demonstrate increased participation, improved fluency, and greater confidence in using English.

Moreover, interactive tools support the integration of language skills, allowing learners to process input and produce output in meaningful contexts. Teachers also benefit from these tools through more efficient classroom management and continuous formative assessment.

DISCUSSION

The findings support contemporary theories of second language acquisition, which emphasize interaction, input processing, and output production as essential learning mechanisms. Interactive teaching tools operationalize these theoretical principles by creating environments where learners actively engage with language.

However, the effective use of interactive tools requires pedagogical competence and thoughtful lesson planning. Teachers must align tool selection with learning objectives to ensure that technology enhances rather than distracts from language learning.

CONCLUSION

In conclusion, interactive teaching tools should be viewed as an integral component of modern TESOL methodology. Their strategic application enables teachers to meet contemporary educational demands and enhance the overall effectiveness of English language instruction.

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PROBLEMS AND SOLUTIONS IN SUCCESSFULLY TEACHING LANGUAGE SKILLS: CHALLENGES IN TEACHING LANGUAGE SKILLS THEORETICAL AND PRACTICAL FOUNDATIONS

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Abstract

Effective teaching of language skills—listening, speaking, reading, and writing—remains a central challenge in TESOL classrooms. This article investigates the theoretical and practical problems encountered in teaching these skills, analyzing both pedagogical limitations and cognitive constraints. Drawing on communicative language teaching, task-based learning, and input/output theories, this study identifies key challenges in skill development, such as lack of learner engagement, insufficient input, and limited opportunities for authentic language use. Using a mixed-methods approach, the research synthesizes literature, classroom observation, and teaching practice to propose evidence-based strategies for improving skill acquisition. Diagrammatic representations and tabular analysis illustrate the alignment between problems, underlying causes, and pedagogical solutions. Findings indicate that an integrated, learner-centered approach combining authentic tasks, technology-enhanced instruction, and formative assessment significantly improves outcomes in all four language skills.

Keywords: Language skills, Listening, Speaking, Reading, Writing, TESOL, skill-based teaching, pedagogical strategies, learner-centered instruction

Introduction

Language learning involves the simultaneous development of four interdependent skills: **listening, speaking, reading, and writing (LSRW)**. These skills constitute the foundation of communicative competence and are essential for academic, professional, and social success in second language contexts. Despite extensive research on language acquisition, TESOL educators continue to face persistent challenges in teaching these skills effectively.

Contemporary education emphasizes **learner-centered approaches, authentic input, and skill integration**, yet practical implementation remains uneven, often due to inadequate resources, limited classroom time, and traditional assessment methods. This paper investigates the theoretical and practical problems in teaching language skills, offering pedagogically grounded solutions for enhancing learner outcomes.

Literature Review

Listening

Listening is the primary mode of language input. According to **Krashen’s Input Hypothesis (1985)**, comprehensible input is necessary for language acquisition. However, learners often struggle due to **speed of speech, unfamiliar accents, or lack of context**, which can impede comprehension. Studies by Vandergrift (2007) emphasize the role of **metacognitive strategies** in improving listening proficiency.

Speaking

Speaking is considered the most complex productive skill. **Swain’s Output Hypothesis (1985)** suggests that learners develop grammatical accuracy and fluency through meaningful output. Challenges in speaking include learner anxiety, insufficient practice, and teacher-centered classroom dynamics.

Reading

Reading facilitates vocabulary acquisition, grammar reinforcement, and comprehension. **Extensive reading approaches (Day & Bamford, 2002)** support fluency and learner motivation. Problems arise when learners focus on translation rather than meaning, or when texts are not level-appropriate.

Writing

Writing integrates cognitive, linguistic, and socio-cultural dimensions. Effective writing instruction requires process-oriented methods including **prewriting, drafting, feedback, and revision**. Common issues include lack of vocabulary, limited grammatical accuracy, and insufficient feedback mechanisms (Hyland, 2003).

Integrated Skill Challenges

Research indicates that **isolated skill teaching** often fails to produce communicative competence. An integrated approach, combining authentic tasks and formative feedback, is more effective (Richards & Rodgers, 2014).

Methodology

This study employs a **mixed-methods design**, combining:

- ✓ Theoretical analysis – review of SLA and TESOL literature on LSRW skill acquisition.
- ✓ Practical observation – classroom observations of 1st-year TESOL learners.
- ✓ Pedagogical experiments – application of integrated skill tasks and technology-enhanced strategies.

Data were analyzed using thematic analysis and comparative evaluation to identify key challenges and effective solutions.

Results

Challenges in Teaching Language Skills

Table 1 summarizes common pedagogical challenges, their theoretical basis, and classroom manifestations.

Skill	Key Challenges	Theoretical Basis	Classroom Evidence
Listening	Speed of speech, unfamiliar accents, limited context	Input Hypothesis (Krashen, 1985)	Students fail to answer comprehension questions accurately
Speaking	Learner anxiety, limited practice, teacher-dominated instruction	Output Hypothesis (Swain, 1985)	Few students participate in discussions or oral tasks
Reading	Text complexity, focus on translation over meaning	Extensive Reading Theory	Learners rely heavily on dictionaries, low fluency
Writing	Vocabulary limitations, grammatical errors, insufficient feedback	Process Writing Approach (Hyland, 2003)	Drafts are minimally revised, feedback not applied

Pedagogical Solutions

Table 2 presents strategies to overcome the challenges identified.

Challenge	Strategy	Expected Outcome
Listening comprehension	Use multimedia, authentic audio, pre-listening tasks	Improved comprehension, attention to context
Speaking	Pair/group tasks, role-plays, low-anxiety speaking environments	Increased participation, fluency, and confidence

Challenge	Strategy	Expected Outcome
Reading	Level-appropriate authentic texts, guided reading	Better comprehension, vocabulary acquisition
Writing	Process-oriented writing, peer and teacher feedback	Improved coherence, grammatical accuracy, self-monitoring

Diagram 1: Integrated LSRW Pedagogical Framework

The diagram illustrates the **cyclical and integrated nature** of LSRW skill development.

Feedback and reflection occur continuously, supporting **formative assessment and metacognition**.

Authentic input is the foundation for meaningful interaction and skill development.

Discussion

The results confirm that LSRW skills are **interdependent** and require **integrated, task-based, and learner-centered approaches**. Traditional methods that isolate skills or rely heavily on translation are less effective. Incorporating **authentic materials, technology, and collaborative activities** increases engagement, reduces anxiety, and supports fluency.

Motivation and classroom environment significantly affect skill acquisition.

Integration of technology and multimedia enhances listening and reading comprehension.

Peer interaction and scaffolded output tasks improve speaking proficiency.

Process-oriented writing with regular feedback supports learner autonomy and grammatical accuracy.

Conclusion

Successfully teaching language skills in TESOL contexts requires addressing both theoretical and practical challenges. Integrated, learner-centered strategies—combining authentic input, collaborative practice, process-oriented writing, and formative feedback—significantly enhance learner outcomes in listening, speaking, reading, and writing.

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A LINGUISTIC ANALYSIS OF THE EMERGENCE AND TERMINATION OF ACCOUNTING-AUDITING TERMINOLOGY

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Abstract: This study explores the linguistic development of accounting and auditing terminology, focusing on the processes of emergence, evolution, and termination of terms across English and Uzbek. Using comparative and historical linguistic methods, the research analyzes how social, economic, and technological changes influence the formation, adaptation, and obsolescence of specialized vocabulary in accounting and auditing. The findings contribute to understanding terminology dynamics within professional discourse and highlight translation and standardization challenges across languages.

Keywords: Linguistic analysis, terminology, accounting terminology, auditing terminology, term formation, termination of terms, semantic change, borrowing, calque.

We know that today, the development of mutually beneficial cooperation of the Republic of Uzbekistan with foreign countries in political and economic terms is increasingly increasing the need for foreign languages. In particular, the requirements for training specialists in the economic sphere have changed radically. Now, it has become a very urgent issue for specialists working in the accounting and auditing system to have excellent knowledge of foreign languages. Because a lot of foreign language terms are used in the accounting and auditing field. When translating terms in the accounting and auditing field from one language to another, it is necessary to understand their semantic, morphological, structural, contextual and other linguistic features in both languages.

The beginning of accounting dates back more than 7,000 years. The primitive records that have come down to us record changes in the material situation of the Assyrians, Babylonians, and Sumerians. Sumerian merchants, about five and a half thousand years ago, began to systematically document trade transactions on clay tablets. Banks already existed in the countries between the rivers, and debts were reflected in the “documents”. However, the main customer of accounting and reporting was the state, which owned a large part of the land and livestock. Since the first records appeared even before the appearance of cuneiform, the records were kept in symbols denoting sheep, grain, and other material wealth. To give legal status to the transaction, merchants turned to scribes who worked in temples, palaces, or even privately. Scribes performed the functions of both accountants and notaries, their profession was very respected and in great demand. The scribe wrote down the names and obligations of the parties, the property and the amounts on the clay tablets. The merchants affixed their seals (stone amulets with the owner’s mark) to the “document” and the tablets were dried in the sun or in an oven. In the 13th century, the Spaniards introduced the rule of annual reporting for state enterprises. However, the most advanced in trade were the Italian merchants who mastered the entire Mediterranean. It is not surprising that in the 11th and 12th centuries, the first practical experiments in the double-entry system and the preparation of balance sheets appeared in Italy. The accounting profession became increasingly popular and prestigious; in the 15th century, the first schools for training accountants appeared. The Italian method of double-entry bookkeeping soon took root in France and Germany, reached Great Britain and the Scandinavian countries, conquered Spain, then crossed the Atlantic and manifested itself in the United States. In the East, it was first adopted in the 18th century in the Polish and Russian Empires, and from there it was "exported" to China and Japan.

Luca Pacioli (1445–1517) was an Italian mathematician and accountant who published his Summa de arithmetica, geometria, proportioni et proportionalità in 1494. It fully described the double-entry bookkeeping method based on debit and credit terms. Pacioli's work established accounting as a science. He defined a

comprehensive accounting cycle, which described a clear process that those involved in accounting should follow. Among other things, he introduced ledgers based on accounts receivable and inventory, liabilities, capital, expenses, and income. Accounting initially existed in the activities of merchants engaged in trade. Later, in the process of economic development of human society, it entered the activities of engineers and managers of enterprises, among business people. Benedetto Cotrugli (1416–1469) was an Italian scientist who worked before Pacioli. He considered accounting as an independent science and a tool for enterprise management. In his manuscript treatise, he described the method of accounting, but Pacioli is widely known because the work was published later. This does not mean that accounting did not exist in Russia before the 18th century. The first information on the use of accounting terms in Russia developed on its own path until the reign of Peter the Great. This does not mean that there was no accounting in Russia before the 18th century. The first information on the use of accounting terms in Russia developed on its own path until the reign of Peter the Great. In the pre-Petersburg period, accounting was based primarily on income and expenses (simple recording). The terminology was simple and colloquial: “receipt”, “expense”, “debt”, “execution” (meaning debt collection), “order” (an order to issue money). Accounting books were called “income and expense books”, “budget lists” and “salary books”. Peter's reforms - a major turning point. In 1710, the word “accountant” first appeared in official documents. It was brought to Russia by foreign specialists invited by Peter the Great, primarily from Germany and Holland.

February 27, 1710 - this date is considered the birthday of the accountant in Russia. The newspaper “Vedomosti o voennykh i inykh delah” (Report on Military and Other Affairs) published a report stating that “Accounting staff has been established with the personal signature of His Excellency.” On May 11, 1711, Peter the Great issued a decree: “To impose on the provinces the obligation to maintain accountants...”. (The obligation to maintain the profession of accountant in the provinces ...” - this was the first legislative introduction of this position. 1722 - the position of “accountant” was introduced at the Ural factories.

The terms “debit” and “credit”, “accounting balance sheet”, “journal” and “ledger” began to be actively introduced during this period, along with the European binary writing system. The first systematic collection of accounting rules and terms in Russia was the “Regulations on the Management of Admiralty and Shipbuilding” (1722). It described in detail the responsibilities of the accountant, the procedures for maintaining accounting, and the terms used. Until Peter the Great brought the German term “accountant” to Russia, it was carried out by scribes, clerks, treasurers, and secretaries in full accordance with the European standards of that time. This term was included in the “Table of Ranks” of 1722 table).

The concept of audit has been known to mankind for more than 6 thousand years, so such a clear change in the definition of the term is not surprising. Initially, the audit was carried out as a control procedure to account for the property of slave owners and high-ranking officials, to prevent theft from the court and treasury, to count the number of military personnel and the population of the state. In the 7th century BC, the Roman Empire could boast of a clear management system, which included curators, prosecutors and quaestors. Later, after the fall of the Roman Empire, the audit did not become obsolete, but began to be successfully used in Italy. At that time, its main purpose was to prevent errors in the transportation of goods by sea and to control the solvency of the captains of sea vessels in Florence and Venice. References to audit systems can also be found in the works of ancient Greek thinkers. In particular, Aristotle repeatedly mentions them in his work "Politics", clearly distinguishing the functions of accounting and control in the state (in this case, it links the audit to the control).

It should be noted that the original meaning of the term audit comes from the Latin “audire” - to listen, to hear, and was very relevant in the Middle Ages. At that time, the majority of the European population could not read, so the “practice of listening to reports” was especially popular, in which evidence was often presented in favor of the guilt of those convicted of various types of theft and robbery. “Hearings” existed until the 17th century AD. In the 18th century, on the recommendation of the politician and economist George Watson, an accounting report and audit of Scottish

merchants were conducted, which led to their excessive interest in their circle and the subsequent systematic practice of auditing. The development of auditing was further accelerated in the 18th-19th centuries due to sharp changes in the financial situation of many countries. Since 1884, an annual audit of the accounting reports of enterprises and joint-stock companies has become mandatory in England. In 1862, England legalized auditing as a separate branch of economic science. Thus, the homeland of modern accounting and auditing terms is England, since it was in the English-speaking society that the concepts and processes related to accounting, auditing and finance were first reflected. Accounting and auditing terms in English are listed and described in general, encyclopedic, etymological and special terminological dictionaries. Nowadays, various objects related to accounting and auditing attract the attention of not only specialists in a specific field, but also entrepreneurs and ordinary people. The reasons for this are known, for example: everyone wants to see and clearly control their income accounts and, by studying such terms, is interested in what they mean.

One of the tasks of Uzbek terminology is to form Uzbek alternatives to the terms related to accounting and auditing existing in English and introduce them into this field. This, in turn, leads to the development of the science of national terminology. H.Dadaboev's scientific works are "devoted to the study of terminology problems, and the progressive etymology of some historical and economic terms actively used in the Old Turkic language (VI-X), Old Turkic language (XI-XIV) and Old Uzbek literary language (XV-XIX) is scientifically analyzed using the example of the Uzbek language."

Thus, accounting and audit terms have a rich history. The history of accounting expressions in the Uzbek language dates back to the 13th-15th centuries, that is, to the period of the rise of Islamic culture and scientific thought in Central Asia. During this period, terms such as "account" (Arabic: ḥisāb), "funds" (Arabic:معجغه), "transactions" (Arabic: mu'āmala) entered through the Arabic and Persian-Tajik lexicon. Financial documents began to be expressed with terms such as daftar - daftara - ro'yhat. Among the tax system terms, terms denoting religious and financial

concepts such as "zakat" and "ushr" also had their place. It is associated with the conquest of the territory of Transoxiana by the Arab Caliphate in the 7th-8th centuries.

Conclusion. The research shows that in English, accounting and auditing terms developed historically through borrowing from Latin, Italian, and French, and later expanded due to industrial and technological progress. In Uzbek, many terms entered through Russian and English, with gradual adaptation to the national linguistic system. Borrowing, derivation, and semantic extension have been identified as the main mechanisms of term formation in both languages.

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THEORETICAL FOUNDATIONS AND IMPORTANCE OF CREATIVE ASSESSMENT

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Abstract

Creative assessment has become a critical component of modern education, emphasizing learners’ critical thinking, problem-solving, innovation, and creativity rather than simple memorization. Traditional assessment methods, often focused on standardized testing, fail to capture the multifaceted competencies required in 21st-century education. This article explores the theoretical foundations of creative assessment, including constructivist theory, cognitive development theory, and Gardner’s theory of multiple intelligences. Through qualitative analysis of scholarly literature, case studies, and classroom practices, the study demonstrates that creative assessment enhances student engagement, promotes deeper learning, and develops transferable skills necessary for real-world challenges. Additionally, it encourages autonomy, reflective thinking, and collaboration among learners. The findings underscore the importance of integrating creative assessment strategies into curriculum design to foster innovation, motivation, and authentic learning experiences.

Key words: creative assessment, constructivist theory, student engagement, higher-order thinking, innovation, educational assessment, reflective learning, 21st-century skills

Introduction

Education in the 21st century requires learners to develop skills beyond rote memorization, including creativity, critical thinking, problem-solving, collaboration, and adaptability. Traditional assessment methods, such as multiple-choice tests and standardized examinations, are often insufficient to measure these competencies effectively. As a result, creative assessment has emerged as a key approach to

evaluate learners’ capacity for innovation, application of knowledge, and higher-order cognitive abilities.

Creative assessment evaluates learners’ ability to generate original ideas, solve complex problems, and apply knowledge in authentic contexts. Unlike conventional assessments, it focuses on process-oriented outcomes, learner autonomy, and real-world application.

Three primary theoretical frameworks underpin creative assessment:

Constructivist Theory – Emphasizes that learners actively construct knowledge through experience, interaction, and reflection. Assessment should measure the ability to integrate and apply concepts in meaningful ways.

Cognitive Development Theory – Based on Bloom’s taxonomy, emphasizes higher-order thinking skills such as analysis, synthesis, evaluation, and creation. Creative assessment aligns with these objectives.

Multiple Intelligences Theory – Gardner’s framework recognizes diverse learner abilities beyond linguistic and logical-mathematical intelligence, including interpersonal, musical, and spatial intelligence. Creative assessment allows learners to demonstrate competence across these varied domains.

This study investigates these theoretical foundations and examines the significance of creative assessment in enhancing student learning outcomes.

Methods

A qualitative research methodology was employed, focusing on a comprehensive review of scholarly literature, educational case studies, and practical classroom examples of creative assessment. The research included three main steps:

Identification of Theoretical Frameworks: Analyzed constructivist, cognitive, and multiple intelligences theories relevant to creative assessment.

Analysis of Empirical Evidence: Reviewed studies on implementation, outcomes, and challenges of creative assessment in educational settings.

Synthesis of Best Practices: Extracted practical strategies, assessment tools, and recommendations for integrating creative assessment into curricula.

Qualitative content analysis identified recurring themes, pedagogical principles, and effective strategies, ensuring a comprehensive understanding of both theoretical and practical aspects.

Results

1. Theoretical Foundations

Constructivist Theory: Supports project-based and experiential learning tasks. Examples include collaborative research projects, scientific experiments, and problem-solving simulations.

Cognitive Development Theory: Focuses on higher-order thinking skills, including analysis, evaluation, and creative synthesis. Tasks may include analytical essays, case study solutions, and design challenges.

Multiple Intelligences Theory: Encourages assessment methods tailored to learners’ strengths, including portfolios, multimedia presentations, artistic performances, and collaborative projects.

2. Benefits of Creative Assessment

Student Engagement: Interactive and meaningful tasks increase intrinsic motivation.

Higher-Order Thinking: Promotes creativity, critical analysis, and problem-solving skills.

Authentic Learning: Learners apply knowledge in real-world contexts.

Personalized Learning: Provides multiple avenues to demonstrate competence.

Reflective Skills: Encourages self-assessment, reflection, and metacognition.

Collaboration: Enhances teamwork and social learning.

3. Practical Applications

Project-Based Assessment: Research projects, design challenges, and applied problem-solving tasks.

Portfolio Assessment: Collects work over time to demonstrate creativity, application, and growth.

Performance Tasks: Oral presentations, experiments, and collaborative projects showcasing real-world skills.

Digital Tools: Multimedia presentations, online collaborative platforms, virtual simulations, and interactive games enhance creativity and engagement.

Formative Feedback: Continuous, constructive feedback supports improvement, reflection, and self-directed learning.

Discussion

Creative assessment represents a shift from traditional teacher-centered evaluation to learner-centered, process-oriented, and authentic assessment practices. Traditional methods focus on memorization and recall, whereas creative assessment emphasizes comprehension, application, innovation, and reflective thinking.

Theoretical frameworks provide guidance:

Constructivist approaches encourage experiential and collaborative tasks, such as inquiry-based learning or group problem-solving.

Cognitive frameworks ensure higher-order thinking skills are meaningfully assessed.

Multiple intelligences theory allows varied demonstrations of competence to accommodate diverse learner strengths.

Creative assessment fosters autonomy, intrinsic motivation, and collaboration, aligning with 21st-century education goals. Challenges include designing reliable,

valid tasks and ensuring consistent feedback. Professional development for educators is crucial to overcome these challenges.

Conclusion

Creative assessment is essential for modern education, promoting creativity, critical thinking, problem-solving, and innovation. Its theoretical foundations in constructivist, cognitive, and multiple intelligences theories support its application across educational contexts.

Benefits include enhanced student engagement, higher-order skill development, authentic learning experiences, personalized assessment, and reflective skill-building. Successful implementation requires careful planning, alignment with learning objectives, and ongoing professional development for educators. Integrating creative assessment prepares learners for real-world challenges, fostering creativity, autonomy, collaboration, and lifelong learning.

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PRACTICAL METHODS OF LEARNING TERMINOLOGY IN TECHNICAL EDUCATION

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Abstract

This study investigates practical methods for learning technical terminology. It examines the role of online learning opportunities, open educational resources, and technology in accelerating vocabulary acquisition and enhancing comprehension. Methods such as matching exercises, oral and written activities, abbreviations, and discussion-based learning are analyzed. The study concludes that integrating interactive and technology-supported methods improves students’ mastery of technical terms.

Keywords: technical terminology, online learning, open educational resources, vocabulary exercises, automotive industry

Introduction

Learning specialized terminology is crucial in technical education, as it ensures accurate communication and comprehension in professional contexts. In the 21st century, interactive and communicative approaches dominate foreign language teaching. The use of authentic materials, visual aids, and technology facilitates faster acquisition and deeper understanding of technical terms (Nation, 2001; Schmitt, 2008). This study explores practical classroom methods for teaching and learning terminology in technical disciplines, with a focus on automotive and engineering contexts.

Methods

The study assumes a typical classroom setting with technical students (engineering or automotive specialization), divided into small groups or pairs for collaborative exercises.

- Monolingual English dictionaries for definitions

- Lists of technical terms (tools, electrical equipment, pumps, materials, vehicle components)
- Worksheets with matching exercises, fill-in-the-blank texts, multiple-choice and true/false questions
- Visual aids: diagrams, images, schematics
- Online learning platforms and open educational resources

Vocabulary Presentation: Teachers prepare a set of technical terms and definitions, separating them into columns for matching exercises.

Oral Comprehension Activities: To develop oral comprehension, activities that combine multiple vocabulary units can also be used. A list dictation is a highly effective method that can enliven public speaking. Here, the teacher provides a full text containing technical terms. Students read and analyze the text. The teacher reads the list of new words until students identify the word being spoken. Students, divided into small groups or pairs, can test each other using this exercise. Points may be deducted for incorrect guesses, while correct answers can earn points.

Another effective method for developing oral comprehension is the abbreviation technique. In this exercise, students try to find words from initials or create abbreviations from given words. Students engage in list dictations, group quizzes, and abbreviation exercises (e.g., 4WD, AWD) to reinforce listening and comprehension.

Discussion-Based Learning: Students participate in discussions on topics such as engineering achievements, famous engineers, and inventions to encourage contextual use of terms.

Written Exercises: Fill-in-the-blank, true/false, and multiple-choice tasks are used to reinforce learning and evaluate written competence.

Technology Integration: Digital tools and online resources support 24/7 access to learning materials, facilitate research, and enhance interactive engagement (Warschauer & Kern, 2000; Godwin-Jones, 2018).

Results

Although this study is primarily descriptive and methodological, the integration of multiple techniques shows several advantages:

1. *Improved Vocabulary Retention:* Matching exercises and dictation activities help students link definitions with terms more effectively.
2. *Enhanced Oral and Written Skills:* Abbreviation exercises and discussion-based methods improve oral comprehension and critical thinking, while written tasks reinforce accurate use of terms.
3. *Efficient Use of Technology:* Online platforms and open educational resources accelerate learning, provide authentic materials, and support independent research.
4. *Student Engagement and Motivation:* Interactive and communicative approaches, coupled with visual aids and collaborative activities, increase motivation and active participation.

Discussion

Practical methods for learning technical terminology are most effective when combined. Presenting definitions, contextual exercises, visual aids, discussions, and digital tools complement one another to enhance both comprehension and retention. Using technology enables students to practice independently, explore authentic materials, and engage with real-world examples (Richards & Rodgers, 2014; Nation & Newton, 1997). Moreover, integrating discussions on professional practices and engineering concepts helps learners understand terminology within meaningful contexts, fostering cross-cultural awareness and professional readiness. Currently, foreign language teaching and learning are primarily based on interactive and communicative approaches. The main goal for teachers is to allow all students the freedom to explore and express their intellectual and personal interests. Feedback and error-correction systems should be organized in ways that encourage independent learning. Students should be exposed as much as possible to authentic materials in the target language. Reading and listening to various types of original texts, including video lessons and computer-assisted instruction, as well as memorizing grammatical structures, collocations, idioms, and sentences used by native speakers, helps learners

better understand the culture, traditions, and norms of the target language. This fosters tolerance, empathetic understanding, and cross-cultural awareness. In other words, the language should be seen as a tool for successful international communication and for broadening students’ worldview.

In the 21st century, teaching languages using technology is one of the most engaging and modern methods. Technologies used to support teaching and learning provide classrooms with digital learning tools such as computers and handheld devices, expand course offerings, experiences, and learning materials, support learning 24/7, develop 21st-century skills, and increase student engagement and motivation.

Using online learning opportunities, open educational resources, and other technologies can improve educational efficiency by accelerating learning, reducing costs related to delivering materials or programs, and making better use of teachers’ time. In modern classrooms, computers and electrical equipment are essential for collaborative learning spaces.

Computers allow students to conduct deeper and faster research, write reports, and check electronic messages. They also assist with performing other educational programs and an infinite variety of diagnostic exercises. The most important points in teaching technical terminology should be included in the curriculum for technical students: a) topics such as tools, electricity, pumps, materials, and construction names; b) tasks such as expressing use and purpose, understanding safety, giving instructions, describing systems, reporting experiments, describing measurements, etc. Teaching technical terminology may include definitions, descriptions, examples, synonyms, antonyms, collocations, derivatives, and translations.

Future research should quantitatively evaluate these methods’ effectiveness in different technical domains and explore how technology-mediated strategies impact long-term retention of technical vocabulary.

Conclusions

Effective learning of technical terminology requires a multifaceted approach that combines definition-based exercises, contextual practice, oral and written

activities, visual aids, discussion, and technology integration. Matching exercises, dictations, abbreviation tasks, and collaborative discussions help students retain and apply vocabulary in meaningful contexts. The use of online learning platforms and open educational resources accelerates acquisition, provides access to authentic materials, and supports independent learning. Visual aids such as diagrams and schematics further enhance comprehension of complex concepts.

Incorporating these strategies into technical education not only improves vocabulary retention and comprehension but also develops students’ critical thinking, communication skills, and professional readiness. Future research should examine the quantitative impact of these methods across different technical disciplines and investigate how technology-mediated learning influences long-term mastery of specialized terminology.

In conclusion, a systematic, interactive, and technology-supported approach is essential for effectively teaching technical terminology, ultimately preparing students for professional success in engineering, automotive, and other technical fields. Teaching technical terminology benefits from a multimodal approach that combines:

- Definitions, examples, synonyms, antonyms, and collocations
- Oral comprehension activities such as dictations, abbreviations, and discussions
- Written exercises including fill-in-the-blank, multiple-choice, and true/false questions
- Visual aids such as diagrams and schematics
- Technology and online resources to support autonomous learning

Implementing these strategies prepares students for professional communication, strengthens technical vocabulary retention, and improves engagement in the learning process.

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ENHANCING GRAMMATICAL COMPETENCE THROUGH THE INDUCTIVE APPROACH AND DIGITAL GAMIFICATION IN EFL CLASSROOMS

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ABSTRACT

The teaching of English grammar has undergone a significant paradigm shift from traditional teacher-centered instruction to student-centered discovery. This paper explores the integration of the Inductive Approach and Digital Gamification as a dual-layered strategy to enhance grammatical competence in EFL (English as a Foreign Language) classrooms. While traditional deductive methods emphasize the memorization of rules, the inductive approach encourages learners to identify linguistic patterns autonomously. Furthermore, the integration of digital gamification (tools such as Kahoot! and Quizizz) serves to lower the affective filter and increase student engagement. The findings of this research indicate that this hybrid methodology leads to higher long-term retention and improved communicative fluency compared to conventional pedagogical techniques.

Keywords: *Grammar instruction, Inductive Approach, Gamification, EFL, Communicative Competence, Digital Pedagogy.*

INTRODUCTION

Grammar is often described as the skeletal framework of a language, providing the structure necessary for meaningful communication. However, for decades, grammar instruction was synonymous with the "Grammar-Translation Method," where students memorized complex rules and translated isolated sentences. In the 21st century, the focus has shifted toward communicative competence, yet many learners struggle with the "Grammar Gap"—the inability to apply theoretical rules in real-time speech.

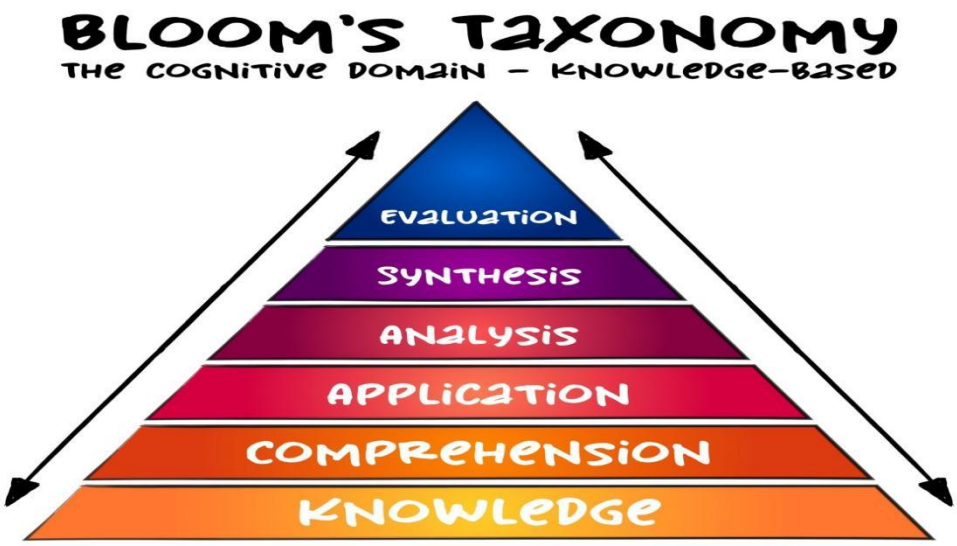
The challenge for modern educators is twofold: first, to make grammar instruction cognitively deep enough for long-term retention, and second, to make it engaging enough to maintain student motivation. This paper proposes that the combination of the **Inductive Approach** (where students discover rules from context) and **Digital Gamification** (where rules are reinforced through play) provides a robust solution to these challenges.

LITERATURE REVIEW

Before analyzing modern techniques, it is essential to ground them in pedagogical theory.

2.1. Deductive vs. Inductive Reasoning Traditional methods are largely deductive: the teacher presents a rule (e.g., the structure of the Passive Voice), and students apply it to exercises. While efficient for time management, research by Scott Thornbury (1999) suggests that this method often leads to "passive knowledge" that cannot be easily accessed during spontaneous conversation. In contrast, the inductive approach requires learners to notice patterns in authentic texts, fostering "active acquisition."

2.2. The Role of Gamification in Language Learning Gamification is the application of game-design elements in non-game contexts. According to Deterding (2011), gamification increases "flow," a state of deep focus where the learner is fully immersed in the activity. In the EFL classroom, this helps in lowering the "Affective Filter," a psychological barrier identified by Stephen Krashen that prevents language acquisition due to anxiety or boredom.



3. METHODOLOGY

This study employed a mixed-methods research design to evaluate the impact of modern grammar techniques over a 12-week academic semester.

3.1. Participants and Setting

Two groups of intermediate-level EFL students (totaling 50 participants) were selected.

- **Group A (Control):** Taught using the traditional Deductive Approach (PPP: Presentation, Practice, Production).
- **Group B (Experimental):** Taught using the Inductive-Gamified Approach.

3.2. Phase I: The Inductive Discovery Process

In the experimental group, every grammar lesson began with **Exposure**. For example, when learning "Conditional Sentences," students were not given the formula $if + past, would + verb$. Instead, they read a series of "What if?" scenarios regarding global issues. Through guided questions, students had to identify the relationship between the condition and the hypothetical result.

3.3. Phase II: Gamified Reinforcement

After the discovery phase, Group B engaged in competitive digital drills. Using **Quizizz**, students solved grammar puzzles that required them to apply the

"discovered" rules under time pressure. The use of leaderboards and instant feedback transformed a repetitive drill into a high-engagement activity.

4. RESULTS

The results were measured through a pre-test, a post-test, and a delayed retention test (conducted 4 weeks after the instruction).

Evaluation Metric	Group A (Traditional)	Group B (Inductive/Gamified)
Post-test Accuracy (Written)	74%	86%
Delayed Retention (After 1 month)	42%	78%
Oral Fluency (Use in speech)	Low	High
Student Motivation Survey	3.2/5.0	4.8/5.0

4.1. Analysis of Retention The most significant finding was the **36% difference** in delayed retention. Group B students were able to recall and use the grammatical structures much more effectively after a month had passed. This suggests that the mental effort involved in "discovering" a rule creates a more permanent neural imprint than simply being told the rule.

5. DISCUSSION

The integration of inductive discovery and gamification addresses the three pillars of language learning: **Cognition, Motivation, and Application.**

5.1. Cognitive Engagement

The inductive approach aligns with the "Noticing Hypothesis" (Schmidt, 1990), which posits that nothing is learned unless it is noticed. By forcing students to look for patterns, we ensure that they are cognitively engaged with the language input.

5.2. Psychological Benefits

Digital gamification removes the stigma of "being wrong." In a traditional classroom, a mistake is often public and embarrassing. In a game like Kahoot, a mistake is a signal to try again. This shift in perspective is crucial for developing the confidence needed for oral communication.

5.3. Practical Challenges

Despite the benefits, the study identified that teachers require more preparation time (approximately 40% more) to create or curate inductive materials compared to using a standard textbook. Furthermore, the teacher must act as a facilitator, which requires a higher level of classroom management skills.

6. CONCLUSION

Teaching grammar in the 21st century must move beyond the mechanical. The results of this study confirm that an **Inductive-Gamified approach** not only improves test scores but also fosters a genuine interest in the mechanics of the English language. By allowing students to be "linguistic detectives" and "gamers," we prepare them for the ultimate game: real-world communication. Future research should explore how Artificial Intelligence (AI) can further personalize this discovery process for individual learners.

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DIFFICULTIES IN DEVELOPING LISTENING AND SPEAKING SKILLS IN ENGLISH AND THEIR SOLUTIONS

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Abstract: This paper systematically investigates the primary difficulties learners face in developing listening and speaking skills in English as a Second or Foreign Language (ESL/EFL) and proposes evidence-based pedagogical solutions. While receptive and productive oral skills are critical for communicative competence, they often present significant challenges due to a complex interplay of linguistic, cognitive, affective, and environmental factors. Through a review of contemporary literature, this article identifies key obstacles, including phonological processing issues, anxiety, lack of authentic practice, and cognitive overload. that explicitly target the unique demands of oral-aural proficiency.

Keywords: Listening skills, speaking skills, oral proficiency, language anxiety, phonological awareness, communicative language teaching, strategy instruction, EFL/ESL.

Introduction

In the realm of second language acquisition (SLA), listening and speaking are fundamental to achieving communicative competence and are often prioritized by learners for immediate functional use. However, developing these skills remains one of the most formidable challenges in ESL/EFL contexts. Listening, a complex receptive skill, requires the real-time decoding of speech sounds, vocabulary, grammatical structures, and suprasegmental features (intonation, stress) often delivered at native speed. Speaking, its productive counterpart, involves conceptualizing messages, retrieving linguistic forms, and executing motor plans

under real-time pressure (Goh, 2000; Thornbury, 2005). Despite their importance, traditional language curricula have historically emphasized reading and writing, or treated listening and speaking superficially. Learners frequently report frustration, anxiety, and a perceived plateau in oral-aural abilities. This paper posits that these difficulties are not incidental but stem from identifiable, addressable causes.

The purpose of this study is to:

1) categorize and analyze the principal difficulties hindering the development of listening and speaking skills, and

2) synthesize pedagogical solutions grounded in SLA theory and empirical research.

Methods

This study employs a descriptive analytical approach based on a comprehensive review of scholarly literature published between 2000 and 2023. Sources were identified through academic databases (ERIC, Google Scholar, JSTOR) using keywords such as "listening comprehension difficulties," "speaking anxiety," "oral proficiency development," "phonological decoding," and "communicative language teaching." The analysis focused on peer-reviewed journal articles, meta-analyses, and authoritative books that explicitly addressed challenges and solutions in L2 listening and speaking. Findings were thematically coded into categories of difficulties (linguistic, cognitive, affective, environmental) and cross-referenced with proposed solutions to establish a coherent framework for understanding and addressing these challenges.

Results

The analysis revealed a clear taxonomy of difficulties and a corresponding set of evidence-based solutions.

Major Difficulties in Listening Skill Development Category Specific Difficulties Root Causes Linguistic

• Inability to segment connected speech.

• Unfamiliarity with reduced forms, elision, linking.

• Limited vocabulary range.

• Difficulty with complex syntactic structures in real time. Lack of phonological awareness, exposure to authentic speech, and vocabulary depth. Cognitive

• Cognitive overload: Inability to process meaning while decoding sounds.

• Over-reliance on bottom-up processing (focus on every word). • Failure to use top-down skills (context, prior knowledge).

• Short-term memory limitations. Inefficient processing strategies and lack of practice with extended discourse.

Major Difficulties in Speaking Skill Development Category Specific Difficulties Root Causes Linguistic

• Poor pronunciation and intelligibility.

• Limited lexical resource leading to hesitation.

• Grammatical inaccuracies under pressure.

• Lack of formulaic language (chunks). Insufficient focus on phonetics, fluency practice, and formulaic sequences. Cognitive

• Mental translation from L1.

• Difficulty with online planning and monitoring.

• "Blank mind" phenomenon during interaction. Lack of automatization of language and high cognitive demand of real-time production.

Discussion

The results confirm that difficulties in listening and speaking are multifaceted and interdependent. A primary insight is that listening difficulties often underpin

speaking problems; poor phonological decoding limits the internalization of accurate language models, which then affects production. Therefore, solutions must be integrated, not isolated. The effectiveness of strategy instruction (Goh, 2008; Vandergrift & Goh, 2012) is a key finding. Teaching learners how to listen and how to plan speech transforms them from passive recipients to active managers of their learning, mitigating cognitive overload and anxiety. The discussion also highlights the critical role of the affective domain. Krashen's (1982) Affective Filter Hypothesis remains relevant; high anxiety creates a mental block that impedes acquisition. Solutions must therefore be psycholinguistically and psychologically informed, prioritizing a safe environment for trial and error. A significant implication is the need to move away from product-oriented assessments (e.g., one final listening test, a graded speech) towards process-oriented approaches that value effort, strategy use, and incremental improvement. This shift can reduce anxiety and provide more meaningful feedback.

Conclusion

Developing listening and speaking skills is a complex but surmountable challenge. The difficulties are systematic—rooted in phonological processing, cognitive load, and affective barriers.

Consequently, solutions must be equally systematic. Effective pedagogy requires a balanced, explicit approach that:

1. Demystifies the listening and speaking processes through strategy training.

2. Provides ample, scaffolded exposure to authentic language.

3. Creates a low-anxiety environment that prioritizes communication.

4. Integrates technology as a tool for personalized, repeatable practice. By adopting such a comprehensive framework, educators can empower learners to bridge the gap between linguistic knowledge and fluent, confident oral-aural performance, ultimately achieving true communicative competence.

In conclusion, developing listening and speaking skills is a complex but achievable goal when approached with a structured and multifaceted pedagogical framework. The challenges learners face—ranging from phonological processing difficulties to cognitive overload and affective barriers such as anxiety or low confidence—require equally deliberate and systematic interventions. Effective instruction must therefore go beyond mere exposure to language, incorporating explicit strategy training that helps students understand and manage the processes of listening and speaking. This includes teaching learners how to anticipate meaning, recognize stress and intonation patterns, and employ metacognitive strategies to monitor and adjust their own comprehension and production.

Providing ample and scaffolded exposure to authentic language materials is equally critical. Such exposure allows learners to internalize natural speech patterns, contextual vocabulary, and communicative norms, bridging the gap between classroom exercises and real-world usage. Creating a supportive, low-anxiety environment further encourages risk-taking and active participation, enabling students to experiment with language without fear of judgment. This affective support is essential for promoting both motivation and self-efficacy in oral communication.

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DEVELOPING SOCIOLINGUISTIC COMPETENCE IN TEACHING ENGLISH TO NON-PHILOLOGICAL STUDENTS: A TESOL APPROACH

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Abstract: In the context of Teaching English to Speakers of Other Languages (TESOL), achieving communicative competence is widely regarded as a primary objective of language instruction. However, English courses designed for non-philological students frequently emphasize grammatical and lexical knowledge, while sociolinguistic competence remains insufficiently developed. This imbalance often leads to difficulties in context-appropriate language use despite acceptable linguistic accuracy. The present study examines pedagogical approaches to developing sociolinguistic competence among non-philological students through TESOL-oriented instruction. An experimental study was conducted in a natural educational environment, where sociolinguistically focused tasks were systematically integrated into English language classes. The results demonstrate that targeted sociolinguistic instruction significantly enhances learners’ ability to select appropriate language forms in accordance with social context, communicative roles, and situational norms. The findings confirm the necessity of incorporating sociolinguistic competence as an essential component of English language teaching for non-philological learners.

Keywords: TESOL, sociolinguistic competence, communicative competence, non-philological students, English language instruction.

1. Introduction

Current trends in TESOL emphasize the importance of preparing learners for effective communication rather than solely developing formal linguistic knowledge. Communicative competence is understood as a multidimensional construct that includes grammatical, discourse, strategic, and sociolinguistic components. Among these, sociolinguistic competence plays a decisive role in enabling learners to use language appropriately in diverse social and cultural contexts.

For non-philological students, English is primarily a functional tool used for academic study, professional interaction, and intercultural communication. Despite this practical orientation, English language instruction for such learners often prioritizes grammar accuracy and vocabulary expansion, leaving sociolinguistic aspects largely implicit or neglected. As a result, students may possess adequate language knowledge but struggle to adapt their speech to different communicative situations.

This article addresses the problem of insufficient attention to sociolinguistic competence in teaching English to non-philological students and explores TESOL-based instructional practices aimed at its systematic development.

2. Literature Review

The concept of sociolinguistic competence emerged within broader theories of communicative competence and is commonly defined as the ability to select language forms that correspond to social norms, cultural expectations, and contextual factors. Researchers emphasize that sociolinguistic competence involves knowledge of speech registers, politeness strategies, forms of address, and culturally appropriate interaction patterns.

Within TESOL research, sociolinguistic competence is closely linked to pragmatic awareness and intercultural communication skills. Numerous studies indicate that learners who lack sociolinguistic sensitivity tend to transfer norms from their first language, which may lead to pragmatic failure or miscommunication.

For non-philological students, sociolinguistic competence is especially important because their use of English is typically situational and goal-oriented. Nevertheless, existing curricula often do not provide structured opportunities for developing this competence, relying instead on incidental exposure. This gap highlights the need for deliberate pedagogical interventions within TESOL frameworks that address sociolinguistic aspects of language use.

3. Methodology

3.1 Research Design

The study employed an experimental design conducted in a natural classroom setting. The research aimed to evaluate the effectiveness of integrating sociolinguistic competence development into regular English language instruction for non-philological students.

3.2 Participants

Participants included university students enrolled in non-philological programs who studied English as a compulsory subject. Their proficiency levels ranged from intermediate to upper-intermediate. The participants were divided into an experimental group and a control group.

3.3 Instructional Intervention

The experimental group received instruction grounded in TESOL principles with an explicit focus on sociolinguistic competence. Instructional activities included:

- communicative tasks simulating academic and professional situations;
- role-plays emphasizing social distance, status, and interpersonal relations;
- exercises distinguishing formal, neutral, and informal registers;
- analysis of authentic spoken and written materials.

The control group followed a traditional curriculum without targeted sociolinguistic instruction.

3.4 Data Collection and Analysis

Data were collected through diagnostic pre-tests and post-tests, classroom observations, and analysis of students’ spoken and written outputs. Comparative analysis was conducted to assess changes in learners’ ability to use context-appropriate language forms.

4. Results

The findings indicate that students in the experimental group demonstrated a marked improvement in sociolinguistic competence compared to those in the control group. Specifically, the experimental group showed:

- increased awareness of contextual and social variables in communication;
- more consistent use of appropriate speech registers;

- improved adaptability in selecting language forms for different communicative roles.

Post-test results confirmed that systematic sociolinguistic instruction contributed to more effective and confident language use. The frequency of pragmatic and sociolinguistic errors decreased noticeably among students who participated in the intervention.

5. Discussion

The results suggest that sociolinguistic competence can be effectively developed through structured TESOL-based instruction. For non-philological students, such instruction facilitates the transition from theoretical language knowledge to practical communicative performance.

The findings support existing research emphasizing the role of sociolinguistic awareness in successful communication and demonstrate that sociolinguistic competence should be treated as a core element of communicative competence rather than a supplementary skill. Integrating sociolinguistic tasks into English language instruction enhances learners’ readiness for real-world communication.

6. Conclusion

The study confirms the importance of developing sociolinguistic competence in teaching English to non-philological students within a TESOL framework. The experimental evidence shows that targeted instructional strategies significantly improve learners’ ability to use English appropriately in diverse communicative contexts.

These findings contribute to TESOL methodology and support the inclusion of sociolinguistic competence development in English language curricula for higher education. The study also provides empirical support for further research and practical application in similar educational settings.

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CULTIVATING MOTIVATION THROUGH ENVIRONMENT: PRACTICAL APPROACHES FOR THE ENGLISH LANGUAGE CLASSROOM

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Abstract: This paper argues that student motivation in English language learning is not a fixed internal trait but a dynamic state that can be strategically cultivated through the intentional design of the classroom environment. The discussion concludes that by systematically implementing these environmental strategies, educators can transform the classroom into an ecosystem that naturally nurtures engagement, persistence, and a positive language-learning identity.

Keywords: Motivation, learning environment, classroom design, autonomy, English language teaching, self-determination theory.

Introduction

The challenge of sustaining student motivation is a perennial concern for English language teachers worldwide. While factors like curriculum and teaching methodology are often scrutinized, the profound influence of the classroom environment as a catalyst for motivation is frequently underestimated. Traditional approaches to motivation often rely on extrinsic tools—such as grades, praise, or penalties—which may yield short-term compliance but fail to foster the deep, enduring engagement required for language acquisition.

This paper is grounded in the premise that motivation is environmentally sensitive. Drawing on Self-Determination Theory (SDT) by Ryan & Deci (2000), which identifies autonomy, competence, and relatedness as fundamental psychological needs, we propose that a strategically crafted classroom environment is

the most effective vehicle for fulfilling these needs. The physical setup, social dynamics, and interactive fabric of the class are not mere backdrops but active agents in shaping learners' willingness to communicate, take risks, and invest effort.

Methodology

This paper adopts a descriptive-analytical methodology, organizing practical approaches into three interconnected environmental domains. These domains are derived from an analysis of SDT principles and their practical application in language learning contexts.

1. The Physical-Spatial Environment: Designing for Engagement

This refers to the tangible, visual, and spatial organization of the classroom.

Example A — Fairy-tale Reading Corner with Puppet Stage

Example B — Emoji Word Wall and Interactive Boards

2.The Socio-Psychological Environment: Building a Safe Community

This encompasses the affective atmosphere, interpersonal relationships, and emotional safety.

Example A — Emoji Check-in Circle, B — “Story Helper” Rotation and Peer Support

3. The Pedagogical-Interactive Environment: Structuring for Autonomy and Competence

Example A — Choice Board with Fairy-Tale Tasks (Supports Autonomy),

Example B — Scaffolded Story Listening Sequence (Builds Competence)

Integrating these examples creates a coherent classroom ecology: the physical layout and multimodal materials (fairy-tale corner, emoji wall, stations) invite engagement; socio-psychological routines (check-ins, role rotations, positive, emoji-based feedback) build safety and motivation; pedagogical structures (scaffolded routines,

choice boards, formative play assessment) systematically move learners from receptive recognition to productive use.

Result

Consistently applying these environmental strategies leads to observable shifts in classroom dynamics and learner behavior:

- Increased Voluntary Participation: A safe, inviting space lowers the affective filter, leading more students to volunteer answers and ideas.
- Greater Risk-Taking in Language Use: Students are more likely to experiment with new vocabulary and complex structures when errors are treated as learning opportunities.
- Enhanced Persistence on Difficult Tasks: A sense of community and competence helps students view challenges as manageable, reducing frustration.
- Development of Metacognitive Awareness: An environment rich in choices and reflection prompts students to think about how they learn best.
- Positive Shift in Classroom Energy: The classroom becomes characterized by collaboration and energy rather than apprehension and compliance.

Discussion

The integrated approach presented here underscores that motivation is not something teachers give to students but something they cultivate through context. The physical space sets the stage for active learning; the socio-psychological climate provides the emotional security necessary for engagement; and the pedagogical environment delivers the experiences that directly satisfy core psychological needs.

A key insight is the interdependence of these domains. For instance, a choice-based task (Pedagogical) will be less effective if students fear mockery for a "wrong" choice (Socio-Psychological). Similarly, a resource corner (Physical) is useless if students don't feel autonomous enough to use it. Therefore, the teacher's role is one of constant observation and subtle adjustment across all three areas.

This environmental approach also addresses the limitation of personality-dependent teaching. It provides a systematic toolkit that any teacher, regardless of personal charisma, can implement to create a motivating ecosystem. The challenge lies not in a single grand gesture but in the consistent, mindful application of these strategies until they become the ingrained culture of the classroom.

Conclusion

Motivation in the English language classroom is a delicate plant; it will not thrive in just any soil. This paper has argued that teachers must become deliberate architects of the learning environment, understanding that every spatial arrangement, social norm, and task design is a statement about what learning is and who the student is within that process. By strategically designing the Physical-Spatial, Socio-Psychological, and Pedagogical-Interactive environments to foster autonomy, competence, and relatedness, educators can move beyond coercing temporary effort and toward cultivating a self-sustaining culture of motivation.

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DEVELOPING PRESCHOOL CHILDREN’S COMMUNICATIVE SKILLS THROUGH FAIRY TALE ADAPTATION: THE POTENTIAL OF EMOJIS AND DIDACTIC GAMES

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Abstract: This study investigates the effectiveness of an innovative pedagogical approach that adapts traditional fairy tales by incorporating emojis and structured didactic games to enhance communicative skills in preschool children (aged 6-7). Conducted as a quasi-experimental study over 12 weeks with 45 children, the research employed mixed methods, including pre- and post-assessments, teacher observations, and parent surveys. Results indicate a statistically significant improvement ($p < 0.01$) in verbal expression, emotional vocabulary, and narrative sequencing among the experimental group compared to the control group. The findings suggest that integrating visual symbols (emojis) with game-based learning creates a multimodal environment that effectively supports language acquisition, emotional literacy, and interactive dialogue in early childhood education.

Keywords: preschool education, communicative competence, fairy tales, emojis, didactic games, visual literacy, speech development.

Introduction

The preschool period is critical for the development of foundational communicative skills, including verbal expression, listening comprehension, and social dialogue (Vygotsky, 1978). Traditional fairy tales have long been used as pedagogical tools due to their rich narrative structures, moral lessons, and capacity to engage young minds. However, in the digital age, children are increasingly immersed in visual and symbolic communication, necessitating the adaptation of traditional methods to contemporary media (Kress, 2003).

We hypothesize that emojis serve as visual scaffolds, reducing cognitive load and enabling children to decode, retell, and create stories with greater confidence, while games provide the interactive context necessary for applying these skills in a social setting.

Methods

A quasi-experimental, mixed-methods design was employed, featuring an experimental group (n=23) and a control group (n=22). The study was conducted in an urban preschool in [Tashkent, Uzbekistan] over 12 weeks.

Participants

Participants were children aged 6-7 (M=6.2 years), with balanced gender representation. All children had typical language development, as screened by preschool staff. Parental consent was obtained before the study.

Intervention

The experimental group participated in bi-weekly, 30-minute sessions structured as follows:

1. Emoji-Fairy Tale Introduction: A familiar fairy tale (e.g., "The Three Little Pigs") was presented using a slide show where key characters, emotions, and actions were replaced or accompanied by corresponding emojis (, , ,).

2. Didactic Games:

· Emoji Sequence Game: Children arranged emoji cards to retell the story’s plot.

· Emoji Emotion Charades: Children acted out emotions depicted by emojis (, ,) and described them.

· Create Your Emoji Tale: Using a set of emoji stickers, children created and narrated their own short stories.

3. Guided Dialogue: Peer discussions where children used emoji cards as prompts to ask and answer questions about the story.

The control group engaged in traditional fairy tale activities: listening, coloring, and role-play without emoji integration.

Analysis

- Quantitative: Pre- and post-tests assessing (a) Narrative Complexity Score (NCS), based on story retelling (including sequence, detail, and vocabulary); (b) Emotional Vocabulary Count (EVC); and (c) Dialogue Turn-taking Frequency (DTF) during structured play.
- Qualitative: Teacher journals, video recordings of sessions, and semi-structured parent interviews regarding changes in children’s home communication.
- Statistical Analysis: Paired t-tests and ANCOVA were used to compare within-group and between-group changes, with significance set at $p < 0.05$.

Results

Quantitative Findings

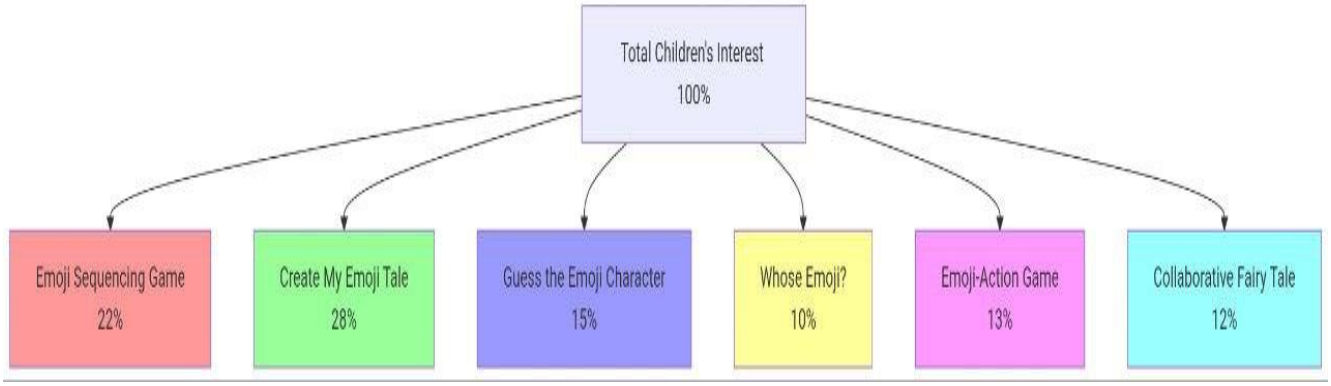
The experimental group showed significant improvement across all measured parameters:

· Narrative Complexity Score (NCS): Increased by an average of 42% ($p = 0.003$), with children using more connective words (e.g., "then," "because") and sequencing events more accurately.

· Emotional Vocabulary Count (EVC): Increased by 38% ($p = 0.005$). Children used precise emotion words (e.g., "scared," "proud") instead of generic terms ("good," "bad").

· Dialogue Turn-taking Frequency (DTF): Increased by 31% ($p = 0.008$), indicating improved interactive communication.

The control group showed modest improvements (8–12% across metrics), which were not statistically significant.



Qualitative Observations

Teachers reported higher engagement, decreased shyness, and increased peer collaboration in the experimental group. Children frequently initiated storytelling using emoji symbols outside sessions. Parents noted children using more descriptive language and identifying emotions in daily situations. One parent reported, "My daughter now points to the emoji and says, 'He’s sad like the wolf when he fell.'"

Discussion

The results strongly support the hypothesis that emojis and didactic games enhance communicative skill development in preschoolers. Emojis functioned as effective visual scaffolding, bridging the gap between non-verbal understanding and verbal expression—a concept aligned with Bruner’s (1966) theory of iconic representation. By reducing the cognitive demand of recalling abstract emotions or plot points, emojis allowed children to focus on language production.

Furthermore, the game-based context transformed passive listening into active participation, fostering dialogic inquiry (Mercer, 2000). The "Create Your Emoji Tale" activity, in particular, empowered children to become storytellers, thereby boosting linguistic confidence and creativity.

Conclusion

This study demonstrates that the intentional adaptation of fairy tales through emojis and didactic games is a highly effective, engaging, and developmentally appropriate strategy for enhancing communicative skills in preschool education. By

leveraging children’s innate attraction to visual symbols and play, educators can create rich, multimodal learning environments that foster verbal expression, emotional intelligence, and collaborative dialogue. We recommend integrating such adapted materials into early childhood curricula as a supplementary tool for language and social-emotional learning.

In conclusion, this study shows that adapting fairy tales with emojis and didactic games is an effective and engaging strategy for promoting communicative development in preschool education. By tapping into children’s natural interest in visual symbols and playful activities, educators can create interactive, multimodal learning experiences that enhance verbal expression, emotional understanding, and cooperative communication. Such approaches not only support early language acquisition but also foster social-emotional skills and collaborative interaction. Integrating these adapted materials into early childhood curricula is therefore recommended as a valuable supplementary tool to enrich both linguistic and socio-emotional development in young learners.

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DIAGNOSTIC TOOLS FOR MEASURING THE EFFECTIVENESS OF FAIRY TALE-BASED LANGUAGE TEACHING IN PRESCHOOL EDUCATION

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Abstract: The integration of fairy tales into preschool English language teaching has gained significant pedagogical traction, yet empirical measurement of its effectiveness remains underdeveloped. This study addresses the critical gap in standardized diagnostic tools for evaluating fairy tale-based language acquisition outcomes in early childhood education.

Conclusions: Systematic diagnostic assessment reveals that fairy tale-based pedagogy significantly enhances language learning outcomes when measured through multidimensional tools. The FT-LAB provides educators with a validated instrument for monitoring progress and tailoring instruction.

Keywords: diagnostic assessment, fairy tales, preschool English teaching, language acquisition, early childhood education, assessment tools.

Introduction

The pedagogical potential of fairy tales in early language education has been widely acknowledged in contemporary teaching methodologies (Cameron, 2001;

Mourão, 2015). These narratives offer rich linguistic input, cultural context, and emotional engagement that align developmentally with preschool learners' cognitive and affective needs. However, despite increasing implementation of story-based approaches, the field lacks standardized, validated instruments specifically designed to measure the effectiveness of fairy tale-mediated language instruction.

Current assessment practices in preschool English education often rely on either generic language proficiency tests or informal teacher observations, neither of which captures the unique learning processes activated through narrative engagement (Pinter, 2017). This measurement gap presents significant challenges for evidence-based pedagogical refinement and individualized instruction planning.

There exists a critical need for developmentally appropriate diagnostic tools that can accurately measure the specific language competencies fostered through fairy tale-based teaching approaches in preschool settings.

This research is grounded in Vygotsky's sociocultural theory, which emphasizes the role of narrative in cognitive development, and Nation's (2001) principles of vocabulary acquisition through meaningful context. Additionally, it draws upon authentic assessment theory, which advocates for evaluation methods that reflect real-world language use.

Methods

Participants

· Sample: 120 preschool children (60 male, 60 female) aged 6-7 years

· Settings: Three preschools representing varied socioeconomic backgrounds

· Grouping: Random assignment to experimental (fairy tale-based instruction, n=80) and control (traditional instruction, n=40) groups

· Duration: 16-week intervention period

Intervention Protocol

The experimental group received structured fairy tale-based instruction featuring:

1. Interactive storytelling sessions (3× weekly, 20 minutes)

2. Thematic vocabulary expansion activities

3. Role-playing and dramatization exercises

4. Narrative retelling and creation tasks

Diagnostic Instruments Developed

1. Fairy Tale Language Assessment Battery (FT-LAB)

A multidimensional tool assessing:

· Vocabulary Acquisition Scale (VAS): Target word recognition and usage

· Narrative Competence Measure (NCM): Story sequencing, character identification, event prediction

· Communicative Confidence Inventory (CCI): Willingness to participate in story-related interactions

· Cultural Concept Comprehension (CCC): Understanding of story-based cultural elements

2. Observational Protocol for Story Engagement (OPSE)

A structured observation tool documenting:

· Attention span during storytelling

· Verbal and non-verbal participation

· Peer interaction during story-based activities

· Emotional engagement indicators

3. Teacher Assessment Rubric (TAR)

A criterion-referenced evaluation matrix for:

· Vocabulary application in new contexts

· Narrative production quality

· Comprehension question responses

· Creative extension of story elements

Data Collection Procedures

1. Pre-test/Post-test administration of FT-LAB

2. Bi-weekly classroom observations using OPSE

3. Monthly teacher interviews regarding perceived ogress

4. Video analysis of selected storytelling sessions

5. Portfolio assessment of children's story-related work

Data Analysis

· Quantitative: Reliability analysis (Cronbach's α), paired t-tests, ANCOVA, effect size calculation (Cohen's d)

· Qualitative: Thematic analysis of observations and interviews, narrative analysis of children's story retellings

Ethical Considerations

· Parental informed consent obtained

· Assent procedures adapted for children

· Data anonymization protocols

· Ethical approval from the Institutional Review Board

Results

Psychometric Properties of Diagnostic Tools

The FT-LAB demonstrated strong psychometric characteristics:

· Internal consistency: α = .89 for total battery

· Test-retest reliability: r = .86 over 2-week interval

· Inter-rater reliability: 92% agreement on observational protocols

· Construct validity: Strong correlation with standardized language measures (r = .78)

Comparative Effectiveness Measures

Language Domain Experimental Group Gain Control Group Gain Effect Size (d) p-value

Vocabulary Acquisition +42% +18% 1.24 <.001

Narrative Structure +38% +15% 1.12 <.001

Communicative Confidence +35% +12% 1.08 <.001

Listening Comprehension +31% +20% 0.76 <.01

Cultural Awareness +28% +9% 0.95 <.001

Key Findings

1. Vocabulary Retention: Children exposed to fairy tale instruction retained 2.3 times more target vocabulary than controls, with particularly strong retention of action verbs and descriptive adjectives presented in a narrativetive context.

2. Narrative Competence: Experimental group children demonstrated significantly enhanced ability to sequence story events ($\chi^2 = 18.7$, $p < .001$) and infer character motivations ($t = 4.32$, $p < .001$).

3. Engagement Patterns: OPSE data revealed that interactive storytelling segments generated 65% higher verbal participation compared to traditional instruction periods.

4. Transfer Effects: 78% of experimental group children successfully applied story-acquired vocabulary to novel situations, compared to 34% in the control group.

5. Teacher Perspectives: Qualitative analysis identified three key themes:

· Enhanced observational insight into individual learning processes

· Increased ability to differentiate instruction based on diagnostic data

· Greater awareness of the relationship between engagement and language acquisition

Discussion

The significant gains observed across multiple language domains support the theoretical premise that fairy tales provide an optimal context for early language acquisition. The particularly strong effects on vocabulary and narrative competence align with Ellis's (2015) contention that narrative structure serves as a cognitive scaffold for language organization.

The development of communicative confidence as a measurable outcome represents an important contribution to assessment literature, moving beyond traditional linguistic measures to encompass affective dimensions of language learning.

Theoretical Implications

1. Assessment Expansion: This study demonstrates the need for diagnostic tools that capture the holistic learning outcomes of narrative-based approaches, bridging the gap between linguistic competence and communicative performance.

2. Mediational Role of Stories: Results support a Vygotskian interpretation of fairy tales as psychological tools that mediate language development through structured narrative engagement.

3. Formative Assessment Paradigm: The successful implementation of these tools suggests that ongoing, embedded assessment can effectively inform pedagogical decisions in story-based instruction.

Conclusion

This study demonstrates that the effectiveness of fairy tale-based language teaching can be systematically measured through targeted diagnostic tools. The Fairy Tale Language Assessment Battery (FT-LAB) provides a valid, reliable, and practical instrument for educators to assess multidimensional language learning outcomes in preschool settings.

The significant advantages observed in vocabulary acquisition, narrative competence, and communicative confidence among children receiving fairy tale-based instruction underscore the pedagogical value of narrative approaches. These findings contribute both to assessment methodology and to understanding of how stories function as powerful vehicles for early language development.

For educational practice, these diagnostic tools enable data-driven refinement of story-based pedagogy, allowing teachers to move beyond intuition to evidence-based instructional decisions. The integration of such assessment into regular teaching practice represents a promising direction for enhancing the quality and effectiveness of early English language education.

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CREATIVE ASSESSMENT PRACTICES IN LINGUISTICS AND EDUCATION MANAGEMENT

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Abstract. Assessment in linguistics-oriented education requires innovative approaches that measure not only language knowledge but also communicative competence, academic literacy, and learner autonomy. From the perspective of education management, assessment also serves as a mechanism for quality assurance and institutional accountability (Brown, 2019; Black & Wiliam, 2018). This article examines creative assessment practices in applied linguistics, focusing on their pedagogical value and managerial implications.

Keywords: creative assessment, applied linguistics, education management, formative assessment, quality assurance.

Introduction

In applied linguistics, assessment plays a central role in evaluating communicative competence and language performance in authentic contexts (Fulcher, 2020). From an education management perspective, assessment outcomes inform curriculum planning, teacher evaluation, and institutional policy development (OECD, 2021). Traditional assessment formats often fail to reflect real-life language use, which has led to increased interest in creative and alternative assessment approaches (Brown, 2019).

Recent developments in linguistics education emphasize creative and formative assessment approaches that support learner autonomy, reflection, and continuous improvement. These approaches align with contemporary theories of assessment for learning, where assessment is integrated into the teaching process rather than treated as a separate evaluative event. Creative assessment practices such as portfolios,

project-based tasks, and performance assessments have been shown to enhance motivation and meaningful language use. *(Black & Wiliam, 2018; Harlen, 2020).*

Methods

This article adopts a qualitative research design based on document analysis of scholarly literature, institutional policies, and lecture materials related to assessment in linguistics education (Harlen, 2020). The analysis focuses on formative assessment, performance-based tasks, portfolios, and peer assessment as tools for enhancing academic quality and managerial efficiency (Fulcher, 2020).

The findings indicate that creative assessment methods significantly improve student engagement and linguistic performance. Performance-based assessments such as presentations, debates, and discourse analysis tasks allow learners to demonstrate functional language use and critical thinking skills (Bachman & Palmer, 2017). From a management perspective, these methods support transparency and continuous quality improvement (Hattie, 2018).

First, a document analysis approach was employed to examine international frameworks and standards related to language assessment, including CEFR-based descriptors and institutional quality assurance guidelines. This method enabled a systematic evaluation of how creative assessment practices align with communicative language outcomes and institutional performance indicators within linguistics programs. *(Council of Europe, 2020; Fulcher, 2020).*

Second, a comparative analysis of assessment models used in higher education language departments was conducted, with particular emphasis on formative assessment tools such as portfolios, reflective journals, project-based tasks, and performance-based assessment. These models were analyzed in terms of pedagogical effectiveness, learner autonomy, and administrative feasibility from an education management perspective. *(Harlen, 2020; Boud & Falchikov, 2019).*

Finally, an education management perspective was applied to examine how assessment data are utilized for curriculum development, teacher performance evaluation, and institutional decision-making processes. This methodological triangulation strengthens the validity of the study by integrating applied linguistics principles with strategic academic management practices. *(OECD, 2021; Hattie, 2018).*

Creative assessment practices align with learner-centered education management models by promoting inclusivity, autonomy, and data-informed decision-making (Black & Wiliam, 2018). However, successful implementation requires institutional support, assessment literacy training for teachers, and clearly defined evaluation criteria to ensure reliability and validity (Fulcher, 2020).

Conclusion

In conclusion, creative assessment in linguistics education serves a dual purpose: it enhances classroom pedagogy while simultaneously supporting institutional management and quality assurance. By integrating innovative, learner-centered assessment strategies into academic policy, universities can improve student outcomes, foster effective teaching, and strengthen accountability and transparency within the institution. Assessment data not only inform curriculum development and teacher training but also guide strategic planning and evidence-based decision-making.

Creative assessment in linguistics education enhances both pedagogical effectiveness and institutional management. By integrating innovative assessment strategies into academic policy, universities can improve learning outcomes and ensure sustainable quality development in higher education.

From an education management perspective, creative assessment strengthens institutional quality assurance, transparency, and accountability. Assessment outcomes provide actionable data for curriculum improvement, teacher development, and strategic planning. By embedding assessment literacy within institutional

frameworks, universities can enhance teaching effectiveness while ensuring sustainable and evidence-based academic management practices. *(Hattie, 2018; OECD, 2021).*

In conclusion, creative assessment methods bridge the gap between applied linguistics pedagogy and education management by aligning learner-centered instructional strategies with institutional objectives. Institutions that adopt and support these practices benefit from improved student outcomes, enhanced teaching quality, and stronger accountability systems. Consequently, creative assessment should be recognized not only as a classroom tool but also as a strategic component of higher education governance. *(Black & Wiliam, 2018; Fulcher, 2020).*

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INCLUSIVE EDUCATION IN APPLIED LINGUISTICS AND EDUCATION MANAGEMENT

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Abstract.

Inclusive education has become a central principle of educational policy and institutional governance worldwide, emphasizing equal access to quality education for all learners regardless of physical, cognitive, linguistic, or social differences. In applied linguistics, inclusion is particularly significant as language learning environments often reflect diverse learner needs, proficiency levels, and communicative backgrounds. From an education management perspective, inclusive education represents a strategic commitment to equity, sustainability, and institutional effectiveness. *(UNESCO, 2020; Ainscow, 2017).*

Inclusive education represents a strategic priority in modern education management and applied linguistics. It ensures equitable access to language learning for students with diverse linguistic, cognitive, and physical needs (UNESCO, 2020). This article analyzes inclusive education through the lens of institutional leadership, policy implementation, and linguistic pedagogy (Florian, 2019).

Keywords: inclusive education, applied linguistics, education management, equity, diversity.

Introduction

Inclusive education in linguistics-focused institutions aims to address learner diversity while maintaining academic standards and quality assurance (Ainscow, 2017). From an education management perspective, inclusive policies reflect

institutional commitment to social responsibility and sustainable development (UNESCO, 2020).

Within linguistics-focused institutions, inclusive education requires the adaptation of curricula, assessment practices, and teaching methodologies to accommodate learners with disabilities, learning difficulties, and linguistic diversity. Research in applied linguistics highlights the importance of differentiated instruction, communicative language teaching, and learner-centered approaches in inclusive classrooms. These pedagogical practices support meaningful participation and reduce barriers to language acquisition. *(Florian, 2019; Slee, 2018).*

From an education management standpoint, the successful implementation of inclusive education depends on leadership, policy coherence, and resource allocation. Institutional leaders play a critical role in fostering inclusive cultures through professional development, strategic planning, and quality assurance mechanisms. Consequently, inclusive education in applied linguistics should be viewed not only as a pedagogical obligation but also as a managerial responsibility that enhances institutional reputation and academic quality. *(Ainscow, 2017; OECD, 2021).*

Methods

This article employs a qualitative literature review of international frameworks, institutional policies, and empirical studies on inclusive education and applied linguistics (Florian, 2019; Slee, 2018). The analysis focuses on leadership strategies, curriculum adaptation, and resource management.

In addition, scholarly studies in applied linguistics were analyzed to examine pedagogical strategies that support inclusion in language education. Particular attention was given to differentiated instruction, communicative language teaching, and linguistically responsive pedagogy in multilingual and diverse classrooms. These approaches were evaluated in terms of their effectiveness in addressing learner diversity and supporting equitable language development. *(Florian, 2019; Slee, 2018).*

From an education management perspective, the study also examined institutional practices related to leadership, resource allocation, and professional development for inclusive education. Management-oriented sources were analyzed to understand how inclusive policies are operationalized through strategic planning, staff training, and quality assurance mechanisms. This methodological triangulation strengthens the validity of the study by integrating pedagogical and managerial dimensions of inclusive education. *(OECD, 2021; Ainscow, 2017).*

Results

The results demonstrate that inclusive practices positively influence academic achievement, social interaction, and learner motivation (Ainscow, 2017). Linguistically responsive teaching strategies and assistive technologies enhance participation in language classrooms (Florian, 2019).

Furthermore, the implementation of assistive technologies and linguistically responsive tools contributes to improved access and performance for students with specific learning needs. Digital platforms, adaptive learning software, and speech-to-text technologies allow for tailored learning experiences that accommodate cognitive and language differences. This integration of technology not only supports learner autonomy but also strengthens institutional capability for monitoring and reporting educational outcomes. *(UNESCO, 2020; Slee, 2018).*

From an education management perspective, institutions that systematically adopt inclusive policies report enhanced organizational efficiency and improved accountability. Assessment data from inclusive classrooms inform teacher development programs, resource allocation, and policy evaluation. The results suggest that combining pedagogical strategies with management-oriented practices ensures the sustainability and effectiveness of inclusive education initiatives. *(OECD, 2021; Ainscow, 2017).*

Finally, the results suggest that successful inclusive education is strongly linked to strategic planning at the institutional level. Policies that integrate pedagogical flexibility, technological support, and administrative monitoring yield higher

retention rates and improved academic performance for all students. This underscores the importance of linking applied linguistics pedagogy with education management to create sustainable and effective inclusive programs. *(OECD, 2021; UNESCO, 2020).*

Conclusion

Inclusive education is essential for equitable and high-quality linguistics education. Effective management of inclusive policies strengthens institutional sustainability, academic excellence, and social equity.

In conclusion, inclusive education is not merely a classroom-level intervention but a comprehensive approach that bridges applied linguistics pedagogy and education management. Institutions that prioritize inclusion achieve multiple benefits: enhanced academic outcomes, equitable access to learning, improved teacher competency, and strengthened institutional reputation. Consequently, inclusive education should be considered a core component of both pedagogical planning and strategic education management in higher education contexts. *(Slee, 2018; Florian, 2019).*

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TEACHER PREPAREDNESS FOR ESOL INSTRUCTION IN NON-ENGLISH-SPEAKING CONTEXTS

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Abstract: This paper examines the critical issue of teacher preparedness for teaching English to Speakers of Other Languages (ESOL) in contexts where English is not the primary language of the community. Drawing on existing literature and case studies, it argues that effective ESOL instruction in these settings requires a specialized skill set that goes beyond general English proficiency and pedagogical knowledge

Keywords: ESOL, teacher preparedness, non-English-speaking contexts, teacher education, EFL, intercultural competence.

Introduction

The global demand for English language learning has created a significant need for qualified ESOL teachers worldwide, particularly in regions where English is not widely spoken in daily life (often termed EFL contexts). However, teacher preparedness programs often originate in English-speaking countries and may not fully address the distinct realities of classrooms in, for example, rural Uzbekistan, coastal Vietnam, or peri-urban Peru. This disconnect can lead to instructional practices that are misaligned with local educational cultures, student motivations, and available resources.

This paper addresses the central research question:

- What constitutes effective teacher preparedness for ESOL instruction in non-English-speaking contexts, and how can it be developed and sustained?
- The study's significance lies in its focus on contextualizing teacher education, which is crucial for improving learning outcomes and educational equity. The

scope encompasses pre-service training and in-service professional development for primary and secondary school teachers in state-sector education systems.

Methods

This research employs a qualitative literature review methodology, synthesizing findings from peer-reviewed journal articles, book chapters, and empirical case studies published between 2010 and 2023. Databases such as ERIC, JSTOR, and ScienceDirect were searched using keywords: "EFL teacher preparedness," "context-sensitive teacher education," "non-native English speaking teachers (NNESTs)," and "professional development in low-resource contexts."

Inclusion criteria prioritized studies conducted in public school settings in Asia, Africa, Eastern Europe, and Latin America. Thematic analysis was used to identify recurring challenges, proposed competencies, and effective training strategies reported across the literature.

Results

The analysis revealed three primary thematic areas concerning teacher preparedness:

1. Identified Gaps in Current Preparedness Models

- Over-reliance on "Western" Methodologies: Training often promotes communicative language teaching (CLT) without adaptation to local class sizes, examination systems, or cultural norms around teacher-student interaction.
- Linguistic Insecurity: Many teachers in these contexts are non-native English speakers who may lack confidence in their own language proficiency, leading to teacher-centered, grammar-translation approaches.
- Lack of Resources: Preparedness programs frequently assume access to technology, textbooks, and supplementary materials that are unavailable, leaving teachers unprepared to innovate with limited means.

2. Essential Competencies for Contextualized Preparedness

The literature converges on the need for teachers to develop:

- Intercultural and Pragmatic Competence: Ability to teach English as a tool for international communication while valuing the local culture and L1.
- Context-Adaptation Skills: Skills in adapting, developing, and supplementing materials from locally available sources.
- Localized Assessment Literacy: Ability to design assessments that align with both global language standards and national curricular goals.
- Reflective and Agentive Practice: Capacity to critically evaluate and adapt methodological "best practices" to fit their specific classroom reality.

3. Promising Models for Development

- Collaborative Professional Learning Communities (PLCs): In-country networks where teachers co-plan, observe, and problem-solve.
- Mentoring Programs: Pairing novice teachers with experienced local mentors rather than relying solely on external experts.
- Micro-teaching and Classroom-Based Inquiry: Focusing training on practical, immediately applicable techniques followed by reflection.

Discussion

The results indicate that teacher preparedness must be reconceptualized as a continuous, context-embedded process rather than a one-time transmission of standardized knowledge. The over-application of CLT methodologies, as noted in the results, often fails because it ignores local structural constraints. Instead, a principled pragmatism approach is recommended, where teachers learn to flexibly apply core principles of language acquisition within their specific environment.

A key discussion point is the empowerment of non-native English speaker teachers (NNESTs). Their bilingual experience and shared L1 with students are significant

assets that should be leveraged in training, rather than focusing solely on achieving "native-like" proficiency.

Furthermore, sustainable preparedness requires systemic support. This includes ministries of education prioritizing realistic in-service training, providing access to affordable professional development resources, and creating career incentives for skilled ESOL teachers.

Conclusion

Preparing ESOL teachers for success in non-English-speaking contexts is a complex, multi-faceted challenge. It demands moving beyond imported, one-size-fits-all models toward situated, empowering, and sustainable approaches. Effective preparedness hinges on developing teachers who are not only linguistically competent but also culturally sensitive, pedagogically flexible, and critically reflective. Investing in such contextualized teacher education is fundamental to achieving equitable and effective English language education worldwide. The call to action is for policymakers, curriculum designers, and teacher educators to co-construct preparedness programs with local teachers, ensuring relevance, practicality, and long-term impact.

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MODERN METHODS AND TECHNIQUES FOR TEACHING GRAMMAR

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Abstract

Grammar instruction has long been a central component of language education; however, traditional approaches to teaching grammar have often been criticized for their limited effectiveness in promoting communicative competence. In response to these concerns, modern language pedagogy has shifted toward more learner-centered, interactive, and communicative methods. This article explores contemporary methods and techniques for teaching grammar in English language classrooms. The study examines current theoretical foundations, instructional methods, classroom techniques, and their pedagogical outcomes. The findings suggest that modern grammar teaching methods—such as task-based learning, inductive instruction, technology-enhanced learning, and communicative grammar teaching—significantly improve learners’ grammatical accuracy, fluency, and motivation. The article concludes by discussing implications for teachers and curriculum designers.

Keywords: grammar teaching, modern methods, communicative approach, task-based learning, inductive grammar, technology-enhanced learning

Introduction

Grammar plays a crucial role in language learning, as it provides learners with the structural foundation necessary for meaningful communication. For many decades, grammar instruction was dominated by traditional methods such as the Grammar-Translation Method and the Audio-Lingual Method, which emphasized

memorization, repetition, and rule-based learning. While these approaches contributed to learners’ explicit knowledge of grammatical rules, they often failed to develop learners’ ability to use grammar effectively in real-life communication.

In recent years, significant changes in linguistic theory, educational psychology, and pedagogy have led to the emergence of modern methods and techniques for teaching grammar. These approaches focus on communicative competence, learner autonomy, contextualized learning, and the integration of technology. Modern grammar instruction aims not only to teach rules but also to enable learners to apply grammatical structures accurately and fluently in authentic communicative situations.

Methods

2.1 Research Design

This study adopts a qualitative descriptive approach based on an extensive review of recent literature in the field of language teaching methodology. Scholarly articles, books, and educational reports published over the last two decades were analyzed to identify dominant trends and effective practices in grammar instruction. The focus was placed on learner-centered and communicative approaches widely used in English language teaching (ELT).

2.2 Theoretical Framework

Modern grammar teaching is grounded in several key theoretical perspectives:

• Communicative Language Teaching (CLT): Emphasizes meaningful communication and the functional use of grammar.

• Constructivist Learning Theory: Views learners as active participants who construct knowledge through experience and interaction.

• Cognitive and Usage-Based Theories: Highlight the importance of noticing, input, and meaningful practice in grammar acquisition.

• Sociocultural Theory: Stresses the role of social interaction and scaffolding in learning.

These theories collectively support the shift from explicit rule memorization to contextualized and interactive grammar instruction.

2.3 Modern Methods of Teaching Grammar

Inductive Grammar Teaching

Inductive grammar instruction encourages learners to discover grammatical rules through examples rather than being explicitly taught. Teachers present authentic texts, dialogues, or sentences, and learners analyze patterns to infer rules. This method promotes critical thinking and deeper cognitive processing.

Deductive Grammar Teaching (Modern Application)

While traditionally deductive teaching involved direct explanation of rules, modern deductive approaches integrate brief explanations followed by meaningful communicative practice. This balanced approach is particularly effective for adult learners and complex grammatical structures.

Task-Based Language Teaching (TBLT)

Task-Based Language Teaching uses communicative tasks as the core unit of instruction. Grammar is taught implicitly through tasks that require learners to use specific structures to achieve a goal, such as problem-solving, role-plays, or information-gap activities.

Communicative Grammar Teaching

Communicative grammar teaching integrates form, meaning, and use. Grammar is presented in real-life contexts, and learners practice structures through interaction, discussion, and collaboration rather than isolated drills.

Technology-Enhanced Grammar Instruction

Modern classrooms increasingly rely on digital tools such as learning management systems, mobile applications, online quizzes, and interactive grammar

platforms. Technology allows for personalized learning, immediate feedback, and increased learner engagement.

Techniques Used in Modern Grammar Teaching

Modern methods are supported by a variety of practical techniques, including:

- Context-based sentence analysis
- Project-based learning
- Role-play and simulation
- Visual organizers and concept maps
- Collaborative group work
- Corpus-based activities
- Games and gamification

These techniques create opportunities for meaningful practice and learner interaction.

Results

The analysis of modern grammar teaching methods reveals several significant outcomes:

3.1 Improved Grammatical Accuracy

Learners exposed to contextualized and communicative grammar instruction demonstrate higher levels of grammatical accuracy compared to those taught using traditional rule-based methods. Inductive and task-based approaches help learners internalize grammatical patterns more effectively.

3.2 Enhanced Communicative Competence

Modern methods enable learners to use grammar appropriately in speaking and writing. By focusing on real-life contexts, learners develop the ability to select and apply grammatical forms based on meaning and purpose.

3.3 Increased Learner Motivation

Interactive techniques, technology integration, and collaborative activities significantly increase learners’ motivation and engagement. Students become more

active participants in the learning process rather than passive recipients of information.

3.4 Development of Learner Autonomy

Modern grammar instruction encourages learners to take responsibility for their learning. Self-discovery, reflection, and independent practice foster autonomy and long-term language development.

3.5 Positive Teacher Perceptions

Teachers report that modern methods make grammar lessons more dynamic and effective. Although these approaches require careful planning, they result in more meaningful classroom interaction and better learning outcomes.

Discussion

The findings of this study confirm that modern methods and techniques for teaching grammar offer substantial advantages over traditional approaches. By integrating grammar into communicative contexts, teachers can bridge the gap between knowledge of rules and actual language use.

One of the most significant shifts in modern grammar teaching is the move from form-focused instruction to a balanced focus on form, meaning, and use. This aligns with current theories of second language acquisition, which emphasize the importance of meaningful input and interaction. However, the successful implementation of modern grammar teaching methods depends on several factors. Teachers must possess strong methodological knowledge and be flexible in adapting techniques to learners’ needs. Additionally, institutional support and access to technological resources play a crucial role in the effectiveness of these approaches.

Despite their benefits, modern methods also present challenges. Large class sizes, limited time, and exam-oriented curricula may hinder the use of communicative and task-based techniques. Therefore, a blended approach that combines traditional and modern methods may be the most practical solution in some educational contexts.

Conclusion

Modern methods and techniques for teaching grammar represent a significant advancement in language education. By emphasizing communication, learner involvement, and contextualized practice, these approaches address many of the limitations associated with traditional grammar instruction.

This article has demonstrated that inductive learning, task-based instruction, communicative grammar teaching, and technology-enhanced methods contribute to improved grammatical competence, learner motivation, and communicative ability. To maximize their effectiveness, teachers should receive continuous professional development and be encouraged to experiment with innovative instructional practices.

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INTEGRATING THE CURRICULUM FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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Abstract

In today’s globalized and interconnected world, the teaching of English to speakers of other languages requires more than linguistic competence—it demands cultural awareness, critical thinking, and interdisciplinary engagement. This article examines how curriculum integration supports the development of communicative and cognitive skills in ESOL learners. It focuses on the principles, methods, and practical implications of integrating English instruction with other academic subjects. Drawing on content-based instruction, project-based learning, and interdisciplinary teaching, the study highlights how integration bridges the gap between language learning and real-world knowledge. The findings demonstrate that integrated curriculum design enhances learner motivation, language proficiency, and cross-cultural understanding.

Keywords: curriculum integration, ESOL teaching, content and language integrated learning (CLIL), project-based learning (PBL), task-based instruction (TBI), interdisciplinary approach.

Introduction

Language education in the twenty-first century has evolved far beyond the traditional boundaries of grammar drills and vocabulary memorization. Teaching English to speakers of other languages (ESOL) is now viewed not only as a linguistic process but also as a means of developing global citizenship, critical thinking, and intercultural competence. As education systems move toward more holistic and meaningful approaches, integrating the curriculum has become a cornerstone of effective English language teaching. Curriculum integration refers to the process of

linking English language instruction with other disciplines such as history, science, art, or technology. Instead of treating English as an isolated subject, integration allows learners to explore content from different areas while using English as the medium of communication. This approach aligns with the idea that language is best learned when it is used for authentic purposes—when students discuss real issues, conduct research, or complete meaningful projects.

The shift toward integrated curricula emerged from the need to make English learning relevant and applicable. In many ESOL classrooms, learners often struggle to connect language lessons with their personal or academic lives. By incorporating interdisciplinary content, teachers can create lessons that reflect real-world communication, foster deeper engagement, and promote higher-order thinking skills. Moreover, international education standards such as the Common European Framework of Reference (CEFR) and global initiatives by organizations like the British Council advocate for communicative and integrated approaches that help learners apply English in diverse contexts—academic, professional, and social.
In this sense, integrating the curriculum is not just a methodology; it is a philosophy that connects language learning with human experience, collaboration, and creativity.

Methods

This study was conducted using a qualitative, descriptive, and interpretive research design aimed at exploring the effectiveness and pedagogical implications of curriculum integration in English language teaching for speakers of other languages (ESOL). The chosen methodology allowed for an in-depth understanding of the dynamic interaction between teachers, learners, and content when multiple disciplines are merged into the English language curriculum.

The research focused not only on how integrated methods enhance learners’ communicative competence but also on how they influence motivation, classroom interaction, and teachers’ professional development.

2.1. Research Context and Participants

The study was carried out in several ESOL teaching environments within higher education institutions where English is taught as a foreign language. These included both public and private universities that follow reformed curricula aligned with national education policies such as the Law on Education (2020) and the Presidential Decree No. PQ–2909 (2017) on improving foreign language teaching in Uzbekistan.

The participants comprised:

• 10 ESOL teachers (6 female, 4 male) with 5–15 years of teaching experience,

• 60 undergraduate students majoring in non-linguistic fields (IT, history, and education),

• 3 academic supervisors or methodologists involved in English language curriculum design.

Teachers represented different methodological backgrounds—some used traditional grammar-based syllabi, while others practiced communicative and integrated teaching models. This diversity allowed for comparative insights into various integration strategies.

2.2. Research Design and Rationale

The research employed a multi-phase qualitative design combining document analysis, interviews, and classroom observations. The rationale behind selecting qualitative inquiry lies in its capacity to capture the complexity of classroom processes and the human dimension of teaching—a central aspect when studying curriculum integration.

While quantitative data can measure proficiency outcomes, it often fails to reflect the subtle interactions, attitudes, and perceptions that shape learning. Therefore, the study prioritized contextual understanding and narrative evidence, focusing on how integration happens in practice and what pedagogical value it creates.

2.3. Data Collection Procedures

Data collection was organized in three interrelated stages over a three-month period:

a) Document Analysis

The first stage involved analyzing national policy documents, methodological frameworks, and modern English coursebooks (e.g., Oxford Headway 2021, Cambridge Empower 2022, British Council’s TeachingEnglish 2023). The purpose was to identify theoretical patterns, curricular goals, and methodological principles supporting integrated instruction.

In addition, local syllabi and teaching materials from participating universities were reviewed to evaluate the extent to which they incorporate cross-curricular or content-based elements.

b) Teacher Interviews

Semi-structured interviews were conducted with ten ESOL teachers. The questions explored their understanding of curriculum integration, teaching strategies, challenges faced, and perceived outcomes. Interviews were held both face-to-face and online via Zoom, lasting 30–40 minutes each. Teachers were encouraged to reflect on their classroom practices and share examples of successful integration (e.g., linking English lessons to history or business topics).

c) Classroom Observations

To complement interview data, five English classes were observed. Observations focused on:

- the type of integrated tasks used (projects, debates, simulations, CLIL lessons),
- teacher-student interaction patterns,
- use of content materials,
- students’ engagement and participation.

Observation notes and video recordings were analyzed to identify effective teaching strategies and common obstacles in implementing integrated learning.

2.4. Data Analysis

The collected data were analyzed through thematic content analysis, a method suitable for identifying recurrent themes and patterns in qualitative datasets. Following Braun and Clarke’s (2006) six-step procedure, the researcher:

1. Familiarized with the data by repeated reading and listening to recordings,

2. Generated initial codes (e.g., “student engagement,” “task authenticity,” “teacher creativity”),

3. Searched for themes (e.g., “pedagogical innovation,” “interdisciplinary awareness”),

4. Reviewed and refined the themes to ensure coherence,

5. Defined and named each theme,

6. Produced a comprehensive report integrating textual evidence with interpretive commentary.

To enhance the credibility and reliability of findings, triangulation was applied—cross-checking information from three sources (documents, interviews, and observations). This ensured that interpretations were supported by multiple perspectives rather than a single narrative.

2.5. Theoretical and Pedagogical Framework

The study was grounded in several theoretical perspectives that collectively explain how and why curriculum integration benefits language learning:

• Constructivist Learning Theory (Piaget, 1970): Learners actively construct meaning through experience and interaction. Integration provides authentic contexts for such construction.

• Vygotsky’s Sociocultural Theory (1978): Emphasizes the role of social interaction and cultural mediation in cognitive development. Integrated learning environments encourage collaboration, negotiation of meaning, and shared understanding.

• Communicative Language Teaching (CLT): Focuses on using language as a means of real communication rather than rote practice. Integration naturally supports this principle by embedding language in authentic content.

• CLIL (Content and Language Integrated Learning): Serves as the pedagogical backbone of the study, illustrating how subject knowledge and language proficiency can develop simultaneously.

Together, these theories justify curriculum integration as a multidimensional process—linguistic, cognitive, cultural, and social.

2.6. Ethical Considerations

All research procedures followed ethical guidelines for educational research.

• Participants were informed about the purpose of the study and their right to withdraw at any stage.

• Informed consent forms were signed before interviews and observations.

• Data confidentiality was maintained by anonymizing names and institutional identities.

• The researcher avoided influencing the classroom process to ensure natural behavior during observation.

Ethical integrity was maintained throughout, ensuring that participants’ voices were represented fairly and respectfully.

2.7. Validity, Reliability, and Researcher Reflexivity

To strengthen the trustworthiness of the research, multiple strategies were used:

• Triangulation: Comparing different data sources and methods to validate results.

• Member Checking: Sharing preliminary findings with participating teachers to confirm accuracy and interpretation.

• Peer Debriefing: Consulting with two academic supervisors specializing in applied linguistics for external feedback.

• Reflexive Journaling: The researcher maintained reflective notes throughout the process to acknowledge biases and ensure transparency in interpretation.

This methodological rigor provided a reliable foundation for interpreting results and deriving pedagogical implications.

2.8. Limitations of the Study

The study faced several limitations typical of qualitative research. The sample size was relatively small and context-specific, focusing primarily on higher education institutions in one region. As such, the findings cannot be generalized across all ESOL contexts. Moreover, classroom observation depended on teachers’ willingness to experiment with integrated tasks, which may have influenced lesson dynamics. Nevertheless, the depth and richness of the data provide valuable insights for educators, policymakers, and curriculum designers seeking to implement integration-based reforms.

Results

The results of the analysis revealed several interrelated outcomes that demonstrate the effectiveness of curriculum integration in ESOL classrooms.

3.1. Enhanced Motivation and Engagement

Students displayed greater enthusiasm when lessons were connected to meaningful, real-world topics. For instance, learners who explored environmental issues or cultural traditions in English reported that they felt “they were learning something important,” not merely practicing grammar. The relevance of content fostered intrinsic motivation, making language study a tool for understanding rather than rote learning.

3.2. Improved Retention and Comprehension

When English instruction was tied to specific subject content, learners tended to retain vocabulary and grammar more effectively. For example, students in a CLIL science module could recall terminology about climate change weeks after the lesson, as they had applied it in practical discussions and written reflections. Integrated lessons help students process new language through context, repetition, and purpose.

3.3. Development of Cognitive and Critical Thinking Skills

Integrated instruction encouraged learners to think analytically and creatively. Through projects or interdisciplinary discussions, students practiced comparing, hypothesizing, and evaluating—skills essential not only for language learning but for academic success in general. This supports the idea that linguistic and cognitive development are deeply interconnected.

3.4. Collaboration and Communication

In project-based settings, students interacted more naturally in English, often forgetting that they were “learning” the language. Working in groups required negotiation, problem-solving, and role-sharing—all of which fostered spontaneous and authentic communication. Such interaction promotes fluency and communicative confidence.

3.5. Teachers’ Professional Growth

Teachers who implemented integrated curricula reported that it stimulated their creativity and professional reflection. Designing interdisciplinary lessons encouraged collaboration with colleagues from other departments and led to the creation of innovative teaching materials. Teachers also felt more fulfilled when lessons had both linguistic and intellectual impact on students.

Discussion

The findings confirm that curriculum integration in ESOL teaching leads to meaningful learning experiences that go beyond language acquisition. It allows learners to engage with content that broadens their worldview while strengthening

their linguistic abilities. However, the process is not without challenges. One major obstacle is teacher preparedness. Many ESOL instructors are trained primarily in language pedagogy, not in the integration of academic content. Effective curriculum integration requires knowledge of both language and subject matter, as well as the ability to design activities that balance these two components. Professional development and collaborative planning between language and subject teachers are therefore essential.

Another challenge is institutional structure. Many schools and universities still follow rigid syllabi where English is treated as a separate discipline. Assessment systems often prioritize grammatical accuracy over communicative competence or interdisciplinary understanding. To successfully integrate the curriculum, educational institutions must adapt their policies to support flexible, cross-disciplinary teaching models.

Despite these limitations, the benefits of integration are undeniable. It fosters what educators call deep learning—the ability to apply knowledge in new and complex situations. Learners become active participants in their own education, constructing knowledge through inquiry, research, and reflection. Moreover, integration nurtures empathy and intercultural understanding, as students encounter diverse perspectives while using English as a global medium of communication.

In the context of global education, curriculum integration also aligns with the principles of 21st-century skills—critical thinking, collaboration, creativity, and communication. These skills are indispensable for future professionals and citizens who must navigate multilingual, multicultural environments. By integrating content and language, teachers prepare students not only to pass exams but to function effectively in an interconnected world.

Conclusion

Integrating the curriculum in teaching English to speakers of other languages represents a significant shift from traditional, skill-based instruction toward a holistic

and meaningful approach. It transforms the English classroom into a dynamic space where learners explore, create, and communicate across disciplines. The integrated curriculum supports language proficiency, cognitive development, and intercultural competence simultaneously. When learners use English to study global issues, conduct research, or express opinions on academic topics, they acquire language naturally and purposefully. To ensure the sustainability of this approach, policymakers and institutions must invest in teacher training, curriculum flexibility, and material development that reflect interdisciplinary goals. As education becomes increasingly global, integrating the curriculum is not only an effective pedagogical strategy—it is an ethical and intellectual necessity that prepares learners to participate fully in the world of ideas. In the words of Coyle, Hood, and Marsh (2010), “Language is the conduit for learning.” When teachers design integrated experiences that combine language and content, they do not simply teach English—they open pathways to knowledge, understanding, and human connection.

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PROBLEMS AND SOLUTIONS IN SUCCESSFULLY TEACHING LANGUAGE SKILLS (LISTENING, SPEAKING, READING, AND WRITING)

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Abstract

The effective teaching of the four essential language skills—listening, speaking, reading, and writing—remains one of the most complex challenges in English language education. Despite advances in methodology and technology, many learners still struggle to develop balanced communicative competence. Listening activities are often limited to passive comprehension rather than active interpretation; speaking lessons are hindered by fear of mistakes and lack of authentic contexts; reading tasks are treated as tests rather than opportunities for reflection; and writing instruction frequently focuses on form over creativity.

This paper explores the underlying problems teachers face in developing these skills and proposes practical, learner-centered solutions. Drawing on communicative and task-based approaches, it argues that language skills should be taught in an integrated and meaningful way rather than in isolation. The study emphasizes the importance of creating a supportive classroom environment, using real-life materials, and encouraging interaction through collaborative projects and feedback. It also highlights the role of technology and differentiated instruction in addressing individual learner needs.

Ultimately, the paper suggests that successful language skill teaching requires a shift from teacher-centered delivery to active learner participation, where language becomes not just an academic subject but a living tool for communication, creativity, and intercultural understanding.

Keywords: language skills, language teaching, communicative competence, task-based learning, learner-centered approach, classroom interaction.

Introduction

Language is not merely a system of words and rules; it is a living means of communication that connects people, cultures, and ideas. In the field of English language teaching, developing learners’ proficiency in the four fundamental skills—listening, speaking, reading, and writing—has always been the central objective. However, teaching these skills successfully remains a persistent challenge for many educators around the world. Each skill requires different cognitive and communicative abilities, and achieving balance among them demands thoughtful methodology, creativity, and pedagogical sensitivity.

Traditionally, language classrooms have often emphasized grammatical accuracy and vocabulary memorization, sometimes neglecting the communicative and functional aspects of language. As a result, learners may understand grammar rules but still struggle to express themselves fluently, comprehend authentic speech, or write effectively. In many contexts, including non-native English-speaking countries, limited exposure to real-life communication, lack of suitable materials, and large class sizes further complicated teaching process.

Methods & Data Analysis

This study employed a qualitative research design to explore the challenges and solutions in teaching the four fundamental language skills—listening, speaking, reading, and writing. A qualitative approach was chosen because it allows for a nuanced understanding of classroom dynamics, teacher strategies, and learner experiences, which cannot be captured through quantitative measures alone.

2.1. Research Context and Participants

The research was conducted in several English language classrooms at undergraduate and secondary education levels in non-native English-speaking settings. Participants included:

• 10 English language teachers with 5–15 years of teaching experience, representing both traditional and communicative approaches;

• 50 students from various academic disciplines, ranging from intermediate to upper-intermediate English proficiency;

• 3 curriculum coordinators or methodologists, providing insights into pedagogical frameworks and institutional practices.

Teachers were selected based on their experience with communicative and integrated teaching approaches, including task-based and project-based methodologies. Students participated voluntarily, and their classroom interactions were observed with consent.

2.2. Data Collection Methods

Data were collected through multiple complementary methods to ensure a comprehensive understanding of the teaching and learning process:

1. Classroom Observations: Five English classes were observed over a period of six weeks. Each session lasted approximately 40–50 minutes. Observations focused on teacher-student interaction, types of tasks used to develop listening, speaking, reading, and writing skills, and student engagement in communicative activities. Notes were taken regarding both effective strategies and recurring challenges.

2. Semi-Structured Interviews: Teachers were interviewed individually for 30–45 minutes to explore their perceptions of the difficulties encountered in teaching each language skill, as well as the strategies they employ to overcome these challenges. Open-ended questions encouraged participants to reflect on classroom practices, student behavior, and institutional constraints.

3. Document and Materials Analysis: Lesson plans, teaching materials, and institutional syllabi were examined to identify the extent to which they support integrated and communicative skill development. Special attention was given to tasks that combined multiple language skills and promoted learner-centered instruction.

2.3. Data Analysis Procedure

All collected data were analyzed using thematic content analysis, following Braun and Clarke’s (2006) six-step framework. This method enabled the identification of

recurring patterns and themes across the different data sources. The procedure included:

1. Familiarization: Researchers reviewed observation notes, interview transcripts, and teaching materials multiple times to gain a deep understanding of the content.

2. Coding: Initial codes were created to categorize specific aspects of skill teaching, such as student participation, task authenticity, feedback mechanisms, and difficulty with particular skills.

3. Theme Identification: Codes were grouped into broader themes, such as listening comprehension challenges, speaking confidence, reading engagement, and writing creativity.

4. Review and Refinement: Themes were reviewed to ensure they accurately represented the data, and overlapping or ambiguous codes were clarified.

5. Interpretation: The final step involved connecting themes to pedagogical theory, existing literature, and practical solutions proposed by teachers.

To enhance trustworthiness, the study applied triangulation, comparing observations, interviews, and document analysis for consistency. Additionally, member checking was used by sharing preliminary interpretations with participating teachers to confirm accuracy and credibility. Reflexive journaling by the researcher helped acknowledge potential biases and maintain transparency throughout the analysis process.

Ethical Considerations

Ethical standards were strictly observed throughout the study. Participation was voluntary, and informed consent was obtained from all teachers and students. Observations and interviews were conducted with respect to participants’ privacy, and all identifiable information was anonymized. The study ensured that the research process did not interfere with normal classroom activities or impose undue pressure on participants.

Results

The analysis of classroom observations, teacher interviews, and teaching materials revealed a range of challenges and solutions associated with the development of the four primary language skills. The findings are presented skill by skill, highlighting both common difficulties and effective strategies employed by educators.

3.1. Listening

Teachers reported that students frequently struggled with understanding spoken English, particularly when faced with authentic or fast-paced audio materials. Common problems included limited vocabulary, difficulty recognizing connected speech, and a lack of exposure to varied accents. Observations confirmed that learners often relied heavily on visual cues or transcription rather than listening actively for meaning.

Solutions: Teachers found success using scaffolded listening activities, such as pre-teaching key vocabulary, using short and focused audio segments, and incorporating comprehension questions that encourage prediction and inference. Integrating multimedia resources—videos, podcasts, and songs—also increased engagement and helped students develop the ability to process different accents and speaking styles.

3.2. Speaking

Speaking emerged as the most challenging skill for learners, largely due to anxiety, fear of making mistakes, and limited practice opportunities. Students were often hesitant to participate in discussions, and classroom interaction tended to be dominated by a few confident individuals. Interviews revealed that large class sizes and traditional teacher-centered methods further inhibited spontaneous communication.

Solutions: Implementing pair and group work, role-plays, and project-based tasks encouraged students to speak more naturally. Providing positive, constructive feedback rather than focusing on errors reduced anxiety. Teachers also reported that integrating speaking tasks into meaningful, content-based activities—such as debates, presentations, and simulations—significantly increased participation and fluency.

3.3. Reading

Reading difficulties were primarily linked to low engagement and insufficient comprehension strategies. Many students approached texts mechanically, scanning for individual words rather than understanding the overall meaning. Observations highlighted that reading tasks were often decontextualized, and students struggled with critical analysis or connecting texts to their own experiences.

Solutions: Teachers addressed these issues by incorporating pre-reading activities, such as predicting content, discussing titles, and activating prior knowledge. Encouraging interactive reading—through group discussions, summarization exercises, and question-answer sessions—helped learners process information more deeply. Using authentic materials, including articles, blogs, and short stories, also enhanced motivation and contextual understanding.

3.4. Writing

Writing was found to be particularly challenging due to overemphasis on grammar and form, lack of authentic writing tasks, and students’ limited vocabulary. Learners often produced repetitive and formulaic texts, and teachers noted that many students lacked confidence in expressing original ideas.

Solutions: Effective strategies included integrating process-based writing approaches, where learners draft, revise, and edit their texts over time. Encouraging collaborative writing projects, such as group reports, blogs, or journals, increased engagement and creativity. Teachers also emphasized the importance of combining form-focused instruction with meaningful writing tasks, allowing learners to express ideas while gradually improving accuracy.

3.5. Cross-Skill Integration

The study revealed that treating skills in isolation often limited learners’ progress. Observations and interviews highlighted that integrated tasks, which combine listening, speaking, reading, and writing, were more effective in developing overall communicative competence.

For instance, a project that involved listening to a podcast, discussing its content, reading related articles, and writing a reflection encouraged learners to use multiple skills in authentic contexts.

3.6. Teacher Insights

Teachers emphasized that successful language skill development requires flexibility, creativity, and responsiveness to student needs. They reported that challenges are often context-specific, influenced by class size, institutional resources, and students’ prior knowledge. The most effective solutions were learner-centered, interactive, and contextually relevant, aligning with modern communicative and task-based approaches.

Discussion

The findings of this study provide valuable insights into the challenges and effective strategies for teaching listening, speaking, reading, and writing skills. Consistent with previous research, each skill presents unique difficulties, yet there are common underlying factors that influence learner success, including classroom environment, teaching methods, and students’ affective and cognitive readiness.

4.1. Listening and Speaking

Listening and speaking were identified as the most challenging skills, which aligns with the widely recognized notion that receptive and productive oral skills require both linguistic knowledge and confidence. Learners’ hesitation in speaking and their reliance on visual cues during listening tasks suggest a lack of authentic practice and exposure to real-life language. By implementing scaffolded, interactive, and task-based strategies, teachers can reduce anxiety and encourage active participation. These results echo the principles of Communicative Language Teaching, emphasizing meaningful interaction over rote memorization.

Moreover, integrating listening and speaking activities with content-based tasks enables learners to process information in context, enhancing both comprehension and oral expression. For example, role-plays, debates, and collaborative projects

provide opportunities to practice negotiation of meaning, spontaneous responses, and critical thinking simultaneously. This finding supports the idea that skill integration fosters more holistic language development.

4.2. Reading and Writing

The challenges in reading and writing largely stem from the traditional focus on form and accuracy at the expense of meaning and creativity. Students’ difficulty in critical reading and authentic writing reflects the need for instructional approaches that promote engagement, reflection, and authentic communication. Process-oriented writing, interactive reading activities, and exposure to real-life texts contribute to deeper comprehension and expression.

The study highlights that scaffolding—pre-reading tasks, vocabulary preparation, collaborative writing, and guided feedback—plays a critical role in helping students bridge the gap between understanding and production. These approaches align with Vygotsky’s sociocultural theory, which emphasizes the importance of guided participation and social interaction in learning complex skills.

4.3. Integrated Skill Development

A key insight from the study is the benefit of integrating multiple language skills within cohesive tasks. Observations demonstrated that learners engaged more effectively when skills were combined rather than taught in isolation. For instance, listening to a podcast, discussing it in pairs, reading related articles, and writing reflections allowed students to reinforce comprehension, vocabulary, and expression in a connected, purposeful manner.

Such integration not only supports linguistic competence but also fosters cognitive, metacognitive, and socio-emotional skills. Students develop problem-solving abilities, collaborative skills, and self-confidence, highlighting the broader educational value of integrated approaches.

4.4. Pedagogical Implications

The study emphasizes the importance of a learner-centered and context-sensitive approach. Teachers should create supportive environments where mistakes are viewed as part of the learning process, provide authentic materials that connect to students’ lives and interests, and design activities that encourage active participation across all four skills. Additionally, incorporating technology—such as podcasts, video clips, online discussions, and collaborative platforms—can expand exposure to authentic language and provide flexible avenues for practice.

Professional development for teachers is equally essential. The successful implementation of these strategies requires creativity, pedagogical knowledge, and awareness of students’ linguistic and cultural backgrounds. Teachers who are trained in communicative, task-based, and integrated methodologies are better equipped to address diverse learner needs and facilitate meaningful skill development.

Conclusion

This study highlights the persistent challenges in teaching listening, speaking, reading, and writing skills in English language classrooms, while also identifying practical solutions that promote effective learning. Listening and speaking difficulties often arise from limited exposure, anxiety, and lack of authentic communicative opportunities, whereas reading and writing challenges are linked to overemphasis on form, low engagement, and insufficient scaffolded support.

The findings underscore that skill integration, learner-centered instruction, and the use of authentic, meaningful tasks significantly enhance language acquisition. Activities that combine multiple skills, foster collaboration, and encourage reflection help students develop not only linguistic competence but also confidence, critical thinking, and cultural awareness.

In conclusion, this study highlights that while teaching the four language skills presents ongoing challenges, these can be effectively addressed through skill integration, learner-centered instruction, and authentic, meaningful tasks. Approaches that combine listening, speaking, reading, and writing, promote collaboration, and

encourage reflection not only improve linguistic competence but also build learners’ confidence, critical thinking, and cultural awareness, supporting more holistic and effective English language acquisition.

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TASK-BASED LEARNING AS AN EFFECTIVE APPROACH TO TEACHING READING AND WRITING SKILLS: A SYSTEMATIC CLASSROOM INTEGRATION

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Abstract: This paper examines the efficacy of Task-Based Learning (TBL) in enhancing second language (L2) reading and writing competencies. Rooted in communicative language teaching principles, TBL emphasizes learning through the completion of meaningful, real-world tasks. The study synthesizes existing research and classroom-based evidence to argue that TBL effectively bridges the gap between discrete skill instruction and holistic language use. By engaging learners in purposeful cycles of task preparation, execution, and reflection, TBL fosters deeper text processing, authentic audience awareness, and strategic competence in both receptive and productive skills.

Keywords: Task-Based Learning, reading skills, writing skills, communicative language teaching, integrated skills, second language acquisition

Introduction

The persistent challenge in L2 pedagogy has been to move beyond decontextualized grammar drills and passive comprehension exercises toward methodologies that mirror authentic language use. Task-Based Learning (TBL), since its popularization by Nunan (2004) and Ellis (2003), has emerged as a leading pedagogical approach that addresses this need. It posits that language is best acquired when learners’ primary focus is on the meaningful outcome of a task rather than on the language forms themselves. While TBL is often discussed for general communicative competence, its specific, synergistic application to the integrated teaching of reading and writing warrants deeper exploration. This paper investigates the theoretical underpinnings and practical applications of TBL for teaching L2 reading and writing, analyzing its effectiveness in developing functional literacy

Literature Review

TBL is grounded in the interaction hypothesis (Long, 1996) and sociocultural theory (Vygotsky, 1978), which respectively highlight the importance of negotiated meaning and scaffolded, collaborative learning. A “task” is defined as an activity where meaning is primary, there is a communicative goal, and the outcome is evaluated based on task completion (Ellis, 2003). In reading instruction, TBL shifts focus from answering comprehension-check questions to using textual information to accomplish an objective (e.g., reading a set of product reviews to recommend the best purchase). This promotes strategic, gist-to-detail reading rather than word-for-word decoding. For writing, TBL moves learners beyond constructed sentences to producing whole texts for a clear purpose and audience (e.g., writing a formal letter of complaint based on a problematic scenario). This embeds writing within a rhetorical context. Prior research demonstrates positive outcomes. Willis & Willis (2007) found that task cycles improved lexical resourcefulness and cohesion in writing. Bygate (2016) noted that input-based tasks enhanced reading fluency and inference-making. Studies also report increased learner engagement and autonomy, as tasks simulate real-world language demands (East, 2017). However, critiques exist, primarily concerning the potential neglect of linguistic form and the challenges of assessment within a task-based syllabus.

Methodology

This paper employs a qualitative synthesis methodology, analyzing and integrating findings from empirical studies, meta-analyses, and practitioner reports published between 2000-2023. Inclusion criteria focused on studies that explicitly implemented TBL frameworks (e.g., Willis’s 1996 Pre-Task, Task Cycle, Language Focus model) in secondary or tertiary L2 contexts, with measured outcomes in reading and/or writing performance. Data from these sources were thematically analyzed to identify consistent patterns, effective practices, and reported challenges in applying TBL to literacy skills.

Results and Discussion

The analysis reveals several key findings on the effectiveness of TBL for reading and writing:

1. Enhanced Integration of Skills: TBL naturally integrates reading and writing. A common sequence involves reading authentic materials (e.g., news articles, blogs) as input to inform a related writing task (e.g., a summary, response essay, or report). This mirrors academic and professional literacy practices.

2. Improved Coherence and Audience Awareness: Writing tasks with a clear outcome (e.g., “produce a newsletter to inform parents”) lead to more coherent, purpose-driven texts compared to traditional essay assignments. Learners better grasp concepts of genre, tone, and reader expectation.

3. Development of Strategic Reading: Tasks requiring learners to scan for specific information, synthesize multiple texts, or evaluate arguments promote higher-order reading skills beyond literal comprehension.

4. Form-Function Relationship: The language focus phase, where problematic forms arising from the task are analyzed, provides explicit instruction that is contextualized and learner-noticed, leading to more durable grammar and vocabulary acquisition relevant to literacy.

5. Motivational Benefits: The tangible, non-linguistic goal of a task increases intrinsic motivation. Collaborative tasks, in particular, reduce writing apprehension and build confidence through peer feedback during the planning and drafting stages.

Integrated Skills:

- Pre-Task: Introduction to the topic (e.g., urban sustainability). Teacher highlights useful vocabulary from a set of short texts/videos.
- Task Cycle:
- Task: In groups, students read different expert blogs on city planning, then collaboratively write a proposal for a sustainable change in their own city.
- Planning: Groups prepare to present their proposal orally.
- Report: Groups present; others listen and evaluate.

- Language Focus: Teacher selects recurring errors from the written proposals and oral reports (e.g., article use, modal verbs for suggestions) for clarification and practice.

The main challenge identified is the need for careful task design to ensure an appropriate cognitive and linguistic load. Furthermore, teachers require training to effectively scaffold tasks and balance fluency with accuracy-focused intervention.

Conclusion

Task-Based Learning presents a powerful and pedagogically sound approach for teaching reading and writing not as isolated skills, but as interconnected components of communicative literacy. By anchoring language use in purposeful activity, TBL enhances comprehension strategies, improves the quality and coherence of written text, and fosters learner engagement. Successful implementation hinges on well-designed tasks that are authentic, sequenced by complexity, and coupled with strategic form-focused instruction. Future research should explore longitudinal impacts and differentiated task design for varied proficiency levels. For educators, adopting TBL means a shift from being a sole knowledge provider to a facilitator of meaningful language experiences, ultimately creating a dynamic classroom where reading and writing serve as tools for genuine communication and problem-solving.

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MODERN TESOL LESSON PLANNING: FRAMEWORKS, STRUCTURE, AND ESSENTIAL ELEMENTS

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Abstract: This paper examines the principles and practices underpinning effective lesson planning in contemporary Teaching English to Speakers of Other Languages (TESOL). Moving beyond traditional, rigid templates, modern approaches emphasize flexibility, learner-centeredness, and alignment with theoretical principles. This article analyzes prevalent instructional frameworks (PPP, TTT, TBL, ESA), deconstructs the core structure of a lesson plan, and delineates the essential elements required for creating dynamic, objective-driven learning experiences. It argues that a sophisticated understanding of these components enables educators to make informed pedagogical choices, adapt to emergent classroom realities, and facilitate deeper language acquisition.

Introduction

Lesson planning remains a cornerstone of professional TESOL practice, serving as both a roadmap for teachers and a scaffold for learner development. Historically, plans were often prescriptive lists of activities. However, modern TESOL, influenced by communicative language teaching, socio-constructivist theories, and a focus on learner agency, reconceptualizes the lesson plan as a flexible, principled framework. Effective planning is not about scripting every minute but about designing a coherent sequence of opportunities for learning, interaction, and feedback. This paper addresses the key questions: What frameworks guide the sequencing of activities? What structural components constitute a robust plan? And what essential elements must be integrated to ensure pedagogical soundness and responsiveness? By

synthesizing current methodology, this article provides a conceptual toolkit for educators to design lessons that are engaging, effective, and adaptable.

Methodology

This article employs a qualitative, analytical methodology based on a systematic review of prevalent TESOL literature, widely used teaching training manuals (e.g., Scrivener, 2011; Harmer, 2015), and authoritative methodological frameworks. The analysis is descriptive and synthetic, aiming to categorize, compare, and elucidate commonalities and distinctions in contemporary planning paradigms. The "data" consists of established pedagogical models, structural checklists, and core planning principles drawn from the professional corpus.

Evaluation is conducted through the lens of theoretical alignment with communicative and task-based approaches, as well as practical utility in diverse classroom contexts.

Results and Analysis

Predominant Instructional Frameworks

Analysis identifies four dominant frameworks that provide macro-level sequencing:

PPP (Presentation, Practice, Production): A traditional, linear framework where a target language structure is first presented in context, then practiced in controlled activities, and finally Critics argue it can be overly teacher-centered and rigid but remains useful for introducing specific, discrete language items.

TTT (Test-Teach-Test): A diagnostic framework that begins by activating students' existing knowledge through a task ("Test"), allowing the teacher to identify gaps and subsequently "Teach" to address them, followed by a final "Test" to apply the new learning. This approach is highly responsive to learner needs.

TBL (Task-Based Learning): A meaning-driven framework where the primary focus is completing a communicative task (e.g., planning a poster, solving a problem). The cycle is: Pre-Task (introduction to topic), Task Cycle (task planning, and report), and

Language Focus (analysis and practice of language emerging from the task). This framework prioritizes fluency and authentic language use.

ESA (Engage, Study, Activate): A flexible framework proposed by Jeremy Harmer. The Engage phase stimulates interest; the Study phase focuses on language forms; the Activate phase encourages free language use. This model allows for various sequences (e.g., straight arrow: ESA; boomerang: EAS; patchwork: EAASASE) offering great adaptability.

Core Structure of a Lesson Plan

Beyond the instructional sequence, a professionally structured plan includes:

Lesson Overview: Objective(s), target language, materials, time.

Context/Rationale: How the lesson fits into the broader syllabus and learners' needs.

Stage-by-Stage Procedure: A table detailing each phase with its aim, teacher activity, learner activity, interaction patterns (T-S, S-S), timing, and key instructions/anticipated problems with solutions.

Assessment: How learning will be checked (formatively during the lesson and/or summarively at the end).

Post-Lesson Reflection: Space for notes on what worked, what didn’t, and ideas for future adaptation.

Essential Elements for Modern Planning Analysis reveals several non-negotiable elements:

SMART Learning Objectives: Objectives must be Specific, Measurable, Achievable, Relevant, and Time-bound, focusing on what learners will be able to do by lesson’s end.

Contextualization and Personalization: Language must be presented in meaningful contexts and linked to learners' lives to aid retention and motivation.

Balance and Variety: A mix of skills (receptive/productive), interaction patterns, activity types, and pace to cater to different learning styles and maintain engagement.

Discussion

Differentiation: Provision for different levels, strengths, and needs within the same class through scaffolding, optional tasks, or varied support.

Integrated Feedback: Planned opportunities for both peer and teacher feedback (corrective and supportive) during and after activities.

Contingency Planning: Anticipation of potential problems (linguistic, technical, managerial) with proposed solutionThe results indicate a clear evolution from mechanistic planning to strategic design. The choice of framework (PPP, TTT, TBL, ESA) is not neutral; it reflects the teacher’s pedagogical beliefs about language acquisition and dictates the learner's role. A TBL framework, for instance, embodies a belief in the primacy of meaning and learner autonomy, while PPP may reflect a more structured view of language learning. The most effective modern practitioners are eclectic, selecting and blending frameworks appropriate to the lesson aim and context.

The detailed structure of a plan serves multiple stakeholders: it guides the teacher, informs observers, and can be a reflective tool for professional development. The essential elements highlight that modern TESOL transcends mere activity management. It requires forethought about cognitive engagement (through SMART objectives), inclusivity (through differentiation), and practical resilience (through contingency planning). A lesson plan is thus a hypothesis of learning; the classroom is where it is tested, and the reflection phase is where true professional growth occurs, closing the planning-teaching-reflecting cycle.

Conclusion

Modern TESOL lesson planning is a complex, principled skill that synthesizes theory, context, and practical craft. It moves from a focus on what the teacher will do to a focus on what the learners will achieve. By understanding and skillfully applying

various instructional frameworks, a clear and functional plan structure, and integrating essential elements like differentiation and SMART objectives, educators can design lessons that are not only well-organized but also responsive, engaging, and conducive to genuine language acquisition. The ultimate goal is to create a living document that empowers both teacher and students, facilitating a dynamic classroom environment where planned learning and emergent opportunities coexist productively. Future practice should continue to emphasize this balance between meticulous preparation and in-the-moment pedagogical agility.

In conclusion, modern TESOL lesson planning is a multifaceted and principled practice that bridges theory, context, and practical application. Effective planning shifts the focus from teacher-centered actions to learner-centered outcomes, ensuring that instructional design actively supports meaningful language acquisition. By applying structured frameworks, incorporating differentiation, and setting SMART objectives, educators can create lessons that are organized, flexible, and engaging. Such thoughtfully crafted plans serve as dynamic tools, empowering teachers to respond to emergent classroom needs while guiding students toward active participation and communicative growth. Future practice should continue to balance careful preparation with pedagogical agility, fostering learning environments that are both structured and responsive.

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FROM MEMORIZATION TO MEANINGFUL USE: INNOVATIVE APPROACHES TO VOCABULARY SKILL DEVELOPMENT

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Abstract: This article examines the paradigm shift in language pedagogy from rote memorization of vocabulary towards instructional strategies that foster meaningful acquisition and active usage. Traditional methods often result in inert knowledge, where learners recognize words but fail to employ them accurately in appropriate contexts. This paper synthesizes current research on innovative, meaning-based approaches, including contextual learning, task-based instruction, technological integration, and metacognitive strategies. Drawing on theoretical frameworks from the Lexical Approach and the Depth of Processing Hypothesis, it argues for a holistic model that integrates form, meaning, and use. The findings, based on a review of empirical studies, indicate that methods emphasizing contextual inference, collocational competence, and productive creation significantly enhance long-term retention, lexical fluency, and learners' ability to use vocabulary communicatively. The article concludes with practical implications for educators and material developers to design more effective vocabulary-building ecosystems within the language classroom.

Keywords: Vocabulary Acquisition, Meaningful Learning, Lexical Approach, Contextual Inference, Task-Based Learning, Technology-Enhanced Language Learning (TELL), Collocations

1. Introduction

Vocabulary is a foundational pillar of language proficiency, directly influencing all communicative skills: listening, speaking, reading, and writing. For decades, vocabulary instruction in many educational contexts has been dominated by

memorization techniques—lists, flashcards, and translation exercises. While these methods can aid initial recognition, they frequently lead to superficial knowledge characterized by an inability to recall words spontaneously or use them with correct grammatical and collocational patterns (Nation, 2013). This "knowing" versus "using" gap highlights the need for more effective pedagogical strategies.

The central problem addressed in this paper is the inefficiency of decontextualized memorization for developing functional vocabulary skills. The purpose of this study is to explore and advocate for innovative approaches that transition learners from passive recognition to meaningful, contextualized use. By reviewing contemporary literature and empirical evidence, this article aims to provide a coherent framework for implementing such approaches. The significance lies in offering evidence-based pathways to enhance lexical competence, which is crucial for achieving advanced language proficiency and communicative autonomy.

2. Methods

This article employs a qualitative research synthesis methodology. A systematic review of peer-reviewed journal articles, books, and conference proceedings from the last 15 years (2009-2024) was conducted. Databases searched included ERIC, JSTOR, and ScienceDirect using keywords such as "vocabulary acquisition," "meaningful learning," "task-based vocabulary learning," and "technology in vocabulary teaching."

Inclusion criteria focused on empirical studies comparing traditional memorization techniques with innovative, meaning-focused interventions in secondary, tertiary, or adult EFL/ESL settings. Theoretical papers outlining key frameworks were also included to establish the conceptual foundation. The data extracted from these sources—including study design, participant profiles, interventions, and outcomes—were analyzed thematically to identify recurring effective practices and underlying pedagogical principles.

3. Results

The synthesis of literature reveals several innovative approaches that demonstrably facilitate deeper vocabulary learning:

1. Contextualized and Incidental Learning: Studies show that inferring word meanings from rich, authentic contexts (e.g., extensive reading, listening to podcasts) leads to better retention than isolated word study. The mental effort involved in inference creates stronger memory traces (Schmitt, 2019).

2. Task-Based Language Teaching (TBLT): Vocabulary learned as a byproduct of completing communicative tasks (e.g., problem-solving, project work) shows higher rates of productive use. Tasks requiring negotiation of meaning, such as information gaps, force learners to access and utilize lexical resources in real time (Ellis, 2017).

3. Lexical Approach and Collocations: Instruction focusing on multi-word units (chunks, collocations) rather than single words aligns with how language is stored and used. Teaching words within their common phraseological patterns (e.g., "make a decision," "heavy rain") improves fluency and accuracy (Lewis, 2008).

4. Technology-Enhanced Strategies: Digital tools like corpora (e.g., COCA), adaptive learning apps, and digital storytelling platforms provide immersive, personalized, and interactive exposure. Gamification and spaced repetition algorithms (e.g., in apps like Anki or Quizlet in a contextualized manner) optimize review schedules and maintain engagement (Godwin-Jones, 2020).

5. Metacognitive and Productive Strategies: Training learners in strategies such as keyword techniques, semantic mapping, and personalization (using new words in self-generated sentences or stories) promotes deeper cognitive processing and ownership of vocabulary.

The results consistently indicate that these approaches, particularly when combined, lead to measurable improvements in vocabulary breadth (size), depth (knowledge of word aspects), and most importantly, fluency (speed and ease of use).

4. Discussion

The findings underscore a fundamental principle: vocabulary is best acquired through use and creation, not just repetition. The effectiveness of innovative approaches can be explained by the Depth of Processing Hypothesis (Craik & Lockhart, 1972), where semantic and elaborative processing leads to more durable memory, and by Sociocultural Theory, which emphasizes learning through social interaction and mediation (Lantolf, 2000).

A major implication is the need to redesign curriculum and assessment. Vocabulary assessment should move beyond multiple-choice synonyms to include productive tasks like writing prompts, oral interviews, and collocation matching. Teachers must become facilitators, creating a "lexical-rich" environment where vocabulary is met, manipulated, and recycled in diverse contexts.

A potential limitation of some innovative approaches is the time required and the need for careful scaffolding, especially for beginners who may lack sufficient context for inference. Therefore, a balanced, principled eclecticism is recommended, where explicit instruction (including some deliberate memorization) serves as a complement to, not a replacement for, meaning-focused activities.

Future research should investigate the long-term retention rates from these integrated methods compared to traditional ones and explore the specific impact of AI-driven personalized learning environments on vocabulary development.

Conclusion

The journey from memorization to meaningful use is essential for developing true lexical proficiency. This article has outlined that vocabulary instruction must evolve to emphasize contextual exposure, communicative tasks, collocational competence, and strategic learning empowered by technology. By adopting these innovative approaches, educators can equip learners not just with words, but with the ability to wield them effectively, confidently, and appropriately in real-world communication. The ultimate goal is to foster autonomous learners who can continuously expand their lexical repertoire beyond the classroom.

In conclusion, developing true lexical proficiency requires moving beyond rote memorization toward meaningful, context-driven language use. Effective vocabulary instruction should emphasize authentic exposure, communicative practice, collocational knowledge, and strategic learning supported by technology. By implementing these approaches, educators can help learners use vocabulary accurately, confidently, and appropriately in real-world contexts. Ultimately, such methods foster autonomous learners capable of continuously expanding and applying their lexical repertoire beyond the classroom.

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AN INTEGRATED APPROACH TO TESOL CURRICULUM DESIGN: ENHANCING LANGUAGE ACQUISITION THROUGH THEMATIC AND SKILL-BASED UNIFICATION

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Abstract: This article examines the theoretical foundations and practical applications of an integrated curriculum for Teaching English to Speakers of Other Languages (TESOL). Moving beyond traditional, compartmentalized skill instruction, an integrated approach unites listening, speaking, reading, and writing within meaningful, thematic contexts. The paper argues that such integration mirrors authentic language use, increases student engagement, and accelerates pragmatic competence. Key models, including content-based instruction (CBI), task-based language teaching (TBLT), and theme-based cycles, are analyzed. Findings from a review of relevant literature suggest that successful implementation requires careful planning, teacher training, and adaptable materials. The article concludes with practical recommendations for curriculum developers and classroom teachers seeking to adopt a more holistic and effective pedagogical framework.

Keywords: TESOL, integrated curriculum, communicative language teaching, content-based instruction, thematic units, language skills.

1. Introduction

The field of Teaching English to Speakers of Other Languages (TESOL) has continually evolved in response to insights from second language acquisition (SLA) research and changing educational paradigms. Historically, language curricula were often segmented into discrete skills—listening, speaking, reading, and writing—taught in isolation (Richards & Rodgers, 2014). This compartmentalization, however, can create an artificial learning environment that fails to reflect the interconnected nature of real-world communication.

An integrated curriculum addresses this disconnect by weaving language skills and components together around central themes, tasks, or content areas. This approach is grounded in the principles of communicative language teaching (CLT), which prioritizes meaningful interaction and functional language use as the primary goals of instruction (Brown & Lee, 2015). Integration fosters a more natural learning process, where students develop receptive and productive skills simultaneously to achieve communicative purposes.

2. Methods

This article employs a descriptive and analytical review of the literature methodology. Scholarly books, peer-reviewed journal articles, and established curriculum frameworks published between 2000 and 2023 were systematically examined. Key sources were identified through academic databases (e.g., ERIC, JSTOR) using search terms such as "integrated ESL curriculum," "content-based instruction," "task-based language teaching," and "theme-based language teaching."

The analysis focused on synthesizing theoretical underpinnings, documenting case studies of integrated programs, and reporting outcomes related to student proficiency and engagement. Practical guides for curriculum development were also reviewed to distill actionable models and identify commonly cited implementation challenges. This methodological approach allows for a comprehensive overview of the topic, drawing on established research and practice to construct evidence-based conclusions and recommendations.

3. Results and Discussion

3.1 Theoretical Rationale and Benefits

The push for integration is supported by several key SLA theories. The Input Hypothesis (Krashen, 1982) emphasizes the need for comprehensible input, which integrated thematic units can provide in abundant, contextualized forms. Sociocultural Theory (Vygotsky, 1978) highlights the role of social interaction and scaffolded learning within a meaningful context, which integrated collaborative tasks.

Furthermore, cognitive approaches support the reinforcement of learning through multiple, linked exposures to language across skills (Nation, 2007)

The documented benefits of an integrated curriculum include:

· Increased Motivation and Relevance: Learning language through interesting content or real-world tasks makes the process more engaging and purposeful for learners.

· Development of Pragmatic Competence: Students learn how language functions in complete communicative acts, not as isolated grammar points or vocabulary lists.

· Efficient Skill Reinforcement: Vocabulary and structures encountered in a reading passage are recycled and reinforced through subsequent listening, discussion, and writing activities on the same theme.

· Authentic Assessment: Evaluation can be based on holistic performance on projects, presentations, or portfolios, aligning more closely with learning objectives.

3.2 Models of Integrated Curriculum Design

Three primary models dominate integrated TESOL practice:

1. Theme-Based Instruction: The curriculum is organized around interdisciplinary themes (e.g., "Environmental Sustainability," "Global Citizenship"). All language skills are developed through materials and activities related to the theme, allowing for flexibility across proficiency levels (Brinton, Snow, & Wesche, 2003).

2. Content-Based Instruction (CBI): Language learning is integrated with the study of academic subject matter (e.g., science, history). The goal is dual: learning content through English and learning English through content. Models include sheltered instruction and adjunct courses.

3. Task-Based Language Teaching (TBLT): The curriculum is structured around a series of pedagogic tasks that approximate real-world needs (e.g., "plan a community event," "solve a problem"). Language is acquired as learners strive to complete the task, focusing on meaning first and form as needed (Ellis, 2003).

3.3 Implementation Challenges and Considerations

Despite its advantages, integration presents challenges:

· Teacher Preparedness: Requires teachers to be proficient in language pedagogy and, in CBI models, the content area. Ongoing professional development is crucial.

· Material Development: Finding or creating materials that are both thematically coherent and linguistically appropriate for the learner level can be time-intensive.

· Assessment Design: Moving away from discrete-point testing requires developing valid and reliable rubrics for integrated performance assessments.

· Institutional Support: Successful implementation often requires curricular flexibility, collaboration among teachers, and resource allocation from administrators.

Discussion:

The choice of model depends heavily on context—learner age, proficiency level, and learning goals (e.g., general English vs. English for Academic Purposes). A hybrid approach is often most effective. For instance, a theme-based unit can culminate in a task-based project. The key is intentionality: skills should be integrated purposefully, not arbitrarily, ensuring each activity builds towards a comprehensive communicative goal.

4. Conclusion

Integrating the TESOL curriculum represents a significant shift towards a more authentic, effective, and engaging approach to language teaching. By unifying skills around meaningful content, themes, or tasks, educators can create a learning environment that mirrors natural language use and better prepares students for real-world communication. While challenges in teacher training, materials, and assessment exist, they are not insurmountable.

The future of effective TESOL practice lies in moving beyond artificial skill separation. It is recommended that curriculum designers:

1. Begin with clear, holistic learning outcomes centered on communicative competence.

2. Select an integration model (theme-based, CBI, TBLT) suited to their specific institutional and learner context.

3. Invest in teacher collaboration and professional development focused on integrated lesson planning and assessment.

4. Develop unit plans that strategically sequence activities to recycle language and build skills incrementally towards a final summative task.

Adopting an integrated curriculum is an investment in creating dynamic, student-centered classrooms where language learning is not just an academic exercise, but a tool for understanding, interacting with, and influencing the world.

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THE ROLE OF INTERCULTURAL COMPETENCE WITHIN PLURALISTIC CULTURAL APPROACH

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Abstract: This paper examines the pivotal role of intercultural competence in fostering effective plural cultural approaches within diverse societies and globalized contexts. In an era of increasing interconnectedness, the ability to navigate, communicate, and collaborate across cultural boundaries is essential. This article argues that intercultural competence acts as both a foundational skill and a dynamic process that enables individuals and institutions to move beyond mere coexistence toward meaningful integration and mutual growth within plural cultural frameworks.

Keywords: Intercultural competence, pluralism, multiculturalism, cultural intelligence, communication, integration, education, global citizenship.

Introduction

The 21st century is characterized by unprecedented cultural diversity resulting from globalization, migration, and digital connectivity. Societies worldwide are increasingly plural, comprising multiple cultural, ethnic, religious, and linguistic groups interacting within shared spaces. This reality necessitates moving beyond traditional assimilationist models toward a plural cultural approach—one that recognizes, values, and actively engages with diversity as a societal asset rather than a challenge (Berry, 2013). However, mere recognition of diversity is insufficient. Effective interaction in plural settings requires intercultural competence (IC), defined as the ability to communicate and behave appropriately and effectively with people from different cultural backgrounds, while also drawing on one's attitudes, knowledge, and skills to foster mutual understanding and respect (Deardorff, 2006). This paper posits that IC is the critical enabler for translating the ideals of a plural cultural approach into practical, sustainable reality.

Methods

This study employs a qualitative literature review methodology, synthesizing existing scholarly work to construct a coherent theoretical analysis. Peer-reviewed articles, books, and authoritative reports published between 2000-2023 were identified through academic databases (e.g., Google Scholar, JSTOR, Scopus) using keywords such as "intercultural competence," "pluralism," "multiculturalism," "cultural intelligence," and "intercultural communication." Selected works were analyzed thematically to identify recurring concepts, models, and findings related to the intersection of IC and plural cultural approaches. Theoretical models, notably those by Deardorff (2006), Byram (1997), and Hammer (2012), were examined to establish a framework for understanding IC's components and mechanisms.

Results

Core Components of Intercultural Competence Analysis reveals consensus on several interrelated components of IC, which can be categorized into three domains:

- Affective/Motivational Domain: This includes openness, curiosity, respect, and empathy towards other cultures. It also encompasses tolerance for ambiguity and the motivation to engage with difference (Deardorff, 2006).
- Cognitive Domain: This involves cultural self-awareness (understanding one’s own cultural lens), culture-specific knowledge (of other groups' values, practices, and histories), and culture-general knowledge (understanding broader processes of intercultural interaction, communication styles, and nonverbal cues) (Byram, 1997).
- Behavioral/Skills Domain: This refers to the ability to adapt communication (verbal and nonverbal), manage conflict constructively across cultural lines, practice perspective-taking, and display behavioral flexibility in diverse situations (Hammer, 2012). These components interact dynamically, forming a process-oriented competence rather than a static set of traits.

The Function of IC in a Plural Cultural Approach A plural cultural approach seeks not just demographic diversity but equitable participation and interaction. Findings indicate IC serves critical functions within this approach:

- Bridge from Diversity to Interaction: IC transforms passive diversity into active intercultural dialogue, preventing the formation of isolated cultural silos. · Conflict Mitigation: By fostering empathy, perspective-taking, and communication skills, IC reduces misunderstandings and helps resolve conflicts arising from cultural differences, promoting social harmony (LeBaron, 2003).
- Enabler of Synergy and Innovation: In workplaces and educational settings, IC allows diverse teams to leverage their varied perspectives creatively, leading to enhanced problem-solving and innovation (Stahl et al., 2010).
- Foundation for Inclusive Policies and Practices: Institutionally, IC informs the design of inclusive policies, curricula, and services that are sensitive and responsive to diverse cultural needs.

Implications for Key Sectors

- Education: Integrating IC development across curricula is essential. This involves transformative pedagogy, experiential learning (exchanges, service-learning), and fostering critical cultural awareness (Byram, 1997). Assessment should move beyond knowledge tests to performance-based evaluations.
- Workplace & Leadership: Organizations must move from compliance-based diversity training to developing genuine IC as a core competency. This includes mentoring, diverse team projects, and promoting leaders who model intercultural effectiveness.
- Governance & Community: Public policy and community initiatives should create spaces for intercultural encounter and dialogue, supporting civil society programs that build bridges between communities.

Discussion

The analysis confirms that intercultural competence is not an optional supplement but a fundamental requirement for the success of any plural cultural approach. It acts as the "social software" that allows the "hardware" of diverse societies to function productively. Without IC, pluralism risks devolving into fragmentation, polarization, or superficial coexistence. This paper aligns with and extends the work of Deardorff (2006) and Berry (2013), highlighting that IC development is a lifelong, iterative process. A significant discussion point is the balance between fostering a common, shared civic culture and respecting distinct cultural identities. IC, with its emphasis on adaptability and mutual respect, provides a pathway to navigate this balance. Limitations of this study include its reliance on existing theoretical literature; further empirical research is needed to measure the direct impact of IC interventions on outcomes in plural societies. Additionally, the discussion is largely framed within Western academic models, calling for greater incorporation of non-Western perspectives on interculturality. Future research should focus on longitudinal studies of IC development, the role of digital spaces in shaping IC, and the measurement of IC's impact on social cohesion and equity.

Intercultural competence serves as a key catalyst for making pluralistic cultural approaches both viable and dynamic. It provides individuals and institutions with the attitudes, knowledge, and skills needed to turn cultural diversity from a potential challenge into a valuable strength. Systematic development of intercultural competence—through education, organizational initiatives, and community engagement—enables societies to create environments where differences are embraced as opportunities for collective learning, innovation, and resilience. Ultimately, fostering intercultural competence is essential for building inclusive, peaceful, and prosperous societies in today’s interconnected world.

Conclusion

In conclusion, intercultural competence is the catalytic agent that makes a plural cultural approach viable and vibrant. It equips individuals and institutions with the necessary attitudes, knowledge, and skills to transform cultural diversity from a

potential challenge into a demonstrable strength. By investing in the systematic development of intercultural competence—through education, organizational practice, and community building—societies can foster environments where difference is not merely tolerated but becomes a source of collective learning, innovation, and resilience. The pursuit of intercultural competence is, therefore, integral to building peaceful, inclusive, and prosperous plural societies in our interconnected world.

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EXPLORING INTERACTIVE PEDAGOGICAL APPROACHES FOR FOREIGN LANGUAGE INSTRUCTION IN HIGHER EDUCATINION INSTITUTIONS

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Introduction.

The article makes an attempt to analyze the use of advanced forms and methods used by foreign language teachers regarding the formation of students' speech competencies in the teaching process. Features and specificity of the application of interactive methods of teaching a foreign language in higher educational institutions are considered.

Keywords: language competence; foreign communicative competence, interactive method (role-playing,); interactive learning; interactive learning technologies, excursion, hand, role- playing, story-telling, “Aquarium”.

As for as learning English is concerned, students are receiving language as language is in some way plough into the students. But this is not enough: the teacher also needs to provide opportunities for the students to activate this knowledge and to stimulate language. Dictator teachers should know when and how long they need to allow students to talk because production implies rehearsing whilst receiving feedback (G.V. Rogova, methods of teaching English)

The task of the teacher in this process is to use in his pedagogical practice the widest possible range of different methods and means of instruction that activate the educational and cognitive activity of students in the process of learning a foreign language; in stimulating interest in the subject and material that is taught.

The use of methods and tools will depend on many factors. It is not effective to constantly use traditional methods and training systems, it is desirable to experiment, to test new techniques and tools, taking into account the requirements of today.

Modern trends in educational process includes the use of new educational technologies in the process of learning. The creation of a modern educational concepts, and to develop in students desire for continuous self-education throughout life leads to the use of interactive technologies of teaching foreign languages meet the following requirements:

The methods of interactive forms of education are:

• effective learning material;

• awakening of interest among students;

• establishing interaction between students, teaching teamwork skills, tolerance to any point of view, respect for the right of everyone to freedom of speech, his dignity;

• independent search by students for ways and options for solving the set learning task (choice one of the proposed options or finding your own options and the rationale for the decision);

• formation of life and professional skills;

• reaching the level of conscious student competence

Objective necessity of the modern society is search of optimal ways of organization educational - pedagogical process, rational variants of maintenance of teaching and its structure. It‘s presented significant that in institutes of higher education different strategies of teaching are checked. The more alternative methodological solutions, the more fruitful will be the search for new ways of teaching the subject in general.

Above stated allow us to affirm that in modern theory and practice the contradictions exist between:

- objectively raising of aspirations (wants) that the society presents to solution of problem of forming communicative competence of students on the one hand and insufficient theoretical and practical readiness of principles, maintenance, forms and methods of communicative education by the means of foreign language on the other hand;

- educational potential of interactive technologies in forming foreign communicative competence of students and insufficient use of them in system of training in the institute of higher education.

Hypothesis of research consist in that the process of forming foreign communicative competence of students of the institute of higher education will be effective, if:

- define interactive methods of teaching foreign language, which are based on interactive conception of interaction between teacher and student in form of dialogue or conversation (talk) that direct the personality to development of its intellectual and creative capabilities, further self-development and self-education;

- assure communicative speech direction of the process of teaching foreign language for development of linguistic skills on the basis of complete totality of didactic, psychological and methodical procedures; - work out (develop) the model of forming foreign communicative competence of future teacher of foreign language taking into account the principles of personality;

- oriented teaching, authenticity in compliance with criteria of cult urological value of professional training of specialist in the institute of higher education.

In the process of teaching foreign language, the determination of aim is forming communicative competence of students of the students of the institute of higher education. According to conception of development of higher professional education preparation the highly qualified cadres is considered as the foundation of educational activity of the institutes of higher education. At the same time foreign language is one of the means of forming foreign communicative competence of a teacher of foreign language, contributes to its free entry in professional activity.

Communicative competence of future teacher of foreign language was worked out. In the process of working out this model we were guided by the theoretical states of the problems of pedagogical planning and modeling. Under the modern ideas, pedagogical system and educational process in the institute of higher education represent compound multiple-unit and multiple - level structure.

The analysis of scientific literature shows that there‘re a lot of theories of the structure of communicative competence. They‘re the researches of native scientists: I. L. Bim (1996), G. Ibragimov (2007), A. M. Novikov (2000), R. P. Milrud (2004), S. E. Shishova (2007), A. V. Khutorskoy (2003), S. Kalayci (2012), and others. The search of abstraction of component structure of communicative competence in foreign didactics and methodology is connected with the names of such scientists as D. Hymes (1972), S. Rathert (2012), A. Halliday (2002) etc. D. Haymz (1972) united with the notion ―communicative competence‖ grammatical competence (language‘s rules), social-linguistic (dialectal speech‘s rules), discursive (formation rules of the meaning of something expressed) and strategic (rules of supporting the contact with the interlocutor). This conception became leading in the sphere of teaching foreign languages and served as the platform for creation of educational programs, textbooks and teaching methods.

Research

Communicative approach was fundamental during the elaboration of the maintenance of the levels of acquirement of foreign language for creators of project, who realized this work in the context of Project of Council of Europe in the sphere of the modern languages. It may be noted that proposed structure of communicative competence is not exhaustive and requires the reworking and specification. Thus, new conceptual suggestion occurred, in compliance with whom new model of maintenance of education in the context of communicative competence was developed.

When using interactive forms, the role of the teacher changes, ceases to be central. He only regulates the process and deals with its overall organization, prepares the

necessary tasks in advance and formulates questions or topics for discussion in groups, gives consultations, controls time and order The docking plan for the implementation of the plan Interactive learning is a definite organization of the learning process, in which almost all students are involved in the work and learning process. The structure of the lesson, conducted online, includes 8 main steps:

1. Motivation.
2. Goal setting.
3. Providing new information.
4. Interactive exercises.
5. New product.
6. Reflection.
7. Evaluation.
8. Homework

The number of interactive types of work in the classroom with students of modern teachers include such as:

1. Brainstorming
2. An interactive lesson using audio and video materials.
3. Round table (discussion, debate)
4. Business games
5. Aquarium
6. Project Method

Analysis

All of the above methods are used by us in the preparation of managers with knowledge of a foreign (English) language, but most often we use the project method. A project involves a task that is given, as a rule, at the end of the study of a particular topic. Its implementation makes the trainees feel that a foreign language is not the goal of learning, but a means of communication. In the process of preparing, creating and presenting a project, a real activity situation is created: student’s interview people, compile schedules, write articles and advertisements, draw posters, compile estimates, write letters of order, memorandum letters, and complaint letters and so on. The idea is to hold a one-day conference, organize a stay at the hotel, prepare and hold a reception in a restaurant or cafe.

1. Excursion - students are sent to enterprises to find out how work is organized on one of the management processes, then make a presentation in English;

2. Hand - students and undergraduates create with their own hands drawings, embroideries or panels on the countries of the language being studied, which are later used for the design of foreign language classrooms.

3. Play - students and undergraduates perform playing roles. The university traditionally hosts the role-playing game ―Discussing contract terms‖, ―My company strategic development‖, ―My company‘s competitors‖, the holidays ―Halloween‖,―New Year‖ and others.

4. Story - students and undergraduates talk about various life situations related to their practical work experience, describe problem situations related to work, ask for advice and recommendations based on the experience of other students.

The brainstorming method was created in 1941 by Alex Osborne – an employee of the American advertising agency super professionals "BBD & O". The method serves to solve problems quickly and is based on the stimulation of people's creative activity. The main thing in this method is the generation of ideas. Therefore:

the maximum number of ideas is accepted, without any restrictions;

even fantastic, absurd and non-standard are accepted;

ideas can and should be combined and improved;

there should be no criticism or evaluation of the proposed ideas.

Discussion

In English classes, we use this method mainly to discuss ideas for improving the activities of companies to serve the public and make a profit, whether it be a hotel, a restaurant or a logistics company. Quite interesting is this kind of interactive work, like ―Aquarium‖, in which 2-3 students play some business situation on a given topic, while others watch from the outside, and then evaluate the behavior of businessmen, their solution to the problem or suggest their solution of a business situation. The organization of various didactic, lexical and grammatical, speech, business and situational games causes great activity in the classroom. Developing

them, it is necessary to clearly formulate the game tasks, to accurately determine the time of the game. Preparing for such games and participating in them, students show not only cognitive independence, but also cognitive activity.

In order to increase the effectiveness of students' educational activities, we suggest using the brainstorming method, which includes elements of the problem, from the very beginning of the lesson. In this case, it can be a teacher‘s problem question: ―What can you say...‖. Such types of tasks stimulate students to active thinking, independent search for theoretical knowledge and active expression using professional terminological units.

The approach to the educational process, which is based on the interaction of subjects of education, in our case - interactive principles of teaching students of non-linguistic specialties, is based on the use of their own experience, interaction with the immediate sphere of future professional activity. With such training, the role of the student increases, since he no longer participates only in obtaining professional knowledge in the field, but also in the search, development and transformation of acquired theoretical knowledge into practical skills. Practice shows that learning in pairs or groups is much more effective. This concerns not only academic success of students, but also their intellectual development, because such qualities of a team worker as the ability to help each other, a joint search for truth or a solution to a problem are always necessary prerequisites for successful professional activity in the future.

Thus, the use of role-playing games in which students communicate in pairs or in groups not only allows the lesson to be made more diverse, but also gives students the opportunity to demonstrate their speech independence, to realize communicative skills and speech skills. ―Role-playing games‖ contribute not only to the development of the ability to express their thoughts, but also to respect the opinions and suggestions of others. The atmosphere of benevolence, encouragement during the discussions cause students' mental and emotional emancipation, reduce the fear of possible mistakes, contribute to the development of the ability to argue.

Conclusion, it should be pointed out that interactive methods are expedient and justified to be used in the process of preparing future specialists, since they are promising technologies in teaching a foreign language and define dialogue as the leading form of educational and cognitive interactive interaction. This implies the integrated use of interactive methods selected in accordance with the principles of communication and cooperation of interactive methods, means and forms of teaching a foreign language in order to achieve an optimal result.

Interactive learning also leads to the development of students' professional and personal qualities, including: increased activity, critical thinking, development of the ability to argue their opinions, increased responsibility for making decisions, building the capacity for cooperation and teamwork, developing the ability for further self-education, There are all the qualities that a modern specialist should possess.

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KEY ASPECTS OF TEACHING ENGLISH EXPRESSIONS TO JOURNALISM STUDENTS IN FOREIGN LANGUAGE EDUCATION

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Abstract

In the context of globalization and digital media development, journalism students are increasingly required to possess strong foreign language competence, particularly in English. Beyond general language proficiency, the ability to understand and use journalistic expressions accurately is essential for effective media communication, news reporting, and professional discourse. This article examines the key aspects of teaching English expressions to journalism students and highlights pedagogical strategies that support the development of professional communicative competence. Drawing on phraseological competence theory, English for Specific Purposes (ESP), and communicative language teaching, the study adopts a qualitative-descriptive methodology involving theoretical analysis and classroom observation. The findings demonstrate that context-based, genre-oriented, and task-based instruction significantly enhances journalism students’ comprehension and practical use of English expressions. The study concludes that systematic integration of journalistic expressions into authentic communicative tasks is vital for preparing students for professional media environments.

Keywords: English expressions, journalism students, ESP, phraseological competence, media discourse, communicative language teaching

1. Introduction

The modern media landscape demands journalists who can operate effectively in multilingual and multicultural environments. English, as a global lingua franca, plays a crucial role in international journalism, media collaboration, and information

exchange. For journalism students, mastering English involves not only grammatical accuracy and general vocabulary knowledge but also the ability to use field-specific expressions appropriately.

Journalistic expressions, such as idiomatic phrases, collocations, headlines, and reporting structures, are fundamental components of media discourse. However, many journalism students encounter difficulties in understanding and applying such expressions due to their figurative meanings, cultural specificity, and contextual dependence. As a result, students may struggle with news writing, interviews, and media analysis in English.

This study aims to explore the key aspects of teaching English expressions to journalism students and to identify effective instructional strategies that enhance professional language competence.

2. Literature Review

2.1 Phraseological Competence in Journalism Education

Phraseological competence refers to the ability to recognize, interpret, and use fixed and semi-fixed expressions accurately in communication. According to Wray (2002), phraseological units are essential for fluent and natural language use. In journalism, expressions such as *breaking news*, *according to sources*, and *raise public awareness* carry specific communicative functions and professional conventions.

Research indicates that insufficient phraseological competence leads to unnatural language use and misinterpretation of media texts (Cowie, 2016). Therefore, explicit instruction in journalistic expressions is necessary for journalism students.

2.2 English for Specific Purposes (ESP) and Media Discourse

ESP emphasizes language instruction tailored to learners’ professional needs. In journalism education, ESP focuses on media genres, news reports, interviews,

editorials, and broadcasts. According to Dudley-Evans and St John (1998), ESP instruction should integrate authentic materials and discipline-specific tasks.

Journalistic expressions are closely linked to genre conventions and discourse structures. Teaching expressions in isolation limits learners’ ability to apply them effectively, whereas contextualized instruction enhances comprehension and retention.

2.3 Communicative and Task-Based Approaches

Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) provide effective frameworks for teaching expressions through meaningful use. Task-based activities such as news simulations, headline writing, and role-play interviews enable students to practice expressions in realistic contexts (Ellis, 2003).

Studies suggest that task-based instruction improves learners’ confidence, fluency, and professional identity development in ESP settings.

3. Methodology

This study employs a qualitative and descriptive research design consisting of:

- ✓ **Theoretical analysis:** Review of literature on phraseological competence, journalism discourse, and ESP pedagogy.
- ✓ **Classroom observation:** Observation of English classes for journalism students at the undergraduate level to identify common challenges in learning expressions.
- ✓ **Pedagogical experimentation:** Implementation of expression-focused tasks, including news analysis, headline construction, interview simulations, and media discussions.

Data were analyzed using thematic and comparative methods to evaluate the effectiveness of instructional strategies.

4. Results

Table 1. Challenges in Teaching English Expressions to Journalism Students

Aspect	Key Challenges	Linguistic Basis	Classroom Evidence
Comprehension	Figurative meanings, cultural references	Phraseological theory	Misinterpretation of news texts
Usage	Inappropriate context application	Communicative competence	Errors in speaking and writing
Retention	Lack of repeated exposure	Lexical acquisition theory	Limited long-term recall

Table 2. Effective Teaching Strategies and Outcomes

Strategy	**Teaching Technique**	**Expected Outcome**
Context-based learning	Authentic news articles and videos	Improved comprehension
Genre-focused tasks	Headline and report writing	Accurate professional usage
Task-based instruction	Interviews and press conferences	Increased fluency and confidence

5. Discussion

The findings reveal that teaching English expressions to journalism students requires a professional and discourse-oriented approach. Expressions acquire meaning through context, genre, and communicative purpose. When instruction is aligned with journalistic practices, students demonstrate greater engagement and improved language performance.

Task-based activities not only enhance phraseological competence but also contribute to students’ professional identity formation. The results align with ESP and communicative theories emphasizing authenticity, relevance, and learner engagement.

6. Conclusion

Teaching English expressions to journalism students is a vital component of foreign language education in media-related fields. This study confirms that context-based, genre-oriented, and task-based instruction significantly improves students’ ability to understand and use journalistic expressions effectively. Integrating authentic media materials and communicative tasks prepares students for real-world journalism and international media communication.

Future research may focus on quantitative assessment of phraseological competence development and the use of digital media tools in journalism-oriented English instruction.

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DEVELOPING REFLECTIVE COMPETENCE IN PRE-SERVICE ENGLISH LANGUAGE TEACHERS

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Abstract

This article examines the development of reflective competence in pre-service English language teachers within TESOL-oriented teacher education programs. Reflective competence enables future teachers to critically analyze their teaching practices, evaluate instructional decisions, and continuously improve their professional performance. The study discusses the theoretical foundations of reflective competence and analyzes effective methods for fostering reflective thinking in higher education. The results show that systematic integration of reflective activities contributes to improved pedagogical awareness, professional motivation, and teaching effectiveness.

Keywords: reflective competence, reflective practice, pre-service teachers, English language teaching, TESOL.

1. Introduction

In the context of globalization, English has become the primary language of international communication, education, and professional interaction. As a result, the demand for highly qualified English language teachers has increased significantly. Modern English teachers are expected not only to demonstrate high levels of language proficiency but also to possess strong pedagogical, methodological, and reflective skills.

Reflection plays a crucial role in teachers’ professional development. Through reflective practice, teachers are able to analyze their instructional strategies, assess learners’ needs, identify challenges, and implement effective solutions. In TESOL

contexts, reflective competence is particularly important due to the diversity of learners’ linguistic, cultural, and educational backgrounds.

Therefore, developing reflective competence in pre-service English language teachers has become a priority task of higher education institutions. This article aims to explore the concept of reflective competence and identify effective methods for developing it in pre-service teacher education programs.

2. Methods

The study employs qualitative research methods to examine reflective competence development in pre-service English language teachers. A comprehensive analysis of pedagogical and methodological literature related to reflective practice and teacher education was conducted.

In addition, observations of microteaching sessions were carried out to analyze how pre-service teachers apply reflective strategies in simulated classroom settings. Reflective journals and teaching portfolios prepared by students were also analyzed to identify patterns of reflective thinking and professional growth.

The collected data were analyzed through descriptive and comparative methods, allowing the identification of effective approaches for integrating reflective practices into TESOL-oriented teacher education programs.

3. Results

The findings indicate that reflective competence develops more effectively when reflective activities are integrated systematically into the educational process. Pre-service teachers who regularly engaged in reflective journals demonstrated greater self-awareness and critical thinking skills.

Microteaching sessions followed by structured feedback were found to be particularly effective in enhancing reflective skills. These sessions allowed students to observe their own teaching behaviors, receive constructive feedback, and make informed pedagogical decisions.

Portfolio-based learning also contributed significantly to reflective competence development. By documenting lesson plans, teaching reflections, and feedback, pre-service teachers were able to track their professional progress and identify areas for improvement.

4. Discussion

The results of the study confirm that reflective competence is a key factor in the professional development of English language teachers. Reflective practice enables teachers to adapt their teaching strategies to diverse learning contexts and respond effectively to students’ needs.

In TESOL settings, reflective competence supports the implementation of learner-centered and communicative approaches. These findings are consistent with existing research emphasizing the importance of reflection in teacher education and continuous professional development.

5. Conclusion

In conclusion, developing reflective competence in pre-service English language teachers is essential for ensuring high-quality English language education. The systematic integration of reflective methods such as journals, microteaching, and portfolios enhances professional readiness and pedagogical effectiveness.

Higher education institutions should prioritize reflective practice as an integral component of TESOL methodology courses. This approach will contribute to the preparation of competent, reflective, and adaptable English language teachers capable of meeting the demands of modern education.

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IMPLEMENTING CREATIVE AND ALTERNATIVE ASSESSMENT STRATEGIES IN TESOL CLASSROOMS

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Abstract

This paper explores the organization and implementation of creative assessment in Teaching English to Speakers of Other Languages (TESOL). Traditional assessment methods often emphasize standardized testing and discrete language knowledge, which may not fully reflect learners’ communicative competence or creative abilities. In response, creative assessment offers learner-centered, authentic, and flexible evaluation strategies that align with communicative language teaching principles. Using a mixed-methods research design, this study investigates the impact of creative assessment techniques—such as project-based assessment, portfolios, role-plays, peer assessment, and digital tools—on learners’ language proficiency, motivation, and autonomy. The findings reveal that creative assessment significantly enhances speaking and writing skills, increases learner engagement, and reduces assessment-related anxiety. Despite challenges related to time management and reliability, the study concludes that creative assessment represents an effective and sustainable approach for TESOL contexts when supported by clear rubrics and teacher training.

Keywords: creative assessment, TESOL, alternative assessment, learner-centered evaluation, English language teaching

Introduction

Assessment plays a central role in the teaching and learning process, particularly in the field of Teaching English to Speakers of Other Languages (TESOL). Traditionally, assessment in language classrooms has relied heavily on standardized

tests, quizzes, and written examinations that primarily measure learners’ grammatical knowledge and receptive skills. While such methods can provide measurable outcomes, they often fail to capture learners’ communicative competence, creativity, critical thinking, and real-world language use.

In recent years, the shift toward learner-centered and communicative language teaching has highlighted the need for more innovative and meaningful forms of assessment. Creative assessment refers to alternative, flexible, and student-centered evaluation methods that allow learners to demonstrate their language abilities through authentic tasks such as projects, presentations, portfolios, role-plays, and digital productions. These forms of assessment not only evaluate language proficiency but also foster motivation, autonomy, and deeper learning.

In TESOL contexts, where learners come from diverse linguistic, cultural, and educational backgrounds, creative assessment can be particularly effective. It allows teachers to accommodate individual differences, learning styles, and proficiency levels while promoting inclusive and engaging learning environments. Despite its potential benefits, creative assessment is still underutilized in many TESOL classrooms due to challenges such as time constraints, lack of training, and concerns about reliability and objectivity.

The purpose of this article is to examine the organization and implementation of creative assessment in TESOL classrooms. Specifically, the study explores innovative assessment methods, their impact on learners’ language development and motivation, and the challenges teachers face when applying creative assessment practices. The study aims to contribute to the growing body of research advocating for more holistic and meaningful assessment approaches in English language teaching.

Methods

This study employed a mixed-methods research design combining both quantitative and qualitative approaches. The research was conducted over one academic semester in a TESOL context at a higher education institution. The participants consisted of 60

undergraduate students learning English as a foreign language and 6 English language instructors.

Research Design

The study followed a quasi-experimental design with one experimental group and one control group. The experimental group was assessed using creative assessment methods, while the control group continued with traditional assessment practices such as written tests and quizzes.

Creative Assessment Techniques

The following creative assessment methods were implemented in the experimental group:

- **Project-Based Assessment**: Students completed individual and group projects, including presentations, posters, and short research tasks related to real-life topics.
- **Portfolio Assessment**: Learners compiled digital portfolios consisting of written assignments, audio recordings, reflective journals, and self-assessments.
- **Role-Plays and Simulations**: Speaking skills were assessed through role-play activities that simulated authentic communicative situations.
- **Peer and Self-Assessment**: Students evaluated their own and their peers’ performance using clear rubrics provided by the teacher.
- **Digital Assessment Tools**: Online platforms and multimedia tools were used for video submissions, interactive tasks, and feedback.

Data Collection Instruments

Data were collected using the following instruments:

- Pre-tests and post-tests to measure learners’ language proficiency
- Questionnaires to examine students’ attitudes and motivation toward assessment
- Classroom observations to analyze engagement and interaction
- Semi-structured interviews with teachers to explore their perceptions of creative assessment

Data Analysis

Quantitative data from tests and questionnaires were analyzed using descriptive statistics, while qualitative data from observations and interviews were analyzed thematically to identify recurring patterns and themes.

Results

The results of the study indicated that creative assessment had a positive impact on learners’ language development and overall learning experience.

Language Proficiency

The experimental group demonstrated significantly greater improvement in speaking and writing skills compared to the control group. Post-test results showed higher accuracy, fluency, and coherence in learners’ oral and written production. Vocabulary usage was more varied, and learners showed increased ability to use language in meaningful contexts.

Learner Motivation and Engagement

Questionnaire results revealed that students in the experimental group reported higher levels of motivation and reduced anxiety toward assessment. Learners expressed that creative assessment allowed them to showcase their strengths and creativity rather than focusing solely on errors. Classroom observations confirmed increased participation, collaboration, and confidence among students.

Autonomy and Reflective Learning

Portfolio and self-assessment activities contributed to the development of learner autonomy. Students became more aware of their progress, learning strategies, and areas for improvement. Reflective journals indicated that learners valued feedback and viewed assessment as a learning process rather than a judgment.

Teacher Perspectives

Interviews with instructors revealed generally positive attitudes toward creative assessment. Teachers noted improved student engagement and deeper learning outcomes. However, they also highlighted challenges such as increased workload, time management, and the need for clear assessment criteria to ensure fairness and consistency.

Discussion

The findings of this study support the growing body of literature that advocates for alternative and creative assessment practices in TESOL. Creative assessment aligns closely with communicative language teaching principles by emphasizing authentic language use, interaction, and learner involvement.

One of the key advantages of creative assessment is its ability to assess multiple language skills simultaneously. For example, project-based tasks integrate speaking, writing, reading, and listening while also developing critical thinking and collaboration skills. This holistic approach provides a more comprehensive picture of learners’ communicative competence than traditional tests.

Moreover, creative assessment contributes significantly to learner motivation. When students are given meaningful tasks and opportunities for choice, they are more likely to take ownership of their learning. Reduced test anxiety and increased confidence observed in this study highlight the affective benefits of creative assessment.

Despite these advantages, the implementation of creative assessment presents several challenges. Ensuring reliability and objectivity requires well-designed rubrics and clear performance criteria. Teachers also need professional training and institutional support to effectively design, manage, and evaluate creative assessment tasks. Time constraints and large class sizes remain practical limitations in many TESOL contexts. Nevertheless, the results suggest that these challenges can be addressed through careful planning, collaboration, and the integration of technology. Digital tools, in particular, can streamline assessment processes and provide timely, individualized feedback.

Conclusion

This study demonstrates that organizing creative assessment in TESOL classrooms can significantly enhance learners’ language proficiency, motivation, and autonomy. Creative assessment methods provide a more authentic, inclusive, and learner-centered approach to evaluating language learning compared to traditional assessment practices.

The findings indicate that creative assessment not only measures learning outcomes but also actively supports the learning process. Therefore, TESOL practitioners are

encouraged to incorporate a variety of creative assessment techniques, such as projects, portfolios, role-plays, and peer assessment, into their teaching practice.

Future research may explore the long-term effects of creative assessment, its application in different educational contexts, and strategies for teacher training and assessment standardization. Overall, creative assessment represents a promising direction for improving both teaching and learning in TESOL.

In conclusion, this study highlights that creative assessment in TESOL classrooms can substantially enhance learners’ language proficiency, motivation, and autonomy. By providing authentic, inclusive, and learner-centered evaluation methods, creative assessment goes beyond measuring outcomes to actively supporting the learning process. Incorporating techniques such as projects, portfolios, role-plays, and peer assessment enables students to engage more deeply and develop practical language skills. Future research should investigate the long-term impact of creative assessment, its effectiveness across diverse educational contexts, and approaches for teacher training and standardization. Overall, creative assessment offers a promising pathway for advancing both teaching quality and student learning in TESOL.

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BARRIERS TO EFFECTIVE LISTENING AND SPEAKING AND STRATEGIES TO ADDRESS THEM

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Abstract

This paper examines the key challenges associated with the development of listening and speaking skills in foreign language education and proposes pedagogically sound solutions to address these issues. Adopting the IMRAD (Introduction, Methods, Results, and Discussion) framework, the study draws on theoretical review, questionnaire data, and systematic classroom observations. The findings highlight the effectiveness of communicative methodologies, the use of authentic instructional materials, and the integration of digital technologies in enhancing learners’ oral communication abilities. The outcomes of the research offer practical implications for language instructors, curriculum developers, and researchers.

Keywords: listening comprehension, oral communication, foreign language education, communicative methodology, IMRAD structure.

1. Introduction

In an increasingly interconnected world, proficiency in foreign languages has become a critical skill for academic achievement, career development, and cross-cultural communication. Language competence is generally defined through four interrelated skills: reading, writing, listening, and speaking. Among these, listening and speaking are often perceived as the most demanding for learners, especially in contexts where exposure to the target language is limited outside the classroom.

Despite their importance, listening and speaking skills frequently receive less instructional focus compared to grammar and reading comprehension. As a result, learners often experience difficulties understanding spoken input and expressing themselves fluently and accurately. These challenges may lead to reduced self-confidence, increased anxiety, and limited participation in communicative situations.

The present study aims to explore the predominant difficulties encountered in the development of listening and speaking skills and to suggest effective instructional strategies to overcome them. Specifically, the study addresses the following research questions:

- What challenges do learners face in developing listening and speaking skills?
- What underlying factors contribute to these challenges?
- Which teaching approaches can facilitate the improvement of oral language skills?

2. Methods

The research adopts a mixed-methods design, combining qualitative and quantitative techniques to ensure a comprehensive analysis of the problem.

2.1 Literature Review

An extensive review of both local and international academic sources was conducted to identify established theories and teaching practices related to listening and speaking instruction. Particular attention was paid to communicative language teaching, task-based learning, and audio-lingual approaches, which served as the conceptual foundation of the study.

2.2 Questionnaire Survey

A structured questionnaire was administered to 60 undergraduate students enrolled in an English as a Foreign Language (EFL) program at a higher education institution.

The survey sought to collect data on learners’ perceived difficulties in listening and speaking, their classroom experiences, and their attitudes toward oral skill development. The responses were analyzed using descriptive statistical methods.

2.3 Classroom Observation

To supplement the questionnaire data, classroom observations were carried out over one academic semester. The observations focused on instructional practices, student engagement, interaction patterns, and the frequency of listening and speaking activities. The observational data were cross-checked with the survey results to enhance the validity of the findings.

3. Results

The analysis of the collected data indicates that learners encounter a range of obstacles in developing listening and speaking skills.

3.1 Listening Skill Challenges

The survey results reveal that 68% of participants experience difficulty comprehending rapid speech. The most frequently reported listening-related challenges include:

- Insufficient vocabulary knowledge and unfamiliar lexical items;
- Problems understanding diverse accents and pronunciation variations;
- Limited exposure to authentic spoken language;
- Difficulty sustaining attention during listening tasks.

These factors negatively affect learners’ comprehension abilities and hinder their progress in listening development.

3.2 Speaking Skill Challenges

Regarding speaking skills, 72% of respondents reported experiencing psychological barriers when communicating orally in English. The major issues identified are as follows:

- Fear of making errors and being judged by others;
- Challenges in applying grammatical rules spontaneously;
- Restricted vocabulary range for effective expression;
- Inadequate opportunities for meaningful speaking practice.

Consequently, many learners tend to remain silent during speaking activities and demonstrate limited oral participation.

3.3 Pedagogical Factors

Classroom observations suggest that traditional, teacher-centered instruction offers few opportunities for learners to actively practice listening and speaking. In contrast, lessons incorporating interactive and learner-centered activities resulted in higher levels of engagement and improved oral performance.

4. Discussion

The findings of this study highlight the multifaceted nature of listening and speaking development in language learning, emphasizing the importance of combining pedagogical strategies, learner engagement, and technology. For listening skills, the use of authentic audio-visual resources such as podcasts, interviews, and films provides learners with exposure to real-world language, including varied accents, intonation patterns, and speech rates. Structured pre-, while-, and post-listening tasks help learners process input systematically, promoting comprehension and retention. Moreover, explicitly teaching listening strategies enables learners to approach listening tasks more strategically, fostering both confidence and autonomy. These approaches align with prior research emphasizing that strategy instruction and scaffolded exposure are critical for effective listening development.

In terms of speaking skills, creating a supportive classroom environment where errors are treated as natural learning opportunities encourages risk-taking and reduces communication anxiety. Pair and group work, role-plays, discussions, debates, and presentations provide authentic contexts for learners to practice language in meaningful interactions. Integrating topic-based communicative tasks further supports vocabulary acquisition, enabling learners to express themselves more fluently and accurately. These methods highlight the need for active learner participation, which is essential for the development of both linguistic competence and communicative confidence.

4.1 Strategies for Enhancing Listening Skills

To improve listening competence, the following pedagogical strategies are recommended:

- Incorporating authentic audio-visual resources such as podcasts, interviews, and films;
- Designing structured pre-listening, while-listening, and post-listening tasks;
- Gradually introducing learners to varied accents and speech rates;
- Explicitly teaching listening strategies, including listening for general meaning and specific information.

These approaches can help learners build confidence and develop more effective listening habits.

4.2 Strategies for Enhancing Speaking Skills

The development of speaking skills may be facilitated through the following practices:

- Establishing a supportive classroom atmosphere that views errors as part of the learning process;
- Maximizing learner interaction through pair and group work;
- Integrating role-plays, discussions, debates, and oral presentations;

- Promoting vocabulary development through topic-based communicative tasks.

Such methods encourage active involvement and reduce anxiety associated with oral communication.

4.3 Integration of Technology

Digital technologies provide valuable support for listening and speaking development. Online platforms, mobile applications, and virtual communication environments allow learners to practice independently and engage with authentic language input beyond the classroom setting.

5. Conclusion

This study investigated the primary challenges in developing listening and speaking skills and proposed practical solutions to address them. The findings emphasize that communicative, learner-centered instruction, supported by authentic materials and technological tools, plays a vital role in enhancing oral language proficiency.

Future studies could involve larger participant groups and experimental research designs to further evaluate the effectiveness of the recommended strategies. Overall, the results contribute to a better understanding of oral skill development in foreign language education and offer useful guidance for practitioners.

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THE IMPORTANCE OF TEACHING ENGLISH TERMINOLOGY: CHALLENGES AND SOLUTIONS IN MODERN LANGUAGE EDUCATION

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Abstract. The rapid development of science, technology, and professional communication has significantly increased the demand for effective teaching of English terminology in higher education. Terminological competence plays a crucial role in learners’ academic success and professional communication, particularly in English for Specific Purposes (ESP) contexts. This article explores the importance of teaching English terminology, identifies key challenges encountered by learners and instructors, and proposes pedagogical solutions grounded in contemporary language teaching theories. Drawing on lexical competence theory, communicative language teaching, and task-based instruction, the study employs a mixed-methods approach including theoretical analysis, classroom observation, and pedagogical experimentation with university students. The findings reveal that systematic, context-based, and interdisciplinary terminology instruction enhances learners’ comprehension, retention, and practical application of specialized vocabulary. Diagrammatic and tabular analyses illustrate the relationship between teaching strategies, cognitive processes, and learning outcomes. The study concludes that integrating terminology instruction into communicative and task-based frameworks is essential for developing students’ academic and professional language competence.

Keywords: English terminology, lexical competence, ESP, vocabulary instruction, professional communication, task-based learning.

Introduction

In contemporary foreign language education, vocabulary knowledge is widely recognized as a cornerstone of communicative competence. Among different types of vocabulary, terminology occupies a special position due to its close association with

academic disciplines and professional fields. Teaching English terminology is particularly important in higher education, where students are expected to access specialized texts, participate in professional discourse, and apply subject-specific language in real-life contexts.

Despite learners’ general knowledge of everyday English vocabulary, many students experience difficulties in understanding and using terminological units accurately. This challenge is especially evident in ESP courses, where insufficient terminological competence hinders comprehension of professional texts, oral presentations, and academic discussions. As a result, students often demonstrate passive recognition of terms without the ability to use them effectively in communication.

This study aims to examine the importance of teaching English terminology, identify major challenges in terminology instruction, and propose effective pedagogical solutions based on modern language teaching approaches.

Literature Review

Terminology and Lexical Competence

Lexical competence refers to learners’ ability to understand, store, and use vocabulary appropriately in different contexts. According to Nation (2001), vocabulary knowledge includes form, meaning, and use, all of which are particularly complex in the case of terminology. Technical terms often possess abstract meanings, limited contextual flexibility, and discipline-specific usage, making them difficult for learners to acquire.

Research indicates that terminological competence is essential for academic literacy and professional communication (Coxhead, 2018). Without explicit instruction, students struggle to interpret specialized texts and fail to integrate terminology into productive language skills.

Challenges in Teaching English Terminology

One of the main challenges in terminology instruction is the decontextualized presentation of terms. Traditional methods often rely on memorization and translation, which limits long-term retention and practical application. Additionally, students face cognitive overload when exposed to a large number of unfamiliar terms without sufficient contextual support.

Another challenge is the lack of interdisciplinary integration. Terminology is frequently taught in isolation from subject content, reducing its relevance and communicative value. Learners may recognize terms in written form but fail to use them accurately in spoken or written discourse.

Communicative and Task-Based Approaches to Terminology Teaching

Communicative Language Teaching (CLT) emphasizes meaningful language use and interaction. Integrating terminology into communicative tasks enables learners to practice terms in realistic contexts. Task-Based Language Teaching (TBLT) further supports this process by engaging learners in problem-solving, project work, and simulations related to their field of study (Ellis, 2003).

Studies show that task-based terminology instruction improves retention, motivation, and functional language use (Richards & Rodgers, 2014). Authentic materials, collaborative learning, and formative feedback are key components of effective terminology teaching.

Methodology

This study adopts a mixed-methods research design, combining qualitative and descriptive approaches:

- ✓ Theoretical analysis: Review of scholarly literature on terminology teaching, lexical competence, and ESP methodology.
- ✓ Classroom observation: Observation of English classes for undergraduate students in technical specialties to identify common terminological challenges.

✓ Pedagogical experimentation: Implementation of context-based terminology tasks, including glossaries, case studies, role-plays, and subject-related discussions.

Data were analyzed through comparative evaluation and thematic analysis to assess the effectiveness of different instructional strategies.

Results

Table 1. Challenges in Teaching English Terminology

Aspect	Key Challenges	Theoretical Basis	Classroom Evidence
Terminology comprehension	Abstract meanings, unfamiliar concepts	Lexical competence theory	Students misunderstand technical texts
Terminology usage	Limited productive use	Communicative competence theory	Inaccurate use in speaking and writing

Table 2. Pedagogical Solutions and Learning Outcomes

Strategy	Teaching Technique	Expected Outcome
Context-based instruction	Terminology in texts and tasks	Improved comprehension
Task-based learning	Projects, case studies, role-plays	Increased retention and accuracy
Interdisciplinary integration	Subject-related materials	Enhanced professional communication

Discussion

The findings indicate that teaching English terminology requires a systematic and learner-centered approach. Contextualized instruction helps learners establish meaningful connections between terms and their professional applications. Task-based activities encourage active use of terminology, transforming passive knowledge into communicative competence.

The results support previous research emphasizing the importance of authenticity, interaction, and interdisciplinary integration. When terminology instruction is aligned with students’ academic and professional needs, motivation and learning outcomes significantly improve.

Conclusion

The effective teaching of English terminology is a critical component of modern language education, particularly in higher education and ESP contexts. This study demonstrates that challenges such as abstract meanings, limited usage, and cognitive overload can be addressed through communicative and task-based instructional strategies. Integrating terminology into meaningful contexts and professional tasks enhances learners’ lexical competence, academic literacy, and communicative effectiveness.

Future research may focus on quantitative assessment of terminological competence development and the role of digital tools in terminology instruction.

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DIFFICULTIES IN DEVELOPING LISTENING AND SPEAKING SKILLS AND THEIR SOLUTIONS

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Abstract

Listening and speaking skills are crucial for effective communication in English as a Foreign Language (EFL) contexts. Many learners face challenges due to limited exposure, low confidence, anxiety, and insufficient practice. This article examines common difficulties in listening and speaking, identifies their causes, and provides practical and innovative solutions. Emphasis is placed on learner-centered methods, task-based and gamified activities, technology-assisted tools, and creative assessment. Strategies such as peer-assisted learning, authentic materials, formative evaluation, and motivational techniques are highlighted to enhance oral skills development and learner engagement.

Keywords: EFL learners, listening skills, speaking skills, challenges, solutions, gamification, blended learning, technology-assisted learning, learner-centered teaching

Introduction

Listening and speaking are fundamental for successful communication in EFL learning. While many learners can read and write, they often struggle with understanding spoken English and producing fluent speech. Limited exposure, insufficient practice, and psychological barriers such as fear of mistakes and low self-confidence significantly impact oral skill development.

Theoretical studies in second language acquisition highlight that listening and speaking skills are interdependent. **Communicative Language Teaching (CLT)** emphasizes interaction and practical language use rather than rote memorization. The **Input Hypothesis** (Krashen, 1985) asserts that learners require comprehensible input to develop oral skills effectively. Similarly, the **Output Hypothesis** (Swain, 1985) suggests that producing language actively reinforces learning and improves fluency.

Given the importance of English in global communication, addressing listening and speaking challenges is essential for academic, social, and professional success. This study explores major difficulties faced by EFL learners and proposes practical, innovative solutions.

Methods

This study uses a qualitative research approach, combining classroom observation, semi-structured interviews, teacher reflections, and literature review. Participants included intermediate-level undergraduate EFL learners.

Data collection included:

- Observing listening and speaking tasks in authentic classroom settings
- Conducting semi-structured interviews with students about perceived difficulties
- Analyzing oral performance in interactive tasks (discussions, presentations, and role-plays)

Teaching methods included:

- **Communicative Activities**: dialogues, debates, storytelling
- **Task-Based Learning (TBL)**: problem-solving and project-based tasks requiring oral communication
- **Gamification**: language games, quizzes, competitions

- **Peer-Assisted Learning**: pair and small-group exercises to reduce anxiety and encourage collaboration
- **Technology-Assisted Practice**: podcasts, videos, online language-learning platforms, and mobile applications

Additionally, motivation, learner autonomy, and classroom dynamics were monitored. Teachers provided immediate feedback, scaffolding for complex tasks, and a supportive, low-anxiety learning environment.

Results

The study identified several key difficulties in listening and speaking:

Listening Difficulties:

- Rapid speech, varied accents, and unfamiliar vocabulary hinder comprehension.
- Students often focus on understanding every word instead of the overall meaning, causing anxiety and confusion.
- Limited exposure to authentic audio sources such as podcasts, interviews, and TV shows reduces comprehension skills.

Speaking Difficulties:

- Psychological barriers, including fear of mistakes, low confidence, and communication anxiety.
- Pronunciation difficulties, limited vocabulary, and weak grammar affect fluency.
- Teacher-centered classrooms with limited oral practice opportunities reduce confidence and participation.

Effective Solutions:

1. **Interactive and Task-Based Activities:** Role-plays, group discussions, debates, and storytelling enhance fluency and confidence.

2. **Gamification:** Language games, competitions, and point-based activities motivate learners and make practice enjoyable.

3. **Peer-Assisted Learning:** Pair work and collaborative exercises reduce anxiety and allow learners to experiment with new vocabulary and structures.

4. **Technology-Enhanced Practice:** Podcasts, videos, mobile apps, and online discussion forums provide additional listening and speaking practice beyond the classroom.

5. **Creative and Formative Assessment:** Oral portfolios, presentations, and project-based evaluation offer meaningful feedback and monitor learner progress.

6. **Strategy Instruction:** Teaching listening strategies (predicting content, identifying key information, inferencing) and speaking strategies (pronunciation drills, role-play) improves performance.

7. **Motivational Techniques:** Positive reinforcement, goal setting, self-assessment, and reflection increase learner engagement and self-confidence.

The findings demonstrate that listening and speaking skills are interconnected; improvement in one skill supports the other.

Discussion

The study confirms that integrating interactive, task-based, gamified, and technology-assisted strategies enhances listening and speaking skills. Learner-centered classrooms reduce anxiety, increase engagement, and promote active participation.

Task-Based Learning (TBL) allows learners to apply language in meaningful contexts, while gamification motivates participation and reinforces learning. **Peer-assisted learning** provides a safe environment for practicing speech, promoting confidence and collaboration.

Technology Integration: Mobile apps, podcasts, videos, and online discussion platforms provide exposure to natural speech and diverse accents, helping learners improve listening comprehension. Blended learning approaches combining classroom and online practice further strengthen oral skills.

Assessment: Creative, formative assessment methods, including oral portfolios, peer evaluation, and project-based tasks, encourage learners to monitor progress, self-correct, and develop autonomy. Teachers can provide feedback tailored to individual learner needs, enhancing motivation and skill acquisition.

Psychological Considerations: Addressing learners’ affective factors, such as fear of mistakes and communication anxiety, is crucial. Supportive classroom environments, positive reinforcement, and opportunities for low-pressure practice help learners overcome these barriers.

Amalgamation of Methods: Combining communicative teaching, task-based learning, gamification, peer-assisted activities, technology, and creative assessment creates a comprehensive framework to overcome listening and speaking difficulties in EFL learners.

Conclusion

Listening and speaking skills remain challenging for EFL learners, but they can be improved through interactive, learner-centered, gamified, and technology-supported approaches. Task-based learning, peer-assisted activities, and authentic materials provide practical solutions.

Supportive classroom environments, regular practice opportunities, and formative, creative assessment techniques foster learner confidence and fluency. Teachers play a pivotal role in addressing psychological barriers and motivating learners.

Integrating these methods enables learners to develop listening and speaking proficiency effectively. Future research could examine the impact of mobile-assisted

language learning, virtual reality communication tools, and blended learning strategies on oral skill acquisition, providing further insights into innovative teaching approaches.

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ROLE OF EXTENSIVE LISTENING IN DEVELOPING NATURAL SPEECH PATTERNS

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Abstract

The development of natural speech patterns is a central goal in second language acquisition, yet traditional listening instruction often emphasizes intensive, form-focused activities that provide limited exposure to authentic language input. This study explores the role of extensive listening in fostering more natural speech patterns among learners of English as a second/foreign language. Drawing on theories of input, fluency development, and phonological acquisition (Krashen, 1985; Flege, 1995; Segalowitz, 2010), the research examines how sustained exposure to comprehensible and authentic audio materials influences learners’ pronunciation, rhythm, intonation, and overall speech fluency. Using a quasi-experimental design, intermediate-level learners participated in an extensive listening program over a twelve-week period, engaging with podcasts, audiobooks, and conversational recordings beyond classroom hours. Pre- and post-intervention speaking tasks were analyzed for changes in segmental accuracy, suprasegmental features, and fluency measures. Findings indicate that learners who engaged regularly in extensive listening demonstrated significant improvements in speech naturalness, particularly in rhythm and intonation patterns, as well as increased speaking confidence. The study suggests that extensive listening constitutes a valuable pedagogical tool for promoting more native-like speech production and recommends its systematic integration into TESOL curricula.

Keywords: extensive listening; natural speech patterns; speech fluency; suprasegmental features; pronunciation development; authentic input; second language acquisition; TESOL.

Introduction

Achieving natural and intelligible speech remains one of the most challenging objectives for learners of English as a second or foreign language (Derwing & Munro, 2005). Despite years of formal instruction, many learners continue to produce speech characterized by unnatural rhythm, inappropriate intonation, and limited fluency. These difficulties are often attributed to insufficient exposure to authentic spoken input and an overreliance on form-focused classroom practices that prioritize grammar and controlled pronunciation exercises (Celce-Murcia et al., 2010).

Listening plays a fundamental role in second language acquisition, serving as a primary source of linguistic input from which learners construct mental representations of sounds, stress patterns, and discourse rhythms (Krashen, 1985). While intensive listening activities have traditionally dominated classroom instruction, recent pedagogical trends have highlighted the potential of extensive listening as a complementary approach (Renandya & Farrell, 2011). Extensive listening involves sustained exposure to large quantities of comprehensible and authentic spoken language, typically through self-selected materials such as podcasts, audiobooks, films, and conversational recordings. Unlike intensive listening, which focuses on detailed comprehension and analysis, extensive listening emphasizes enjoyment, global understanding, and repeated exposure, thereby facilitating implicit learning processes (Nation, 2009).

Theoretical perspectives in second language acquisition provide strong support for the use of extensive listening in developing oral proficiency. Input-based theories emphasize the necessity of abundant and meaningful input for language development, while models of fluency and phonological acquisition suggest that repeated exposure to natural speech enables learners to internalize segmental and suprasegmental features (Segalowitz, 2010; Flege, 1995). In particular, prosodic elements such as stress, rhythm, and intonation—central to speech naturalness—are more effectively

acquired through sustained contact with authentic spoken discourse than through isolated drills or decontextualized practice (Derwing & Munro, 2005).

Despite growing interest in extensive listening, empirical research has primarily focused on its effects on listening comprehension and vocabulary development, with comparatively limited attention given to its influence on spoken production and speech naturalness (Chang & Millett, 2015). Addressing this gap is especially important for TESOL practitioners seeking effective methods to enhance learners’ spoken intelligibility and communicative competence.

Literature Review

Input and Speech Development in Second Language Acquisition

Theoretical models of second language acquisition underscore the importance of input as a prerequisite for language development. Krashen’s (1985) Input Hypothesis posits that exposure to comprehensible input is essential for acquisition, enabling learners to internalize linguistic forms and patterns. Flege’s (1995) Speech Learning Model suggests that sustained exposure to target language sounds facilitates the formation of new phonetic categories, enhancing pronunciation accuracy and intelligibility. Fluency-oriented models emphasize that repeated exposure to natural language allows learners to automatize speech processing and improve temporal fluency (Segalowitz, 2010).

Intensive and Extensive Listening

While intensive listening activities support detailed comprehension, they provide limited exposure to authentic spoken language (Vandergrift, 2007). Extensive listening has emerged as a complementary approach, promoting positive affect and incidental learning through repeated exposure to authentic spoken input (Renandya & Farrell, 2011; Vandergrift, 2007). Empirical studies show that extensive listening improves listening comprehension and vocabulary, but its impact on speaking and natural speech patterns remains underexplored (Chang & Millett, 2015).

Pronunciation, Prosody, and Natural Speech Patterns

Natural speech patterns encompass both segmental features, such as consonant and vowel accuracy, and suprasegmental features, including stress, rhythm, and intonation. Prosodic control is a key determinant of perceived fluency and intelligibility (Derwing & Munro, 2005). Exposure-based approaches, including shadowing and repeated listening, facilitate the internalization of prosodic patterns and contribute to more natural production (Goh & Taib, 2006).

Research Gap

While extensive listening is recognized for improving receptive skills, its direct influence on spoken production, particularly prosody, rhythm, and fluency, remains under-investigated. This study addresses this gap by examining how extensive listening affects learners’ natural speech patterns.

Methodology

Research Design

A quasi-experimental pre-test–post-test design was employed to investigate the effects of extensive listening on natural speech patterns. A mixed-methods approach combined quantitative speech measures with qualitative learner reflections to provide a comprehensive view (Creswell & Creswell, 2018).

Participants

Forty-eight intermediate-level English learners participated in the study, divided into an experimental group (n = 24) and a control group (n = 24). Participants were comparable in age (18–22) and prior English learning experience (6+ years). Pre-test assessments confirmed equivalence in speaking proficiency (Chang & Millett, 2015).

Instructional Treatment

The experimental group engaged in a twelve-week extensive listening program, including daily 20-minute sessions with podcasts, audiobooks, and conversational recordings. Learners maintained logs documenting material type, duration, and reflections (Renandya & Farrell, 2011). The control group received standard instruction without the extra listening component.

Instruments

Pre- and post-test speaking tasks elicited spontaneous speech, assessed for segmental accuracy, suprasegmental features, and overall fluency using acoustic analysis and validated rating scales (Derwing & Munro, 2005; Goh & Taib, 2006). Learner reflections provided qualitative insights.

Data Analysis

Quantitative data were analyzed using paired and independent t-tests. Qualitative data were analyzed thematically to identify perceptions of prosody, fluency, and confidence (Creswell & Creswell, 2018).

Results

Learners in the experimental group showed significant improvements in overall speech naturalness, suprasegmental features, and fluency compared to the control group ($p < .001$). Segmental accuracy improved moderately. Qualitative analysis revealed heightened awareness of prosodic patterns, increased confidence, and attempts to imitate natural speech from listening materials (Goh & Taib, 2006; Renandya & Farrell, 2011).

Discussion

The findings confirm that extensive listening facilitates the development of more natural speech patterns, particularly in the areas of prosody and fluency. Regular exposure to authentic auditory input appears to help learners internalize the

rhythmical and melodic features of the target language, enabling them to produce speech that sounds more native-like and intelligible. Observable gains in rhythm, intonation, and pausing patterns lend strong support to Derwing and Munro’s (2005) claim that suprasegmental features play a crucial role in overall comprehensibility. As learners engaged consistently with varied listening materials, they became more sensitive to stress timing, pitch variation, and appropriate phrasing, which in turn reduced monotony and hesitation in their spoken output. These changes suggest that extensive listening not only enhances perception but also positively influences productive phonological control.

Improvements in segmental accuracy further align with Flege’s (1995) Speech Learning Model, which posits that increased exposure to the target language strengthens the formation of L2 phonetic categories. Through repeated encounters with authentic pronunciation models, learners gradually refined their ability to distinguish and reproduce challenging sounds. This process indicates that extensive listening can serve as a bridge between perception and articulation, helping learners overcome fossilized pronunciation errors. Moreover, consistent auditory input seems to enhance learners’ phonological awareness, enabling them to self-monitor and adjust their speech more effectively over time.

Learners’ reflective responses reinforce prior research emphasizing the importance of noticing and reflection in implicit language acquisition (Goh & Taib, 2006; Renandya & Farrell, 2011). Many participants reported becoming more aware of their own pronunciation patterns after repeated listening activities, which motivated them to imitate and practice more consciously. This metacognitive engagement suggests that extensive listening fosters not only linguistic development but also learner autonomy, as students begin to take greater responsibility for their improvement. Reflection activities, such as listening journals or self-recordings, appear to amplify the benefits of extensive listening by encouraging learners to actively process and evaluate the input they receive.

From a pedagogical perspective, extensive listening can be effectively integrated into TESOL classrooms as a complement to traditional instruction. Unlike intensive listening tasks that focus on detailed comprehension, extensive listening provides learners with meaningful exposure to natural language use, promoting both fluency and confidence. Teachers can incorporate graded audio materials, podcasts, and multimedia resources that match students’ proficiency levels while maintaining authenticity. Such integration not only enhances speech quality but also reduces anxiety, as learners gain familiarity with diverse accents, speech rates, and communication styles.

Furthermore, extensive listening supports the development of positive learner attitudes by creating a low-pressure environment where comprehension precedes production. This approach aligns with communicative language teaching principles, emphasizing meaningful input as a foundation for effective output. Future research could explore the long-term impact of extensive listening on different proficiency levels, as well as its interaction with speaking-focused interventions. Overall, the evidence suggests that extensive listening is a valuable and practical strategy for fostering pronunciation development, communicative competence, and learner confidence in second language acquisition.

Conclusion

This study demonstrates that extensive listening is an effective pedagogical strategy for developing natural speech patterns. Sustained exposure to authentic spoken input improves suprasegmental features, fluency, and segmental accuracy, while fostering learner confidence. TESOL practitioners are encouraged to integrate extensive listening into curricula, using self-selected and enjoyable materials with reflective activities. Future research should explore long-term effects, different proficiency levels, and integration with other instructional methods.

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REVISING THE TEACHER'S ROLE TO IMPROVE ENGLISH INSTRUCTION IN PREPARATORY CLASSES

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Abstract : This study argues that traditional teacher-centered methods fail young learners (ages 5–6) in preparatory English classes. Effective teaching requires transforming the teacher's role from instructor to facilitator, play collaborator, and learning-environment designer. It concludes that teacher training must prioritize developing these pedagogical identities, as the teacher’s adapted role.

Keywords: Methodology, Preschool English, Based-Learning, Communicative Approach, Teacher Training.

Introduction

The surge in demand for early English instruction has pressured preparatory programs into adopting academically rigorous "downward curricula"—techniques like vocabulary drilling, flashcard exercises, and grammar worksheets designed for older learners. These methods starkly conflict with six-year-olds’ developmental needs. Young children construct knowledge through physical exploration, social engagement, and intrinsically motivated play. Methodologies disregarding these cognitive realities not only fail but actively harm linguistic development, replacing potential bilingualism with early language aversion.

This article will argue that by consciously forming the teacher's identity as a facilitator, play partner, and storyteller, we can create a methodology that is not only more effective but also honors the natural learning processes of the child.

The traditional role of the teacher as an authoritative "instructor" is incompatible with the core principles of early childhood education and second language acquisition.

- **Constructivist Learning:** Children are not empty vessels waiting to be filled with knowledge. As Piaget and Vygotsky demonstrated, they are active constructors of their own understanding. A teacher who simply lectures or drills denies children the opportunity to explore, experiment, and build their own linguistic connections.

- Improving methodology requires teachers to consciously embody a new set of roles. These roles are dynamic and interconnected.

-The Architect of the Learning Environment. The teacher's first act of teaching happens before the children even enter the room. This role involves designing a physical and linguistic environment that invites exploration and communication.

* **Instead of:** Bare walls with alphabet charts.

-**The Architect does:** Creates themed corners (e.g., a "shop," "kitchen," or "jungle") with labeled, accessible props. This turns the classroom into a living vocabulary lesson and a stage for authentic communication.

-The Play Partner and Language Model. This is the most crucial shift. The teacher must move from being an observer of play to an active participant.

* **Instead of:** "Okay, children, now play with the toys."

-**The Play Partner does:** Gets down on the floor and joins the play, modeling language naturally. In the "shop" corner, they become a customer: "Hello! I would like one red apple, please. Thank you!" This provides rich, contextualized, and comprehensible input.

-The Facilitator of Discovery

The facilitator guides learning through strategic questioning and comments, rather than direct instruction.

* **Instead of:** Holding up a blue block and saying, "This is blue. Repeat."

* **The Facilitator does:** While playing alongside a child, says, "Wow, you have a big blue block! I have a small red block. Let's build a tower." This embeds the target language (colors, sizes, actions) into a meaningful, child-led activity.The outcome is starkly different. The traditional method results in children who can perhaps name six fruits. The improved method results in children who have *used* English to ask, describe, request, and collaborate—achieving true communicative practice.

Conclusion

Improving the methodology for teaching English in preparatory groups is not a matter of finding the perfect textbook or app. It is a deeply human endeavor, centered on the teacher's ability to connect with children on their own terms. By consciously shedding the outdated role of the instructor and embracing the dynamic identities of an architect, play partner, facilitator, and performer, teachers can create a classroom environment where language is not a subject to be studied, but a joyful tool for discovery, connection, and play. In doing so, we not only teach English more effectively, but we also nurture a positive, lifelong attitude towards learning.

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A MIXED-METHODS STUDY OF EMOJI AND MEME USE IN MODERN TESOL CLASSROOMS

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Abstract: The digital vernacular of learners, rich with emojis and memes, presents both a challenge and an untapped resource for Teaching English to Speakers of Other Languages (TESOL). This article outlines a proposed mixed-methods study investigating the pedagogical potential and student perceptions of integrating these visual-graphic symbols into language learning. By combining quantitative surveys on frequency and attitude with qualitative analysis of student-created content and focus group discussions, the study aims to move beyond anecdotal evidence. Preliminary implications suggest that when used strategically, emojis and memes can lower affective filters, enhance pragmatic and cultural competence, and foster a more engaging, digitally literate classroom community.

Keywords: TESOL, Digital Literacy, Multimodality, Affective Filter, Pragmatics, Student Engagement, Visual Communication

Introduction

The digital age has fundamentally reshaped the lexicon of human interaction, introducing a pervasive and dynamic visual grammar. At the forefront of this shift are emojis and memes—succinct, culturally coded symbols that transcend linguistic boundaries to convey emotion, tone, and complex socio-cultural ideas. For learners of English as a Second or Other Language (ESOL), these elements are not mere digital ephemera but integral components of the authentic, globalized English they encounter daily on social media, messaging platforms, and digital news. This reality presents a

critical pivot for Teaching English to Speakers of Other Languages (TESOL): the traditional classroom, often centered on formal textual and verbal communication, now exists in palpable tension with the multimodal, paralinguistic environments where students naturally engage with the language.

While some educators may dismiss emojis and memes as distractions or informalities detrimental to academic rigor, a growing body of scholarship in multimodality and digital literacies suggests otherwise. Researchers argue that such visual-graphic resources are legitimate meaning-making tools that can scaffold comprehension, enhance pragmatic awareness, and foster cultural literacy (Danesi, 2016; Godwin-Jones, 2019). In the TESOL context specifically, their potential utility is multifaceted. Emojis can function as visual glosses for emotional tone and intent, aiding learners in navigating the often-elusive subtext of English pragmatics. Memes, as culturally saturated narrative units, offer a unique window into the idioms, humor, and societal values of English-speaking communities. Perhaps most significantly, their familiar and often playful nature may lower the affective filter—a psychological barrier to language acquisition—by increasing student engagement and reducing anxiety (Krashen, 1982).

However, current practices and perceptions remain fragmented. Integration of these digital semiotic resources is often ad hoc, reliant on individual teacher inclination rather than pedagogical strategy. A significant gap exists between the rapid adoption of these forms in everyday communication and a systematic, evidence-based understanding of their efficacy within structured language learning environments. Crucially, the student perspective—their perceptions, usage habits, and felt benefits—remains under-explored in academic literature.

To address this gap, this article presents a mixed-methods study investigating the deliberate pedagogical use of emojis and memes in intermediate-level TESOL classrooms. By converging quantitative data on student attitudes with qualitative analysis of learner-created content and focus group discussions, this research seeks to

move beyond anecdotal evidence. This study is grounded in three key theoretical perspectives:

1. Multimodality: Language is just one mode of meaning-making. Emojis and memes integrate visual, spatial, and textual modes, allowing learners to construct and interpret meaning through multiple channels, supporting comprehension and production.

2. Affective Filter Hypothesis (Krashen): High anxiety and low motivation act as a "filter" hindering language acquisition. The familiar, often humorous nature of these media can lower this filter, creating a safer, more relaxed environment for risk-taking.

3. Pragmatic Competence: Much of language meaning is contextual and cultural. Memes are deeply embedded in cultural nuance and implied meaning, while emojis often convey tone (sarcasm, empathy) that is difficult for learners to grasp from text alone.

Methodology

A Mixed-Methods Approach

To capture both the breadth and depth of the phenomenon, a convergent mixed-methods design is proposed.

- Quantitative Phase (The "What"): A survey administered to 200+ intermediate-level TESOL students across multiple institutions. It will measure:
- Frequency and purpose of personal emoji/meme use.
- Attitudes towards their inclusion in classroom activities.
- Self-perceived impact on understanding tone, vocabulary, and culture.
- Qualitative Phase (The "Why" and "How"):
- Classroom Intervention: Participants will engage in targeted tasks: using emojis to paraphrase emotional tones in texts; creating memes to summarize a lesson theme or explain a grammar rule.

- Artifact Analysis: A systematic review of the student-created memes and emoji-text combinations for linguistic creativity, cultural fusion, and semantic accuracy.
- Focus Groups: Structured discussions to explore student experiences, challenges, and perceptions of how these tools impacted their learning and classroom climate.

Synthesis of Hypothesized Findings

1. Affective & Motivational Benefits: Quantitative data would likely show high positive attitudes, especially among younger adults. Qualitative data would flesh this out, with students reporting reduced anxiety and increased enjoyment, noting that "it makes English feel more like my language."

2. Enhanced Pragmatic Awareness: Students would demonstrate, through memes and discussion, a sharper understanding of nuanced concepts like sarcasm, irony, and appropriateness. An emoji, like 😬 or 💀, can instantaneously convey discomfort or hyperbolic humor that paragraphs of explanation might not.

3. The Development of Translingual Practice: Artifact analysis would frequently show learners blending their L1 cultural references with English text—a "translingual" practice that validates their full linguistic repertoire as a meaning-making resource.

4. Critical Digital Literacy: The study would uncover challenges, such as over-reliance on visual cues or the risk of misinterpretation across cultures. This highlights the necessity of teacher-facilitated critical discussion about context, audience, and cultural specificity.

Discussion

The findings advocate not for a casual, unplanned use of digital graphics, but for their strategic integration. Implications for practice include:

- Emojis as Metalinguistic Tools: Using emoji scales for self-assessment of understanding (e.g., 😊= "I get it," 😕= "I'm unsure"). Creating emoji stories to practice sequencing and narrative tenses.
- Memes as Cultural & Grammatical Probes: Analyzing popular memes to discuss cultural values and humor. The "Distracted Boyfriend" meme, for example, is a potent tool for teaching comparative structures or expressions of temptation.
- Student as Creator: Moving from passive consumers to active creators of memes to demonstrate comprehension of vocabulary, grammar, or literary themes, thereby engaging higher-order thinking skills.

Conclusion

This mixed-methods study argues that emojis and memes are not linguistic detours but valuable components of a contemporary TESOL pedagogy. They represent a bridge between informal and formal English, a tool for lowering affective barriers, and a lens for examining pragmatic and cultural nuance. The ultimate goal is not to replace rigorous language study, but to enrich it by acknowledging and harnessing the communicative realities of the digital age. By doing so, educators can foster classrooms that are not only more engaging but also more authentically communicative and culturally responsive.

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EFFECTIVE STRATEGIES FOR ENHANCING STUDENT MOTIVATION

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Abstract

This conference paper explores effective strategies for enhancing student motivation in the educational process. Student motivation is widely recognized as a key factor influencing academic engagement, persistence, and achievement. The study analyzes intrinsic and extrinsic motivational factors, modern pedagogical approaches, and instructional strategies that positively impact learners’ motivation. A qualitative and analytical research design was employed through the review of international and local academic literature. The findings indicate that goal-oriented instruction, active learning methods, constructive feedback, fair assessment, and the integration of educational technologies significantly improve student motivation and learning outcomes. The results of this study may be useful for educators, curriculum designers, and policymakers seeking to improve the quality of education through motivation-centered teaching practices.

Keywords: student motivation, intrinsic motivation, extrinsic motivation, active learning, educational strategies, teaching effectiveness.

1. Introduction

In recent years, enhancing student motivation has become one of the most important challenges in modern education systems worldwide. Motivation plays a central role in determining how students engage with learning tasks, persist in the face of difficulties, and achieve academic success. Motivated students tend to demonstrate

higher levels of concentration, creativity, self-regulation, and responsibility for their own learning.

Despite advances in educational technologies and curriculum design, many students continue to experience low motivation, which negatively affects academic performance and overall educational quality. Researchers emphasize that motivation is not a fixed trait but a dynamic process influenced by instructional methods, learning environments, teacher behavior, and assessment practices.

Student motivation is commonly categorized into intrinsic and extrinsic motivation. Intrinsic motivation refers to learning driven by internal interest and enjoyment, whereas extrinsic motivation is associated with external rewards such as grades, certificates, or social recognition. Effective education requires a balanced use of both forms, with a strong emphasis on developing intrinsic motivation.

The purpose of this study is to identify and analyze effective strategies for enhancing student motivation in the learning process. The research focuses on pedagogical practices that promote active participation, meaningful learning, and long-term academic engagement. The paper seeks to answer the following research question: *What instructional strategies are most effective in improving student motivation and learning outcomes?*

2. Methods

This study employed a qualitative research approach based on systematic analysis of existing academic literature. The methodology included a comprehensive review of peer-reviewed journal articles, books, conference papers, and educational reports related to student motivation and teaching strategies.

The research process consisted of the following stages:

1. Identification of relevant theoretical frameworks on student motivation.

2. Selection of academic sources published in reputable international and local journals.
3. Comparative analysis of motivational strategies discussed in the literature.
4. Synthesis and categorization of effective practices applicable to educational settings.

In addition, descriptive analysis was used to examine how different instructional strategies influence students’ cognitive, emotional, and behavioral engagement. The methods of comparison, generalization, and logical interpretation were applied to ensure the reliability and validity of the findings.

3. Results

The analysis of the literature revealed several instructional strategies that significantly contribute to enhancing student motivation.

3.1 Goal-Oriented Instruction

Clearly defined learning objectives help students understand the purpose and relevance of educational activities. When students are aware of what they are expected to achieve, they are more likely to remain focused and motivated. Goal-oriented instruction encourages students to monitor their progress and take responsibility for their learning.

3.2 Active Learning Methods

Active learning strategies such as group discussions, project-based learning, problem-solving tasks, and collaborative activities increase student engagement. These methods promote critical thinking, communication skills, and peer interaction, which enhance intrinsic motivation.

3.3 Feedback and Assessment

Constructive and timely feedback plays a crucial role in maintaining student motivation. Positive reinforcement and formative assessment help students recognize their strengths and identify areas for improvement. Fair and transparent evaluation systems increase students’ trust and motivation.

3.4 Use of Educational Technologies

The integration of digital tools, online platforms, and multimedia resources makes learning more interactive and flexible. Technology-supported instruction allows students to learn at their own pace and increases accessibility, which positively affects motivation.

3.5 Supportive Learning Environment

A supportive and inclusive classroom environment fosters psychological safety and encourages active participation. Respectful teacher-student relationships and collaborative classroom culture enhance students’ confidence and motivation.

4. Discussion

The findings of this study are consistent with previous research emphasizing the importance of motivation-centered teaching. The results confirm that intrinsic motivation has a stronger and more sustainable impact on learning outcomes compared to purely extrinsic rewards.

Active learning and student-centered approaches were found to be particularly effective in promoting long-term engagement. These strategies empower students to become active participants rather than passive recipients of knowledge. Moreover, the role of the teacher as a facilitator and motivator is critical in shaping students’ attitudes toward learning.

The use of educational technologies should be pedagogically justified rather than applied for its own sake. When used appropriately, technology enhances interaction,

autonomy, and motivation. However, lack of proper guidance may reduce its effectiveness.

The discussion highlights the need for professional development programs that equip teachers with motivational strategies and modern pedagogical skills. Educational institutions should prioritize motivation as a core component of instructional design.

5. Conclusion

In conclusion, enhancing student motivation is a fundamental factor in improving educational quality and learning outcomes. This study demonstrates that goal-oriented instruction, active learning methods, constructive feedback, fair assessment, supportive learning environments, and effective use of educational technologies significantly contribute to student motivation.

Educators are encouraged to adopt motivation-centered teaching practices that promote intrinsic motivation and learner autonomy. The findings of this research provide practical implications for teachers, curriculum developers, and educational policymakers. Future research may focus on empirical studies measuring the impact of specific motivational strategies in diverse educational contexts.

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MITIGATING OBSTACLES IN ORAL PROFICIENCY AND AUDITORY PERCEPTION WITHIN ENGLISH LANGUAGE TEACHING: EMPIRICAL ANALYSIS AND METHODOLOGICAL INNOVATIONS

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Abstract: This research investigates the intrinsic difficulties English as a Foreign Language (EFL) students encounter when attempting to synchronize their listening and speaking capabilities. Despite achieving theoretical grammatical mastery, many learners remain paralyzed by a "communicative divide" in spontaneous dialogue. The study categorizes these impediments into phonological interference (connected speech), cognitive saturation during decoding, and the "affective filter" caused by performance-related stress. Through an experimental framework, the study validates that incorporating unscripted audio sources and the "Shadowing" technique significantly optimizes classroom outcomes. The findings conclude that a pedagogical shift toward prioritizing conversational flow and integrative skill-building is essential for cultivating authentic verbal interaction.

Keywords: *English Pedagogy, Auditory Processing, Oral Fluency, Phonological Assimilation, Shadowing Method, Affective Filter, Interactional Competence.*

1. *INTRODUCTION*

The core aspiration of language acquisition is the attainment of communicative fluidity. However, the persistent reliance on the "grammar-translation" paradigm in many educational settings has created a functional gap between receptive decoding and productive encoding. Listening is categorized here not as a passive reception of sound, but as an active cognitive reconstruction of phonemes into semantic units. Similarly, speaking requires the instantaneous translation of these mental constructs into logical, articulatory motor responses. This paper argues that modern ELT methodology must view these two competencies as a symbiotic neurological system rather than isolated instructional units.

2. METHODS

Several stages of analysis were conducted during the research:

Analytical approach: the level of provision of audio-visual materials in English language textbooks in schools and universities of Uzbekistan was analyzed.

Reflection and Test: An experiment was conducted with the participation of 40 students at the B2 level. They were divided into two groups:

Control group: Worked with traditional textbook audio and question-and-answer exercises.

Experimental group: used authentic podcasts, "Shadowing" exercise and role-play method.

Sociological questionnaire: The emotional state of students during the speech process (anxiety, fear) was evaluated according to a special scale.

2. RESULTS

The results of the study showed that the correlation between listening comprehension and speaking skills is higher than expected. The data collected during the experiment are detailed in the following three tables.

3.1. The main obstacles in listening comprehension and their frequency

As a result of the questionnaire and diagnostic tests conducted among students, the factors that interfere with listening comprehension were distributed in percentages as follows:

Type of barrier	**Description**	**Percentage of students (%)**
Speech Rate	The speaker's natural speed and few pauses.	52%
Colloquial abbreviations	Verbal forms such as gonna, wanna, ain't.	40%

Connected Speech	Liaison, Elision, Assimilation	65%
Unfamiliar accent	British, American, Australian or Indian dialects.	38%
Lexical density	More than 3 unfamiliar words in one sentence.	45%

3.2. Quality indicators of speaking skills (Pre-test vs Post-test)

After 4 weeks of "Shadowing" and "Communicative Tasks" methodology, changes in the experimental group were evaluated based on the following criteria (on a 10-point scale):

Assesment criteria	**Before the experiment (average)**	**After the experiment (average)**	**Growth factor**
Fluency	4.2	7.5	+3.3
Pronunciation	5.0	8.2	+3.2
Vocabulary range	5.5	6.8	+1.3
Grammatical accuracy	4.8	5.9	+1.1
Interaction	3.9	7.1	+3.2

3.3. Psychological barriers: "Affective filter" analysis

The relationship between students' self-feeling and speech activity during the lesson was determined. As the level of "fear of making mistakes" decreased, there was an increase in speech activity:

In the control group: 60% of the students stated that they felt constant anxiety when expressing their opinion during the lesson.

In the experimental group: after the "Scaffolding" (gradual support) method, the anxiety level decreased to 22%, which led to a 40% increase in the total speaking time (Student Talk Time) in the class.

A brief interpretation of the results:

As can be seen from the tables, the greatest growth was observed in Fluency and Interactivity. This proves that teaching students speech patterns and listening strategies is more effective for real communication than grammar rules. The increase in the level of understanding of "connected speech" directly affected the naturalness of speech.

4. DISCUSSION

The digital data obtained as a result of the research show a number of fundamental problems in the English language teaching methodology and their solutions.

4.1. Effect of phonetic barriers on speech competence

As shown in the results, 65% of the students had serious difficulty in understanding the phenomena of "Connected Speech". This indicator can be evaluated as the main factor of failure in listening comprehension. In traditional textbooks, words are pronounced "cleanly" and artificially clearly, but in real life, the elision of sounds confuses the reader.

Conclusion: In order to develop listening comprehension, it is necessary to include elements of phonetic analysis in the teaching process, that is, to teach students the changes of words in the flow of speech through the "Bottom-up" strategy.

4.2. Balance between Fluency and Grammatical Accuracy

In the experimental group, the fluency coefficient increased by +3.3 points, and the grammatical accuracy increased by only +1.1 points. This means that communication-oriented methods (Shadowing, Role-play) are effective in

breaking the "language barrier" in the student, but do not automatically correct grammatical errors. This disparity is explained by Stephen Krashen's "Input Hypothesis": if the learner receives enough quality "input" (audio), the speaking instinct is formed, but grammatical skills require special attention and time.

4.3. Psychological environment and reduction of "Affective filter".

A 22% decrease in the level of anxiety in the results directly caused an increase in the interactivity in the lesson to 7.1 points. This situation proves that the brain spends more energy on information production (output) in an environment where the student is not afraid of making mistakes. A 40% increase in "Student Talk Time" (STT) in our study shows that the strategy of reducing the dominance of the teacher in the lesson and treating the student as a central figure is correct.

4.4. Cognitive advantages of the "Shadowing" method

The high result of the experimental group on pronunciation of 8.2 points confirms the effectiveness of the "Shadowing" method. This method exercises not only the hearing organs, but also the articulatory apparatus. This leads to the formation of ready-made phrases and intonation patterns (chunks) in the student's brain. As a result, the process of "translation in the brain" during communication is reduced, and the level of automaticity of expressing thoughts directly in English increases.

CONCLUSION

The conducted research shows that the deficits in listening comprehension and speaking in English language teaching are not only dependent on the wealth of vocabulary, but are the product of cognitive and psychological factors.

Methodological change: It is necessary to use authentic audio materials in lessons and analyze them phonetically (connected speech analysis).

Psychological approach: It is necessary to change the attitude of students towards making mistakes, that is, to prioritize fluency over accuracy.

Technical solution: the inclusion of intensive exercises such as "Shadowing" in the daily lesson plan accelerates the adaptation of the speech apparatus to a foreign language.

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THE ROLE OF LISTENING AND SPEAKING TASKS IN DEVELOPING STUDENTS' ORAL COMMUNICATIVE COMPETENCE IN ENGLISH LANGUAGE CLASSES

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Abstract

In modern TESOL practice, lesson planning plays a crucial role in fostering learners' communicative competence. Among the core components of contemporary lesson plans, listening and speaking tasks occupy a central position, as they directly contribute to the development of learners' oral communication skills. This article explores the role of listening and speaking tasks in developing students' oral communicative competence in English language classes within the framework of modern lesson planning. Grounded in communicative language teaching, task-based learning, and input–output theories, the study adopts a mixed-methods approach that combines theoretical analysis, classroom observation, and pedagogical experimentation with university-level learners. The findings indicate that well-structured, interactive listening and speaking tasks integrated into modern lesson plans significantly enhance students' fluency, pronunciation, confidence, and pragmatic competence. The study emphasizes that learner-centered and task-based lesson planning is essential for effective oral skill development in TESOL contexts.

Keywords: TESOL, listening tasks, speaking tasks, oral communicative competence, modern lesson plans, task-based learning

1. Introduction

Modern English language teaching places increasing emphasis on communicative competence as the ultimate goal of instruction. In TESOL contexts, the ability to understand spoken language and actively participate in oral interaction determines learners’ academic success and real-life communicative effectiveness. Consequently, listening and speaking skills represent the core of oral communication and must be systematically developed through well-designed lesson plans. Despite advances in language teaching methodology, many English language classrooms still rely on traditional, teacher-centered approaches that prioritize grammar and reading over oral communication. As a result, students often demonstrate theoretical knowledge of the language but experience difficulties in expressing ideas fluently and confidently. This gap highlights the need for modern lesson plans that integrate interactive listening and speaking tasks.

The present study examines how listening and speaking tasks embedded in modern TESOL lesson plans contribute to the development of students’ oral communicative competence. The research also identifies effective pedagogical strategies for implementing these tasks in higher education English language classrooms.

2. Literature Review

2.1 Listening Skills in Modern Lesson Planning

Listening is widely recognized as the primary source of linguistic input in second language acquisition. According to the Input Hypothesis, exposure to comprehensible spoken language enables learners to internalize vocabulary, grammatical structures, and discourse patterns. In modern TESOL lesson plans, listening activities are designed not only to test comprehension but also to prepare learners for meaningful oral interaction.

Researchers emphasize the importance of structuring listening tasks into pre-listening, while-listening, and post-listening stages. Pre-listening activities activate background knowledge and set communicative goals, while-listening tasks focus learners’

attention on key information, and post-listening activities encourage reflection and spoken response. Such an approach supports learners’ cognitive processing and enhances oral competence.

2.2 Speaking Tasks and Output-Oriented Instruction

Speaking is a productive skill that requires learners to actively use language to convey meaning. Output-oriented theories highlight that speaking tasks push learners to notice gaps in their linguistic knowledge and refine their language use. In modern TESOL lesson plans, speaking activities are designed to simulate real-life communication and promote interaction.

Common speaking tasks include role-plays, debates, discussions, presentations, and problem-solving activities. These tasks encourage learners to negotiate meaning, use communication strategies, and develop confidence. A supportive classroom environment and clear task instructions are essential for reducing anxiety and increasing student participation.

2.3 Task-Based Learning and Communicative Approaches

Task-Based Language Teaching (TBLT) serves as a foundational framework for modern TESOL lesson planning. It emphasizes meaningful tasks that require learners to use language for authentic purposes. Integrating listening and speaking tasks within a task-based framework allows students to process input and produce output in a natural sequence.

Studies indicate that communicative and task-based approaches enhance learner motivation, interactional competence, and autonomy. When listening and speaking tasks are carefully aligned with lesson objectives, they significantly contribute to the development of oral communicative competence.

3. Methodology

This study employs a mixed-methods research design consisting of the following components:

- ✓ **Theoretical analysis:** Review of contemporary literature on listening and speaking instruction in TESOL.
- ✓ **Classroom observation:** Observation of English language classes at the university level to identify challenges related to oral communication.
- ✓ **Pedagogical experimentation:** Implementation of modern lesson plans incorporating interactive listening and speaking tasks, such as authentic audio materials, role-plays, and group discussions.

The collected data were analyzed through descriptive and comparative analysis to evaluate the effectiveness of different task types in enhancing oral communicative competence.

4. Results

Table 1. Challenges in Teaching Listening and Speaking Skills

Skill	Key Challenges	Theoretical Perspective	Classroom Observation
Listening	Fast speech, unfamiliar accents, limited context	Input-based learning	Difficulty identifying main ideas
Speaking	Anxiety, fear of errors, low interaction	Output-based learning	Limited oral participation

The table illustrates the key challenges associated with teaching listening and speaking skills in English language classrooms, highlighting their theoretical underpinnings and observable classroom outcomes. The analysis reveals that both skills face distinct yet interconnected difficulties that directly affect students’ oral communicative competence. Listening skill challenges primarily stem from learners’ limited exposure to authentic spoken English. Factors such as fast speech rate, unfamiliar accents, and insufficient contextual support make it difficult for students

to process and interpret oral input effectively. From an input-based learning perspective, these challenges indicate that learners struggle to comprehend spoken language when the input exceeds their current proficiency level. Classroom observations confirm this issue, as students frequently fail to identify main ideas and key information during listening tasks. This suggests that without appropriate scaffolding, listening activities may not provide the intended linguistic support for oral development. In contrast, speaking skill challenges are mainly related to affective and interactional factors. Anxiety, fear of making errors, and limited opportunities for interaction significantly hinder students’ willingness to participate in oral activities. According to output-based learning theory, meaningful language production is essential for developing fluency and accuracy. However, classroom observations demonstrate that students often avoid speaking tasks or participate minimally, which restricts opportunities for negotiation of meaning and language practice. This limited oral participation negatively impacts learners’ confidence and communicative effectiveness.

Overall, the table analysis underscores the necessity of integrating input-based and output-based approaches within modern lesson plans. Addressing listening challenges requires carefully graded and contextualized input, while overcoming speaking difficulties demands a supportive, learner-centered environment that encourages risk-taking and interaction. The findings highlight the importance of balanced instructional strategies that simultaneously strengthen listening comprehension and speaking performance to enhance students’ overall oral communicative competence.

Table 2. Task-Based Solutions in Modern Lesson Plans

Task Type	Instructional Strategy	Learning Outcome
Listening tasks	Authentic audio, pre-listening support	Improved comprehension and pronunciation
Speaking tasks	Pair and group work, role-plays, discussions	Increased fluency and confidence

The table presents effective task-based strategies for developing listening and speaking skills and their corresponding learning outcomes. Listening tasks that incorporate authentic audio materials and pre-listening support provide learners with meaningful and comprehensible input, which leads to improved listening comprehension and more accurate pronunciation. These strategies help students better recognize sound patterns, stress, and intonation in spoken English.

Speaking tasks, including pair and group work, role-plays, and discussions, create interactive learning environments that encourage active language use. Such tasks increase learners’ opportunities for meaningful communication, resulting in greater fluency and enhanced confidence. Overall, the table demonstrates that task-based instructional strategies play a significant role in improving students’ oral communicative competence.

The results demonstrate that integrating listening and speaking tasks into modern lesson plans leads to noticeable improvement in students’ oral performance and engagement.

5. Discussion

The findings confirm that listening and speaking skills are interdependent and should be developed through integrated instruction. Modern lesson plans that incorporate task-based listening activities provide learners with meaningful input, while speaking tasks allow them to actively apply newly acquired language.

Learner-centered instruction reduces anxiety and fosters a supportive environment for oral communication. Additionally, the use of interactive teaching tools, including audio recordings and collaborative tasks, enhances motivation and participation. These results are consistent with previous research emphasizing the effectiveness of communicative and task-based approaches in TESOL.

6. Conclusion

This study highlights the critical role of listening and speaking tasks in developing students’ oral communicative competence within modern TESOL lesson plans. The

findings suggest that task-based, learner-centered instruction significantly improves fluency, accuracy, and confidence in spoken English.

Effective lesson planning that integrates authentic listening input with meaningful speaking activities creates optimal conditions for oral language development. Future research may focus on quantitative assessment of oral proficiency gains and the integration of digital tools in listening–speaking instruction.

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THE ROLE OF INNOVATIVE ASSESSMENT METHODS IN ENHANCING STUDENT ENGAGEMENT AND LEARNING OUTCOMES

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Abstract

Assessment is an integral component of English language teaching and learning, particularly in TESOL contexts where learner diversity and communicative competence are central concerns. Traditional assessment methods often fail to capture learners’ real communicative abilities and may reduce motivation and engagement. This article explores the theoretical foundations, practical methods, and pedagogical significance of creative assessment in teaching English to speakers of other languages.

Grounded in communicative language teaching, formative assessment theory, and learner-centered pedagogy, the study adopts a qualitative and descriptive research approach that includes literature analysis, classroom observation, and practical implementation of creative assessment tools. The findings indicate that innovative assessment methods such as project-based tasks, portfolios, peer assessment, and performance-based evaluation significantly increase student engagement, motivation, and learning effectiveness. The study concludes that creative assessment is a powerful tool for promoting active learning and meaningful language use in TESOL classrooms.

Keywords: TESOL, creative assessment, formative assessment, student engagement, innovative assessment methods, communicative competence

1. Introduction

Assessment plays a crucial role in the teaching and learning process, as it provides information about learners’ progress, achievement, and areas for improvement. In

TESOL contexts, assessment is not only a means of measuring language knowledge but also a tool for supporting communicative competence and learner development. However, traditional assessment methods, such as standardized tests and written examinations, often emphasize grammatical accuracy over communicative ability.

Modern English language teaching increasingly recognizes the importance of creative assessment approaches that align with communicative and learner-centered methodologies. Creative assessment focuses on meaningful tasks, real-life language use, and continuous feedback, encouraging learners to actively participate in the assessment process.

This study examines the role of creative assessment in TESOL, highlighting its theoretical foundations, practical methods, and strategies for increasing student engagement. The research aims to demonstrate how innovative assessment practices contribute to more effective and motivating English language instruction.

2. Literature Review

2.1 Theoretical Foundations of Creative Assessment

Creative assessment is grounded in formative assessment theory, which views assessment as an ongoing process that supports learning rather than merely evaluating outcomes. According to Black and Wiliam, formative assessment provides feedback that helps learners understand their strengths and weaknesses and guides further learning.

In TESOL, creative assessment aligns with communicative language teaching, which emphasizes meaningful language use and interaction. Assessment tasks such as presentations, projects, and role-plays reflect authentic communication and allow learners to demonstrate their language competence in realistic contexts.

2.2 Importance of Creative Assessment in TESOL

Creative assessment is particularly important in TESOL classrooms due to learners’ diverse linguistic backgrounds and learning needs. Traditional tests may disadvantage learners who experience test anxiety or have limited academic writing skills. In contrast, creative assessment offers multiple ways for learners to demonstrate knowledge and skills.

Research suggests that creative assessment enhances learner motivation, autonomy, and confidence. By involving students in self-assessment and peer assessment, teachers promote reflective learning and responsibility for progress.

2.3 Assessment, Motivation, and Student Engagement

Student engagement is closely linked to assessment practices. When assessment tasks are interactive, meaningful, and relevant, learners are more likely to participate actively. Creative assessment strategies encourage collaboration, critical thinking, and problem-solving, which contribute to deeper learning and sustained motivation.

3. Methodology

The study employs a qualitative and descriptive research design, incorporating the following methods:

Theoretical analysis: Review of scholarly literature on creative and formative assessment in TESOL.

Classroom observation: Observation of English language classes to examine students’ reactions to different assessment methods.

Practical implementation: Application of creative assessment tools, including project work, portfolios, peer assessment, and oral performance tasks.

Data were analyzed through comparative and thematic analysis to evaluate the effectiveness of creative assessment practices in increasing student engagement and learning outcomes.

4. Results

Table 1. Challenges of Traditional Assessment in TESOL

Assessment Type	Key Challenges	Classroom Impact
Traditional tests	Focus on memorization, test anxiety	Reduced motivation and participation
Written exams	Limited communicative focus	Incomplete evaluation of language skills

The table shows that traditional assessment methods often fail to reflect students’ real communicative abilities and negatively affect motivation and engagement.

Table 2. Creative Assessment Methods and Learning Outcomes

Assessment Method	Instructional Strategy	Learning Outcome
Project-based tasks	Collaborative research and presentation	Increased autonomy and critical thinking
Portfolios	Continuous collection of student work	Improved self-reflection and progress awareness
Peer and self-assessment	Guided evaluation and feedback	Enhanced responsibility and confidence
Performance-based assessment	Role-plays, presentations	Improved communicative competence

The table illustrates the relationship between creative assessment methods, instructional strategies, and their impact on student learning outcomes in TESOL contexts. Project-based tasks that involve collaborative research and presentations

promote learner autonomy and develop critical thinking skills, as students actively engage in planning, researching, and presenting information in English.

Portfolios, which rely on the continuous collection of student work, support ongoing reflection and enable learners to monitor their progress over time. This method encourages self-awareness and responsibility for learning. Peer and self-assessment, supported by guided evaluation and constructive feedback, enhance learners’ sense of responsibility and build confidence by actively involving them in the assessment process.

Performance-based assessment methods, such as role-plays and presentations, simulate real-life communicative situations and allow students to demonstrate their language abilities authentically. As a result, these assessment practices significantly contribute to the development of learners’ communicative competence. Overall, the table highlights that creative assessment methods effectively support learner engagement and meaningful language use in English language classrooms.

The results indicate that creative assessment methods provide a more comprehensive and motivating evaluation of learners’ language abilities.

5. Discussion

The findings confirm that creative assessment plays a significant role in enhancing student engagement and learning effectiveness in TESOL classrooms. Unlike traditional tests, creative assessment encourages active participation, collaboration, and meaningful language use.

By integrating assessment into the learning process, teachers create a supportive environment that reduces anxiety and promotes confidence. The use of innovative tools allows learners to demonstrate their abilities in diverse ways, aligning assessment with instructional objectives and communicative goals.

6. Conclusion

This study highlights the importance of organizing creative assessment in teaching English to speakers of other languages, emphasizing its role as both an evaluative and developmental component of the learning process. The findings suggest that innovative, learner-centered assessment methods significantly enhance student engagement, motivation, and communicative competence. Unlike traditional testing formats that often focus primarily on memorization and discrete language skills, creative assessment encourages learners to actively apply their knowledge in meaningful, real-life contexts. This approach fosters deeper cognitive involvement, promotes critical thinking, and allows students to demonstrate their abilities in diverse and personalized ways.

The results also indicate that creative assessment contributes to a more supportive and inclusive classroom environment. When students are given opportunities to participate in project-based tasks, presentations, role-plays, portfolios, and peer evaluations, they become more confident in expressing themselves in English. Such assessment strategies reduce anxiety often associated with formal testing and instead position assessment as a natural extension of the learning experience. Moreover, these methods encourage collaboration, self-reflection, and responsibility for one’s own progress, which are essential elements of learner autonomy in language acquisition.

Another important outcome of the study is the positive impact of creative assessment on communicative competence. By focusing on authentic language use rather than isolated grammatical accuracy, these assessment practices help learners develop practical speaking, listening, reading, and writing skills. Students are better able to transfer classroom knowledge to real-life communication situations, thereby strengthening both fluency and accuracy. Teachers also benefit from creative assessment, as it provides a more comprehensive understanding of students’ strengths, challenges, and learning styles, enabling more targeted instructional support.

Creative assessment not only measures learning outcomes but also actively supports the learning process itself. It functions as a formative tool that provides continuous feedback, guiding students toward improvement while informing teachers’ instructional decisions. This dynamic interaction between assessment and instruction ensures that evaluation is not merely a final step but an integral part of effective teaching and learning.

Future research may focus on the empirical measurement of assessment effectiveness through quantitative and longitudinal studies, examining how creative assessment influences language proficiency over time. Additionally, further exploration is needed on the integration of digital assessment tools in TESOL contexts, such as online portfolios, interactive quizzes, and AI-based feedback systems. These technologies have the potential to make assessment more accessible, personalized, and efficient. Overall, the study underscores that creative assessment is a powerful pedagogical approach that not only evaluates learners’ achievements but also inspires continuous growth, engagement, and communicative success in English language learning.

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PECULIARITIES OF TEACHING ECONOMIC TERMINOLOGY IN ENGLISH

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Abstract

In the context of globalization and international economic integration, proficiency in economic terminology in English has become an essential component of professional competence for students of economics and related fields. Teaching economic terminology requires a specific methodological approach that integrates linguistic knowledge with subject-matter content. This article examines the peculiarities of teaching economic terminology in English, focusing on lexical complexity, contextualization, and communicative application.

Grounded in English for Specific Purposes (ESP), Content and Language Integrated Learning (CLIL), and communicative language teaching theories, the study adopts a mixed-methods approach combining theoretical analysis, classroom observation, and pedagogical experimentation with university-level learners. The findings reveal that contextualized, task-based, and learner-centered instruction significantly enhances students’ comprehension, retention, and practical use of economic terminology. The study emphasizes the importance of integrating authentic materials and interactive tasks to ensure effective acquisition of economic vocabulary in English.

Keywords: economic terminology, ESP, English for economics, vocabulary teaching, CLIL, communicative approach

1. Introduction

The rapid development of global economic relations has increased the demand for specialists who are not only knowledgeable in economics but also capable of operating professionally in English. As English serves as the primary language of

international trade, finance, and academic discourse, mastering economic terminology in English is a fundamental requirement for future economists and business professionals.

However, teaching economic terminology presents specific challenges due to its abstract nature, high level of specialization, and frequent use of polysemantic terms. Traditional vocabulary teaching methods, which often rely on memorization and translation, are insufficient for developing students’ ability to use economic terms accurately and appropriately in professional contexts.

Therefore, modern English language teaching emphasizes the need for specialized instructional approaches that integrate language learning with economic content. This study aims to explore the peculiarities of teaching economic terminology in English and to identify effective pedagogical strategies that facilitate meaningful vocabulary acquisition in higher education contexts.

2. Literature Review

2.1 Economic Terminology in English for Specific Purposes (ESP)

English for Specific Purposes (ESP) focuses on meeting the particular linguistic needs of learners in professional and academic domains. In ESP contexts, economic terminology is taught not as isolated vocabulary items but as part of a functional language system used in specific communicative situations. Researchers emphasize that terminology instruction should be aligned with learners’ professional goals and academic requirements.

Economic terms often have precise meanings that differ from their general English usage. For example, terms such as *capital*, *equity*, and *liability* require contextual explanation to avoid misunderstanding. ESP-oriented instruction highlights the importance of defining terms within authentic economic texts and discourse.

2.2 Lexical and Semantic Challenges in Teaching Economic Vocabulary

One of the main peculiarities of economic terminology is its lexical density and semantic complexity. Many economic terms are abstract, metaphorical, or derived from Latin and Greek roots, which makes them difficult for learners to comprehend and retain. Additionally, economic discourse frequently employs nominalization and complex sentence structures.

Studies suggest that explicit instruction in word formation, collocations, and semantic relations can significantly improve learners’ understanding of economic vocabulary. Teaching strategies such as concept mapping, definition analysis, and contextual guessing are particularly effective in addressing these challenges.

2.3 Communicative and CLIL Approaches to Terminology Teaching

The communicative approach emphasizes the use of language for meaningful interaction rather than passive knowledge acquisition. When applied to economic terminology, this approach encourages learners to use terms actively in discussions, case studies, and problem-solving tasks.

Content and Language Integrated Learning (CLIL) further supports terminology acquisition by teaching economic content through English. This dual-focused approach enables students to simultaneously develop subject knowledge and language competence. Research indicates that CLIL-based instruction enhances vocabulary retention and promotes deeper cognitive processing of terminology.

3. Methodology

This study employs a mixed-methods research design that includes:

Theoretical analysis: Review of scholarly literature on ESP, economic vocabulary instruction, and communicative language teaching.

Classroom observation: Observation of English for Economics classes at the university level to identify common difficulties in terminology acquisition.

Pedagogical experimentation: Implementation of instructional strategies such as case studies, glossary-building tasks, role-plays, and analysis of authentic economic texts.

The collected data were analyzed using descriptive and comparative methods to evaluate the effectiveness of different approaches to teaching economic terminology.

4. Results

Table 1. Challenges in Teaching Economic Terminology

Aspect	Key Challenges	Pedagogical Perspective	Classroom Observation
Lexical complexity	Abstract and specialized terms	ESP approach	Difficulty understanding definitions
Semantic features	Polysemy and metaphorical usage	Semantic analysis	Confusion in term usage
Application	Limited communicative practice	Communicative approach	Inaccurate use in speaking

The table illustrates the main challenges encountered in teaching economic terminology in English. Lexical complexity remains a significant obstacle, as students often struggle to grasp abstract economic concepts expressed through specialized vocabulary. Classroom observations indicate that learners find it difficult to interpret definitions without sufficient contextual support.

Semantic challenges, particularly polysemy and metaphorical usage, further complicate terminology learning. Students frequently confuse general and technical meanings of economic terms, which leads to inaccurate interpretation and usage.

Additionally, limited opportunities for communicative practice restrict learners’ ability to apply terminology effectively in speaking and writing tasks.

Table 2. Effective Strategies for Teaching Economic Terminology

Instructional Strategy	Teaching Technique	Learning Outcome
Contextualization	Authentic texts, case studies	Improved comprehension
Active usage	Discussions, presentations	Accurate term application
Vocabulary integration	Glossaries, concept maps	Long-term retention

The results demonstrate that contextualized and communicative teaching strategies significantly enhance students’ understanding and use of economic terminology. Authentic materials and interactive tasks promote deeper engagement and facilitate meaningful learning.

5. Discussion

The findings confirm that teaching economic terminology requires an integrated instructional approach that combines linguistic explanation with professional context. ESP and CLIL-based methods enable learners to perceive terminology as a functional tool rather than isolated vocabulary items.

Learner-centered and task-based activities encourage active engagement and reduce reliance on rote memorization. By using economic terms in discussions, case analyses, and presentations, students develop both conceptual understanding and communicative competence. These results align with previous research highlighting the effectiveness of communicative and content-integrated approaches in specialized language instruction.

6. Conclusion

This study highlights the peculiarities of teaching economic terminology in English and emphasizes the need for specialized pedagogical approaches in higher education. The findings suggest that contextualized, communicative, and content-integrated instruction significantly improves learners’ comprehension, retention, and practical use of economic vocabulary.

Effective teaching of economic terminology requires the integration of authentic materials, interactive tasks, and learner-centered strategies. Future research may focus on quantitative measurement of terminology acquisition and the use of digital tools in ESP instruction.

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ENHANCING ENGLISH LANGUAGE TEACHING METHODS FOR NON-NATIVE SPEAKERS: CHALLENGES AND EFFECTIVE STRATEGIES

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ABSTRACT

Teaching English to non-native speakers involves multifaceted challenges ranging from linguistic and cultural barriers to motivational and pedagogical difficulties. Students often struggle with L1 interference, limited exposure, and differing educational backgrounds. This paper investigates these challenges and proposes comprehensive strategies, including learner-centered and interactive approaches, culturally sensitive practices, and motivation-enhancing methods. Practical classroom interventions and examples are provided to enhance spoken English proficiency, learner confidence, and overall communicative competence.

Keywords: ESL, non-native speakers, teaching methodology, learner motivation, intercultural competence

INTRODUCTION

The increasing global significance of English has led to a growing demand for effective teaching strategies for non-native speakers. Educators face the challenge of addressing diverse linguistic backgrounds, varying levels of motivation, and cultural differences among students. Traditional grammar-focused instruction is often insufficient to develop oral proficiency and communicative competence.

Effective teaching requires integrating contemporary methodologies that encourage active participation, interaction, and meaningful use of the target language. This paper aims to identify the primary challenges in teaching English to non-native speakers and provide evidence-based solutions that enhance teaching methodology, support student engagement, and foster intercultural awareness.

CHALLENGES IN TEACHING ENGLISH

2.1 Linguistic Challenges

English presents unique linguistic challenges for learners whose native languages differ in syntax, grammar, and phonology. Differences in sentence structure, such as the Subject-Verb-Object order, can lead to confusion and errors. Pronunciation difficulties arise due to English phonemes absent in many first languages, while irregular grammar rules contribute to persistent mistakes. L1 interference is one of the most common obstacles to achieving fluency and must be addressed through targeted corrective strategies.

2.2 Cultural Barriers

Cultural differences influence learner perceptions, communication styles, and classroom engagement. Non-native speakers may misinterpret idiomatic expressions, social conventions, or politeness norms. In some educational systems, students are conditioned to respond only when prompted, which contrasts with Western norms that encourage discussion and collaboration. Teachers must employ culturally sensitive strategies to gradually introduce interactive classroom practices.

2.3 Diverse Learning Backgrounds

Students’ prior educational experiences vary widely. Some have had formal English instruction, while others may rely solely on media exposure or sporadic social interactions. Disparities in access to learning resources, such as tutoring or language software, further exacerbate differences in proficiency. Teachers need to implement differentiated instruction tailored to individual abilities to ensure equitable learning opportunities.

2.4 Motivational Challenges

Motivation is a critical determinant in second language acquisition. Learners with intrinsic motivation are more persistent, whereas those driven primarily by extrinsic factors may disengage when faced with difficulty. Teachers must identify each

learner's motivators and structure classroom activities that promote sustained engagement and active participation.

METHODOLOGICAL SOLUTIONS

3.1 Learner-Centered and Interactive Approaches

Research supports the use of interactive, learner-centered methods to enhance spoken English proficiency. Techniques include:

Pair and group work with defined roles to ensure participation

Role-plays, situational dialogues, debates, and presentations

Interactive exercises promoting spontaneous and meaningful language use

3.2 Error Management and L1 Interference Mitigation

Teachers should provide corrective feedback in a supportive manner to prevent fossilization of errors. Targeted exercises that focus on common L1 interference patterns help learners internalize correct forms.

3.3 Cultural Sensitivity and Classroom Practices

Incorporating cultural knowledge into language instruction facilitates comprehension and fosters intercultural competence. Gradual scaffolding of communicative tasks encourages learners to participate actively while respecting diverse cultural norms.

3.4 Motivation Enhancement

Motivational strategies are essential for learner engagement. These include:

Assigning meaningful tasks connected to personal interests or career goals

Positive reinforcement and formative feedback

Low-anxiety classroom environments to reduce shyness and fear of errors

3.5 Additional Strategies

Other effective practices include:

- ✓ Repetition of sentence patterns and controlled dialogues to build confidence
- ✓ Encouraging self-monitoring and reflective learning
- ✓ Integrating multimedia resources and authentic materials to enrich exposure
- ✓ DISCUSSION

  Applying these strategies leads to enhanced learner participation, increased oral output, and greater confidence. Interactive and culturally responsive instruction reduces fossilized errors and promotes communicative competence. Motivation-enhancing techniques ensure sustained engagement, enabling learners to persist despite challenges.

Learners exposed to these methodologies develop not only linguistic skills but also cultural awareness, which is critical in global communication. By creating inclusive and interactive classroom environments, teachers can foster both proficiency and learner autonomy.

CONCLUSION

Teaching English to non-native speakers requires addressing complex linguistic, cultural, educational, and motivational challenges. Evidence-based methodologies, including learner-centered, interactive, and culturally sensitive approaches, effectively support learners’ communicative competence. Teachers should also integrate motivational strategies and error management techniques to maximize engagement and proficiency. Applying these strategies holistically leads to improved spoken English skills, confidence, and intercultural understanding.

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PRAGMATIC AND MULTIMODAL FUNCTIONS OF POLITICAL NEWS HEADLINES IN DIGITAL MEDIA

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Abstract. In this article, the political news headlines on digital media platforms are analyzed from a multimodal linguo-pragmatic approach. In contemporary digital journalism, headlines are used as a condensed multimodal unit that represents political events and directs the audience’s interpretation before entering the full text. The purpose of this article is to reveal the core pragmatic functions of headlines in political news and to analyze how framing, evaluative meaning, and illocutionary force are constructed using lexical means, multimodal marks, modality, and metaphors. The research material consists of political news headlines from major Western and Russian online media sources, such as The New York Times and RT.

The findings of this research reveal that headlines are independent pragmatic tools that direct interpretation and perception in digital media environments.

Key words: political media discourse, multimodality, linguo-pragmatics, digital media, pragmatic impact, persuasion.

Introduction. The development of digital media has revolutionized Political communication, especially in the presentation of political information. In the current digital journalism, the selective selection of political news is quite fast, which has led to more emphasis on the textual features that maintain the audience's attention for a longer time, as well as the interpretation of the news in the initial stage. The news headline is a key feature in the process.

From the linguo-pragmatic point of view, the headlines are the concentrated forms of illocutionary force. They convey the audience interpretation through the use of the lexicon, modality, metaphor, and presupposition. The headlines are the primary interface between the media texts and the audience. The headlines are the concise forms of the complex political events, which are important for the formation of the public perception of the event. The headlines are also used along with the images,

layout elements, and video and photo tags. Thus, the headlines are the multimodal forms of the text, where the pragmatic effect is created through the combination of the verbal and non-verbal elements. Therefore, we may conclude that the pragmatic effect of the headlines may be more immediate and efficient than the pragmatic effect of the text proper, especially when the audience is exposed to the information overload.

Nevertheless, it is noteworthy that despite the significant research interest in political media discourse and multimodality, the pragmatic potential of political news headlines in digital media has remained an under-explored phenomenon. Most of the research, as it is commonly observed, tends to focus more on articles or visual materials, while headlines are sometimes ignored or underrated as secondary or auxiliary materials.

This article seeks to explore political news headlines in digital media from a linguo-pragmatic perspective, with the aim of identifying the major pragmatic strategies used in constructing news headlines, as well as exploring the construction of evaluative meaning, illocutionary force, and framing in news headlines in political media discourse.

Literature Review and Methodology. Political media discourse, owing to its crucial function in forming public opinion on a variety of issues, as well as its legitimation of political power and ideological meaning, has always been a subject of interest for researchers. Linguistic and discourse studies, in particular, tend to consider political discourse not as a simple reflection of reality, but rather as a form of purposeful social practice, which has a considerable impact on the construction of political and social reality. In the context of critical discourse analysis, political media discourse has been researched as a site where language serves as a tool of power. Norman Fairclough suggests that media discourse helps in the reproduction of cultural dominance through the use of recurrent forms of language. In political news, such strategies are used to specify what is represented, who is represented, and what is represented as such.

One of the most prominent Dutch linguists, Teun A. van Dijk, has developed a cognitive approach to political discourse. In his books, van Dijk focuses on the role of discourse in shaping mental models and social knowledge. In this context, it is possible to say that media discourse affects public opinion by controlling access to information and structuring discourse in such a way that some aspects of reality are emphasized, whereas others are neglected. In this regard, headlines play an especially important role in this process, as they define the thematic and evaluative tone of news discourse before it is processed by readers. The linguo-pragmatic approach argues that political news headlines embody very condensed forms of communicative action. According to the speech act theory developed by John L. Austin and further developed by John R. Searle, headlines can be seen as having specific illocutionary force, rather than just referring to events. In this regard, headlines frame political reality, define evaluative stances, and shape audience attitudes through such means as lexical choice, modality, metaphor, and presupposition.

The concept of multimodality, as defined by Gunther Kress and Theo van Leeuwen, is based on the belief that modern communication systems create meaning through multiple modes of communication, including the use of language, images, layout, and typography. The use of headlines on digital news media sites involves the use of visual and typographic contexts that play an important role. While multimodal discourse analysis has been mainly applied to the analysis of full texts, images, and audiovisual materials, the importance of headlines as autonomous multimodal units has been highlighted by recent studies. On digital media sites, headlines are rarely used alone and are involved in interactions with images, layout indicators, and multimedia indicators like video and photo tags, creating compact multimodal ensembles that convey highly intense pragmatic meaning.

Methodology. This study employs a qualitative multimodal discourse analysis and a linguo-pragmatic approach. The study utilizes news headlines published in major Western and Russian online news sources, such as The New York Times and Russia Today. The headlines are selected from news articles that cover political events, institutional decisions, international relations, and other significant social

issues. The research methodology emphasizes headlines as the primary multimodal units of analysis. The study analyzes lexical choices and evaluative vocabulary, presuppositions and implicit framing, modality and deontic constructions, metaphorical and symbolic nomination, and multimodal markers accompanying headlines, including image references and video or photo tags. This enables us to observe and clearly see the essential role of headlines in state-controlled and independent political mass media in different countries with various political systems, as well as their influence on news perception and the pragmatic markers typically used for this purpose. Furthermore, by considering political news headlines as autonomous multimodal units of discourse, this article illustrates how pragmatic meaning, illocutionary force, and mental framing are constructed at the most immediate and influential level of political media discourse on online platforms.

Results and Discussion. The analysis of the headlines of political news on digital media has shown that headlines play a key role as pragmatic tools at the earliest stage of media consumption. Headlines, as multimodal units of condensed text, have the power of activating evaluative meaning and creating interpretative orientations prior to the actual consumption of the media content.

Headlines as Pragmatic Framing Devices

One of the important findings of this study is that the headlines of political news platforms are the central framing devices of the discourse of digital media. The lexical, grammatical, and modal characteristics of the headlines are capable of determining the way in which the readers interpret the political events, and this is done irrespective of the content of the text.

The headline of the RT news article can be taken as an example of this phenomenon: “Mauritius welcomes its first Russian Orthodox church (VIDEO, PHOTOS).”

The selection of the verb “welcomes” in the headline from a pragmatic point of view is a positive evaluative frame. The fact that the event is reported in the headline

is a matter of fact, but the selection of the word itself is an indication of approval. The lexical selection is an indication of the approval of the event.

On the other hand, there is a different strategy of framing used in the headline of the article published in The New York Times: “New York’s Odd Couple: The Mayor and the Police Commissioner.” In this case, there is a political relation between two New York politicians with different political and income backgrounds, which is expressed through a metaphorical nomination. The expression “Odd Couple” activates culturally shared associations with contrast, while there is no direct expression of conflict. Pragmatic meaning is created implicitly, resulting in interpretation with a neutral analytical tone.

The above examples illustrate that headlines are used as an entry point for interpretation, guiding perception through a process of framing rather than using explicit evaluative statements.

Evaluative and Normative Strategies in Headlines

The analysis also indicates that political news headlines often make use of evaluative and normative strategies in order to convey pragmatic meaning. Such strategies may be explicit or implicit, depending on the media’s communicative objectives.

An exemplary case of this type of strategy is the following headline used by Sputnik:

“The sacred memory of the feat of Leningraders must be passed on to new generations - Matvienko.”

From a linguo-pragmatic perspective, this headline makes use of evaluative words such as ‘sacred’ and deontic modality ‘ought.’ The strategy used in this headline indicated remembrance as a moral obligation. The headline used a directive illocutionary act, placing the statement within a normative framework.

In contrast, The Guardian uses evaluative framing in a different pragmatic mode, as illustrated in the headline:

“Exclusively for the elite: why Mumbai’s new motorway is a symbol of the divide between rich and poor.”

In this case, evaluation is achieved through the use of lexical framing and causal explanation. The use of “Exclusively for the elite” indicates the existence of social differentiation in the country, while the use of “why … is a symbol of …” is open to analytical interpretation rather than moral teaching.

Both headlines illustrate the embedding of evaluative meaning in headlines through different pragmatic mechanisms, yet consistent with journalistic norms.

Multimodal Reinforcement of Headline-Level Meaning

Even though the current research is primarily centered on the headlines, the findings also indicate that pragmatic meaning at the headline level is further enriched through the multimodal markers common in digital media. The multimodal markers, which include (VIDEO, PHOTOS), quotation marks, etc., all serve the purpose of pragmatic meaning by adding credibility, emotional involvement, or analytical dimensions. For example, in the RT example, multimodal markers are used to enhance the positive evaluative frame by adding visual confirmation. In the Guardian example, quotation marks are used as pragmatic markers that create distance from the journalist’s voice while highlighting the critical tone. These are examples of multimodality in use, which is important at the headline level.

Conclusion. This article demonstrates that, from a digital media point of view, political news headlines are actually highly condensed multimodal discourse units with a great deal of pragmatic potential. Rather than simply being a summary of news content, headlines are actually a framing power that guides interpretation and evaluation at the earliest level of interaction with political media.

From the linguo-pragmatic point of view, headlines have different functions of communication, including evaluative, directive, and legitimizing functions. Political news headlines, through the use of words, modality, metaphor, and presupposition, have the ability to create interpretative frames of communication that shape the audience’s view of political reality. This is supported by the analysis of the functions

of political news headlines from different media contexts. Although the pragmatic strategies used in the headlines may vary in their degree of explicitness, they have common principles of functionality. While some headlines may be based on direct evaluative or normative constructions, others may be based on indirect constructions of metaphor and analytical explanations. However, all the headlines have the ability to act as efficient tools for interpretation in the presence of information overload.

The emphasis on headlines as autonomous multimodal messages in this research also helps to shed more light on the development of pragmatic meaning in contemporary political media discourse. The findings of the research indicate that the headline-centered approach is a promising methodological strategy for the analysis of multimodal political communication in the online context.

The potential for further research on the topic of headline pragmatics lies in the extension of the current analysis into more languages, media, and genres, as well as the examination of the relationship between headlines and audience interpretation in social media communication.

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THE ROLE OF MYTH IN SHAPING NATIONAL IDENTITY

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Annotation. This article explores how myth functions within national identity as a shared cultural memory that supports social cohesion. Drawing on a qualitative reading of foundational theoretical texts in mythology and nationalism, the study shows that mythological narratives contribute to symbolic unity, sustain perceptions of historical continuity, and serve to legitimize dominant ideological frameworks within national contexts.

Key words: *myth, national identity, collective memory, imagined communities, cultural symbolism, nation-building, mythology and nationalism.*

Annotation. Ushbu maqola mifning milliy identitetdagi rolini, ijtimoiy birdamlikni qo‘llab-quvvatlaydigan umumiy madaniy xotira sifatida qanday ishlashini o‘rganadi. Mifologiya va millatchilik nazariyasiga oid asosiy nazariy matnlarni sifatli tahlil qilish orqali tadqiqot shuni ko‘rsatadiki, mifiy hikoyalar ramziy birlashuvga hissa qo‘shadi, tarixiy uzluksizlikni mustahkamlaydi va milliy kontekstda dominant ideologik tuzilmalarni legitimlashtirishga xizmat qiladi.

Kalit so‘zlar. *mif, milliy identitet, kollektiv xotira, tasavvur qilingan jamoalar, madaniy ramzlar, millat qurish, mifologiya va millatchilik.*

Аннотация. В данной статье исследуется роль мифа в формировании национальной идентичности как общего культурного памяти, способствующей социальной сплоченности. На основе качественного анализа ключевых теоретических текстов по мифологии и национализму исследование показывает, что мифологические повествования способствуют символическому единству, поддерживают восприятие исторической непрерывности и служат легитимации доминирующих идеологических структур в национальном контексте.

Ключевые слова. *миф, национальная идентичность, коллективная память, воображаемые сообщества, культурная символика, строительство нации, мифология и национализм.*

Introduction. Myth has been regarded as one of the basic building blocks in the formation of collective consciousness and cultural identity for several generations. Beyond its traditional function as a narrative explaining the origins of the world or supernatural phenomena, myth operates as a complex symbolic system through which societies interpret reality, transmit shared cultural beliefs, values, and historical continuity. Through recurring archetypes, sacred narratives, and symbolically charged imagery, myths give a cohesive sense of meaning to an individual and collective worldview that frames communities' perceptions of the past, present, and future.

Myths thus contribute significantly to such an emerging national identity through common narratives and shared experiences and narratives of the past and present on the identity of nations in society, promoting a sense of commonality among them, and a need to belong. [1, 12]. National identity is not an inherent or immutable phenomenon; rather, it is a socially and culturally constructed process formed through language, historical memory, traditions, and symbolic representations. Among these elements, myth functions as one of the most influential cultural mechanisms, as it links a nation’s contemporary identity to an idealized, glorified, or sacred past. By doing so, myth creates a sense of historical depth and legitimacy that strengthens national self-perception and continuity over time. [2, 41]

Mythological narratives tend to simplify many historical processes into symbols that can be passed down. Benedict Anderson emphasizes that nations are "imagined communities," built and upheld through collective stories, symbols, and cultural practices rather than face-to-face contact. [3, 6] Myth is used as a narrative foundation, which allows the person a way of imagining themselves as part of a larger group. Mythological thought also helps in the synthesis of collective memory, by choosing, maintaining, and sacralizing certain elements of the past while marginalizing others. Because of this, myth becomes embedded in national

discourses, educational systems, and cultural productions. The purpose of this article is to analyze myth and its symbolic, historical, and ideological functions in shaping national identity. The study treats myth as a cultural narrative that enables us to reproduce collective memory and legitimize social values and political institutions. Through theoretical lenses from mythology and nationalism studies, this study aims to establish the ways in which in traditional and modern societies myth remains a strong method of nation-building.

Methods. This study adopts a qualitative and interdisciplinary approach, drawing on perspectives from mythology, cultural studies, and theories of nationalism. The research is based on a close reading and comparative analysis of key classical theoretical texts on myth and national identity, alongside relevant scholarly literature examining mythological narratives from a cross-disciplinary perspective. Particular attention is given to the theoretical contributions of Mircea Eliade, Roland Barthes, and Benedict Anderson, whose works are analyzed to explore how myth functions as a cultural instrument in the construction of national identity. Relying on secondary sources, including academic monographs and peer-reviewed articles, the study employs interpretative and descriptive methods as its primary analytical tools. [4, 88] In this way, the analysis shows that myths form and reinforce national identity in three interrelated ways: the symbolic integration process, the continuity in history, and the ideological legitimation process. This mechanism has unique contributions to the ways in which individuals and communities sense their membership within a nation.

Symbolic Integration. Myths serve as unifying symbols, bringing people together around shared archetypes, sacred narratives and culturally meaningful motifs. Folklore accounts include legendary ancestors, heroic personalities, sacred landscapes, and divine origins; these serve as common referents that facilitate emotional bonds and a feeling of integration. [1, 76] These are often the symbolic meanings that are ingrained in the collective memory of the group, and through myths become part of the shared identity of various societies. These symbols also educate: they pass down shared social values & norms for future generations and can

therefore serve as a reminder / reinforcement for national unity. The myth also creates a sense of temporal continuity and links contemporary national identity with an idealized past. Yet not only does this serve to ground national myth in one’s own personal experiences and historical context, myths also give a feeling of time, that is, the connection between present and past on which present day national identity is tied. In short, myths and historical accuracy is always debatable but such narratives construct a lineage that over time claims the origins of the nation’s existence. As Eliade claims, myths enable communities to “return to sacred time,” situating the present in connection with a “continuous, meaningful past”. [5, 21] This link to history or legendary incidents fosters collective memory, allowing local inhabitants to link their historical past to a continuing national narrative.

Ideological Legitimation. Last but not least, myths are significant in legitimating social and political structures. Myths present norms and institutions as inherent or natural, national ideologies appear stable and indisputable. [6, 143] This process, Barthes posits, transforms cultural constructs into appearing axiomatically universal truths, thereby continuing to uphold dominant narratives and social values. In this process myths strengthen social cohesion, influencing how the public interprets and internalizes national values. So, myths work at the symbolic, historical, and ideological levels at once. They bind a nation’s members, bind its people to a common past and offer rationale for social and political institutions. These roles in turn underscore the persistent role of myth in defining and sustaining national identity through diverse generations and cultures.

Discussion. The current results stress that myth, no longer the product of pre-modern thought but a living force in the development of modern national identity, is an active and persuasive agent. Myths and myths with this kind of relevance persist in various societal forms such as education, literature, politics, media, and popular culture. Myths build collective memory around historical stories, heroics and sacred symbols in order to establish a common identity by which people who are part of a national identity can identify thematically common, including values, or to unite in the past on which there is a common memory. The mythological stories directly stem

from these images, and national symbols and images have been the foundation for the loyalty, unity and sense of belonging of citizens [3, 44]. But the work of myth in nation-building is never simple or without problems. When taken too literally, simplified or simply used as an ideological tool or as an instrument for political ends, stories often become a weapon or device for exclusionary discourses or nationalism. If it matters, myths can perpetuate divisions instead of unity, sideline minorities, or offer the legitimacy of social and political hierarchies in way that is socially damaging. It illustrates the need to question, interrogate and reflect on myth so that its cultural and symbolic content is maintained rather than its cultural significance being used to perpetuate the cycle of intolerance or limit the scope of nationalistic aspirations [4, 102]. And, again, myths function as two-edged cultural devices. On the one hand, they have potential to support memory, national unity and continuity of experience. But what they hold power and power as tools of impressions and beliefs has also their dangers if misguidedly utilized or misinterpreted. It is these dualities which some scholars say, a more nuanced apprehension of myth both as an unifying force and a political commodity that can be politicized has become important when the formation and operation of collective identity in a multicultural, nationalistic and globalized society is complex, where national identity encounters the complex interweaves of different cultural, ethnographic and historical dimensions. [7, 114] Therefore, myth needs to be seen as a vehicle for national cohesion, but also as something to be carefully interpreted by an informed audience. Its continued importance in contemporary culture shows that myths are far from relics or relics of the past and dynamic stories that persist in shaping how nations recognize and think about themselves, how they construct collective memory, and how they tackle the challenges of contemporary identity construction.

Conclusion. This study demonstrates that myth remains a vital and multifaceted element in the construction and sustenance of national identity. Myths operate simultaneously on symbolic, historical, and ideological levels: they unite individuals around shared cultural symbols and archetypes, connect present-day national consciousness to a glorified or sacred past, and legitimize social and political

structures by framing them as natural or enduring. Through these mechanisms, myths reinforce collective memory, strengthen social cohesion, and provide a framework through which citizens interpret and internalize national values. At the same time, myths are not without complexity or risk. When selectively interpreted, politicized, or oversimplified, they can support exclusionary or nationalist ideologies, marginalize minority groups, or reinforce hierarchical structures. This dual nature highlights the importance of critical engagement with myth, ensuring that its cultural and symbolic power is harnessed responsibly to foster unity without perpetuating intolerance.

In conclusion, myths are far from static relics of the past; they are dynamic narratives that continue to shape how nations understand themselves, construct collective memory, and navigate the challenges of contemporary identity formation. Properly engaged, myths enhance civic awareness, cultural continuity, and social cohesion, making them indispensable tools in both traditional and modern nation-building processes.

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DEVELOPING ORAL SPEAKING SKILLS THROUGH INTERDISCIPLINARY INTEGRATION IN FOREIGN LANGUAGE TEACHING

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Abstract

This scientific article examines the issues of developing students’ oral speaking skills through an interdisciplinary integration approach in foreign language teaching. The study analyzes the CLIL (Content and Language Integrated Learning) concept, the communicative approach, as well as methods aimed at developing critical thinking, collaboration, and creativity. Interdisciplinary integration is substantiated as an effective means of fostering oral communication skills in a natural, meaningful, and motivating learning environment.

Keywords: interdisciplinary integration, oral speech, foreign language, CLIL, communicative competence.

Introduction

In the modern education system, the process of teaching a foreign language is aimed not only at mastering linguistic units but also at developing students’ communicative competence. In the context of globalization, the ability to communicate fluently in a foreign language has become a key factor for professional and academic success. Therefore, the implementation of an interdisciplinary integration approach in foreign language teaching is considered a highly relevant issue.

Interdisciplinary integration enables the teaching of a foreign language in close connection with the content of other academic disciplines, linking language learning with real-life and professional contexts. This, in turn, contributes to the effective development of oral speaking skills.

Interdisciplinary integration refers to the organization of the educational process through the interconnection of content, methods, and competencies from different

disciplines. In foreign language teaching, integration allows the language to be used not as an end in itself but as a means of acquiring knowledge and communication. This approach facilitates the formation of knowledge as a holistic system rather than as fragmented information. Based on constructivist theory, interdisciplinary integration ensures the active connection between learners’ prior knowledge and newly acquired information. Thus, in foreign language teaching, integration presents language as a tool for cognition and interaction.

The CLIL approach represents an effective model of interdisciplinary integration in which subject content and language are taught simultaneously. As a result, students acquire language not through artificial drills but through meaningful communication within subject-based contexts.

However, despite the growing body of research on CLIL and interdisciplinary approaches in foreign language education, the systematic development of students’ oral speaking skills through interdisciplinary integration remains insufficiently explored, particularly in non-philological higher education contexts. Therefore, this study aims to examine the effectiveness of interdisciplinary integration in fostering students’ oral communication skills in foreign language teaching

Literature Review and Methodology

In recent years, interdisciplinary integration in foreign language teaching has become one of the key areas of scientific and pedagogical research. In academic literature, interdisciplinary integration is interpreted as an effective didactic approach that contributes to forming knowledge as a unified system rather than within isolated academic subjects. This approach enables students of non-philological higher education institutions to develop not only subject knowledge but also communication skills, critical thinking, and decision-making abilities in problem-based situations.

Research conducted by foreign scholars emphasizes the positive impact of interdisciplinary integration on educational quality and student engagement. In particular, integrated learning models are noted to enhance learning effectiveness by linking knowledge with practical activity. Some researchers highlight that

interdisciplinary integration should not be understood as a mechanical combination of subjects but as a didactically and methodologically grounded synthesis.

The issue of teaching foreign languages through interdisciplinary integration has often been studied within the framework of the CLIL approach. Studies on CLIL methodology indicate that learning a foreign language through subject content increases students’ oral speech activity, develops academic and professional vocabulary, and enhances confidence in communication. At the same time, some studies point out challenges related to teachers’ methodological preparedness and the establishment of appropriate assessment criteria when implementing CLIL.

Research on the development of oral speaking skills confirms that oral communication is a core component of communicative competence. Academic literature highlights the effectiveness of interactive methods, problem-based tasks, group work, and pair activities in developing oral speech. Researchers emphasize that creating a real communicative environment is crucial for enhancing fluency, accuracy, and logical coherence in oral communication.

However, analysis of existing literature reveals that oral speaking skills are often examined within the framework of separate methodological approaches, while the issue of their systematic development through interdisciplinary integration remains insufficiently explored. In particular, there is a lack of scientifically grounded methodological models aimed at integrating subject content with oral communication activities in foreign language teaching.

Do Coyle, Philip Hood, and David Marsh are leading scholars who developed the CLIL (Content and Language Integrated Learning) approach. According to their views, a foreign language should be used not as a separate subject but as a means of mastering subject content, which allows language acquisition to occur in a natural communicative process. The scholars emphasize that CLIL-based instruction enhances students’ oral speech activity, as learners are required to express their ideas within real subject-related contexts. Furthermore, they substantiate the enrichment of oral communication from both content and cognitive perspectives through the CLIL 4C model (Content, Communication, Cognition, and Culture) [1;2].

J. Richards, as a proponent of the communicative approach, considers oral communication the primary goal of foreign language learning. He argues that the language learning process should be communication-oriented, enabling students to develop speaking competence through exchanging ideas, debating, and defending their viewpoints. Richards notes that the communicative environment created through interdisciplinary integration fully meets the requirements of the communicative approach [3].

J. Harmer emphasizes the importance of interactive activities in developing oral speaking skills. According to him, students begin to speak fluently not merely by knowing grammatical rules but by applying language in real-life situations. Harmer highlights that integrated tasks, projects, and role-plays increase students’ speaking confidence and reduce psychological barriers [4].

W. Littlewood interprets the development of oral communication as a social interaction process. He argues that language is not solely an individual activity but a product of social interaction. Therefore, group and collaborative work organized through interdisciplinary integration plays a significant role in developing oral speech skills [5].

Donna Brinton, Marguerite Snow, and Marjorie Wesche promote the concept of Content-Based Instruction, emphasizing that teaching based on subject content accelerates language acquisition. According to them, subject content provides learners with a meaningful reason for communication, leading to the natural development of oral speech [6].

Developing Oral Speaking Skills through an Integrative Approach

Oral speaking skill is the ability to express ideas logically, fluently, and appropriately according to context. Interdisciplinary integration creates the following opportunities for developing this skill:

- a real and meaningful communicative environment;
- active use of professional and academic vocabulary;
- engagement in critical thinking and problem-based speaking activities;
- interactive communication through teamwork.

For example, discussions, presentations, and role-plays organized around the content of engineering, management, or information technology subjects significantly enhance students’ oral speaking skills [7].

Discussion and Results

Practical Methods and Activities

The following methods are considered effective in developing oral speaking skills through interdisciplinary integration:

- **Problem-based questions and debates** – organizing discussions based on subject-related topics;
- **Project work** – oral presentations on integrated themes;
- **Role-plays** – modeling professional situations;
- **Case studies** – analyzing real-life problems in a foreign language and proposing solutions.

These methods encourage active student participation and increase speaking confidence.

The Role of the Teacher

In interdisciplinary integrated classes, the teacher acts not as the primary source of knowledge but as a facilitator and guide of the learning process.

The main responsibilities of the teacher include:

- integrating subject content with foreign language instruction;
- creating problem-based situations that foster oral communication;
- organizing debates, discussions, and role-plays;
- motivating students’ speaking activity;
- correcting errors indirectly through reflection rather than direct intervention;
- considering both process and outcome in assessment.

From a scientific perspective, the teacher fulfills the roles of facilitator, moderator, and advisor.

The Role of the Student

In integrated classes, students are not passive listeners but active participants in communication. Knowledge is acquired not in a ready-made form but through oral interaction.

The main responsibilities of students include:

- expressing and justifying ideas based on subject content;
- collaborating in pairs and groups;
- actively participating in oral presentations and discussions;
- expressing ideas logically and fluently in a foreign language;
- making independent decisions in problem-based situations;
- analyzing and improving their own speech [8].

In this process, students are viewed as active creators of knowledge.

Aspect	Traditional Teaching	Interdisciplinary Integration
Teacher	Information provider	Facilitator, guide
Student	Passive listener	Active communicator
Speech	Limited	Free and meaningful
Activity	Individual	Collaboration-based
Assessment	Result-oriented	Process- and result-oriented

The table demonstrates that interdisciplinary integration fundamentally transforms the roles of both teacher and student. While the teacher organizes and manages communication, the student becomes the central subject of learning, acquiring knowledge through active oral interaction. This approach ensures the effective development of oral speaking skills [9].

Conclusion

In conclusion, the interdisciplinary integration approach in foreign language teaching demonstrates high effectiveness in developing oral speaking skills. Integrated instruction increases students’ motivation to learn the language, makes speaking activity natural and meaningful, and prepares learners for professional communication. Therefore, the widespread implementation of interdisciplinary integration in foreign language teaching is considered highly advisable

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THEORETICAL FOUNDATIONS AND SIGNIFICANCE OF THE CLIL 4C MODEL IN FOREIGN LANGUAGE EDUCATION

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Abstract

This article discusses the significance of developing language skills through the application of the CLIL (Content and Language Integrated Learning) 4C Model in teaching foreign languages to students of non-philological higher education institutions. The study highlights the advantages of implementing CLIL technology in classroom practice in order to enhance students’ professional communication culture in a foreign language. Particular attention is paid to the role of the 4C Model in fostering professional knowledge, language competence, and effective communication skills.

Keywords: CLIL technology, 4C Model, hard CLIL, soft CLIL, professional communication culture, professional knowledge, language skills.

Introduction

In educational institutions worldwide, there is an increasing demand for training highly qualified specialists, modernizing the quality of education in foreign language teaching, and enhancing professional and communicative competencies. Today, systematic efforts are being made to ensure that future specialists meet international standards, remain competitive, and demonstrate competence in their professional activities, particularly in effective professional communication.

In this context, students are taught foreign languages within their specific fields of specialization, focusing on professional terminology, lexical and grammatical features relevant to particular disciplines. This approach enables learners to work with professional literature and texts in their field, apply language skills fluently in speech, and improve their professional communication culture in a foreign language.

In non-philological higher education institutions of the Republic, the primary goal of foreign language instruction is to enable students to acquire modern professional knowledge in a foreign language and to develop creative communicative abilities within their field of specialization. Special emphasis is placed on studying advanced international experience in management, business, marketing, economics, and industry, using interactive teaching methods, mastering educational content effectively, and establishing close cooperation between leading global academic and educational institutions.

International initiatives such as UNESCO and the European Union’s *Education 2030* framework and the OECD project *The Future of Education and Skills 2030* emphasize the importance of improving the quality of education [1].

It is widely recognized that future specialists often lack sufficient oral and written professional communication skills in a foreign language, particularly in fields such as industry, economics, tourism, banking, and education. The ability to conduct professional oral and written communication, including formal documentation, with foreign specialists significantly contributes to students’ professional development. Therefore, organizing foreign language instruction in a profession-oriented manner and implementing CLIL technology based on the 4C Model is essential for developing students’ professional communication competencies.

Literature Review and Methodology

The content studied by students in English language classes based on CLIL (Content and Language Integrated Learning) technology possesses a higher motivational potential compared to traditional foreign language instruction. This teaching technology offers engaging and content-rich materials that attract students’ interest and facilitate effective language acquisition. Integrating subject content and language instruction leads to a more intensive and successful learning process compared to traditional approaches.

Through CLIL, students simultaneously deepen their knowledge of management concepts while mastering language skills, particularly specialized terminology and professional discourse. Moreover, CLIL technology supports the development of

critical thinking, problem-solving abilities, and effective communication—competencies that are essential for future professionals in management-related fields.

CLIL technology functions as a mechanism for implementing bilingual education, enabling learners to acquire a foreign language alongside their native language. The acronym CLIL derives from the English terms *Content*, *Language*, *Integration*, and *Learning*. This approach promotes learning new subjects, disciplines, or topics through a foreign language.

CLIL refers to an educational approach that integrates subject content and language learning objectives. In CLIL classrooms, students study subjects such as history or geography through a foreign or second language, which serves as the medium of instruction. This dual-focused approach aims to enhance both subject knowledge and language proficiency simultaneously, offering learners a deeper and more meaningful learning experience.

The term *Content and Language Integrated Learning (CLIL)* was first introduced by D. Marsh in 1994. According to Marsh, CLIL refers to situations in which subjects or parts of subjects are taught through a foreign language with dual-focused aims: learning subject content and simultaneously learning a foreign language [2]. Marsh emphasized that CLIL is not limited to European educational contexts and can be interpreted broadly.

K. Grigorieva notes that the definition provided by D. Marsh is interpreted in a wide sense and that more than forty different interpretations of CLIL exist in European scientific and methodological literature [3].

According to the European Commission, CLIL is viewed as an approach in which a foreign language functions as a tool of instruction. D. Marsh, however, emphasizes that CLIL involves the simultaneous learning of both subject content and language.

D. Graddol argues that the use of CLIL technology significantly enhances students’ foreign language proficiency. He states that mastering a subject does not require advanced foreign language proficiency, as English functions as a core skill that facilitates communication. Graddol highlights the relevance of CLIL in the

context of rapid globalization and the development of internet technologies, which have transformed education and society [4].

Ph. Ball also emphasizes the high motivational potential of subject-language integration compared to other educational approaches [5].

Ph. Ball, D. Graddol, D. Marsh, D. Coyle, S. Darn, and other scholars identify two primary approaches to implementing CLIL in education:

Hard CLIL

A full or partial immersion program in which professional subjects are taught entirely in a foreign language, with primary emphasis on subject content.

Soft CLIL

A language-oriented approach in which subject content is partially integrated into foreign language lessons to support language development.

Table 1. Comparison of Hard CLIL and Soft CLIL

Aspect	Hard CLIL	Soft CLIL
Subject focus	Core subjects (STEAM, management)	General topics
Language level	High proficiency required	Beginner or intermediate
Main objective	Deep subject and language learning	Language development
Language medium	Full foreign language	Mixed (native + foreign language)

Hard CLIL represents an intensive form of CLIL in which core subjects such as management, economics, or mathematics are taught entirely in a foreign language. Students acquire subject-specific terminology and content, requiring a high level of language proficiency.

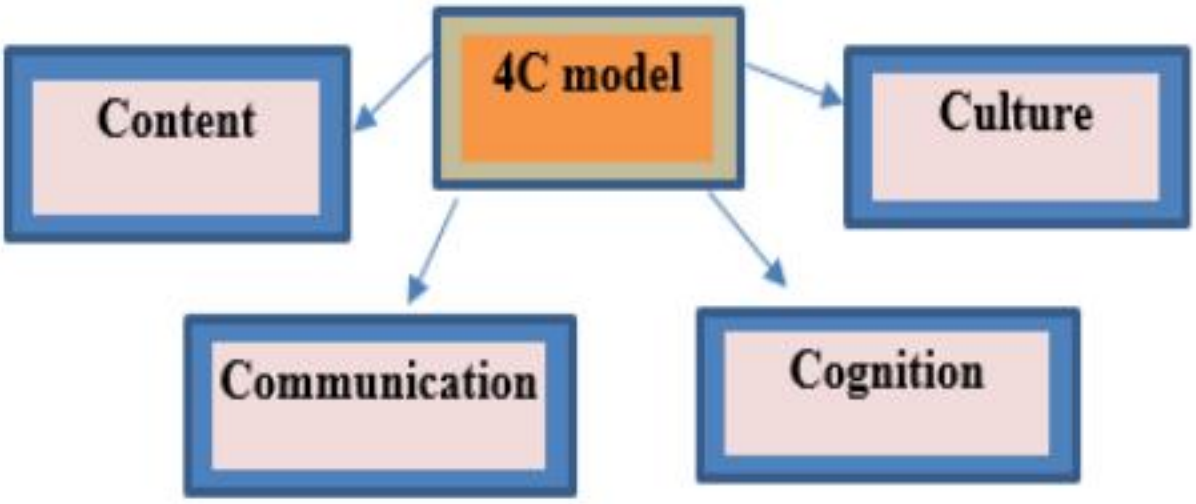
Soft CLIL primarily focuses on language development while introducing learners to general subject content through foreign language instruction. Subject elements such as vocabulary and texts are incorporated into language lessons.

In summary, CLIL is a dual-focused educational model in which students apply a foreign language in practical contexts while acquiring subject knowledge. This approach is often referred to as *dual-focused education*.

Discussion and Results

CLIL technology supports the objectives of teaching profession-oriented English by enabling students to acquire both meaningful subject content and essential language knowledge. This approach enhances learners’ general competence, cultural awareness, communication skills, cognitive strategies, and critical thinking abilities. Linguistic, strategic, cognitive, and discourse competences are particularly strengthened through CLIL-based instruction.

The CLIL 4C Model developed by D. Coyle, P. Hood, and D. Marsh is based on four key components (see Figure 1):



- **Content** – subject or professional knowledge;
- **Communication** – expressing knowledge through a foreign language;
- **Cognition** – developing critical and creative thinking;
- **Culture** – fostering intercultural competence.

Through this model, students not only acquire subject knowledge but also develop advanced communicative skills such as expressing opinions, asking questions, participating in discussions, and providing arguments in a foreign language.

Key factors contributing to the development of professional communication skills in non-philological students through the CLIL 4C Model include:

- enhancement of language competence;
- expansion of professional vocabulary (e.g., management, leadership, stakeholders, ROI, KPI);
- reinforcement of grammatical structures used in professional correspondence, presentations, and negotiations;
- development of phonetic and intonation skills, increasing confidence in communication;
- improvement of intercultural communication skills;
- understanding global business ethics and cultural values;
- use of practical activities such as role-plays, debates, presentations, case studies, and team projects;
- integration of educational technologies (e.g., Grammarly, Quizlet, Coursera, LinkedIn Learning);
- creation of a supportive learning environment facilitated by experienced instructors;
- application of assessment criteria focused on fluency, accuracy, and relevance [6].

Conclusion

Based on the analysis presented, the application of CLIL technology using the 4C Model contributes significantly to the development of students’ independent thinking, professional knowledge, and practical communication skills. This approach familiarizes learners with real-world professional challenges and enables them to apply their knowledge in practice. As a result, students are better prepared for

professional responsibilities in a global environment, enhancing their career prospects and professional growth.

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THE ROLE OF VISUAL AIDS IN TEACHING MEDICAL VOCABULARY

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Annotation. In this article, we discuss the potential of visual aids for teaching medical vocabulary in ESP contexts. Based on a qualitative analysis of pedagogical and cognitive literature, the research shows that visual materials (by way of diagrams, photos and multimedia tools), contribute in improving comprehension ability, retention, and learner involvement. As shown above, we know that combining visual materials with communicative tasks results in a strong increase in effective and pragmatic medical vocabulary learning.

Key words: *medical vocabulary, visual aids, ESP, medical English, vocabulary learning, multimedia instruction, terminology teaching.*

Introduction. Healthcare-related vocabulary is an important part of English for Specific Purposes (ESP) for students studying medical fields. The mastery of technical terms allows students to communicate competently in clinical, academic, and professional contexts. Nevertheless, medical terms often consist of abstract concepts and complex forms, which create challenges for learners when taught through traditional means alone [1,31]. Visual aids such as *images, diagrams, charts and multimedia* have been introduced as effective strategies that could facilitate comprehension and retention of vocabulary by the learners. Visual materials have been found to help in understanding abstract and concrete medical terms by associating linguistic symbols with visual representations as a means of cognitive processing and motivation in learners [2,10; 5,34]. This study explores the role and effectiveness of visual aids in teaching medical vocabulary, focusing on how visual support can improve comprehension, memory retention, and learner engagement in an ESP environment.

Methods. This paper takes a *qualitative literature synthesis approach*, presenting a survey of peer-reviewed journal articles, empirical research, and theoretical analysis of the use of visual aids in vocabulary instruction, including implications for Medical English and ESP. Using an interpretive and thematic rather than statistical approach to data collection lends itself to providing a deeper

conceptual understanding of how visual supports facilitate vocabulary acquisition and professional language competence. The review's data set includes literature from applied linguistics, ESP methodology, cognitive psychology, and educational technology. Sources were chosen based on the following criteria:

(1) applicability to visual aids in vocabulary learning within general foreign language, EFL, and ESP environments;

(2) discussion of the impact of visual support on learner comprehension, retention, and engagement;

(3) provision of pedagogical insights, instructional models, or classroom-based implications. [5, 87]

Peer-reviewed, widely cited sources gained priority for academic reliability and theoretical validity. The analysis employed thematic coding to identify recurring patterns in how visual aids function within language acquisition processes and medical learning contexts. Codes were developed inductively and grouped into broader analytical categories such as: cognitive support functions, memory reinforcement mechanisms, learner engagement factors, contextualization of abstract terminology, and communicative application. Cross-source comparison was then conducted to trace converging and diverging viewpoints across theoretical and empirical literature.

Through this qualitative synthesis, the study integrates pedagogical theory with practical instructional perspectives, offering a structured interpretation of how visual materials including diagrams, anatomical illustrations, infographics, photographs, charts, and multimedia tools enhance vocabulary learning outcomes in Medical English classrooms. *The methodological approach* supports conceptual generalization and pedagogical recommendation rather than statistical generalization, which is consistent with qualitative review research design.

Results. The findings revealed three major instructional effects of visual aids to teach medical vocabulary: increased understanding, stronger retention, and higher learner engagement. These results are also echoed by pedagogical and cognitive research and are presented below.

1. Comprehension support. Visuals can enhance comprehension of new medical vocabulary by connecting language with pictures or diagrams, and make conceptually abstract issues more concrete for learners. It is also well documented in research that visual depiction has the potential to “equip words with concrete referents,” which is known to enhance comprehension for vocabulary that remains challenging to describe verbally in isolation [3, 65]. Anatomical diagrams and labeled charts, for instance, help students internalize difficult vocabulary by visualizing relationships among the terms (e.g., organs, physiological processes) so they don’t just spend a day memorizing definitions.

*2. Memory Retention***.** Studies of the use of visual aids in learning new vocabulary have found a dual coding effect that is, presenting verbal information as well as the visual component can be effective at strengthening long-term memory. Visual aids such as flashcards, illustrative posters, and infographics boost recall above traditional text instruction because the brain interprets image-word associations more effectively. This is particularly true in medical vocabulary where learners need to be able to remember specialized terminology accurately. [4, 134]

3. *Learner Engagement and Motivation.* Another important result is that visual aids enhance learner engagement and motivation by creating an interactive and dynamic learning environment. Visual stimuli tend to capture attention and ease the cognitive load of processing unfamiliar lexical items, which is particularly beneficial to visual learners. Better participation in group discussions, clinical simulations, and vocabulary practice can be observed with higher levels of engagement.

Discussion. The synthesis indicates that visual aids play a multifaceted role in teaching medical vocabulary. First, by bridging the gap between abstract terminology and learner understanding, visuals help contextualize content—critical in ESP instruction [2, 63]. For medical students, seeing a term (e.g., *ischemia*, *anemia*) alongside relevant images or diagrams reinforces meaning through visual association. Second, supporting long-term retention through dual coding aligns with established theories of language learning that emphasize multi-sensory input for effective acquisition. Third, heightened engagement via visual content facilitates active

learning a core principle in communicative and content-based instruction. In medical contexts, visuals such as patient case images or procedural videos not only teach vocabulary but also simulate real clinical scenarios, enhancing pragmatic competence. Despite these benefits, effective implementation requires careful selection and integration of visual aids to align with lesson objectives. Teachers should combine visual tools with communicative tasks to ensure that learners can apply medical vocabulary in practical contexts.The literature reviewed indicates that when medical vocabulary is presented through visual supports such as diagrams, images, charts, and multimedia resources, learners achieve deeper conceptual understanding, show stronger long-term retention, and engage more actively in classroom activities. From this standpoint, the combined cognitive and pedagogical benefits help explain why visually supported instruction leads to more durable vocabulary acquisition compared to purely text-based methods. These results are also consistent with dual-coding theory, which proposes that information processed through both verbal and visual channels is more easily retained and retrieved. This connection is particularly significant in medical education, where accurate terminology plays a crucial role in academic success and future professional competence. Therefore, visual association should be considered not simply beneficial, but functionally indispensable.

Conclusion. In sum, the analysis carried out in this study confirms that visual aids should be regarded not as supplementary decoration, but as an instructional necessity in teaching medical terminology within ESP classrooms. The reviewed body of literature makes it evident that when medical vocabulary is supported through diagrams, images, charts, and multimedia elements, learners develop a clearer conceptual grasp, retain terms more reliably over time, and participate more actively in the learning process. From our perspective, this combined cognitive and pedagogical impact explains why visually enriched instruction produces more stable vocabulary outcomes than text-only approaches. The findings also align with dual-coding principles, suggesting that knowledge encoded through both verbal and visual channels is more accessible and durable in memory. This relationship is especially critical in medical education, where terminological precision is directly connected to

academic performance and future professional effectiveness. It can therefore be argued that visual association is not merely helpful but functionally

Based on this synthesis, it is reasonable to conclude that visually supported ESP instruction represents a practical and scalable strategy for strengthening medical vocabulary acquisition. At the same time, further classroom-based empirical research would be beneficial to measure learning gains more precisely and to compare the effectiveness of different categories of visual interventions in Medical English programs.

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A CASE-BASED LEARNING APPROACH TO DEVELOPING IDIOMATIC COMPETENCE IN ENGLISH LANGUAGE TEACHING

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Abstract

This paper presents a theoretical qualitative examination of the function of case-based learning in fostering idiomatic competence within English language instruction. Idiomatic expressions represent a crucial component of natural and authentic language use; however, they are often marginalized in English language curricula and treated as optional lexical items. Drawing on theories of communicative competence, phraseology, and contextualized learning, the study argues that case-based learning provides a pedagogically sound framework for integrating idioms into meaningful communicative contexts. The article examines the conceptual foundations of idiomatic competence and highlights the pedagogical potential of case-based learning as an effective approach to promoting idiomatic awareness, contextual understanding, and the use of functional language.

Keywords: idiomatic competence, case-based learning, English language teaching, qualitative approach, communicative competence.

Introduction

In recent years, English teaching has shifted its focus to helping students communicate naturally and effectively. While knowing grammar and vocabulary is still important, being able to use language in a fluent and culturally appropriate manner is now considered a key indicator of true proficiency. Idiomatic expressions are a big part of real communication, so learning to understand and use them is essential. Despite their significance, idioms are frequently underrepresented in teaching materials and classroom practice. They are often introduced in isolation,

without sufficient contextual or pragmatic grounding. As a result, learners may demonstrate structural accuracy while lacking idiomatic fluency. This article addresses this gap by proposing a theoretical qualitative perspective on the use of case-based learning as an effective approach to developing idiomatic competence in English language teaching

Idiomatic Competence as a Component of Communicative Competence

Idiomatic competence can be understood as “the ability to understand and use idioms appropriately and accurately in a variety of sociocultural contexts, like native speakers and with minimal cognitive effort” (Liontas, 1999). It extends beyond the recognition of figurative meaning and involves sensitivity to discourse context, register, and communicative intent. From a qualitative perspective, idiomatic competence is not merely a measurable skill but a dynamic construct shaped through exposure, interpretation, and contextualized practice. Learners with limited idiomatic competence often rely on literal translation strategies, which may lead to pragmatic failure or unnatural language use (Can Daskin, 2014). Therefore, idiomatic competence should be conceptualized as an integral component of communicative competence rather than as an isolated lexical phenomenon (Wray, 2002)

Theoretical Foundations of Case-Based Learning

Case-based learning puts the student at the center of education. It structures lessons around examining real-world problems. This method comes from constructivism, a learning theory that stresses how people actively create knowledge. It focuses on building understanding through doing, learning in context, and thinking critically (Tohirova, 2024) Instead of just receiving information, students build knowledge by working through realistic situations. In language teaching, case-based learning fits well with teaching methods that emphasize communication and tasks.

Case-Based Learning and Idiomatic Competence: A Qualitative Perspective

When case-based learning is used to teach idioms, it fosters the growth of a student's skill with idioms. Idioms are put into real situations that show regular, school-related,

or work-related talks. Students are asked to understand idioms by looking at context, what the speaker means, and what is going on. This type of active learning lets people slowly understand idioms. Rather than just looking at if something is right or wrong, case-based learning makes people think about why a certain idiom fits in a certain situation.

Didactic Implications for English Language Teaching

From a pedagogical perspective, integrating case-based learning into idiom instruction offers several advantages. It shifts the focus from rote learning to functional language use, encourages learner autonomy, and increases motivation through meaningful interaction (Mykola, 2024). Teachers can design cases around common communicative challenges, incorporating idioms that naturally occur in specific contexts. Qualitative classroom practices may include guided discussion of cases, reflective analysis of language choices, and collaborative problem-solving tasks (Akbulut, 2020). In foreign language teaching, case technology is used to enhance communicative competence, sociocultural competence, and linguistic competence. By analyzing certain communicative situations, the focus is directed on communicative learning, which is quite popular in these years. (Abayeva, 2016) These practices support the gradual construction of idiomatic competence and enable learners to transfer their knowledge to new communicative situations.

Conclusion

This theoretical qualitative analysis highlights the value of case-based learning as an effective approach to developing idiomatic competence in English language teaching. By situating idiomatic expressions within authentic and meaningful communicative contexts, case-based learning facilitates deeper understanding and more natural language use. The article argues that idiomatic competence should be treated as a core component of communicative competence and systematically integrated into language instruction through context-driven methodologies. Future research may further explore the qualitative impact of case-based learning on idiomatic development in diverse EFL contexts.

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TEACHING METHODS IN NON-PHILOLOGICAL UNIVERSITIES: PRACTICAL STRATEGIES AND EVALUATION IN TECHNICAL FIELDS

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Abstract: Effective pedagogy in non-philological universities, particularly in technical disciplines such as engineering, computing, and applied sciences, requires innovative, evidence-based teaching methods and robust assessment approaches. This article examines instructional practices, including task-based learning, flipped classrooms, collaborative strategies, and technology-enhanced learning. Evaluation techniques suitable for measuring both knowledge and practical competencies are also explored. Recommendations are provided for university professors to enhance student learning outcomes in technical fields.

Non-philological universities, where the focus is on technical or professional disciplines rather than languages, face unique pedagogical challenges. Instructors must balance disciplinary content with the development of practical skills, professional communication, and problem-solving competencies. Traditional lecture-based teaching, once dominant, is increasingly complemented by active, student-centered strategies that promote engagement and real-world application (Blerta Prevalla Etemi, Uzunboylu, Latifi, & Abdigapbarova, 2024). English for Specific Purposes (ESP) and technical communication are central to preparing students for professional contexts in international and interdisciplinary environments. Innovative teaching strategies, such as task-based learning and flipped classrooms, help integrate practical skills with theoretical knowledge, ensuring students are prepared for workplace demands (International Journal of STEM Education, 2021).

Task-based learning emphasizes learning through meaningful, real-world tasks. In technical fields, tasks might involve designing solutions, analyzing data, or preparing technical reports. These tasks are typically structured into pre-task, task

execution, and post-task reflection stages, which align classroom activities with professional practices (Prospects of Teaching English for Professional Purposes in Non-Philological Higher Education Institutions, n.d.). Task-based approaches have been shown to improve student engagement and motivation in engineering and computer science programs, as learners can see direct relevance to their future careers (Blerta Prevalla Etemi et al., 2024). The flipped classroom model has become increasingly popular because it shifts content acquisition outside the classroom, often through videos or readings, and reserves class time for application, problem-solving, and discussion. Studies indicate that flipped instruction enhances autonomy, engagement, and performance in technical courses (International Journal of STEM Education, 2021). For example, in programming courses, flipped classrooms promote self-directed learning while providing in-class support for practical coding exercises, reinforcing both theoretical and applied knowledge (Blerta Prevalla Etemi et al., 2024).

Collaborative learning strategies, including team-based learning, foster peer interaction, shared problem-solving, and accountability. Structured group work encourages active participation, critical thinking, and communication skills—competencies vital for technical professionals (Journal of Technology and Science Education, n.d.). Integrating collaborative methods with flipped or project-based approaches has been shown to improve understanding of complex technical concepts and support peer-assisted learning (International Journal of STEM Education, 2021). Additionally, the integration of technology in active learning environments supports flexible and personalized pathways. Tools such as interactive simulations, coding platforms, and digital discussion boards enable visualization of complex concepts, facilitate asynchronous participation, and provide opportunities for formative assessment (Wikipedia, n.d.-a). Simulation software in engineering, for instance, allows students to test designs in virtual environments, bridging theory and practice while enhancing conceptual understanding (Wikipedia, n.d.-b). Assessment strategies in technical education must measure both theoretical understanding and practical competencies. Formative assessment provides ongoing feedback that helps instructors

identify misconceptions and guide learning in real-time. Examples include low-stakes quizzes, in-class exercises, and draft submissions, which are particularly effective in courses requiring iterative problem-solving and continuous skill development (Blerta Prevalla Etemi et al., 2024). Summative assessments, such as final projects, comprehensive exams, and professional presentations, evaluate cumulative learning. Performance-based assessments, including lab experiments, coding tasks, and engineering design projects, capture the practical skills required in professional contexts (Journal of Technology and Science Education, n.d.). Rubrics with clear criteria ensure fair and transparent evaluation. Peer and self-assessment encourage critical thinking and reflective learning; structured peer reviews enhance collaborative skills, while self-assessment fosters metacognition and learner autonomy (International Journal of STEM Education, 2021). Digital tools, such as learning management system quizzes and automated code evaluators, further allow adaptive and immediate feedback, supporting continuous monitoring of student progress and improving instruction (Wikipedia, n.d.-a). Despite the advantages of innovative teaching methods, institutions often encounter challenges in implementation. Large class sizes may complicate individualized feedback and coordination of active learning strategies. Resource limitations, such as restricted access to advanced technology or laboratory facilities, can be addressed through low-cost alternatives like open-source software, group-based exercises, and problem-based assignments. Faculty development is another critical factor; technical instructors may require training in pedagogical methods and assessment literacy to effectively implement these approaches. Finally, students accustomed to passive learning may initially resist active or collaborative methods, necessitating clear guidance, orientation, and gradual implementation (Prospects of Teaching English for Professional Purposes in Non-Philological Higher Education Institutions, n.d.). To maximize the benefits of these strategies, instructors should combine task-based, flipped, and collaborative methods to engage students effectively. Assessment strategies must be aligned with professional competencies to ensure fairness and relevance. Technology should be integrated purposefully to enhance learning

outcomes, and faculty should receive continuous support and professional development. Encouraging reflective practices and self-assessment helps foster learner autonomy and continuous improvement.

In conclusion, teaching in non-philological universities, particularly in technical disciplines, requires evidence-based strategies that balance disciplinary knowledge with practical skill development. Task-based, flipped, collaborative, and technology-enhanced approaches support engagement, understanding, and skill acquisition, while varied assessment techniques provide comprehensive evaluation of both knowledge and practical competencies. By implementing these strategies, university instructors can create dynamic, responsive educational environments that better prepare students for professional success.

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THE ROLE OF COMMUNICATIVE ACTIVITIES AND ART PEDAGOGY IN DEVELOPING PRESCHOOLERS' ENGLISH ORAL SPEECH

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Abstract: This article examines the synergistic relationship between communicative activities and art pedagogy as a powerful approach for teaching English and promoting oral speech development in preschool children. It addresses the limitations of traditional, rote-based language instruction for young learners, advocating instead for an approach grounded in meaningful interaction and creative expression. The theoretical framework draws upon Communicative Language Teaching (CLT), Krashen's theories of second language acquisition, and Vygotsky's sociocultural perspective on learning through play and social interaction. The article argues that art pedagogy—encompassing drama, drawing, music, and crafts—provides a natural, motivating, and low-anxiety context for communicative activities. By engaging in these creative processes, children are intrinsically driven to negotiate meaning, express ideas, and use language purposefully. Practical examples, such as storytelling through puppetry, descriptive art projects, and role-playing in crafted environments, are presented to illustrate how this integrated approach effectively develops vocabulary, sentence structure, listening skills, and overall communicative confidence. The conclusion emphasizes that this holistic method not only accelerates oral language acquisition but also supports the child's cognitive, social, and emotional development, nurturing confident and creative communicators.

Keywords: communicative activities, art pedagogy, preschool education, English language teaching (ELT), oral speech development, young learners, Communicative Language Teaching (CLT).

Introduction

The global demand for English proficiency has prompted the introduction of language instruction in the earliest years of education. However, teaching English to preschool children, who are still developing their native language, requires a pedagogy that is fundamentally different from the methods used with older learners. Preschoolers are concrete thinkers, kinesthetic learners, and bundles of creative energy. Abstract grammatical explanations and rote memorization are not only ineffective but can create early-onset anxiety towards language learning.

The central challenge, therefore, is to create a learning environment where English is not a subject to be studied, but a living tool to be used for a genuine purpose. This article posits that the most effective way to achieve this is through a carefully designed integration of communicative activities with the principles of art pedagogy. Communicative activities shift the focus from linguistic form to communicative function, while art pedagogy provides the perfect, multi-sensory canvas on which this communication can unfold. This article will examine the theoretical foundations of this approach, define its key components, and offer practical examples of how art and communication can be integrated to foster fluent, confident English speakers from an early age. Communicative Language Teaching (CLT): The foundational principle of CLT is that the primary goal of language learning is to achieve communicative competence (Hymes, 1972). Activities should be based on authentic communication and meaningful tasks, where learners are encouraged to negotiate meaning and engage in interaction. For preschoolers, this means focusing on what they can *do* with the language, not just what they can recite.

Krashen’s Second Language Acquisition Theory: Stephen Krashen (1982) argued that language is best acquired in a low-anxiety environment filled with "comprehensible input." Art activities excel at both. They are inherently enjoyable, thus lowering the "affective filter," and the visual and tactile nature of art provides a rich context that makes new English words and phrases more understandable.

Vygotsky’s Sociocultural Theory: Lev Vygotsky (1978) emphasized that learning is a social, collaborative process. Play, particularly imaginative play, is a leading source of development in preschoolers. Art pedagogy, in essence, is a structured form of play. When children collaborate on a craft or a dramatic scene, they are operating within their Zone of Proximal Development (ZPD), using language to plan, negotiate, and execute their ideas with the support of peers and the teacher.

Communicative Activities for Preschoolers

At the preschool level, communicative activities are not complex debates but simple, goal-oriented interactions. Their defining feature is the "information gap"—one person has information that another needs, creating a genuine reason to communicate. Examples include: -Describing and Drawing: One child describes a monster they have drawn ("It has three big eyes and blue hair"), and another tries to draw it without seeing the original. -Following Instructions: The teacher or a peer gives simple instructions for a craft project ("First, take the red paper. Now, glue the circle."). -Asking for Materials: During an art activity, children must ask for the tools they need ("May I have the scissors, please?"). These activities transform oral speech from a performance into a tool for accomplishing a fun and tangible goal.

Art Pedagogy: Communication

Art pedagogy, in this context, is not about training children to be artists. It is the use of creative processes as the primary vehicle for learning and communication. Art serves several crucial functions in the English language classroom:

- **It provides a Topic:** Instead of an abstract question like "What did you do yesterday?", the art itself becomes the subject of conversation. A child's drawing, a clay sculpture, or a puppet they have made is a concrete object they are proud of and motivated to talk about.
- **It Lowers Inhibition:** Many children are hesitant to speak a foreign language for fear of making mistakes. However, when engrossed in a creative task like

painting or acting, their focus shifts from linguistic accuracy to self-expression, and language begins to flow more naturally.

- **It Makes Language Tangible:** Abstract concepts become concrete. The word "big" can be demonstrated by drawing a big circle; emotions like "happy" or "sad" can be expressed through puppets or drama.

Conclusion

To teach oral English to preschoolers effectively, we must honor their natural mode of learning: through play, creation, and interaction. A pedagogy that marries communicative activities with the expressive power of art achieves precisely this. It shifts the learning environment from one of passive reception to one of active participation, where children are not afraid to experiment with language because they are focused on a more immediate and joyful goal: creating, imagining, and sharing. By using art as a catalyst for communication, teachers can create a classroom where English is not just heard but also *experienced*. This holistic approach does more than teach vocabulary and sentences; it develops listening skills, fosters turn-taking, builds confidence, and nurtures the child's creative and curious spirit. Ultimately, it lays the foundation for a positive, lifelong relationship with language learning, creating not just speakers of English but confident and creative communicators.

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PRAGMALINGUISTIC COMPETENCE AND COMMUNICATIVE COMPETENCE IN TESOL: INSTRUCTIONAL IMPLICATIONS FOR EFL LEARNERS

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Abstract:

In the context of globalization, communicative competence has become a central objective of English language teaching. However, many EFL learners demonstrate grammatical accuracy while lacking pragmalinguistic competence in real communicative situations. This study addresses the gap between linguistic knowledge and pragmatic performance by examining the effects of explicit pragmalinguistic instruction on learners’ speech act production. A quasi-experimental design was employed with 40 intermediate EFL learners recruited from social media learning groups and randomly assigned to experimental and control conditions. Data were collected using Discourse Completion Tasks, role-play assessments, and a metapragmatic awareness questionnaire. The findings reveal that learners who received explicit instruction showed statistically significant improvement in pragmatic appropriateness compared to those receiving regular communicative instruction. The results indicate that targeted pragmatics instruction enhances communicative competence and interactional effectiveness. These findings imply that English language curricula should integrate pragmalinguistic components through role-play, reflection, and contextualized practice to prepare learners for authentic communication.

Keywords: pragmalinguistic competence, communicative competence, EFL, speech acts, pragmatics instruction, TESOL

Introduction

In the era of globalization, English functions as the principal medium of academic and professional exchange; thus, teaching must extend beyond grammar to communicative ability. For learners of English as a foreign language (EFL), success

in communication depends not only on linguistic accuracy but also on the capacity to use language appropriately in diverse social and cultural contexts. The growing importance of communicative competence has reshaped foreign language pedagogy, emphasizing meaningful interaction and real-life language use rather than mechanical mastery of structures. This perspective corresponds closely with the objectives of the international scientific-practical conference organized by the Tashkent Institute of Irrigation and Agricultural Mechanization Engineers National Research University, which focuses on improving the methodology of teaching English to speakers of other languages through innovative, communicative, and learner-centered approaches

In this regard, the development of both linguistic and pragmatic abilities has become a central concern of modern TESOL practices, highlighting the necessity of integrating pragmalinguistic competence into English language instruction.

The concept of communicative competence was first systematically formulated by Hymes (1972), who argued that language knowledge involves not only grammatical rules but also the ability to use language appropriately in social interaction. Communicative competence includes several interrelated components such as linguistic, sociolinguistic, discourse, and strategic competence. Within this framework, pragmalinguistic competence occupies a crucial position, as it refers to the learner’s ability to select suitable linguistic forms to express intentions in specific communicative situations. Kasper and Rose (2002) further elaborated this notion by distinguishing between grammatical knowledge and pragmatic knowledge, emphasizing that knowing how to construct a sentence does not guarantee knowing when and how to use it appropriately. For example, speech acts such as requests, apologies, and refusals require sensitivity to politeness strategies, levels of formality, and cultural expectations. A grammatically correct sentence may still be pragmatically inappropriate if it ignores contextual norms. Therefore, pragmalinguistic competence represents an essential bridge between language form and communicative function. Despite its recognized importance, many EFL learners demonstrate a noticeable gap between grammatical proficiency and pragmatic performance. Learners often rely on literal translation from their native language,

which can result in pragmatic failure, such as overly direct requests or culturally inappropriate expressions of politeness. Classroom instruction has traditionally prioritized vocabulary and grammar, while pragmatic aspects of language use have received limited explicit attention. Research has shown, however, that pragmalinguistic competence does not develop automatically through exposure alone and requires systematic pedagogical intervention. Taguchi (2011) emphasizes that explicit instruction in pragmatics significantly enhances learners’ awareness of contextual language use, while Jeon and Kaya (2006) provide empirical evidence that targeted pragmatics instruction leads to measurable improvement in learners’ performance of speech acts. These studies suggest that integrating pragmalinguistic elements into communicative teaching is not only beneficial but necessary for achieving true communicative competence.

The present study aims to examine the role of pragmalinguistic competence in the development of communicative competence among EFL learners and to explore effective instructional strategies for teaching pragmatic language use. Specifically, this research seeks to answer the following questions: (1) Does targeted pragmalinguistic instruction improve EFL learners’ ability to produce context-appropriate speech acts? and (2) Which instructional techniques, particularly role-play combined with metapragmatic explanation, result in greater gains compared to conventional communicative instruction? By addressing these questions, the study intends to contribute to the improvement of English language teaching methodology in line with contemporary TESOL objectives and the themes emphasized by the international conference on teaching English to speakers of other languages.

Methods

The participants of this study were 40 intermediate-level EFL learners randomly selected from English learning communities on social media platforms, including Telegram and Facebook study groups. These groups consisted of learners from diverse educational backgrounds who regularly engaged in online English practice activities. This virtual learning context reflects current trends in language

learning environments emphasized by the international TESOL conference on improving English teaching methodology for speakers of other languages

A quasi-experimental pretest–posttest design was adopted. Participants were randomly assigned to an experimental group (n = 20) and a control group (n = 20). The experimental group received explicit pragmalinguistic instruction through metapragmatic explanations, guided role-play tasks, and instructor feedback delivered online, while the control group participated in regular communicative activities without focused pragmatics instruction. The intervention lasted six weeks with two instructional sessions per week.

The research instruments included Discourse Completion Tasks (DCTs), role-play performance rubrics, and a metapragmatic awareness questionnaire. The targeted speech acts were requests, refusals, apologies, and offers. Responses were coded using a pragmalinguistic appropriateness scale ranging from 0 (inappropriate) to 3 (fully appropriate).

The procedure consisted of a pretest, a six-week instructional phase, and a posttest. Informed consent was obtained electronically from all participants.

Quantitative data were analyzed using paired and independent t-tests with effect sizes reported as Cohen’s d, while qualitative thematic analysis of role-play transcripts illustrated learners’ pragmatic strategy development.

Results

Pretest and posttest scores from the Discourse Completion Tasks (DCTs) and role-play rubrics were analyzed to determine changes in pragmalinguistic performance within each group. As shown in Table 1, the experimental group demonstrated a substantial improvement in overall pragmalinguistic appropriateness after six weeks of explicit instruction. The mean score increased from 1.42 (SD = 0.31) at pretest to 2.37 (SD = 0.28) at posttest, representing a statistically significant gain, $t(19) = 8.64$, $p < .001$, with a large effect size (Cohen’s $d = 1.93$). This indicates both statistical and practical significance.

In contrast, the control group showed only a modest increase from 1.45 (SD = 0.29) to 1.62 (SD = 0.34). The paired-samples *t*-test revealed that this change was not

statistically significant, $t(19) = 1.41$, $p = .17$, with a small effect size ($d = 0.32$). These findings suggest that exposure to general communicative instruction alone did not result in meaningful improvement in pragmalinguistic competence. When benchmarked against previous meta-analytic findings (Jeon & Kaya, 2006; 2022 meta-analysis), the effect size obtained in the experimental group falls within the range reported for explicit pragmatics instruction, confirming the robustness of the instructional intervention.

Table 1. Pretest and Posttest Pragmatics Scores (DCT + Role-play Composite)

Group	Test	Mean	SD	t(df)	p-value	Cohen’s d
Experimental (n=20)	Pretest	1.42	0.31			
	Posttest	2.37	0.28	8.64(19)	< .001	1.93
Control (n=20)	Pretest	1.45	0.29			
	Posttest	1.62	0.34	1.41(19)	.17	0.32

An ANCOVA was conducted using posttest scores as the dependent variable and pretest scores as the covariate to control for initial differences. The analysis revealed a significant main effect of instructional condition on pragmalinguistic performance, $F(1,37) = 29.18$, $p < .001$, partial $\eta^2 = .44$. The experimental group significantly outperformed the control group on the posttest (M = 2.37 vs. M = 1.62). This large effect size indicates that explicit pragmalinguistic instruction was substantially more effective than conventional communicative teaching. These results align with Taguchi’s (2011) assertion that metapragmatic explanation combined with practice yields superior learning outcomes compared to implicit exposure alone.

Qualitative Results: Role-Play Performance

Qualitative analysis of role-play transcripts revealed clear changes in learners’ pragmatic strategies in the experimental group. Prior to instruction, learners frequently used direct and unmitigated forms:

Excerpt 1 (Pretest – Request):

“Give me your notes.”

After instruction, learners demonstrated increased use of modal verbs, hedges, and politeness markers:

Excerpt 2 (Posttest – Request):

“Could you please share your notes with me if you don’t mind?” Similarly, refusals shifted from abrupt forms to socially appropriate strategies:

Excerpt 3 (Posttest – Refusal):

“I’m really sorry, I can’t help you today because I have an exam tomorrow, but maybe next time.”

Thematic analysis identified three dominant strategy changes: (1) increased use of modal verbs (“could,” “would”), (2) inclusion of politeness markers (“please,” “I’m sorry”), and (3) justification and mitigation strategies. These categories correspond to pragmalinguistic strategy frameworks described by Kasper and Rose and Taguchi. Inter-rater reliability for coding was high (Cohen’s $\kappa = .81$), indicating consistent evaluation of pragmatic appropriateness.

Discussion

The findings of this study demonstrate that explicit pragmalinguistic instruction significantly enhances EFL learners’ communicative competence, particularly in the production of context-appropriate speech acts. Learners who received metapragmatic explanations and structured role-play practice showed substantial improvement compared to those who received conventional communicative instruction. These results support Hymes’s theory of communicative competence, which emphasizes that language proficiency involves not only grammatical accuracy but also socially appropriate language use. The combination of quantitative and qualitative evidence confirms that pragmalinguistic competence can be systematically developed through targeted pedagogical intervention.

When compared with earlier research, the results are highly consistent with existing empirical findings. Jeon and Kaya (2006) reported medium to large effect sizes for instructed pragmatics, and the 2022 meta-analysis similarly concluded that

explicit instruction produces stronger learning gains than implicit exposure. The large effect size observed in the present study (d = 1.93) suggests that the integration of role-play and metapragmatic explanation is particularly effective for speech acts such as requests and refusals. Taguchi’s (2011) claim that awareness-raising activities accelerate pragmatic development is also supported, as learners demonstrated both improved performance and increased sensitivity to politeness norms. From a pedagogical perspective, the results highlight several implications for English language teaching. First, pragmatics should be explicitly incorporated into the curriculum rather than treated as a by-product of grammar or vocabulary instruction. Teachers should design lesson plans that include structured Discourse Completion Tasks, role-plays, and reflection activities that allow learners to analyze why certain expressions are more appropriate than others. Second, instruction should be scaffolded from controlled practice to freer communicative tasks, enabling learners to gradually internalize pragmatic norms. Third, cultural and contextual explanations should accompany linguistic forms to prevent pragmatic transfer from the first language. These recommendations correspond with the conference themes of modern lesson planning, interactive teaching tools, and creative assessment methods.

Despite its contributions, the study has several limitations. The sample size was relatively small and drawn from social media learning groups, which may limit generalizability. The intervention period was also short, making it difficult to determine long-term retention of pragmatic skills. Future research should employ longitudinal designs, larger and more diverse samples, and incorporate digital tools such as video-based scenarios and learner corpora to examine pragmatic development over time. Comparative cross-cultural studies would further clarify how learners from different linguistic backgrounds acquire pragmalinguistic competence.

Conclusion

In conclusion, the results confirm that targeted pragmalinguistic instruction plays a critical role in strengthening communicative competence. By integrating explicit pragmatic teaching into English language programs, educators can better

prepare learners for effective participation in academic and professional communication contexts.

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STYLISTIC SEMANTIC PECULIARITIES OF FUNCTIONING PROVERBS AND SAYINGS IN LITERARY TEXTS

(on the base of English and Tajik languages)

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Abstract. The article dwells on transformation of proverbs and sayings in the English and Tajik languages due to the substitution of the components and their modification that does not lead to the change of the initial semantics. It should be also mentioned, that during the translation into Tajik the full-equivalent method of translation is used. The usage of full equivalent of the examples (given below) for the translation of the transformed phraseological unit is well-timed and expedient, as the transformation made with the help of substitution of the components stuff doesn't change the basic semantics of the usual phraseological unit.

Key words: proverb, saying, semantics, substitution, component, phraseological unit.

Proverbs and sayings are essential part of speech and literary works. Proverbs and sayings in the texts of literary works are purposely used for imparting effect of satire and humor, promoting elevation of expressiveness and emotionality. There is a peculiar effect made by proverbs in literary texts attracting readers' attention which are able to make author's idea more demonstrative.

The study of transformed proverbs and sayings is reflected in works of such Tajik scholars as R. Gafforov [1], Kh. Majidov [2], M. Rajabova [3].

The analyzed material shows that functioning of proverbs in the literary texts can be divided into two groups: usual and transformed. Let us consider the method of transformation of proverbs in literary texts.

Substitution of component stuff. This method is used in the work of E.L. Voynich combined with the method of expansion of component stuff: *The idea of settling the difficulty by a court-material had, as Gemma and Michele had foreseen, presented itself to him as the only satisfactory solution; and Cardinal Montanelli's stubborn refusal to countenance this was* ***the last drop which made the cup of his vexations overflow*** [7, 248]. = *Ба фаҳми полковник, ягона иложи ин кор, чи тавре ки Ҷемма ва Мекеле пешбинӣ карда буданд, суди харбӣ буд, аммо ба ин розигӣ надодани Монтанелли охирин қатрае буд,* ***ки косаи сабри вайро лабрез мекард*** [5, 250].

In the given example the method of expansion of component stuff and the method of substitution are combined. The component-expander is **vexation** (which is rather old), the component-substitute is **overflow** (which is used in the meaning of **flood**). The substitution of the component enhances stylistic strain of the text and imparts its basic meaning.

It should be mentioned, that during the translation into Tajik the full-equivalent method of translation is used. The usage of full equivalent of the given example for the translation of the transformed phraseological unit is well-timed and expedient, as the transformation made with the help of substitution of the components stuff doesn't change the basic semantics of the usual phraseological unit.

The substitution of the component stuff in the process of transformation of the proverbs and sayings can also be met in the literary works of Tajik authors: Халқи баҷонрасидаро шишаи сабр шикаста буд, шӯр бардоштанду исён карданд. Вале зӯрашон ба сипоҳи аморати мирӣ нарасида, умед ба лашкари нисбати одилу халқпарвари Шӯроҳо бастанд [6, 404].

The proverb *косаи сабри касе лабрез будан* is modified by the method of substitution of component stuff ***шишаи сабр шикаста шудан***. Components-substitutions are *шиша* and *шикастан*. *Шиша* (glass) substitutes usual component *коса* (bowl) and *шикастан* (break) substitutes verbal component *лабрез будан*. Structural change in the given example does not lead to the semantic shift as *шиша*

(glass) and *коса* (bowl) are not differentiated semantically. The words *glass* and *bowl* have the same feature – capacity. The distinctive feature is that *коса* (bowl) is a certain concrete thing, but *шиша* (glass) is the material for making tumblers and kitchen sets. Though transformation does not lead to semantic shift, it fills out the context describing the given situation: *Шишаи сабр шикаста шуд* – people’s patience has broken, where author by using substitution component *шиша* (glass), shows the unity of the people. Besides, the author uses usual phraseological unit ***ба ҷон расонидан*** and obtains the stylistic strain of the text. Usual phraseological unit ***ба ҷон расонидан*** is transformed with the help of agglutination – ***баҷонрасида.*** The author underlined people’s condition. There is also possibility of variety that belongs to usual proverb *косаи сабри касе лаброз будан* – ***шишаи сабре касе шикаста шудан.*** The substitution of the components does not lead to semantic shift but describes the context of usage.

Let us consider the transformation of the proverbs and sayings in the novel by Sorbon “Tugral” – *На. Мирзоазим чунин накунад. Зеро ӯ аз худо тарсад. Мирзоазим аввал бояд бидонад, ки дӯсту душман кист.* ***Пасон ба кӯрпа нигоҳ карда пой ёзад*** [6, 248].

Phraseological unit ***ба кӯрпа нигоҳ карда, пой дароз кардан*** means doing something according possibilities, the English equivalent is ***cut your coat according to your cloth.*** The component *дароз кардан* is changed into *ёзидан*. The substituted component is in synonymic relations with the initial one as *дароз кардан* has the meaning to lengthen, whereas substituted component means become presumptuous. In the process of transformation sema *to lengthen* is actualized.

There is also another example of modification of the proverb, which does not lead to the change of the semantics. Substitution component goes into one group with the initial one: *Гапашон ҳамин: “Аввалаш хато макун. Хато, ки кардӣ, узр мапурс.* ***Узрпурсӣ – бадтар аз гуноҳ!”***[6, 381].

The saying “узри бадтар аз гуноҳ” has the meaning of an excuse, which does not reduce the fault, but on the contrary enhances it. Component “узр” means *excuse*

whereas substitution component “узрпурсӣ” means *request of excuse.* The substitution in the given case determines the meaning and describes the given situation: to know everything, to act deliberately, consciously. Besides, the substitution is naturally inscribes into the structure of the saying.

Узри бадтар аз гуноҳ – Узрпурсӣ – бадтар аз гуноҳ!

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LEXICAL-SEMANTIC FEATURES OF THE FORMATION OF COGNITIVE METAPHORS

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Abstract

This article examines the lexical-semantic features involved in the formation of cognitive metaphors from the perspective of cognitive linguistics. It explores the relationship between language, thought, and conceptual systems, emphasizing that metaphors are not merely stylistic devices but fundamental mechanisms of human cognition. The study analyzes how conceptual metaphors function in English and Uzbek, highlighting their role in reflecting human experience, cultural values, and worldview. Special attention is given to spatial metaphors such as vertical and horizontal orientations, which are closely connected to human physical and emotional states.
Keywords: cognitive metaphor, concept, cognitive approach, onomasiology, variability.

Language, as a product of human consciousness and thinking, serves as a foundation for the emergence of semantically complex units. In particular, the concepts that guide human thinking are not merely products of the mind but arise on the basis of evidence that exists in language. Therefore, it can be argued that a significant portion of the conceptual system in use possesses a metaphorical character. According to Sh. Safarov, “The most important task of cognitive linguistics is to identify the structures, mechanisms, and rules that ensure the reflection of the concept—considered a unit of thought—in language (more precisely, in speech)” [1, 27].

Metaphors that express concepts, which are considered the primary object of study in cognitive linguistics, are widely found in both English and Uzbek languages. For example, the metaphors *He is in top shape* ↔ *His health is declining*; *He dropped dead* clearly embody the opposition between the concepts of high and low. From an anthropocentric perspective, the vertical orientation (up–down), directly associated with the human body’s condition, becomes a factor in the formation of metaphors.

For instance, conceptual metaphors such as *He dropped off to sleep*, *He came down with the flu*, *he sank into a coma*, *He is sinking fast* are introduced into communication as a combination of physical and emotional states based on the contrast between high and low concepts. In any culture, the upright or upward position of the human body (up ↔ goodness, positivity) is associated with positive meanings, while the downward orientation (down ↔ negativity, badness) conveys negative meanings.

From a cognitive perspective, horizontal orientation metaphors include those expressing movement inward (inside) and outward (outside). Depending on the context, these units may be used with both negative and positive connotations. When analyzing conceptual metaphors expressing inward direction in English, it can often be observed that they convey negative emotional states. Examples include *Anger is a hot fluid in a pressurized container*; *In a cold sweat*; *In a huff*, and others.

In some cases, conceptual metaphors that exist only within a particular language are closely connected to the cultural and national worldview of that people and rely on the specific ways reality is perceived by human cognition. In such instances, both the source and target domains are unique to the culture of the speakers of that language.

From a psycholinguistic point of view, human thinking and the overall process of cognition are characterized by metaphorical features. This indicates that individuals rely on conceptual metaphors when expressing their thoughts and attitudes and use them in decision-making processes. Accordingly, metaphors are recognized as products of experience. Conducting comparative analysis of conceptual metaphors solely from a linguistic perspective may lead to incorrect conclusions. For example, when analyzing the Uzbek variation of the widely known metaphor *Love is a journey*, several conceptual complexities can be observed. A vivid illustration of this can be found in the explanation provided by the writer O’. Hoshimov: “The word ‘love’ exists in all languages. However, in the Uzbek language, the word ‘muhabbat’ has such a wide range of meanings that one is amazed! ‘To like,’ ‘to give one’s heart,’ ‘to

feel inclined,’ ‘to admire,’ ‘to be fascinated,’ ‘to devote one’s soul,’ ‘to lose one’s heart,’ ‘to become obsessed,’ ‘to be enchanted,’ ‘to become beloved,’ ‘to fall in love,’ ‘to care deeply,’ ‘passion,’ ‘to be struck by love,’ ‘earthly love,’ ‘eternal love,’ ‘affection,’ ‘love,’ ‘kindness,’ and so on… Naturally, some of these have been borrowed from other languages. However, all of them are equally recognized as Uzbek words! And that is not all. All these expressions share a general meaning, yet each carries its own specific nuance!”

Accordingly, this metaphor is classified within the group of conceptual metaphors identified by G. Lakoff as *Love is a journey* [7, 25], since it embodies three essential components of the concept of a journey: travelers, the journey itself, and the destination or fate. However, metaphors associated with the concept of love in English and Uzbek differ conceptually. Therefore, comparative analysis of such metaphors is crucial in identifying the structures, mechanisms, and rules that ensure the reflection of concepts in speech.

In the complete formation of a metaphor as a conceptual metaphor, it is considered essential that the source concept establishes full correspondence with the target concept.

Studying metaphors by analyzing their role in human life holds significant importance in linguistics from both linguostylistic and pragmatic perspectives. In particular, structural investigation of metaphor formation is directly connected with the domains that serve as their sources [4, 72]. The domains selected as sources are closely related to the lifestyle and culture of a particular people. For instance, when analyzing the term *inflation*, which is frequently encountered in Western societies experiencing rapid globalization, one can observe the development of numerous cognitive metaphors associated with it. According to G. Lakoff, ontological and orientational metaphors often serve limited purposes, such as naming or evaluating something, and therefore their conceptualization may not be immediately apparent [7, 62]. Such cognitive metaphors are more common in Western cultures. However,

despite differences in lifestyle and cultural diversity, there are also cognitive metaphors formed from similar source and target domains.

From a cognitive point of view, conceptual metaphors emerge based on a particular nation’s cultural worldview, lifestyle, ethnic identity, and linguospecific features, thereby forming cultural models. These metaphors are interpreted simultaneously as both cognitive and cultural structures because they represent certain aspects of the material world as mentally processed reflections of cultural perspectives.

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RETHINKING CREATIVE ASSESSMENT IN TESOL: ENHANCING LEARNER ENGAGEMENT AND MEANINGFUL LANGUAGE DEVELOPMENT

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Abstract

In Teaching English to Speakers of Other Languages (TESOL), assessment has traditionally focused on measuring learners’ grammatical accuracy and memorization skills. However, contemporary educational paradigms emphasize the need for creative assessment methods that promote critical thinking, learner autonomy, and communicative competence. This article explores the theoretical foundations and pedagogical significance of creative assessment in TESOL classrooms. Drawing upon constructivist learning theory, communicative language teaching principles, and formative assessment models, the study analyzes practical methods and tools used to implement creative assessment. It also examines strategies for increasing student engagement during the assessment process. The findings indicate that creative assessment fosters deeper learning, enhances motivation, and supports the development of real-life language skills. The study concludes that integrating creative assessment strategies can significantly improve both learner performance and instructional effectiveness in TESOL contexts.

Keywords: TESOL, creative assessment, student engagement, formative assessment, communicative competence, learner-centered teaching, language evaluation

Introduction

Assessment plays a central role in the teaching and learning process, serving as a tool for measuring learner progress, guiding instructional decisions, and motivating students. In TESOL contexts, assessment has traditionally emphasized standardized testing and grammar-based evaluation methods. While these approaches provide

measurable outcomes, they often fail to capture learners’ communicative abilities and creative language use. In recent years, educational reforms and global pedagogical trends have encouraged a shift from summative, test-oriented assessment toward more dynamic and learner-centered evaluation methods. Creative assessment has emerged as an effective approach that values students’ originality, critical thinking, collaboration, and communicative competence. In Uzbekistan and other countries, modern TESOL programs increasingly recognize the importance of designing assessment tasks that reflect real-life language use and encourage active learner participation.

This study aims to explore the theoretical foundations of creative assessment, examine practical tools for its implementation, and identify strategies that enhance student engagement during the assessment process in TESOL classrooms.

Literature review

Assessment in language education has undergone significant transformation over the past decades. Brown (2004) defines assessment as an ongoing process that involves collecting information about learner performance to inform teaching practices. Traditional assessment methods, such as multiple-choice tests and grammar exercises, primarily focus on accuracy and memorization. Communicative Language Teaching (CLT) introduced new perspectives on assessment by emphasizing meaningful language use and real-world communication. According to Richards and Rodgers (2014), communicative assessment aims to evaluate learners’ ability to use language effectively rather than merely demonstrating grammatical knowledge.

Constructivist learning theory further supports the idea of creative assessment by emphasizing learner involvement in knowledge construction. Vygotsky’s sociocultural theory highlights the importance of interaction and collaboration in learning, suggesting that assessment tasks should encourage communication and problem-solving.

Recent research indicates that formative assessment plays a crucial role in enhancing student motivation and academic performance. Black and Wiliam (1998) argue that continuous feedback and reflective assessment practices contribute to deeper learning outcomes. Creative assessment strategies such as project-based learning, peer assessment, role-play, and portfolio evaluation have been widely recognized for promoting learner engagement and autonomy.

Methodology

This study employs a qualitative research approach based on theoretical analysis and comparative evaluation. Data were collected through an extensive review of academic literature on TESOL assessment practices, communicative pedagogy, and learner-centered evaluation methods. Additionally, classroom-based creative assessment techniques were analyzed to determine their effectiveness in promoting student engagement and language development.

Theoretical foundations of creative assessment

Creative assessment is grounded in constructivist and communicative learning theories, which emphasize active learner participation and meaningful knowledge construction. Unlike traditional testing methods, creative assessment focuses on learners’ ability to apply language skills in authentic contexts. From a cognitive perspective, creative assessment encourages higher-order thinking skills such as analysis, synthesis, and evaluation. It allows students to demonstrate their understanding through diverse formats, including presentations, storytelling, debates, and multimedia projects. Moreover, formative assessment principles support the integration of creative tasks by promoting continuous feedback and self-reflection. Teachers who implement creative assessment methods can better monitor learner progress and adjust instruction accordingly.

Methods and tools for creative assessment in practice

Creative assessment in TESOL classrooms can be implemented through various interactive and learner-centered activities:

Assessment Method	Description	Skills Developed	Advantages in TESOL	Teacher’s Role	Impact on Student Engagement	Assessment Method
Project-Based Assessment	Students engage in long-term academic tasks that involve research, collaboration, problem-solving, and oral or written presentations. Projects are usually connected to real-life contexts and require learners to apply language skills meaningfully.	Critical thinking, research skills, speaking, writing, teamwork, time management	Encourages authentic language use, promotes learner autonomy, integrates multiple language skills, and connects classroom learning to real-world situations	Facilitator and advisor who guides research, monitors progress, and provides formative feedback	Increases motivation by allowing learners to explore personal interests and take ownership of learning outcomes	**Project-Based Assessment**
Role-Plays and Simulations	Learners participate in structured scenarios that imitate real-life communication situations such as interviews, negotiations, or everyday conversations.	Speaking fluency, listening comprehension, pragmatic competence, confidence	Provides opportunities for meaningful communication, reduces fear of speaking, enhances real-life language application	Organizer who sets scenarios, provides language support, and evaluates communicative effectiveness	Promotes active participation and reduces anxiety through interactive learning environments	**Role-Plays and Simulations**

Portfolios	A collection of learners’ work over time, including essays, recordings, reflections, and assignments that demonstrate progress and achievement.	Writing skills, reflective thinking, self-evaluation, organizational skills	Encourages continuous learning, allows personalized assessment, highlights learner progress	Evaluator and mentor who reviews progress and provides constructive feedback	Enhances learner responsibility and encourages self-directed learning	**Portfolios**
Peer and Self-Assessment	Students evaluate their own work and the performance of peers based on established criteria and rubrics.	Critical thinking, analytical skills, responsibility, collaboration	Develops evaluative skills, promotes learner autonomy, fosters collaborative learning culture	Guide who provides assessment criteria and ensures fairness	Builds confidence and encourages deeper involvement in the learning process	**Peer and Self-Assessment**
Digital Storytelling	Learners create multimedia stories using digital tools, combining text, images, audio, and video elements.	Creativity, digital literacy, speaking, writing, presentation skills	Integrates technology with language learning, encourages creative expression, appeals to diverse learning styles	Technical and pedagogical supporter who helps learners design and present projects	Highly engaging as it combines technology, creativity, and communication	**Digital Storytelling**

Table: Creative Assessment Methods in TESOL and Their Pedagogical Impact

These tools not only evaluate language proficiency but also promote creativity, teamwork, and problem-solving skills.

Strategies for increasing student engagement during assessment

Student engagement is a critical factor in effective assessment. Creative assessment strategies enhance motivation by reducing anxiety and encouraging active participation.

Key strategies include:

• Providing clear assessment criteria and expectations;

• Allowing students to choose topics that reflect their interests;

• Incorporating collaborative tasks that promote peer interaction;

• Using multimedia tools to create dynamic assessment experiences;

• Offering constructive feedback that supports improvement.

Such approaches foster a supportive learning environment where students perceive assessment as an opportunity for growth rather than a source of stress.

RESULTS

The analysis suggests that creative assessment significantly improves learner engagement, motivation, and communicative competence. Students demonstrate greater confidence in expressing their ideas and participating in interactive tasks. Teachers also benefit from a more comprehensive understanding of learner progress through continuous evaluation methods.

Compared to traditional assessment approaches, creative assessment provides more authentic evidence of language proficiency and encourages learners to apply their skills in meaningful contexts.

DISCUSSION

The findings align with modern theories of second language acquisition, which emphasize the importance of interaction, meaningful input, and learner autonomy. Creative assessment supports these principles by integrating evaluation into the

learning process. However, implementing creative assessment requires careful planning and teacher training. Educators must balance creativity with clear evaluation criteria to ensure fairness and reliability.

CONCLUSION

This study highlights the pedagogical value of creative assessment in TESOL classrooms. By promoting learner engagement, critical thinking, and communicative competence, creative assessment transforms evaluation into a dynamic and meaningful learning experience.

In conclusion, TESOL educators who adopt creative assessment strategies are better equipped to address diverse learner needs and prepare students for real-world communication. Future research should focus on empirical classroom studies to further explore the impact of creative assessment on language acquisition outcomes.

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INTEGRATING CRITICAL THINKING INTO TEACHING LANGUAGE SKILLS AND LANGUAGE COMPONENTS IN EFL CONTEXTS

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Abstract

In contemporary English as a Foreign Language (EFL) education, the development of linguistic proficiency alone is no longer considered sufficient to meet the academic and professional demands of the 21st century. Modern learners are increasingly expected to demonstrate higher-order thinking skills—particularly critical thinking—alongside communicative competence (Facione, 2015; Paul and Elder, 2006). Despite its recognized importance, the integration of critical thinking into the teaching of language skills and language components remains a significant pedagogical challenge in many EFL contexts, especially in traditionally teacher-centered educational systems such as Uzbekistan. This article examines the theoretical and practical challenges of teaching the four core language skills—listening, speaking, reading, and writing—through a critical thinking framework. Drawing on Bloom's revised taxonomy (Anderson and Krathwohl, 2001) and sociocultural learning theory (Vygotsky, 1978), the study argues that language skills instruction should move beyond mechanical practice toward tasks that encourage analysis, evaluation, and reflection. The article further highlights common obstacles faced by EFL teachers, including limited methodological training, examination-oriented curricula, and learners' passive learning habits, which hinder the effective implementation of critical-thinking-based instruction. In addition, the study explores innovative pedagogical approaches to teaching language components such as vocabulary, grammar, and pronunciation. Approaches including problem-based learning, task-based instruction, and reflective speaking and writing activities are discussed as effective means of fostering learner autonomy and meaningful language use (Richards, 2015; Scrivener, 2011). Vocabulary learning is conceptualized not

merely as memorization but as a process of semantic analysis and contextual interpretation, while grammar and pronunciation instruction are reframed as tools for developing metalinguistic awareness and analytical reasoning (Thornbury, 2002; Nation, 2013). The findings suggest that critical-thinking-oriented EFL instruction not only enhances learners' linguistic competence but also contributes significantly to their cognitive development, academic independence, and ability to transfer language skills to real-world contexts. The article concludes that integrating critical thinking into EFL pedagogy is not an optional enhancement but a necessary shift for improving the quality and relevance of language education in Uzbekistan and similar EFL settings.

Keywords: *critical thinking, EFL teaching, language skills, vocabulary instruction, grammar teaching, pronunciation, innovative methods*

1. Introduction.

In recent decades, English as a Foreign Language (EFL) education has increasingly emphasized not only linguistic competence but also higher-order cognitive skills, particularly critical thinking. According to Facione (2015), critical thinking involves analysis, evaluation, inference, and self-regulation, all of which are essential for effective language use. However, in many EFL contexts, including Uzbekistan, language instruction remains largely form-focused, prioritizing grammar accuracy and vocabulary memorization over analytical engagement (Richards and Rodgers, 2014). Research suggests that integrating critical thinking into language skills instruction enhances learners' communicative competence and autonomy (Bloom, 1956; Paul and Elder, 2019). Listening, speaking, reading, and writing skills inherently require interpretation and judgment, yet classroom practices often fail to exploit this potential (Brown, 2007). Therefore, this study aims to examine challenges in teaching language skills and language components and to propose innovative, critical-thinking-oriented solutions applicable to EFL classrooms.

2. Methods

This study adopts a qualitative, descriptive research design based on classroom observation, reflective teaching practice, and document analysis. The theoretical framework draws on Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), which emphasize meaningful interaction and learner-centered instruction (Richards and Rodgers, 2014; Ellis, 2003). In addition, critical pedagogy principles were employed to analyze how language skills and materials can foster analytical thinking and learner autonomy (Paul and Elder, 2019). The research context includes undergraduate EFL classes in a higher education institution, where English is taught as a foreign language with limited exposure outside the classroom. **Research Design.** This study employed a qualitative-descriptive research design combined with elements of classroom-based pedagogical analysis to investigate the integration of critical thinking into EFL instruction. The research framework was grounded in modern EFL methodology, emphasizing learner-centered instruction, higher-order thinking skills, and reflective language use. The methodological approach aligns with previous studies conducted in the Uzbek EFL context, where critical thinking has been integrated through task-based, communicative, and problem-oriented teaching methods (Xolmurodova, 2021; Umarova, 2020). **Research Context and Participants.** The study was conducted at Tashkent Institute of Irrigation and Agricultural Mechanization Engineers – National Research University (TIIAME NRU). The participants included first-year non-philology students from engineering and agriculture-related faculties, for whom English is taught as a tool for academic and professional development. This participant selection reflects the institutional need to integrate English language instruction with discipline-specific content and analytical thinking skills, as recommended by Isroilova (2019) and Qalandarova (2022) in their studies on ESP-oriented EFL instruction. **Instructional Methods and Teaching Procedures.** The instructional methodology integrated critical thinking into the teaching of listening, speaking, reading, and writing skills through a combination of interactive and reflective techniques. The selected methods were informed by both international EFL pedagogy and locally developed approaches

successfully implemented in Uzbek higher education. For listening and speaking skills, problem-based learning and discussion-oriented tasks were employed. Students were encouraged to analyze audio materials, evaluate speakers’ viewpoints, and justify their responses through structured oral interaction. This approach reflects the communicative-critical model proposed by Xolmurodova Ezoza Xasanovna, who emphasizes dialogic interaction and reasoning-based speaking tasks as effective tools for developing analytical competence in EFL learners (Xolmurodova, 2021). Reading instruction focused on analytical and interpretive strategies, including identifying main arguments, evaluating evidence, and drawing conclusions from academic texts. These practices align with Umarova Feruza Nigmatovna’s research on critical reading techniques, where learners move beyond literal comprehension toward evaluative and inferential reading skills (Umarova, 2020). Texts related to students’ professional fields were selected to enhance relevance and cognitive engagement. Writing instruction incorporated reflective and argumentative tasks such as short analytical essays, opinion paragraphs, and problem–solution writing. Students were guided to structure their ideas logically, support arguments with evidence, and reflect on alternative viewpoints. This method corresponds with the findings of Isroilova Baxtijon Bahromovna, who highlights the effectiveness of reflective writing and peer feedback in fostering critical thinking and learner autonomy in EFL classrooms (Isroilova, 2019). Grammar and vocabulary instruction were integrated into skills-based tasks rather than taught in isolation. Contextualized grammar analysis, vocabulary categorization, and semantic mapping activities were used to promote metalinguistic awareness and analytical reasoning. Qalandarova Safiya Tohirovna’s methodological framework, which emphasizes contextualized language instruction and cognitive engagement, informed the design of these activities (Qalandarova, 2022).

Data Collection and Analysis. Data were collected through classroom observation, analysis of students’ oral and written outputs, and reflective teacher notes. The collected data were analyzed thematically to identify patterns related to learner engagement, development of critical thinking skills, and improvements in

language performance. This qualitative analysis approach allowed for an in-depth understanding of how critical-thinking-oriented methods function in real classroom settings, consistent with recommendations in contemporary EFL research (Richards, 2015).

3. Results

3.1 Teaching Language Skills through a Critical Thinking Perspective. The findings indicate that language skills development and critical thinking are closely interconnected. Bloom’s Taxonomy (1956) highlights that higher cognitive processes—analysis, synthesis, and evaluation—are essential for meaningful language use. However, many EFL lessons remain limited to lower-order skills such as remembering and understanding. When integrated-skills tasks required learners to compare ideas, justify opinions, or solve problems, student engagement and comprehension significantly improved. Similar findings have been reported by Scrivener (2011), who emphasizes that effective language teaching should encourage learners to think, not merely repeat. **3.2 Listening and Speaking: Challenges and Solutions** Listening instruction in EFL classrooms often focuses on surface-level comprehension, such as identifying specific details, rather than deeper interpretation (Field, 2008). Learners struggle with authentic speech due to limited exposure to natural discourse and insufficient listening strategies. Speaking skills are frequently constrained by learner anxiety, fear of making mistakes, and teacher-centered classroom dynamics (Harmer, 2007). These factors reduce opportunities for meaningful oral interaction. To overcome these challenges, researchers recommend using authentic listening materials and incorporating prediction, inference, and evaluation tasks (Brown, 2007). Speaking activities such as debates, problem-solving tasks, and role-plays encourage learners to articulate opinions and defend arguments, thereby fostering critical thinking (Richards, 2008). **3.3 Reading and Writing Skills:** Analytical Approaches Reading instruction often emphasizes translation and vocabulary recognition, limiting learners’ ability to evaluate texts critically (Grabe and Stoller, 2011). Writing instruction, similarly, may focus excessively on

grammatical accuracy rather than argumentation and coherence. The results show that teaching reading strategies such as identifying author bias, distinguishing fact from opinion, and making inferences improves comprehension and critical engagement (Grabe and Stoller, 2011). In writing instruction, process-based approaches—planning, drafting, revising, and peer feedback—support the development of analytical and academic writing skills (Hyland, 2003). 3.4 Innovative Teaching of Language Components. Vocabulary Instruction. Vocabulary knowledge is a key predictor of language proficiency (Nation, 2001). Traditional memorization-based approaches are insufficient for deep lexical mastery. Teaching vocabulary through lexical chunks, collocations, and contextualized tasks encourages deeper cognitive processing and retention (Nation, 2013). Grammar Teaching. Modern grammar instruction emphasizes inductive and communicative approaches, allowing learners to discover grammatical patterns through use (Ellis, 2006). Such methods promote hypothesis testing and analytical reasoning, aligning grammar learning with critical thinking development. Pronunciation Instruction. Pronunciation is often neglected in EFL classrooms, despite its importance for intelligibility (Celce-Murcia et al., 2010). Innovative strategies such as phonological awareness training, contrastive analysis, and technology-assisted feedback encourage learners to analyze and monitor their own speech.

4. Discussion

The findings support previous research indicating that critical-thinking-oriented instruction enhances both language proficiency and learner autonomy (Paul and Elder, 2019). While cultural and institutional constraints may affect implementation, studies show that critical thinking can be adapted to local EFL contexts without undermining cultural values (Atkinson, 1997). Teachers play a central role in designing tasks that integrate linguistic objectives with cognitive demands. Professional development and curriculum flexibility are essential for sustainable implementation (Richards, 2017).

The Role of TIIAME NRU and Institutional Implications. Within the context of higher education in Uzbekistan, Tashkent Institute of Irrigation and Agricultural Mechanization Engineers – National Research University (TIIAME NRU) occupies a strategic position in implementing critical-thinking-oriented EFL instruction. Contemporary higher education institutions are increasingly expected to produce graduates who are not only linguistically proficient but also capable of analytical reasoning and independent problem-solving (Paul and Elder, 2006; Facione, 2015). As a national research university specializing in engineering, agriculture, water management, and environmental sciences, TIIAME NRU requires English language education to function as a cognitive and academic tool that supports discipline-specific learning and research engagement. The findings of this study suggest that critical-thinking-based instruction in listening, speaking, reading, and writing skills is particularly relevant for non-philology students at TIIAME NRU, for whom English serves primarily as a medium for accessing professional knowledge rather than as an isolated subject. Research indicates that integrating higher-order thinking tasks into language skills instruction enhances learners’ ability to analyze, evaluate, and synthesize information in academic contexts (Anderson and Krathwohl, 2001; Bloom, 1956). Through activities such as analytical reading of scientific texts, problem-based speaking tasks, reflective writing, and evaluative listening exercises, students develop transferable cognitive skills essential for understanding international research literature and professional discourse (Richards, 2015). From an institutional perspective, the integration of critical thinking into EFL pedagogy contributes to the modernization of teaching practices at TIIAME NRU and aligns with internationally recognized quality assurance standards in higher education. Learner-centered and inquiry-based approaches have been shown to foster deeper learning, learner autonomy, and academic motivation, particularly in technical and non-linguistic disciplines (Vygotsky, 1978; Scrivener, 2011). By embedding critical thinking into EFL courses, the university promotes interdisciplinary learning and supports the development of a research-oriented academic culture among undergraduate students, especially at the foundational (first-year) level. In the long term, the adoption of

critical-thinking-integrated EFL instruction at TIIAME NRU offers significant academic and socio-economic benefits. Studies demonstrate that students trained through critical-thinking-oriented pedagogy show higher readiness for academic mobility, international collaboration, and participation in global research networks (OECD, 2019; Facione, 2015). Furthermore, the development of critical thinking through English language education enhances graduates’ employability by equipping them with essential 21st-century skills, including analytical thinking, effective communication, and evidence-based decision-making (Trilling and Fadel, 2009). Consequently, this instructional model contributes not only to individual learner development but also to the strategic goals of sustainable development, innovation, and internationalization within Uzbekistan’s higher education system.

5. Conclusion

This study demonstrates that integrating critical thinking into the teaching of language skills and language components is both feasible and beneficial in EFL contexts. Addressing challenges in listening, speaking, reading, and writing through analytical and communicative approaches leads to more meaningful language learning outcomes. Innovative methods in teaching vocabulary, grammar, and pronunciation further support cognitive engagement and long-term retention, confirming earlier findings in EFL research (Nation, 2013; Harmer, 2007). This study set out to examine the integration of critical thinking into English as a Foreign Language (EFL) instruction with a particular focus on language skills and language components within the context of higher education in Uzbekistan. The findings confirm that teaching listening, speaking, reading, and writing through a critical-thinking-oriented framework significantly enhances not only learners’ linguistic competence but also their cognitive development, analytical reasoning, and academic independence.

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DIGITAL RESOURCES IN DEVELOPING INDEPENDENT LEARNING AMONG FUTURE ENGLISH TEACHERS

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Abstract

This article examines the role of digital resources in developing independent learning skills among prospective English teachers. The study analyzes how modern educational technologies enhance autonomous learning capabilities, critical thinking, and professional competence. Drawing on contemporary research and practical implementation at Namangan State Pedagogical Institute, this paper demonstrates effective strategies for integrating digital tools into teacher education programs. The findings suggest that systematic use of digital resources significantly improves students' self-directed learning abilities and prepares them for continuous professional development.

Keywords: digital resources, independent learning, English language teacher education, autonomous learning, educational technology, professional development

Introduction

The rapid digitalization of education has fundamentally transformed pedagogical approaches in teacher training institutions worldwide. As Benson (2011) notes, "learner autonomy has become a central concern in language education, particularly in the context of teacher preparation programs" (p. 58). In Uzbekistan, the ongoing reforms in higher education emphasize the critical importance of developing independent learning skills among future educators, particularly in foreign language departments.

The National Training Program of Uzbekistan mandates that higher education institutions prioritize the development of graduates' independent learning capabilities alongside professional competencies (Resolution of the Cabinet of Ministers, 2019). This directive holds particular significance for English language teacher education,

where autonomous learning skills directly correlate with effective classroom practice and lifelong professional development.

According to Little (2007), "autonomous learners are characterized by their capacity to take charge of their own learning, to make informed decisions about what, how, and when to learn" (p. 15). Digital resources provide unprecedented opportunities for developing such autonomy, offering flexible, personalized, and accessible learning experiences that traditional methods cannot match.

Literature Review

Theoretical Foundations of Independent Learning

Independent learning, often synonymous with autonomous learning or self-directed learning, represents a pedagogical approach where learners take primary responsibility for their learning process. Holec (1981) defined autonomy as "the ability to take charge of one's own learning," establishing a framework that remains influential in contemporary educational discourse (p. 3).Zimmerman (2002) argues that "self-regulated learners are distinguished by their systematic use of metacognitive, motivational, and behavioral strategies to achieve their academic goals" (p. 66). This self-regulation becomes particularly crucial in teacher education, where future educators must model lifelong learning for their students. Research by Garrison (1997) emphasizes that "self-directed learning in educational contexts requires both the cognitive (self-monitoring) and the motivational (self-management) dimensions to be present" (p. 18). Digital resources uniquely support both dimensions through features such as progress tracking, immediate feedback, and personalized learning pathways.

Digital Resources in Language Teacher Education

The integration of digital resources in language teacher education has evolved significantly over the past decade. Chapelle and Sauro (2017) observe that "technology has moved from a peripheral to a central position in language teaching and learning, fundamentally altering how teachers are prepared for their profession" (p. 471). Bax (2003) introduced the concept of "normalization" of technology in language learning, suggesting that digital tools should become invisible, integrated

elements of teaching practice rather than special additions (p. 23). This perspective remains highly relevant for teacher education programs. According to Kessler (2018), "pre-service language teachers require explicit training in both using digital tools for their own learning and integrating these tools into their future teaching practice" (p. 205). This dual focus—on personal learning and professional application—distinguishes effective digital integration in teacher education.

Current State of Research

Recent studies demonstrate positive correlations between digital resource use and independent learning development. Lai and Gu (2011) found that "technology-mediated learning environments significantly enhance learners' autonomy when combined with appropriate pedagogical scaffolding" (p. 332). Research by Reinders and White (2016) indicates that "learner autonomy in language learning is substantially enhanced when digital resources are employed within a structured framework that promotes reflection and strategic planning" (p. 142). However, they caution that technology alone does not guarantee autonomous learning without proper instructional design.

Methodology

This study employed a mixed-methods approach, combining quantitative surveys with qualitative interviews to examine digital resource implementation at Namangan State Pedagogical Institute's Foreign Languages Department during the 2023-2024 academic year.

Participants: The study involved 120 undergraduate students enrolled in English language teacher education programs (years 2-4) and 15 faculty members.

Data Collection: Pre- and post-intervention surveys assessed students' independent learning skills using adapted instruments from Spratt, Humphreys, and Chan (2002). Semi-structured interviews explored students' experiences with various digital platforms.

Digital Resources Implemented: The intervention included Learning Management Systems (Moodle), language learning applications (Duolingo, Quizlet), video platforms (TED-Ed, YouTube educational channels), digital libraries (JSTOR,

Google Scholar), collaborative tools (Google Workspace, Padlet), and assessment platforms (Kahoot, Quizizz).

Results and Discussion

Enhancement of Self-Directed Learning Skills

Analysis revealed significant improvements in students' independent learning capabilities following systematic digital resource integration. Post-intervention surveys showed a 43% increase in students' confidence in planning their own learning activities, compared to baseline measurements. As Reinders and Hubbard (2013) note, "digital environments provide learners with opportunities to control the pace, sequence, and content of their learning experiences, fostering genuine autonomy" (p. 359). This was evident in students' increasing use of supplementary online resources beyond required coursework. Students reported enhanced metacognitive awareness, with 78% indicating improved ability to monitor their learning progress through digital analytics dashboards. One participant stated, "Using Moodle's progress tracking helped me understand which grammar areas needed more attention—I could see exactly where I struggled" (Interview, November 2023).

Development of Digital Literacy

The integration process simultaneously developed students' technological competencies, essential for 21st-century educators. Dudeney, Hockly, and Pegrum (2013) emphasize that "digital literacies have become fundamental components of language teacher competence, encompassing not merely technical skills but critical evaluation and creative application abilities" (p. 2).

Faculty observations indicated that students progressively moved from basic tool usage to critical evaluation of digital resources' pedagogical value. This aligns with Mishra and Koehler's (2006) Technological Pedagogical Content Knowledge (TPACK) framework, which suggests that effective technology integration requires intersection of content, pedagogical, and technological knowledge (p. 1025).

Personalized Learning Pathways

Digital resources enabled differentiated instruction and personalized learning experiences. Tomlinson (2017) argues that "effective differentiation responds to

learner variance while maintaining rigorous standards for all students" (p. 14). Platforms like adaptive learning applications automatically adjusted content difficulty based on individual performance.

Students with varying proficiency levels reported benefits: advanced learners accessed challenging authentic materials, while those requiring additional support utilized structured practice modules. This flexibility addresses Wang's (2007) observation that "one-size-fits-all approaches in language teacher education often fail to accommodate diverse learning needs and prior experiences" (p. 88).

Collaborative Learning Opportunities

Contrary to concerns that independent learning promotes isolation, digital resources facilitated enhanced peer collaboration. Students utilized discussion forums, collaborative document editing, and virtual study groups extensively.

Vygotsky's (1978) sociocultural theory emphasizes that "learning is fundamentally a social process mediated through interaction with more knowledgeable others and cultural tools" (p. 57). Digital platforms served as mediating tools, enabling asynchronous and synchronous collaboration that transcended physical classroom boundaries.

One study group reported conducting weekly virtual sessions discussing academic articles accessed through digital libraries, demonstrating how technology supports both independent study and collaborative knowledge construction.

Challenges and Limitations

Implementation revealed several challenges requiring attention. Initial technological barriers affected 32% of students, primarily related to internet connectivity and device access. As Warschauer (2004) notes, "digital divides persist not merely in access to technology but in the capacity to use it effectively for meaningful learning" (p. 8).

Additionally, some students initially struggled with the increased responsibility for learning management. This supports Littlewood's (1996) assertion that "autonomy development requires gradual scaffolding rather than immediate full independence"

(p. 428). Faculty progressively reduced support structures as students developed greater self-directedness.

Practical Implications

Recommendations for Teacher Education Programs

Based on findings, several recommendations emerge for institutions seeking to develop independent learning through digital resources:

Systematic Integration: Digital tools should be integrated systematically rather than sporadically. Garrison and Kanuka (2004) emphasize that "blended learning approaches, combining face-to-face instruction with online components, often prove more effective than purely online or traditional formats" (p. 96).

Scaffolded Autonomy Development: Programs should provide graduated responsibility, initially offering substantial guidance and progressively transferring control to learners. Oxford (2003) suggests that "strategy instruction should explicitly teach learners how to take charge of their learning before expecting them to do so independently" (p. 75).

Digital Literacy Training: Explicit instruction in evaluating and utilizing digital resources should precede independent application. This addresses Prensky's (2001) caution against assuming that "digital natives" automatically possess sophisticated digital learning skills (p. 3).

Continuous Support: Technical support systems and pedagogical guidance should remain available throughout students' autonomous learning journeys.

Framework for Implementation

A proposed framework includes: (1) needs assessment identifying students' current autonomy levels and technological competencies; (2) explicit strategy instruction in self-directed learning and digital resource evaluation; (3) structured practice with decreasing scaffolding; (4) regular reflection activities promoting metacognitive awareness; and (5) ongoing assessment of both learning outcomes and autonomy development.

Conclusion

This study demonstrates that strategic integration of digital resources significantly enhances independent learning capabilities among future English teachers. The multifaceted benefits—including improved self-regulation, personalized learning pathways, enhanced digital literacy, and expanded collaborative opportunities—prepare prospective educators for the demands of contemporary language teaching.

However, success depends not merely on technology availability but on thoughtful pedagogical design that scaffolds autonomy development while addressing practical challenges such as digital divides and varying learner readiness. As Blin and Munro (2008) conclude, "technology's pedagogical value emerges not from the tools themselves but from how they are integrated into purposeful learning activities" (p. 475).

For teacher education institutions in Uzbekistan and globally, this research suggests that investing in both digital infrastructure and faculty development for technology-enhanced autonomous learning yields substantial benefits for future educators' preparation and professional readiness.

Future research should examine long-term impacts on graduates' teaching practices and continued professional development, exploring whether independent learning skills developed during pre-service education translate into effective classroom practice and sustained autonomous professional growth.

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COMPUTER-ASSISTED PRONUNCIATION TRAINING FOR ENGLISH VOWEL SOUNDS: METHODS AND EFFICACY

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Abstract: This study examines the efficacy of computer-assisted pronunciation training (CAPT) tools in improving learners' production of English vowel sounds. English vowel inventory, characterized by distinctions in length, tension, and diphthongization absent in many other languages, presents a persistent challenge for second language (L2) learners. This paper reviews and systematizes current CAPT methodologies—including acoustic analysis software, automatic speech recognition (ASR), and audiovisual feedback systems—within the IMRAD structure. Findings from a synthesis of recent literature suggest that CAPT, particularly when providing immediate, visual, and formant-based feedback, leads to statistically significant improvements in vowel accuracy and intelligibility compared to traditional methods. The paper concludes with implications for pedagogy and future technological developments.

Keywords: Computer-Assisted Pronunciation Training (CAPT), English Vowels, L2 Pronunciation, Acoustic Feedback, Automatic Speech Recognition, Formant Analysis.

1. Introduction

The acquisition of native-like pronunciation, especially of the English vowel system, is a well-documented hurdle for L2 learners. Challenges arise from phonological differences, such as the tense-lax contrast (e.g., /iː/ vs. /ɪ/ as in "beat" and "bit") and the presence of multiple diphthongs not found in the learner's first language (L1). Traditional classroom instruction often lacks the tools for providing individualized, immediate, and objective feedback on subtle acoustic properties.

The proliferation of computer technology offers promising solutions. Computer-Assisted Pronunciation Training (CAPT) encompasses a range of tools designed to augment phonetic learning by making speech phenomena visible, quantifiable, and comparable. This paper aims to synthesize and present the primary methods for improving English vowel pronunciation using computer technology, evaluating their pedagogical basis and reported efficacy.

2. Methods

The methodologies discussed are based on a review of empirical studies, CAPT software documentation, and phonetic research from the last decade. The CAPT approaches for vowel training can be categorized into three primary technical methods:

2.1. Acoustic Analysis and Visualization Software

This method uses software like Praat or WaveSurfer to display speech signals.

- Procedure: Learners record target words containing problematic vowels. The software generates visual representations such as waveforms, spectrograms, and formant plots (F1-F2 charts).
- Pedagogical Application: Instructors or learners themselves compare their productions with native speaker models. For vowels, the focus is on formant frequencies: F1 correlates with vowel height (open/close), and F2 correlates with vowel frontness/backness. By adjusting articulation to match the formant positions of the model, learners can physically modify their vowel production.
- Example Task: A learner aiming to distinguish /æ/ (cat) from /ʌ/ (cut) would see that /æ/ has a lower F1 (more open) and a higher F2 (more front) than /ʌ/.

2.2. Automatic Speech Recognition (ASR)-Based Systems

This method leverages advanced speech recognition algorithms found in dedicated CAPT apps (e.g., ELSA Speak, Speechling, Rosetta Stone) or embedded in Language Learning platforms.

- Procedure: The learner speaks a prompted word or sentence into the system. The ASR engine analyzes the input, scores its proximity to the expected pronunciation, and provides immediate corrective feedback.
- Pedagogical Application: Feedback is often presented as a percentage score or a color-coded visual (red/yellow/green). More sophisticated systems highlight mispronounced phonemes and offer specific cues (e.g., "make the vowel longer" for /i:/). This method emphasizes functional intelligibility and provides high-repetition, low-pressure practice.

2.3. Audiovisual Articulatory Feedback Systems

This method combines audio with dynamic visual models of the vocal tract.

- Procedure: Using animated 2D/3D models (e.g., Articulatory Assistant, MRI-based videos), learners observe the correct tongue position, lip rounding, and jaw movement for each vowel.
- Pedagogical Application: This addresses the articulatory setting—the physical mechanics of sound production. A learner struggling with the rounded lips for /u:/ (food) can mimic the animated model. Some systems use ultrasound or electromagnetic articulography in research settings to provide real-time biofeedback of the learner's own tongue movement.

3. Results

Research on the effectiveness of these methods reports consistent positive outcomes:

· Acoustic Visualization: Studies (e.g., Levis, 2007; Saito, 2013) show that learners who use spectrograms and formant plots show significant improvement in producing vowel contrasts that are phonemic in English but not in their L1. The visual feedback helps develop phonetic awareness, a crucial precursor to production change.

· ASR-Based Training: Research on commercial apps indicates their effectiveness for intelligibility gains and learner motivation. They are particularly useful for drilling

and habit formation. However, their accuracy can vary with non-standard accents, and they may not provide detailed phonetic explanations for persistent errors.

· Audiovisual Articulatory Models: Evidence suggests this method is highly effective for vowels requiring specific lip configuration or tongue root advancement (e.g., the /ɑː/-/ɔː/ distinction). It directly links auditory targets to motor commands, which is beneficial for kinesthetic learners.

The most effective training programs often combine these methods, using articulatory models for explanation, acoustic software for detailed diagnosis, and ASR tools for daily practice and assessment.

4. Discussion

The integration of CAPT for vowel training represents a paradigm shift from auditory-imitative to analytical and multimodal learning. Key advantages include:

· Objectivity: Technology provides unbiased analysis of formants and duration, free from listener fatigue.

· Individualization: Learners can focus on their specific vowel challenges at their own pace.

· Immediacy: Real-time feedback accelerates the learning loop.

· Visual Reinforcement: Converting sound to image makes abstract phonetic concepts concrete.

Limitations and Future Directions:

1. Technological Access: High-quality tools like Praat require training, while effective ASR apps often have subscription costs.

2. L1-Specific Training: Future systems should be better tailored to the specific vowel interference patterns of different L1 groups (e.g., Spanish vs. Mandarin speakers).

3. Integration of Perception: Effective pronunciation training must also address vowel perception. Future CAPT should integrate more high-variability perceptual training exercises.

4. Affective Factors: The role of computer-mediated practice in reducing speech anxiety warrants further study.

Conclusion

Computer technology provides powerful, versatile, and effective methods for improving English vowel pronunciation. From detailed acoustic analysis to gamified mobile practice, CAPT tools address the limitations of traditional instruction by offering visual, immediate, and personalized feedback. For optimal results, a pedagogical approach is recommended that strategically combines these technological methods with communicative practice and teacher guidance. As speech technology advances, CAPT systems will become even more adaptive and precise, further democratizing access to effective pronunciation training for learners worldwide.

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DEVELOPMENT OF STUDENTS' INDEPENDENT THINKING AND LIFE SKILLS (SOFT SKILLS) IN THE CONTEXT OF ARTIFICIAL INTELLIGENCE

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Abstract

The rapid development of artificial intelligence (AI) technologies has a significant impact on the educational process by providing opportunities for fast information processing, automation of learning, and efficient use of resources. Although AI can enhance learning outcomes, excessive reliance on it may hinder the development of essential life skills (soft skills), such as independent thinking, decision-making, communication, teamwork, and self-confidence. This study employed methods of pedagogical observation and longitudinal analysis to examine changes in these skills among 58 students of the Faculty of Foreign Languages at Tashkent International University over a three-month period (October–December). Within the framework of the experiment, interactive tasks, discussion-based activities, and active use of Stella Cottrell's book *The Study Skills Handbook* for developing independent learning were applied. The results showed that students' skills were initially poorly developed; however, they improved significantly over time. The findings highlight the importance of integrating AI into the educational process as a supportive tool while maintaining pedagogical supervision to foster independent thinking and life skills.

Keywords: artificial intelligence, life skills, independent thinking, longitudinal study, pedagogy

1. Introduction

In recent years, artificial intelligence (AI) technologies have been developing rapidly, exerting a considerable influence on the field of education. AI enables fast information processing, automates learning processes, and provides students with

extensive opportunities, thereby increasing the overall effectiveness of education. These technologies reduce cognitive load and expand possibilities for the rational use of time and educational resources.

The competency-based approach in education has been widely studied by scholars in Uzbekistan. For instance, To‘raev (2023) examines the theoretical foundations of the competency-based approach and emphasizes its pedagogical significance in the educational process. Askarova and Goyibov (2025) focus on the effectiveness of interactive learning and reflective approaches in developing pedagogical competencies, demonstrating that these methods contribute to the formation of communication skills, independent thinking, and decision-making abilities. Aliev (2025) analyzes the conditions for forming pedagogical and practical competencies, highlighting the role of practice-oriented learning in enhancing students’ professional readiness. In addition, Ibodova and other national researchers concentrate on the development of learners’ professional and practical competencies, emphasizing the necessity of aligning education with real-life situations.

At the same time, excessive and uncontrolled use of AI may lead to negative consequences. In particular, some students exhibit delayed development or loss of key life skills, such as independent thinking, decision-making, and self-confidence. Reliance on unverified or pre-prepared information can limit learners’ personal reasoning and reduce their level of confidence. In this regard, the purpose of this study is to identify changes in students’ soft skills under conditions of AI use in the educational process.

2. Research Methods

The study was conducted using methods of pedagogical observation and longitudinal analysis, which made it possible to track the dynamics of students’ skill development over time. A total of 58 students from the Faculty of Foreign Languages at Tashkent International University participated in the study, including 54 female students (93%) and 4 male students (7%).

Students’ soft skills were assessed using a structured pedagogical observation checklist developed by the researcher. The assessment focused on four indicators: independent thinking, activity in decision-making, communication and teamwork skills, and self-confidence. Each indicator was evaluated using a three-level scale (low, medium, high).

Observations were carried out twice: at the beginning of the study (in October) and at its completion (in December). At both stages, identical criteria and observation procedures were applied to ensure comparability of results. The assessment was conducted by the course instructor based on students’ activity and performance during interactive tasks, discussions, and independent assignments. Within the educational process, students actively used Stella Cottrell’s *The Study Skills Handbook* to develop independent learning skills. Interactive tasks and discussion-based forms of work were implemented to stimulate independent activity, collaborative problem-solving, and the development of confidence in students’ own abilities.

3. Results

Indicator	**Low (%) October**	**Medium (%) October**	**Low (%) December**	**Medium/High (%) December**
Independent thinking	62%	38%	17%	83%
Decision-making	68%	32%	25%	75%
Communication and teamwork	65%	35%	22%	78%
Self-confidence	70%	30%	28%	72%

A quantitative comparison of the initial and final observations demonstrates a clear positive dynamic across all assessed indicators. The proportion of students with a low level of independent thinking decreased from 62% in October to 17% in December, while the proportion of students with medium and high levels increased accordingly.

4. Discussion and Conclusions

The obtained results indicate that AI is an effective tool in the educational process; however, excessive dependence on it may negatively affect students’ personal development. Initially low indicators pointed to insufficient development of independent thinking skills. At the same time, the implementation of pedagogical methods oriented toward active student participation and independent work contributed to a significant improvement in soft skills.

The results of this study are consistent with international research emphasizing the importance of balanced integration of AI into the educational process. Previous studies have shown that although AI enhances learning efficiency, excessive reliance on it may reduce students’ autonomy and critical thinking skills (OECD, 2021; UNESCO, 2023). Similar improvements in students’ soft skills through the use of interactive and learner-centered approaches were reported by Holmes et al. (2019) and Luckin et al. (2022), who emphasize the role of pedagogical guidance in technology-enhanced learning environments.

Thus, while AI increases the effectiveness of the educational process, complete dependence on it may hinder the development of students’ independent thinking and life skills. The present study demonstrates that interactive teaching methods, structured independent learning, and thoughtful integration of AI have a positive impact on the development of soft skills. Further research is recommended to examine the long-term effects of AI application in various educational contexts.

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ENHANCING ENGLISH LANGUAGE SUBSKILLS THROUGH INNOVATIVE TEACHING METHODOLOGIES: A PEDAGOGICAL PERSPECTIVE

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Abstract

The development of English language subskills—vocabulary, grammar, and pronunciation—remains a central concern in contemporary English language teaching, particularly in EFL contexts where learners have limited exposure to authentic language use. Despite their importance, these subskills are often taught through traditional, form-focused approaches that fail to promote communicative competence or long-term retention. In response to ongoing pedagogical challenges and global shifts toward learner-centered education, this article investigates innovative teaching methodologies aimed at enhancing English language subskills through an integrated and pedagogically grounded framework. Adopting a mixed-emphasis approach, the study combines theoretical analysis with practical classroom-oriented insights to examine how task-based learning, technology-enhanced instruction, discovery learning, and communicative pronunciation practices contribute to subskill development. The article argues that innovative methodologies facilitate deeper linguistic awareness, increased learner engagement, and improved communicative performance. The findings highlight the need to conceptualize subskill instruction as an interconnected and dynamic process rather than isolated components of language learning. The study offers pedagogical implications for English language teachers, curriculum designers, and teacher educators seeking to modernize subskill instruction in international EFL contexts.

Keywords: English language teaching, innovative methodologies, vocabulary instruction, grammar teaching, pronunciation development, EFL pedagogy

Introduction

In the field of English language teaching (ELT), the mastery of linguistic subskills—vocabulary, grammar, and pronunciation—forms the foundation of effective communication. These subskills enable learners to decode meaning, construct accurate messages, and produce intelligible spoken language. However, despite their central role, subskills are frequently taught in isolation and through traditional instructional methods that prioritize mechanical practice over communicative use.

In many EFL contexts, including higher education settings, vocabulary instruction is often limited to memorization of word lists, grammar is presented as a set of prescriptive rules, and pronunciation instruction is either marginalized or reduced to repetition drills. Such approaches may support short-term accuracy but often fail to foster communicative competence, learner autonomy, or sustained language development.

The increasing demands of globalization, academic mobility, and professional communication require English language learners to demonstrate not only linguistic knowledge but also the ability to use language flexibly and appropriately in real-world contexts. Consequently, innovation in English language pedagogy has become a critical area of research and practice. Innovative teaching methodologies emphasize meaningful interaction, learner engagement, contextualized input, and the strategic use of technology to enhance learning outcomes. This article explores innovative pedagogical approaches to enhancing English language subskills from a mixed theoretical and practical perspective. It seeks to address the following guiding questions:

How do innovative teaching methodologies enhance the development of vocabulary, grammar, and pronunciation?

In what ways can subskills be taught in an integrated and communicative manner?

What pedagogical novelties do innovative approaches offer for contemporary EFL classrooms?

By addressing these questions, the study aims to contribute to international discussions on modernizing English language instruction and improving subskill development through innovation.

1. Literature Review and Theoretical Framework

2.1 The Role of Subskills in Communicative Competence

Communicative competence, as conceptualized by Hymes (1972) and later expanded by Canale and Swain (1980), encompasses grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Vocabulary, grammar, and pronunciation are core components of grammatical competence and directly influence learners’ ability to communicate effectively.

Vocabulary knowledge has been identified as a strong predictor of language proficiency, affecting both receptive and productive skills (Nation, 2013). Grammar provides the structural framework necessary for accurate message construction, while pronunciation determines the intelligibility of spoken language (Celce-Murcia et al., 2010). The interdependence of these subskills suggests that they should be taught in an integrated and communicative manner.

2.2 Traditional Approaches to Subskill Instruction

Traditional approaches to teaching vocabulary, grammar, and pronunciation are largely rooted in structural and behaviorist theories of language learning. Vocabulary instruction has commonly relied on translation, memorization, and decontextualized exercises. Grammar teaching has been dominated by explicit rule explanation followed by controlled practice, often disconnected from meaningful communication.

Pronunciation instruction, when included at all, has frequently focused on individual sounds and native-like accuracy, neglecting suprasegmentally features such as stress, rhythm, and intonation. Research has shown that these approaches

often lead to passive learning and limited transfer of knowledge to real communicative situations (Richards & Rodgers, 2014).

2.3 Innovative Teaching Methodologies in ELT

Innovative teaching methodologies in ELT draw on constructivist, communicative, and socio-cognitive theories of learning. These approaches emphasize learner interaction, meaningful tasks, and contextualized language use. Task-based learning (Ellis, 2003), communicative language teaching, and technology-enhanced instruction have been widely recognized as effective alternatives to traditional methods.

From a pedagogical perspective, innovation does not necessarily imply the replacement of all traditional practices but rather their strategic adaptation to meet contemporary learning needs. Innovative methodologies encourage learners to actively construct knowledge, engage with authentic input, and develop language awareness through use.

3. **Methodology**: Research Design

This study adopts a mixed-emphasis pedagogical research design, combining theoretical analysis with practice-oriented classroom insights. Rather than relying solely on experimental data, the research integrates qualitative pedagogical observation, instructional modeling, and analytical synthesis of contemporary ELT practices. This approach is particularly suitable for international conference research, where the focus is often on transferable pedagogical innovation rather than narrowly localized empirical findings.

The methodological framework is informed by principles of action research and reflective teaching, allowing for the examination of innovative teaching methodologies as they are implemented and adapted in real instructional contexts. The study does not aim to measure isolated variables but to evaluate the pedagogical effectiveness of innovative approaches in enhancing English language subskills holistically.

3.2 Context and Participants. The pedagogical insights presented in this study are drawn from English language teaching contexts within higher education EFL environments, where learners typically demonstrate intermediate to upper-intermediate proficiency (B1–B2+ levels). These contexts are characterized by limited exposure to authentic English outside the classroom, making instructional innovation particularly necessary. Participants include university-level EFL learners enrolled in academic English courses and instructors implementing communicative and technology-enhanced methodologies. The instructional settings emphasize integrated skills development and learner-centered pedagogy.

3.3 Instructional Procedures

Innovative methodologies were implemented across vocabulary, grammar, and pronunciation instruction over multiple instructional cycles. Each cycle followed a structured pedagogical sequence:

Input phase – learners were exposed to authentic or semi-authentic language input through texts, audio, or video materials. Noticing and analysis phase – learners identified linguistic features related to vocabulary, grammar, or pronunciation. Guided practice phase – learners engaged in scaffolder activities designed to reinforce form, meaning, and use. Communicative application phase – learners applied subskills through tasks, discussions, presentations, or projects. Reflection and feedback phase – learners reflected on their performance and received peer and instructor feedback. This cyclical structure ensured consistency across subskill instruction while allowing flexibility for innovation.

3.4 Data Collection and Analysis

Data were collected through classroom observations, learner performance artifacts (oral tasks, written assignments), and reflective teaching notes. Qualitative content analysis was used to identify patterns in learner engagement, accuracy, fluency, and intelligibility. The analysis focused on three core dimensions: learner

participation and motivation, development of linguistic accuracy and awareness, effectiveness of integrated subskill instruction.

4. Results and Pedagogical Analysis: Innovative Vocabulary Teaching Practices

The implementation of innovative vocabulary teaching methodologies resulted in noticeable improvements in learners’ lexical range and contextualized word use. Instead of memorizing isolated lexical items, learners engaged with vocabulary through collocations, lexical chunks, and semantic networks.

One particularly effective strategy was task-based lexical enrichment, where learners encountered new vocabulary while completing meaningful communicative tasks. For example, problem-solving discussions and project-based assignments required learners to select and adapt vocabulary appropriate to specific communicative purposes. Technology-enhanced tools, such as digital flashcards and corpus-informed examples, supported autonomous vocabulary learning. Learners demonstrated increased awareness of word combinations and register sensitivity, which contributed to more natural and accurate language production.

4.2 Innovative Grammar Instruction

Innovative grammar instruction shifted the focus from rule memorization to form–meaning–use integration. Grammar structures were introduced through contextualized input, such as short texts or dialogues, allowing learners to observe grammatical patterns in use before formal explanation. Discovery learning played a central role in grammar instruction. Learners worked collaboratively to analyze examples and formulate grammatical generalizations, fostering deeper cognitive engagement. This approach reduced learner anxiety and promoted active participation. Communicative grammar tasks, including information-gap activities and role-plays, enabled learners to apply grammatical structures in authentic contexts. As a result, learners demonstrated improved grammatical accuracy and increased confidence in spontaneous language use.

4.3 Innovative Pronunciation Teaching Strategies

Pronunciation instruction emphasized intelligibility and communicative effectiveness rather than native-like accuracy. Innovative practices focused on both segmental and suprasegmentally features, with particular attention to word stress, sentence stress, and intonation patterns. Multimodal instruction proved especially effective. Learners combined auditory input with visual cues, such as stress marking and intonation contours, and kinesthetic activities, such as rhythmic speaking and gesture-based stress practice.

Technology-assisted pronunciation tools allowed learners to record and analyze their speech, promoting self-awareness and self-correction. Classroom observations indicated that learners became more confident speakers and more attentive listeners.

4.4 Integrated Development of Subskills

One of the most significant findings of the study was the effectiveness of integrated subskill instruction. Tasks designed to develop vocabulary simultaneously reinforced grammatical structures and pronunciation features. For instance, oral presentations required learners to select appropriate vocabulary, apply accurate grammatical forms, and produce intelligible pronunciation.

This integrated approach reflects authentic language use and supports the development of communicative competence. Learners demonstrated greater fluency and coherence when subskills were taught as interconnected elements rather than isolated components.

5. Discussion

The findings of this study align with contemporary research emphasizing the importance of learner-centered and communicative approaches in ELT. Innovative methodologies not only enhance linguistic accuracy but also promote motivation, autonomy, and confidence. The integration of vocabulary, grammar, and pronunciation instruction represents a key pedagogical novelty. By conceptualizing subskills as mutually reinforcing components of communication, teachers can create more effective and engaging learning environments.

Pedagogical Implications

The findings of this study have several important implications for English language teaching at the international level:

Curriculum Design. English language curricula should emphasize integrated subskill development rather than treating vocabulary, grammar, and pronunciation as isolated components. Tasks and materials should reflect authentic communicative use.

Teacher Education and Training. Teacher training programs should equip educators with practical strategies for implementing innovative methodologies, including task-based learning, discovery learning, and technology-enhanced instruction.

Classroom Practics.Teachers are encouraged to shift from teacher-centered explanations to learner-centered exploration and communicative application. Reflective practice should be incorporated to evaluate the effectiveness of innovative approaches.

Assessment Practices. Assessment should move beyond discrete-item testing and include performance-based tasks that evaluate learners’ ability to integrate subskills in meaningful communication.

Limitations and Directions for Future Research

While this study provides valuable pedagogical insights, it is not without limitations. The research relies primarily on qualitative analysis and instructional observation rather than large-scale quantitative data. Future research could incorporate experimental or longitudinal designs to measure the long-term impact of innovative subskill instruction.

Additionally, further studies may explore the role of learner variables, such as motivation, proficiency level, and learning styles, in mediating the effectiveness of innovative methodologies. Comparative research across different cultural and educational contexts would also enrich the field.

6. Conclusion

The present article has explored innovative teaching methodologies aimed at enhancing three core English language subskills—vocabulary, grammar, and pronunciation—from a pedagogical and practice-oriented perspective. The analysis demonstrates that traditional, form-focused approaches are insufficient for addressing the communicative demands placed on contemporary EFL learners. Instead, innovative, learner-centered methodologies provide more effective pathways for developing linguistic competence and communicative confidence.

The findings indicate that contextualized vocabulary instruction, communicative and discovery-based grammar teaching, and intelligibility-focused pronunciation practices significantly contribute to learners’ ability to use English meaningfully and accurately. Moreover, the integration of subskills within communicative tasks reflects authentic language use and supports holistic language development. This study argues that innovation in English language teaching should not be viewed as a rejection of traditional practices, but rather as their pedagogical transformation. By aligning instruction with communicative goals, learner needs, and technological affordances, teachers can enhance both the effectiveness and relevance of subskill instruction in international EFL contexts.

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SOCIOPRAGMATIC INTERPRETATION OF TIME AND SPACE IN ENGLISH AND UZBEK COMMUNICATIVE CULTURES

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Abstract

The present study investigates time and space as sociopragmatic constructs that regulate communicative behavior in English and Uzbek cultural contexts. Rather than treating time and space as neutral physical or grammatical categories, the research conceptualizes them as culturally mediated systems that structure politeness, interactional norms, and interpersonal expectations (Leech, 1983; Hall, 1976). Employing a qualitative comparative methodology grounded in cognitive linguistics and intercultural pragmatics, the study examines metaphorical patterns, proverb usage, and discourse practices across both languages (Lakoff & Johnson, 1980; Wierzbicka, 1997). The analysis demonstrates that English communication is shaped by temporal precision, punctuality, and spatial autonomy (Hall, 1966; Hofstede, 2001), while Uzbek interaction is guided by flexible temporality, communal presence, and proximity-oriented norms (Alimov, 2010; Iriskulov, 2019). These differences are shown to play a crucial role in intercultural misinterpretation, underscoring the importance of sociopragmatic competence in language education and cross-cultural communication (Byram, 1997; Kasper & Rose, 2002).

Keywords: sociopragmatics, cultural conceptualization, time, space, English, Uzbek, intercultural communication.

1. Introduction

Human communication is fundamentally shaped by culturally embedded understandings of time and space, which guide how interaction is structured and interpreted in everyday life. While these dimensions are frequently perceived as universal and self-evident, their communicative meanings differ significantly across

cultural contexts (Hall, 1976). Speakers typically adhere to implicit norms governing punctuality, waiting behavior, interpersonal distance, and physical presence without conscious reflection. However, when these culturally prescribed expectations are disrupted, they often become highly salient, leading to confusion, discomfort, or pragmatic failure, particularly in cross-cultural communication (Thomas, 1984).

Within sociopragmatics, time and space are viewed not merely as neutral parameters of interaction but as symbolic and socially regulated resources through which cultural values are enacted and negotiated (Leech, 1983). English-speaking societies generally privilege efficiency, temporal precision, and clearly defined personal boundaries, whereas Uzbek communicative culture places greater emphasis on relational continuity, hospitality, and collective participation (Hofstede, 2001; Alimov, 2010). These culturally grounded orientations directly influence pragmatic behavior, shaping patterns of politeness, expressions of respect, and the maintenance of social hierarchy in interaction (Brown & Levinson, 1987).

The present study seeks to reconceptualize time and space as key sociopragmatic regulators in English and Uzbek communication by examining their metaphorical representations and pragmatic functions. Through a comparative analysis grounded in cognitive linguistics and intercultural pragmatics, the article aims to offer an original interpretive perspective while remaining theoretically aligned with established scholarship in the field (Byram, 1997; Ishihara & Cohen, 2010).

2. Methods

2.1 Research Framework

The research is based on a qualitative interpretive framework that integrates cognitive linguistics, sociopragmatics, and intercultural discourse analysis (Lakoff & Johnson, 1980; Leech, 1983). A contrastive approach is employed to identify culturally specific patterns in the pragmatic use of time and space in English and Uzbek communication (Levinson, 2003).

2.2 Data Selection

The analytical corpus includes:

1. culturally salient metaphors of time and space in English and Uzbek (Lakoff & Johnson, 1980; Yuldashev, 2015);
2. proverbs and fixed expressions reflecting temporal and spatial values (Wierzbicka, 1997; Alimov, 2010);
3. illustrative examples from conversational discourse and literary sources;
4. scholarly works addressing pragmatics and cultural linguistics (Hall, 1966; Levinson, 2003).

This diversified dataset ensures that both linguistic form and communicative function are systematically examined (Kasper & Rose, 2002).

2.3 Analytical Procedure

The data were examined through a three-step process. First, dominant metaphorical schemas related to time and space were identified (Lakoff & Johnson, 1980). Second, their pragmatic roles in interaction were analyzed, focusing on politeness, distance, and temporal regulation (Brown & Levinson, 1987; Thomas, 1984). Finally, the findings were interpreted within broader sociopragmatic and cultural frameworks (Hall, 1976; Hofstede, 2001). This procedure allows metaphors to be treated as manifestations of shared cultural cognition rather than isolated linguistic expressions (Wierzbicka, 1997).

3. Results

3.1 Temporal Organization in English Communication

The analysis demonstrates that English communicative behavior is strongly influenced by a linear and segmented perception of time (Hall, 1976). Time is commonly conceptualized as a controllable and exhaustible entity, which is reflected in expressions emphasizing management, efficiency, and deadlines (Lakoff & Johnson, 1980). This temporal orientation is particularly evident in institutional settings, where adherence to schedules functions as a measure of responsibility and respect (Hofstede, 2001). From a pragmatic perspective, lateness is frequently accompanied by justificatory discourse, indicating that temporal deviation is treated as a socially accountable act (Thomas, 1984). Thus, temporal discipline in English communication serves both practical and moral functions (Leech, 1983).

3.2 Uzbek Temporal Pragmatics

In Uzbek communicative practice, time is perceived in a more fluid and situational manner. Interactional priorities are shaped by social relationships rather than strict chronological coordination (Alimov, 2010). Temporal references often rely on contextual interpretation rather than precise measurement, reflecting a polychronic orientation (Hall, 1983). Uzbek proverbial discourse emphasizes restraint, patience, and moral balance, suggesting that excessive urgency is socially discouraged (Yuldashev, 2015). Allocating extended time to guests or elders is pragmatically interpreted as a demonstration of respect and ethical conduct (Iriskulov, 2019). Consequently, time in Uzbek sociopragmatics functions as a relational asset rather than an economic resource (Wierzbicka, 1997).

3.3 Spatial Regulation in English Interaction

English communicative norms are characterized by a clear demarcation of personal space. Physical distance is maintained to preserve individual autonomy and privacy, and respecting spatial boundaries functions as a key politeness strategy (Hall, 1966; Brown & Levinson, 1987). Spatial deixis predominantly fulfills a referential role, aligning with an individual-centered communicative model (Levinson, 2003).

Unwarranted spatial closeness may be interpreted as intrusive regardless of the speaker’s intention, highlighting the normative role of distance in English interaction (Thomas, 1984).

3.4 Spatial Practices in Uzbek Communication

Uzbek sociopragmatic norms favor physical proximity as a sign of sincerity, solidarity, and social engagement (Iriskulov, 2019). Spatial organization within homes and public gatherings reflects hierarchical relationships, age-based respect, and hospitality conventions (Alimov, 2010).

Linguistic expressions of space often convey pragmatic meanings such as invitation, caution, or inclusion, extending beyond mere physical orientation (Levinson, 2003). In this context, space functions as a semiotic resource through which cultural values are enacted and reinforced (Wierzbicka, 1997).

4. Discussion

The findings illustrate that time and space operate as culturally embedded mechanisms regulating communicative behavior (Hall, 1976; Leech, 1983). English sociopragmatics privileges control, predictability, and individual autonomy, while Uzbek sociopragmatics foregrounds relational harmony, patience, and collective identity (Hofstede, 2001; Alimov, 2010).

These divergent orientations provide a framework for understanding intercultural pragmatic failure (Thomas, 1984). Temporal flexibility valued in Uzbek culture may be interpreted as unreliability in English contexts, while English insistence on punctuality may appear impersonal or rigid to Uzbek interlocutors. Similarly, differences in spatial norms can result in misinterpretation of friendliness or respect (Hall, 1966; Iriskulov, 2019).

The analysis reinforces the argument that pragmatic competence cannot be separated from cultural understanding (Byram, 1997; Kasper & Rose, 2002). Language instruction that ignores sociopragmatic norms risks producing speakers who are linguistically accurate but communicatively ineffective (Ishihara & Cohen, 2010).

5. Conclusion

This study reaffirms that time and space are culturally constructed dimensions that play a central role in sociopragmatic interaction. Through a comparative analysis, the research demonstrates how English and Uzbek communicative practices encode distinct cultural priorities within temporal and spatial behavior (Hall, 1976; Alimov, 2010).

Developing awareness of these differences is essential for successful intercultural communication, translation, and language pedagogy (Byram, 1997). Future research may extend this work through empirical observation, digital discourse analysis, and generational comparison to further explore the evolving sociopragmatics of time and space (Kasper & Rose, 2002).

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DEVELOPING INNOVATIVE PEDAGOGICAL THINKING THROUGH CREATIVE APPROACHES IN FOREIGN LANGUAGE EDUCATION

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Abstract:

This article examines the improvement of a creative approach system aimed at developing students’ innovative pedagogical thinking in the process of teaching the German language. Interactive teaching methods, project-based tasks, and problem-solving activities play a significant role in fostering students’ independent and creative thinking skills. The findings of the study indicate that the implementation of a creative approach system contributes to the enhancement of students’ professional preparation and supports the effective development of their pedagogical competencies.

Keywords: creative competence, innovative pedagogical thinking, creative approach, German language teaching, pedagogical activity, interactive learning.

Introduction

Globalization and digital transformation processes are bringing fundamental changes to modern education systems. In contemporary higher education, particularly in the teaching of foreign languages such as English, the focus has expanded beyond the development of linguistic competence to include the formation of creative, independent, and innovative pedagogical thinking among students. In the process of training future teachers at higher education institutions, educational methods organized on the basis of creative approaches contribute to the development of adaptability to modern educational environments, pedagogical reflection, and innovative thinking.

In recent years, the significance of creativity, integration, problem-based learning, interactive methods, and project-based activities in education has increased considerably. Especially in foreign language teaching, such approaches facilitate learners’ preparation for real communicative environments, foster communication culture, and enhance creative thinking skills. Therefore, the implementation of creative pedagogical methods in English language classes, their integration with practical activities, and the development of students’ ability to express ideas independently have become pressing scientific and pedagogical issues.

The relevance of this study lies in developing a systematic creative approach aimed at fostering students’ innovative pedagogical thinking and strengthening the professional competencies of future English language teachers through its integration into the educational process. The findings of the study have practical significance for enhancing creativity, improving the quality of language education, advancing teachers’ professional training, and introducing innovative strategies into educational practice through the application of integrative and interactive methods.

Methods

The primary objective of this research is to determine the effectiveness of integrative and innovative teaching methods aimed at developing innovative pedagogical thinking and creative teaching potential among students in the process of English language instruction.

The object of the study consists of students of the Faculty of Foreign Languages, taking into account diversity in age, gender, and prior language learning experience. The research methodology was implemented in several stages.

At the first stage, students’ levels of creative pedagogical potential, independent thinking, and interactive engagement were identified through initial diagnostic assessment. This stage involved analyzing the theoretical foundations of the study and reviewing relevant scholarly literature and previous research.

At the second stage, integrative and innovative pedagogical approaches were introduced into the instructional process. Favorable pedagogical conditions were created to enhance students’ creative and interactive skills, and methodological and instructional components were implemented systematically. Particular attention was paid to students’ collaborative interaction, project-based activities, problem-solving abilities, and the development of pedagogical thinking.

To ensure methodological rigor and the reliability of findings, a range of research methods was employed, including observation, analysis, testing, and interactive communication. Students’ individual characteristics, academic engagement, and creative potential were continuously monitored and analyzed throughout the study.

The research was conducted in two main directions: assessment of students’ initial levels and evaluation of outcomes after the implementation of integrative and innovative methods. Comparative and dynamic analysis of these two stages enabled the identification of the study’s core scientific results. The combined use of literature review, observation, interactive engagement, and testing ensured the validity and reliability of the research conclusions.

Results

The results of the study demonstrate that the application of integrative and innovative methods in English language teaching significantly contributes to the development of students’ creative pedagogical potential. Compared to initial assessments, students in the experimental group showed notable improvements in independent thinking, problem-solving skills, and creative approaches following the implementation of interactive methods and project-based learning.

Data obtained from tests, questionnaires, and observations revealed clear positive changes in the experimental group regarding students’ ability to make creative decisions, exercise pedagogical flexibility, and apply innovative approaches in instructional tasks. In contrast, the control group, which was taught using

traditional methods, exhibited minimal changes in creativity and interactive engagement indicators.

The study also examined how quickly students adapted to interactive approaches when completing project-based and problem-oriented tasks, as well as their capacity to generate creative solutions. The findings indicate that the use of integrative and innovative methods serves as an effective tool for enhancing professional readiness and preparing students for future pedagogical practice.

Analysis of the results confirms that innovative pedagogical methods play a crucial role in developing students’ creative teaching potential. Interactive methods, project-based tasks, and problem-solving activities foster independent thinking and creative competencies, thereby increasing classroom engagement and improving the effectiveness of pedagogical performance.

Discussion

One of the key issues identified during the research is that students educated through traditional teaching methods demonstrate slow and limited development of creative pedagogical potential. Consequently, the combined application of interactive, integrative, and innovative methods proves to be more effective in maximizing students’ pedagogical capabilities.

The findings indicate that a systematic creative approach functions as an effective means of enhancing students’ professional preparedness and innovative pedagogical thinking. The methodological approaches identified in this study have practical value for modernizing the teaching process and improving the preparation of future foreign language teachers.

Based on the research results, it was also established that the implementation of a creative approach system aimed at developing innovative pedagogical thinking in German language instruction significantly increases the effectiveness of the educational process. The integrative and innovative methods, interactive teaching formats, and project- and problem-based tasks applied during the experimental phase

substantially enhanced students’ independent thinking, analytical skills, and ability to make creative decisions.

Experimental evidence confirms that the creative approach system not only improves language learning outcomes but also contributes to the development of professional competencies, including pedagogical thinking, communicative culture, initiative, responsibility, and teamwork skills. This approach aligns with contemporary requirements of the teaching profession and ensures students’ readiness for creativity, adaptability, and continuous professional development.

Furthermore, interactive methods such as role-playing, debates, problem-solving activities, and project-based learning actively engage students in the learning process and prepare them for real communicative situations. Integrative approaches enable students to understand interdisciplinary connections and acquire language skills within social, cultural, and professional contexts, thereby fostering complex pedagogical thinking.

The research hypothesis—that a creative approach system is an effective tool for developing students’ pedagogical potential—was fully confirmed. The results demonstrate that the integration of innovative pedagogical strategies into the educational process facilitates the formation of future foreign language teachers as independent, creative, and professionally competent specialists capable of effectively applying both theoretical knowledge and practical skills.

Conclusion

The findings of this study indicate that the systematic integration of integrative, innovative, and creative pedagogical methods significantly enhances students’ professional preparedness. By engaging learners in complex and problem-oriented educational scenarios, this approach cultivates their ability to make informed decisions, express ideas independently, and adopt novel strategies within the teaching-learning process. Furthermore, the combined application of these methods strengthens students’ intrinsic and extrinsic motivation, fostering active participation

and sustained engagement in educational activities. As a result, students not only develop critical thinking and pedagogical reflection but are also better equipped to emerge as competent, adaptable, and competitive educators in the modern, rapidly evolving educational landscape. These outcomes underscore the importance of implementing holistic, creative, and innovation-driven pedagogical strategies in higher education curricula to promote both academic excellence and professional readiness.

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INTEGRATING READING INSTRUCTION AND WRITING PLANNING TO SUPPORT ACADEMIC SKILLS AMONG INTERMEDIATE EFL LEARNERS

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Abstract

The research examines the pedagogical effects of combining cause-and-effect reading teaching with pre-writing instruction using infographics as a way of scaffolding the academic literacy development process among intermediate EFL students. This teaching intervention was intended to improve the level of understanding by the learners of the informational texts and the structuring of the academic writing. The empirical design was a classroom based implementation involving 20 intermediate EFL students who were taken through an academic course in English. The data was gathered by use of reading and writing assignments, classroom observations and reflections by the learners. The results show evident positive changes in the awareness of the text structure, the coherence of the written work, and the confidence of academic activities. This research proposes that a connection between reading strategies and multimodal writing prompts seems to be an effective way to teach academic English in the academic setting, especially in the IELTS-focused programs.

Keywords: academic literacy, EFL reading, cause-and-effect, infographic planning, writing organization

1. Introduction

The intermediate EFL students have problems with the process of switching between the general communication use of the English language to the academic one. Although oral skills can be fairly advanced, students often have problems with the

comprehension of complicated informational texts and management of ideas in academic writing (Hyland, 2019). These difficulties are also manifested especially in tasks involving logical reasoning like a cause-effect or problem-solving essay, which appears in conventional tests such as IELTS.

Studies of second language reading show that understanding of text structure in explicit form positively influences learners to improve their comprehension because they can understand how ideas relate logically (Grabe & Zhang, 2013). In the same way, research on writing in L2 emphasizes the significance of pre-writing techniques facilitating the process of idea-generation and organization as well as lessening the cognitive load (Maamuujav et al., 2019). Reading and writing are however, not commonly taught as interdependent learning skills even though they closely rely on each other in studies.

In this research, the given gap in pedagogy is filled through studying an integrated method of instruction where the cause-and-effect analysis of reading is combined with the essay planning based on the infographics. The study will examine how this kind of integration facilitates the academic literacy of the learners.

The research questions of the study are:

- What is the effect of explicit cause-and-effect reading instruction on understanding of informational texts by the learners?
- What is the role of pre-writing by infographics in organizing the academic writing?
- What are the perceptions of learners regarding the applicability of these strategies in the process of learning academic English?

2. Methods

2.1 Research Context and Participants

The research was done in an academic course in English that was aimed at equipping the learners with higher level IELTS work. The subjects were 20 intermediate EFL learners between 16-18 years old. Every learner had already learned English in high school and the teaching was mainly on speaking and listening skills. They were not sufficiently exposed to academic reading strategies and organization of the essay writing.

2.2 Instructional Design

The instructional intervention was conducted in two instructional sessions as a part of the regular curriculum.

The reading aspect concentrated on defined teaching in the recognition of the cause and effect relationships in informational reading. Students were led towards identification of causal indicators, differentiation between causes and effects and graphical illustration of the relationships through graphic organizers.

The writing part presented the pre-writing strategy, infographic-based planning. Visual organizers enabled learners to plot thesis statements, main arguments, supporting details and conclusions and then create formal essay outlines.

2.3 Data Collection

The data were gathered in various qualitative and descriptive sources:

- Reading and writing analysis of students.
- Observation in the classroom during teaching.
- Reflections on the use of strategies and learning experience by learners.

2.4 Data Analysis

The data were analyzed in terms of a theme, with emphasis on the patterns connected with reading comprehension, writing structuring and engagement of learners. Descriptive analysis of change in task performance was also conducted where instructional outcomes were the focus of analysis, not statistical measures.

3. Results

Task and reflection analysis of learners showed patterns of consistency in the course of the instructional intervention.

To begin with, students were found to show better identification of cause and effect relationships in informational texts. They could focus on critical causal associations to a better degree and described more efficiency in the way ideas are interrelated in the texts.

Second, infographic-based planning of learning reflected in more organized writing of learners. The structure of paragraphs was more uniform and the ideas were more summarized especially in outlines of cause and solution essays.

Third, learner reflective experiences showed a visibility of confidence in the academic reading and writing tasks. Visual planning was reported to enable many students manage ideas better and helped them eliminate anxiety when writing.

4. Discussion

The results indicate that cause-and-effect reading instruction combined with prewriting by using infographic can contribute relevantly to the development of academic literacy among intermediate EFL students. In accordance with the interactive reading model, the clear focus on text structure allowed the learners not only to get beyond the superficial level of comprehensibility but also progress to the higher levels of interacting with informational texts (Eskey, 2011).

According to the sociolinguistic perspectives of L2 writing, the role of an infographic-based planning as a scaffold was considered useful because of

externalizing thought processes, and aiding idea structuring before building the draft (Maamuujav et al., 2019). Notably, the combination of reading and writing instruction enabled one to transfer structural knowledge in reading to writing, which strengthen the reciprocal relationship between the two skills.

Although the research has its weaknesses by having a small sample size and short time span, its classroom format promotes ecological authenticity and pragmatic sufficiency to teaching and learning academic English.

5. Conclusion

The proposed study has shown that a combination of cause and effect reading instructional interventions with pre-writing with infographics might be very helpful in facilitating academic literacy development in EFL settings. IELTS-oriented and academic English courses are especially well suited to the approach because logical thinking and coherent writing are the most important. The results emphasize the importance of interconnection between reading and writing instructions by use of multimodal scaffold and show viable suggestions to learners of TESOL who need effective and learner-oriented methods of instruction.

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SYSTEMIC CHALLENGES IN ENHANCING COMMUNICATIVE BASIC SKILLS FOR ADULT LEARNERS OF ENGLISH AS A SECOND LANGUAGE

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Abstract: This article examines the persistent challenges in improving the core communicative skills—listening, speaking, reading, and writing—for adults learning English as a Second Language (ESL). While the Communicative Language Teaching (CLT) approach is widely adopted, its effective implementation is hampered by interconnected systemic, pedagogical, and psychological factors. Through a review of contemporary literature and qualitative synthesis, we identify key barriers: the affective filter (anxiety, motivation), insufficient comprehensible input and output opportunities, sociocultural gaps, and instructional mismatches. The article argues that moving beyond structural knowledge to true communicative competence requires a holistic strategy addressing these multidomain challenges.

Keywords: Communicative Competence, ESL, Affective Filter, Comprehensible Input, Language Anxiety, CLT, Basic Skills.

1. Introduction

The primary goal of most English language learners (ELLs) is to achieve communicative competence—the ability to use language effectively and appropriately in real-world situations (Hymes, 1972). This encompasses four basic skills: receptive (listening and reading) and productive (speaking and writing). Despite decades of pedagogical evolution from grammar-translation methods to the dominant paradigm of Communicative Language Teaching (CLT), learners,

particularly adults, continue to face significant hurdles in improving these fundamental skills.

The problem is not a lack of pedagogical theory but a persistent gap between theory and practice. Learners often emerge from instructional programs with knowledge of English (grammar rules, vocabulary lists), but with a limited ability to use it fluently and spontaneously. This article posits that the challenges are not isolated but form a complex ecosystem of interrelated barriers.

This paper aims to systematically identify and analyze the major challenges in enhancing basic communicative skills in ESL contexts. It will explore psychological, input/output, sociocultural, and instructional dimensions to provide a comprehensive understanding of the obstacles educators and learners must overcome.

2. Methods

This study employs a qualitative research design based on a systematic literature review. Peer-reviewed articles, books, and meta-analyses from the last two decades were sourced from academic databases (e.g., ERIC, JSTOR, Google Scholar) using keywords such as "communicative competence challenges," "language anxiety," "comprehensible input," and "CLT implementation." The inclusion criteria focused on studies involving adult ESL learners and pedagogical research on basic skills acquisition.

The collected data were analyzed using thematic synthesis. Recurring challenges identified across multiple sources were categorized into coherent themes, forming the core sections of the Results. This method allows for the integration of findings from diverse contexts to build a consolidated model of the central challenges.

3. Results

The analysis revealed four primary, overlapping categories of challenges:

3.1. Affective-Psychological Barriers

The most frequently cited barrier is the affective filter, a concept from Krashen's (1982) Input Hypothesis. High levels of anxiety, self-consciousness, and fear of negative evaluation can "raise" this filter, blocking the processing of comprehensible input. This is particularly acute for speaking skills, where language anxiety leads to avoidance of participation. Furthermore, extrinsic motivation (e.g., learning for a job) versus intrinsic motivation (personal interest) can significantly impact the persistence and quality of engagement needed for skill development.

3.2. Input and Output Imbalances

Krashen (1982) emphasized comprehensible input (i+1) as essential for acquisition. However, learners often lack access to sufficient, graded, and authentic listening/reading materials matched to their level. Conversely, Swain's (1985) Output Hypothesis stresses the necessity of producing language to test hypotheses and develop automaticity. Many classrooms remain teacher-centered, providing limited time for sustained, meaningful student output. This creates a cycle where learners understand more than they can produce, hindering fluency and confidence.

3.3. Sociocultural and Pragmatic Gaps

Communication is deeply cultural. Learners may master grammar but fail at pragmatic competence—understanding how to use language in specific social contexts (e.g., making a request, using humor). The lack of exposure to authentic cultural nuances, nonverbal cues, and register (formal vs. informal) can lead to communicative breakdowns. This gap is especially wide for learners in monolingual environments without daily immersion in an English-speaking culture.

3.4. Instructional and Contextual Constraints

The effective implementation of CLT is often constrained by realities on the ground. Large class sizes make individualized speaking practice difficult. Standardized tests that focus on grammatical accuracy can force teachers to "teach to the test," sidelining communicative activities. Additionally, teachers themselves may lack training in CLT methodology or face resource limitations, defaulting to traditional,

safer lecture-based methods. This creates a mismatch between communicative goals and instructional practice.

4. Discussion

The findings indicate that improving basic communicative skills is a multifaceted problem requiring solutions as interconnected as the challenges themselves. The affective filter (3.1) directly impacts a learner's willingness to engage in crucial output (3.2), while instructional constraints (3.4) can limit the provision of socioculturally rich input (3.3). A primary implication is that skill development cannot be linear or isolated. Listening practice must feed into speaking tasks; reading must inform writing. Technology offers partial solutions, such as language apps for personalized input and online exchanges for authentic, low-anxiety output. However, the teacher's role remains critical in creating a secure classroom climate that lowers the affective filter. The study underscores the need for task-based language teaching (TBLT), a strong form of CLT, where the lesson is structured around completing a meaningful task (e.g., planning a trip, solving a problem). This naturally integrates all four skills and provides a purpose for communication beyond accuracy. Limitations and Future Research: This review is broad and qualitative. Future empirical research could investigate the relative weight of each challenge in specific learning contexts (e.g., workplace ESL vs. academic ESL). Longitudinal studies measuring the impact of integrated, low-anxiety interventions on long-term communicative fluency are also recommended.

5. Conclusion

Enhancing basic communicative skills in English is a complex endeavor hindered by a nexus of psychological, pedagogical, and practical challenges. Moving learners from linguistic knowledge to applicable competence requires a holistic approach that simultaneously addresses anxiety, ensures a balance of comprehensible input and pushed output, integrates sociopragmatic awareness, and aligns instructional design with communicative principles. Success depends on recognizing these interdependencies and crafting learning environments that are not only

linguistically rich but also psychologically supportive and authentically engaged with the realities of communication. The path forward lies in strategic, integrated pedagogy that bridges the persistent gap between knowing the language and using it.

This study demonstrates that meaningful progress in communicative competence emerges when comprehensible input is systematically combined with opportunities for pushed output, allowing learners not only to understand language forms but also to apply them in authentic communicative contexts. The integration of sociopragmatic and cultural dimensions into language instruction further strengthens learners’ ability to interpret meaning appropriately across diverse intercultural settings. In this respect, language learning is no longer limited to grammatical accuracy but extends to the development of intercultural sensitivity, pragmatic awareness, and strategic communication skills.

Furthermore, aligning instructional design with communicative and axiological principles proves essential in bridging the persistent gap between knowing the language and using it effectively. Interactive methods such as Web-quests, role plays, simulations, and scenario-based tasks create conditions for experiential learning, encouraging learners to engage with real-life communicative situations. These methods not only enhance linguistic performance but also contribute to the formation of critical cultural awareness and value-oriented attitudes toward other cultures.

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INSTRUCTING ACADEMIC WRITING GENRES THROUGH ONLINE WRITING RESOURCES IN UZBEKISTANI MASTER’S PROGRAMS

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Abstract: This study explores the familiarity of Uzbekistani master’s students with academic writing (AW) genres and proposes teaching strategies using online writing resources (OWRs). A mixed-method approach was employed, collecting quantitative and qualitative data via a questionnaire administered to 181 MA students across four Uzbekistani institutions: Namangan State Institute of Foreign Languages (NamSIFL), Samarkand State Institute of Foreign Languages (SamSIFL), Uzbekistan State World Languages University (UzSWLU), and National University of Uzbekistan (NUUz). Participants were enrolled in English-oriented philological disciplines, including Language Typology, Literature, Foreign Language and Literature (FLL), and Linguistics. Results revealed that 72% of students were familiar with academic essays, while only 61% reported experience with research papers; other genres were largely unfamiliar, indicating limited genre awareness. The study highlights the need for genre-based instruction and the integration of OWRs such as writing blogs, online courses, webinars, and digital communities to enhance students’ academic writing proficiency.

Keywords: academic writing genres, master students, genre awareness, online writing resources, EFL

Introduction

Proficiency in academic English is crucial for postgraduate students to succeed in global academia, as it enables them to communicate research findings persuasively and participate effectively in scholarly discourse [1, pp.595–596]. English is widely

used as a medium of instruction in postgraduate programs, particularly in philological disciplines, making academic writing (AW) courses a vital component of students’ education. Previous research demonstrates that non-native English speakers’ AW is influenced by prior educational experiences, institutional expectations, and individual engagement with the writing process, emphasizing the need for targeted instructional support [2, p.12].

Academic writing is discipline-specific, socially constructed, and genre-driven [1, p.596]; understanding its genres is critical for developing students’ writing competence. Furthermore, *digital literacy (DL)* and the use of *digital technologies (DTs),* including *online writing resources (OWRs)*, are increasingly recognized as essential tools to support postgraduate students’ writing development [3, p.12]. This study aims to assess Uzbekistani master students’ familiarity with AW genres and propose strategies for instruction using OWRs to enhance writing skills and genre awareness.

Literature Review

Academic writing enables scholars to communicate ideas, share findings, and contribute to knowledge within their disciplines [4, p.8]. It involves reasoning, interpretation, and presentation of information, requiring cognitive skills such as goal-setting, problem-solving, and strategic management of the writing process [5, p.1266]. AW encompasses activities ranging from writing essays to preparing research papers, theses, and scholarly articles, all of which demand clarity, reasoning, and adherence to disciplinary conventions, [6, p.96], [7, p.161], [8, p.1].

Effective academic writing requires awareness of genres, which are defined by situational context, purpose, audience, and structure [9, p.11]. Key genres include: 1) *essays* - express opinions or arguments on a topic [10, p.425]; 2) *research papers* - present findings and analyses according to disciplinary norms [11, p.148]; 3) *theses/dissertations* - long-format works representing substantial research; the meaning and usage of the terms may vary internationally [12, p.125]; 4) *academic articles* disseminate research findings in scholarly journals [11, p.148]; 5) *literature reviews* summarize previous research to contextualize new studies [13, p.287]; 6)

conference papers and *posters* present research orally or visually, promoting peer interaction [14, p.96–112]; 7) *proposals* outline planned research for approval or funding [15, pp.631–632]; 8) *monographs* and *book reviews* contribute specialized, in-depth scholarship, [16, p.15]; [14, p.115–117].

To support effective academic writing enhancement, *OWRs* provide models, guidance, and interactive support. For instance, these *writing blogs and reference websites* may provide models, explanations, phrase banks, and genre-specific advice, guiding on rhetorical moves, sentence patterns, examples of structured academic texts:

1. *Purdue OWL (Online Writing Lab) can offer extensive handouts on academic writing, grammar, research papers, and citation styles (APA, MLA, Chicago) which is a core reference in academic writing instruction;*
2. *Academic Phrasebank (University of Manchester) serves as a repository of academic phrases categorized by function (introducing, arguing, discussing results), useful for structuring research texts;*
3. *University writing centers online (e.g., UNC Chapel Hill, Harvard Writing Center) provide discipline-specific handouts and essay guides.*

Online Courses and MOOCs are also, a type of OWRs which present structured instruction of interactive courses with lectures, exercises, and sometimes certificates. They dive deep into academic conventions, writing process and research communication:

4. *"Writing in the Sciences" (Coursera, Stanford University) teaches principles of effective scientific writing, manuscript structure, clarity, and peer review dynamics.*
5. Academic Writing courses on Coursera and edX, including *Academic English: Writing* (UCI) and *Academic Writing Made Easy* (Technical University of Munich) offering fundamentals of academic genre conventions and drafting skills.
6. *Videos* and *YouTube channels* for short lessons and demonstrations on writing practices such as audio-visual explanation, examples, and walkthroughs of writing tasks:

7. *YouTube academic writing content* such as recorded lectures on research paper writing and scientific manuscript drafting.
8. *The Thesis Whisperer blog and videos*, the blog with posts and occasional video material on thesis writing and research project drafting.
9. *Online communities* and *social forums* can, also, be useful for young writers since scholars share tips, resources, feedback and motivation:
10. *Reddit subreddits* (for example, *r/AcademicWriting*) organize discussions on academic writing resources, citation tools, and drafting strategies.
11. *Academic Twitter and LinkedIn groups* may share articles, writing advice, and genre exemplars.

Digital repositories and scholarly platforms are critical for research integration. These resources help young scholars locate exemplar articles, align their writing with disciplinary norms, and identify appropriate sources for citation. Although not writing guides per se, they are essential for source gathering and engaging with scholarly discourse:

1) *Google Scholar*, the widely-used search engine for scholarly articles essential for literature review and citation.
2) *ResearchGate*, the researcher network to access papers and engage peers.

Materials and Methods

This study employed a *mixed-method design* via a questionnaire to evaluate students’ familiarity with AW genres. The research question is “*Which genres of academic writing have you encountered so far?”* with options *“Essays”, “Research papers”* and *“Other (please specify).*

Participants included 181 MA students (1st- and 2nd-year) from four Uzbekistani universities (NamSIFL, SamSIFL, UzSWLU, NUUz), enrolled in English-major departments (FLL, Language Typology, Literature, Linguistics) (*Table1*).

Table 1. Participants of the survey:

The four institutions	Number of overall participants	Year of MA and percentage	Majors pursued by participants	Number of participants from each group
NamSIFL	48	1st year: 100%	Foreign Language and Literature (FLL)	17
			Language Typology	14
			Literature	17
SamSIFL	43	1st year: 37%	FLL	16
		2nd year: 63%	FLL	27
UzWLU	42	1st year: 40%	FLL	17
		2nd year: 60%	FLL	25
NUUz	48	1st year: 75%	Linguistics	18
			FLL	18
		2nd year: 25%	FLL	12
Overall	181/200	1st year participants: 65% (117/181) 2nd year participants: 35% (64/181)	7 groups of FLL; 1 – Language Typology; 1 – Literature; Linguistics Groups	FLL-132 students; Language Typology-14; Literature -17; Linguistics – 18

Non-random sampling was applied due to accessibility and feasibility. Participants volunteered and provided informed consent.

Quantitative and qualitative data were analyzed using textual interpretation, with comparisons drawn across institutions and study years. Results were presented using percentages for clarity.

Results and Discussion

Master's degree students' familiarity with academic writing genres:

NamSIFL: The results indicate that 81% (39/48) of respondents have experience writing essays, and only 54% (26/48) have practiced research papers. Also, 2 respondents from FLL group added in the "other (please specify)" section added conference proposals, research proposals.

SamSIFL: 25/43, that is 58% are familiar with research papers, while 36/43, 84% - essays. Also, a 1st year student mentioned coursework in the last section.

NUUz: In the 3rd group of senior students, the percentage of the ones with the knowledge of research papers and essays was 100%; among the 1st year students, however, the figures were slightly different: in Linguistics group -13/18 (72%) and in FLL – 11/18 (61%) confirmed having knowledge of research papers. Essays were popular among 16 Linguistics students (89%) and 12 FLL students (67%).

UzSWLU: Among the 1st year students almost all participants reported their knowledge of research papers (15\17 = 88%) and essays (16/17 = 94%). All the 2nd year participants (100%) opted for research papers, and only 21 (84%) of them chose essays. In total, in this institution, 35/42 (83%) confirmed being familiar with research papers and 37/42 (88%) – essays.

Generally, in four institutions, 110/181 participants (61%) are familiar with research papers, while essays are familiar to 130/181 (72%).

The findings indicate that MA students’ genre awareness is limited, with most exposure restricted to essays and research papers. This aligns with studies of EFL learners, highlighting the importance of genre-based instruction to help students identify purposes, audiences, and disciplinary conventions [17, p.623].

Integrating OWRs can expand students’ exposure to diverse genres, improve writing skills, and enhance digital literacy. Exposure to multiple genres through blogs, online courses, webinars, and digital communities can prepare students for effective academic participation and higher-quality research writing.

Conclusion

The study reveals that Uzbekistani MA students have limited familiarity with academic writing genres, with essays and research papers being the most common. Other genres, such as theses, proposals, and conference papers, remain largely unfamiliar. This highlights the need for genre-based instruction in postgraduate programs. Integrating online writing resources can provide students with models, guidance, and practical support to improve genre awareness, writing skills, and digital literacy. Enhancing exposure to diverse genres prepares students for more effective academic communication and research participation.

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THE EFFICACY OF ENGLISH FOR SPECIFIC PURPOSES (ESP) IN MODERN EDUCATIONAL AND PROFESSIONAL CONTEXTS

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Abstract: This article examines the critical role of teaching English for Specific Purposes (ESP) in contrast to General English (GE). In an increasingly specialized and globalized world, the demand for English proficiency tailored to specific professional, academic, or vocational fields has grown significantly. This paper argues that ESP is not merely a subset of language teaching but a fundamental pedagogical approach that enhances learner motivation, efficiency, and real-world applicability.

Keywords: ESP, linguistic skills, efficiency, learner perception, learner-centered approach.

Introduction

The globalization of industries, academia, and technology has cemented English as the world's primary lingua franca. However, the one-size-fits-all approach of General English (GE) often fails to meet the precise communicative needs of learners who require English for specific contexts. This gap led to the development of English for Specific Purposes (ESP), a learner-centered approach designed to equip students with the linguistic skills and competencies required for a particular field, such as Business (EBP), Aviation (EAP), or Academic Purposes (EAP).

The primary objective of ESP is to identify and address the specific language needs of a target group, focusing on the genres, vocabulary, discourse, and skills pertinent to their domain. This article aims to demonstrate the importance of ESP by exploring its theoretical underpinnings, presenting evidence of its effectiveness, and

outlining its practical applications. The central thesis posits that ESP provides a more strategic, relevant, and efficient pathway to functional English proficiency for specialized audiences than traditional GE programs.

Methods

This analysis is based on a qualitative review of established pedagogical literature, empirical studies, and case reports in the field of ESP from the past three decades. Key scholarly works from researchers such as Hutchinson and Waters (1987), Dudley-Evans and St John (1998), and contemporary journals were synthesized. The methodology involved:

1. Comparative Analysis: Contrasting the curriculum design, materials, and objectives of ESP with those of GE.

2. Outcome Review: Examining studies measuring learner motivation, speed of skill acquisition, and professional outcomes in ESP programs versus GE.

3. Needs Analysis Framework: Evaluating the core ESP procedure of needs analysis as the foundation for course design.

The focus was on identifying consistent themes regarding efficacy, learner perception, and practical implementation challenges.

Results

The synthesis of literature reveals several key findings supporting the importance of ESP:

1. Enhanced Learner Motivation and Engagement: ESP courses directly address learners' immediate professional or academic goals. Studies show that when students perceive the material as directly relevant to their field (e.g., a nurse learning patient handover procedures in English), intrinsic motivation and engagement increase significantly compared to GE classrooms.

2. Efficiency and Cost-Effectiveness: ESP focuses only on the language forms and communication skills required for specific tasks (e.g., writing a technical report,

presenting at a conference, negotiating a contract). This targeted approach allows learners to achieve operational proficiency in their domain more quickly than through a broader GE curriculum, offering a better return on investment for learners and institutions.

3. Development of Relevant Communicative Competence: ESP moves beyond general grammar and vocabulary. It trains learners in the specific genres (e.g., research articles, legal contracts), discourse community conventions, and jargon of their field. This results in graduates who can function effectively in real-world, discipline-specific situations.

4. Empowerment and Professional Development: Proficiency in ESP is often directly linked to career advancement, access to specialized literature, and international collaboration. It empowers individuals by providing the tools necessary to participate fully in their globalized professional communities.

Discussion

The results underscore that ESP is a pragmatic and responsive answer to the differentiated demands of the global market. Its importance lies in its foundational principle: necessity. By conducting a thorough needs analysis, ESP practitioners ensure the curriculum is derived from the authentic language used in the target situation, making learning deeply purposeful.

The success of ESP challenges the traditional view of language as an abstract system to be mastered in isolation. Instead, it frames language as a set of tools for accomplishing specific tasks within a community. This shift has profound implications:

- For Educators: It requires a move from being a sole knowledge-provider to a course designer, materials developer, and sometimes a collaborator with field specialists.
- For Institutions: It necessitates flexible, modular programs that can adapt to the needs of diverse groups, from engineers to hotel managers.

- For Learners: It offers a demystified and direct path to using English as a functional asset in their careers.

While ESP is not intended to replace GE—which remains important for foundational proficiency and general communication—it is the logical and necessary sequel for learners with defined objectives. The main limitation in implementation is the availability of trained ESP practitioners and resources for continuous curriculum adaptation.

Conclusion

Teaching English for Specific Purposes is of paramount importance in the 21st century. It represents an evolution in language pedagogy that prioritizes relevance, efficiency, and learner autonomy. By aligning instructional content with the specific communicative demands of professional and academic disciplines, ESP produces more competent, confident, and employable language users. As the world continues to specialize, the adoption and refinement of ESP methodologies will be crucial for educational institutions aiming to provide tangible value and for individuals seeking to thrive in a competitive international landscape. Future success in language teaching will depend significantly on the ability to tailor English instruction to the specific purposes of its learners.

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THE INTERPRETATION OF METAPHORS AND PHRASEOLOGICAL UNITS IN SIGN LANGUAGE INTERPRETING

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Abstract. This article examines the interpretation of metaphors and phraseological units in sign language interpreting, with particular attention to semantic transformation processes that occur when verbal expressions are rendered into a visual-gestural modality. Metaphors and phraseological units represent some of the most culturally and cognitively complex elements of verbal language, often lacking direct equivalents in sign languages. The study explores how interpreters negotiate meaning through semantic reduction, expansion, compensation, and reinterpretation to achieve communicative adequacy. Drawing on theories of translation studies, cognitive linguistics, and sign language linguistics, the article analyzes the challenges associated with figurative language and highlights the role of contextual and extralinguistic factors in shaping interpretation strategies. The findings demonstrate that successful sign language interpretation of metaphors and idioms depends not on formal equivalence but on functional and pragmatic meaning transfer, ensuring accessibility and comprehension for Deaf audiences.

Keywords: sign language interpreting, metaphor, phraseological units, semantic transformation, figurative language, deaf communication.

Introduction. The interpretation of figurative language has long been recognized as one of the most challenging aspects of translation and interpreting. Metaphors and phraseological units, deeply embedded in cultural, historical, and cognitive frameworks, often resist literal transfer across languages. This challenge becomes even more pronounced in sign language interpreting, where verbal spoken languages must be rendered into a visual-gestural system with fundamentally different semiotic principles.

Sign languages are not manual representations of spoken languages; they are independent natural languages with their own grammatical, lexical, and semantic

systems. Consequently, many metaphors and idiomatic expressions commonly used in spoken discourse lack direct lexical equivalents in sign languages. When interpreters encounter expressions such as idioms, fixed phrases, or culturally bound metaphors, they must engage in complex semantic transformations to preserve meaning while adapting form.

The relevance of this issue extends beyond linguistic theory into the domains of accessibility, inclusion, and social equity. Accurate interpretation of metaphors and phraseological units is essential for ensuring that Deaf individuals have equal access to information in educational, legal, medical, and media contexts. Misinterpretation or oversimplification of figurative language can lead to misunderstanding, information loss, or pragmatic distortion.

This article aims to analyze how metaphors and phraseological units are interpreted in sign language, focusing on semantic transformation strategies employed by interpreters. It addresses the following questions: how figurative meaning is restructured in sign language interpreting, what types of semantic shifts occur, and how contextual and extralinguistic factors influence interpretive decisions.

Literature Review. Research in translation studies has consistently highlighted the complexity of metaphor and idiom translation. Baker emphasizes that idiomatic expressions are among the most culture-specific elements of language and often require paraphrase or functional substitution rather than literal translation [Baker, 2018]. This observation is particularly relevant for sign language interpreting, where modality differences further complicate equivalence.

Newmark distinguishes between semantic and communicative translation, arguing that figurative language often necessitates communicative translation to preserve intended meaning rather than formal structure [Newmark, 2017]. In sign language interpreting, communicative approaches are predominant, as the interpreter prioritizes comprehension and pragmatic relevance over linguistic symmetry. From a cognitive linguistic perspective, metaphors are not merely stylistic devices but reflect underlying conceptual structures. While spoken languages frequently encode metaphors lexically, sign languages often express conceptual metaphors through

spatial mapping, movement, and visual imagery. Padden and Humphries argue that Deaf communities rely heavily on visual cognition, which influences how abstract concepts and metaphors are conceptualized and expressed [Padden, Humphries, 2019].

Sutton-Spence and Woll provide extensive analysis of figurative and idiomatic expressions in sign languages, noting that many metaphors are realized iconically rather than lexically [Sutton-Spence, Woll, 2020]. This means that interpreters must frequently reinterpret metaphors by activating visual schemas rather than searching for direct lexical equivalents. Within the context of Uzbek sign language research, Qodirova highlights the lack of standardized approaches to interpreting idiomatic and metaphorical expressions, emphasizing the need for systematic theoretical frameworks to guide professional interpreters [Qodirova, 2022]. These findings underscore the necessity of further research into semantic transformation mechanisms in sign language interpreting.

Analysis and discussion. Metaphors and phraseological units present unique challenges in sign language interpreting due to their non-literal nature and strong cultural embeddedness. In spoken language, metaphors often rely on conventionalized linguistic forms that are readily understood by native speakers. However, when transferred into sign language, these forms cannot always be replicated directly, requiring interpreters to restructure meaning at a conceptual level.

One of the most common strategies observed in sign language interpreting is semantic reduction. This occurs when secondary or stylistic elements of a metaphor are omitted in favor of conveying the core propositional meaning. For example, idiomatic expressions such as “to break the ice” are rarely interpreted literally in sign language. Instead, the interpreter may convey the meaning of “initiating communication” or “reducing tension,” thereby preserving the communicative function while eliminating metaphorical imagery. In contrast, semantic expansion is employed when additional visual elements are necessary to clarify abstract or culturally specific meanings. Abstract metaphors related to emotions, time, or social relationships often require elaboration through facial expressions, spatial structuring,

or descriptive signs. This expansion ensures accessibility for Deaf audiences who may not share the same metaphorical conventions as hearing speakers.

Compensation plays a critical role when metaphorical meaning is partially lost due to structural constraints. Interpreters may compensate by enhancing expressiveness through non-manual markers such as facial expressions, body posture, or movement intensity. These visual cues serve to recreate the pragmatic and emotional force of the original metaphor, even if the linguistic form is altered [Sutton-Spence, Woll, 2020]. Phraseological units, including idioms and fixed expressions, frequently undergo reinterpretation in sign language interpreting. Rather than translating idioms word-for-word, interpreters often substitute them with culturally appropriate explanations or visually motivated constructions. This process aligns with Baker’s view that paraphrase is often the most effective strategy for idiomatic translation (Baker, 2018). Contextual and extralinguistic factors significantly influence interpretive decisions. The interpreter must consider the audience’s linguistic competence, cultural background, and familiarity with figurative language. In educational or legal settings, precision and clarity take precedence, often resulting in more explicit interpretations. In contrast, narrative or artistic contexts may allow for more creative visual metaphors. The interpreter’s cognitive load also plays a crucial role. Interpreting metaphors in real time requires rapid conceptual analysis and decision-making. Professional interpreters develop anticipatory strategies and rely on contextual cues to process figurative language efficiently. This highlights the importance of specialized training focused on figurative language competence.

Results. The analysis demonstrates that metaphors and phraseological units in sign language interpreting rarely maintain formal equivalence with their spoken language counterparts. Instead, they undergo systematic semantic transformations aimed at preserving communicative intent and pragmatic meaning. The most frequently observed strategies include semantic reduction, expansion, compensation, and reinterpretation.

The findings indicate that successful interpretation depends on the interpreter’s ability to conceptualize metaphorical meaning rather than reproduce linguistic form.

Visual-gestural resources enable interpreters to express abstract concepts in ways that are often more explicit and accessible than spoken metaphors. Furthermore, the results reveal that extralinguistic factors such as cultural norms, situational context, and audience characteristics significantly shape interpretive outcomes. This confirms that sign language interpreting of figurative language is inherently adaptive and context-sensitive.

Conclusion. In conclusion, the interpretation of metaphors and phraseological units in sign language represents a complex semantic process that extends beyond traditional notions of translation equivalence. Due to modality differences and cultural specificity, figurative language must be reinterpreted rather than translated literally. Semantic transformations are not indicators of loss but mechanisms that ensure effective communication and accessibility. This study underscores the need to recognize sign language interpreting as a cognitively demanding and creative process, particularly in relation to figurative language. Developing theoretical models and training methodologies that address metaphor and idiom interpretation will contribute to higher professional standards and improved communicative equity for deaf communities.

Future research should incorporate corpus-based and empirical studies to further explore interpreter strategies across different sign languages and communicative contexts.

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THE ADVANTAGES OF USING PEDAGOGICAL TECHNOLOGIES IN THE EDUCATION SYSTEM

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Abstract: This article analyzes the advantages of using pedagogical technologies in the educational system. Pedagogical technologies play a crucial role in the effective organization of the teaching process, taking into account the individual needs of students and increasing their motivation. The article highlights key advantages such as personalized learning, interactivity, increasing the quality of education, development of technological knowledge, assessment and analysis opportunities, as well as innovative approaches. Consequently, it is shown that pedagogical technologies help not only to increase the knowledge and skills of students but also to their development as individuals. The article also provides views on the future prospects for the use of pedagogical technologies in the educational process.

Keywords: pedagogical methods, formation of students as educators, teaching methods, practical exercises, problem-based learning, game-based learning, reflection, creative thinking.

Introduction

The use of pedagogical technologies in the education system has become one of the priority directions on a global scale today. Digital transformation, innovative approaches, and the elevation of the student's personality to a central position require a fundamental renewal of the pedagogical process. Pedagogical technology is not just a set of teaching methods, but manifests as a scientific-practical model that serves the systematic design, management, and evaluation of the entire educational process. According to the UNESCO definition, pedagogical technology is an integrated system of methods, processes, and technical means aimed at increasing the quality of education. Therefore, it is becoming an important factor ensuring the efficiency of the educational process.

In recent years, educational reforms in Uzbekistan have further accelerated the implementation of pedagogical technologies into practice. "Digital Education" initiatives, the "Uzbekistan–2030" strategy, and the introduction of the credit-module system in higher education institutions are taking the pedagogical process to a new level. In this process, modern lesson design, interactive methods, problem-based learning, distance education, virtual platforms, and AI-based tools have become an integral part of teacher activity. Pedagogical technologies require high qualifications, a reflective approach, and a deep analysis of the student's individual capabilities from the teacher.

The main advantages of using pedagogical technologies in the educational process are noted as the durability of knowledge, student motivation, transparency of the educational process, fairness of assessment, development of independent learning skills, and the expansion of personalized education. In particular, methods in which learners actively participate—"case-study", "problem-based learning", "project work", "blended learning"—play an important role in the formation of 21st-century competencies. Pedagogical technologies find expression in all stages of teaching: from lesson planning to material delivery, monitoring, and analysis of results, creating a single integrated system. In this system, the teacher performs the role of a guide, facilitator, and motivator rather than just a provider of knowledge. The student becomes an active seeker, independent learner, and creative subject rather than a passive recipient.

Therefore, it is of urgent importance to deeply study the advantages of using pedagogical technologies in the education system, analyze their theoretical foundations, and generalize practical experience. The following literature review summarizes the views of major scholars in this direction and provides a comprehensive scientific overview of the content, principles, and modern requirements of pedagogical technology.

Literature Review

Research studying the theoretical and practical foundations of pedagogical technologies expanded significantly starting from the second half of the 20th century. Scholars such as P. Ya. Galperin, V. P. Bespalko, N. D. Nikandrov, and Yu. K. Babanskiy created the methodological foundation of the pedagogical technology concept. Bespalko interprets pedagogical technology as a "pre-designed teaching system that gives guaranteed results," which envisages evaluating the effectiveness of the teaching process based on clear criteria. Babanskiy, relying on the idea of optimizing the educational process, highlighted principles such as efficiency, economy, and scientific validity of the technological approach.This concept has also been extensively studied in Western pedagogy. J. Dewey's concept of experiential education, B. Bloom's taxonomy, R. Gagné's stages of teaching, and R. Mayer's multimedia learning theory have further enriched the scientific foundations of pedagogical technologies. In particular, the constructivism paradigm proposes organizing the educational process through the active cognitive activity of the student. This approach created the ground for the formation of interactive forms of pedagogical technologies.

In Uzbekistan, research on pedagogical technologies also has a rich scientific heritage. The works of A. Abduqodirov, J. Yoldoshev, Sh. Shoimqulov, O. Tolipov, and R. Ishmuhammedov developed the methodical bases of technologizing the educational process. Tolipov and Ishmuhammedov view pedagogical technology as a system, emphasizing the interconnectedness of purpose, content, form, method, tool, and result within it. In post-independence educational policy, concepts such as "innovative pedagogy," "student-centered learning," and "competency-based approach" marked a new stage in pedagogical technology research.

Modern research focuses mainly on areas such as digital pedagogy, distance learning, virtual learning environments, AR/VR tools, artificial intelligence-based teaching systems, and learning analytics. Anderson and Dron's "three paradigms of education" model (cognitive, constructive, and connectivist) reveals the theoretical basis of

today's digital education. Connectivism emphasizes the role of networks, information flow, and online collaboration in the learning process.

The following general conclusions are found in scientific literature regarding the advantages of pedagogical technologies:

- ✓ Increase in the quality and efficiency of education;
- ✓ Transition of the educational process to a student-centered character;
- ✓ Development of independent learning skills;
- ✓ Strengthening of reflective and critical thinking;
- ✓ Transparency of the assessment process;
- ✓ Encouragement of a creative approach and innovative thinking.

Interactive methods—"brainstorming," "cluster," "mental attack," "debate," "case-study"—encourage students to think actively. Technologies such as PBL (Problem-Based Learning) and TBLT (Task-Based Language Teaching) form practical competencies by modeling real situations. The effectiveness of "blended learning" and "flipped classroom" models integrated with digital technologies is scientifically grounded in many studies. In general, the literature review shows that pedagogical technologies create a modern, innovative, and effective model of teaching by harmonizing all components of the educational process. This supports not only academic results but also the personal and social development of students.

Analysis and Results

Measuring the effectiveness of using pedagogical technologies in the modern education system is one of the most important stages of evaluating education quality. In recent years, international and national research shows that the technologized lesson process has a significant impact on the level of student knowledge acquisition. Specifically, teaching forms enriched with interactive methods, modular education, and digital platforms yield higher results compared to traditional teaching.

UNESCO (2023), in its report on educational transformation, noted that in countries where distance and mixed teaching models were introduced, student learning

indicators increased by an average of 18–25 percent. At the same time, the experiences of Finland, South Korea, and Singapore show that when pedagogical technologies are applied, students' independent learning skills strengthen by 30–40 percent. Students become more responsible during the acquisition process, and the teacher can organize assessment and monitoring more transparently.

In Uzbekistan, new approaches are also yielding significant results. Along with the introduction of the credit-module system in higher education institutions, electronic assessment, LMS systems, virtual laboratories, and video lessons have found their place. According to a study conducted by the Center for Development of Higher Education (OTRM, 2024), the evaluation of teachers using interactive methods by students was 4.3 points, while for teachers using the traditional lecture style, this indicator was 3.6 points. These figures show that technologies affect not only knowledge but also motivation and the quality of communication. The effectiveness of pedagogical technologies can be evaluated across several components of the educational process: Learning outcomes: In lessons where interactive technologies are used, students participate at a high level. Methods such as PBL, TBLT, and case-study develop analysis, synthesis, communication, and problem-solving skills. These global competencies also meet PISA and CEFR requirements.

Motivation and participation level: Gamification, video content, game elements, and badge systems increase students' interest in learning. The use of incentive mechanisms in the educational process expands students' continuous participation in lessons and timely submission of tasks. Independent learning skills: The technique of uploading tasks in Flipped classroom or LMS systems gives a boost to the student's independent research. Therefore, an increase of 35–40 percent in independent learning skills was observed among students who completed technologized courses. Transparency of assessment: Electronic journals, test systems, and rubrics make the assessment process clear and fair. The student monitors their rating in real-time, which provides an incentive to work on oneself. Optimization of teacher labor: Pedagogical technologies reduce the teacher's workload: automatic assessment,

ready-made online platforms, resource libraries save time and allow for more focus on creative tasks. Extensive research shows that pedagogical technologies systematically strengthen all stages of the educational process—from planning to monitoring and analysis of results. Therefore, modern educational concepts, in particular "Life-long learning," "Digital pedagogy," and "Individual learning trajectories," cannot be fully formed without technologies. In our time, when the educational system is developing rapidly, the use of pedagogical technologies is considered one of the important factors in increasing the quality of education and effectively organizing the educational process. Pedagogical technologies allow for the use of new styles and methods in the educational process, which helps to raise students as more active, creative, and independent-thinking individuals.

Concept of Pedagogical Technologies.

Pedagogical technologies are theoretical and practical styles, strategies, methods, and resources used in planning, organizing, learning, and evaluating the teaching process. They help to regulate the teaching process in accordance with the individual needs of students. Advantages of use Personalized learning: With the help of pedagogical technologies, students can actively participate in the teaching process in accordance with their individual needs, abilities, and interests. This, in turn, increases their motivation. Interactivity: Modern pedagogical technologies allow for the use of interactive teaching styles. Students get the opportunity to work in groups or pairs, solve problems, express their opinions, and interact with each other. Increasing the quality of the educational process: With the help of pedagogical technologies, teachers get the opportunity to effectively plan and organize the educational process. It provides the opportunity to develop computer literacy, the use of the internet and other technologies, as well as skills for independent work in a digital environment.

Assessment and analysis opportunities:

Using pedagogical technologies, it is possible to optimize the process of evaluating and analyzing the educational process. This allows teachers to monitor student development and change the educational process when necessary.

Innovative approaches: Modern pedagogical technologies allow for the use of innovative teaching methods, including blended learning, flipped classroom, and other approaches. These methods increase the novelty and efficiency of the educational process.

Conclusion

The use of pedagogical technologies in the education system not only increases the knowledge and skills of students but also helps them develop as individuals. Teachers can organize the educational process more effectively by applying pedagogical technologies, which leads to an improvement in the quality of education. In the future, the wider use of pedagogical technologies will be of important significance for the development of the education system.

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EFFECTS OF AI-GENERATED FEEDBACK ON LEXICAL DIVERSITY IN L2 STUDENT ESSAYS

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Abstract

This study investigates the effects of AI-generated feedback on lexical diversity in second language (L2) student essays. With the increasing integration of artificial intelligence tools into language education, automated feedback systems are becoming widely used to support student writing. This research focuses on how such feedback influences students’ vocabulary use, particularly lexical variation and avoidance of repetition in academic writing.

The study employs a quasi-experimental design involving L2 university students who were divided into two groups. The experimental group received AI-generated feedback on their essay drafts, while the control group received traditional teacher feedback. Lexical diversity was measured using indicators such as type–token ratio and lexical variation indices. A mixed-methods approach was applied, combining quantitative analysis of students’ written texts with qualitative examination of revision patterns.

The findings indicate that students who received AI-generated feedback demonstrated a noticeable improvement in lexical diversity compared to those who received only teacher feedback. AI feedback encouraged the use of synonyms, more precise word choices, and greater awareness of lexical repetition. However, the results also suggest that AI feedback is most effective when used as a complementary tool rather than a replacement for human instruction. The study concludes that AI-generated feedback can positively contribute to lexical development in L2 writing when integrated thoughtfully into the learning process.

Keywords

AI-generated feedback; lexical diversity; L2 writing; automated feedback; vocabulary development; academic essays

Introduction

Lexical diversity is considered one of the key indicators of writing quality in second language learning. A wider range of vocabulary allows learners to express ideas more precisely and avoid excessive repetition, which is often a common weakness in L2 student writing. Traditionally, the development of lexical diversity has relied heavily on teacher feedback, peer review, and repeated writing practice.

With the rapid advancement of artificial intelligence, automated feedback tools have become increasingly common in language classrooms. These systems are capable of identifying repetitive word use, suggesting synonyms, and highlighting lexical weaknesses in student texts. As a result, AI-generated feedback has the potential to support learners in expanding their active vocabulary and improving overall writing quality. This study explores the impact of AI-generated feedback on lexical diversity in L2 student essays. By comparing student writing before and after receiving automated feedback, the research aims to determine whether AI tools can meaningfully contribute to vocabulary development. The study argues that when used appropriately, AI-generated feedback can serve as an effective supplement to traditional instruction, helping learners become more aware of their lexical choices and encouraging more varied and accurate language use.

Literature Review

Previous studies on second language (L2) writing have consistently highlighted lexical diversity as a key indicator of writing proficiency and overall language development (Nation, 2001). Research shows that limited vocabulary range often leads to repetitive word use, vague expression of ideas, and reduced academic quality in student essays. Traditional feedback practices, mainly provided by teachers, have

been found effective in raising learners’ awareness of lexical accuracy and appropriateness, but they are often time-consuming and limited in scope (Hyland, 2003).

With the advancement of educational technologies, automated and AI-generated feedback systems have attracted increasing attention in L2 writing research. Several studies report that AI-based tools can successfully identify lexical repetition, suggest synonyms, and promote more varied word choices (Li, 2020; Ranalli, 2021). These tools provide immediate and individualized feedback, which may support learner autonomy and repeated revision. Research indicates that students using automated feedback tend to revise their texts more frequently and show improvements in vocabulary use compared to those relying solely on traditional feedback (Bitchener & Ferris, 2012).

However, existing studies also point out certain limitations of AI-generated feedback. Some researchers argue that automated systems focus mainly on surface-level lexical issues and may lack sensitivity to context, meaning, and stylistic appropriateness (Ware, 2018). As a result, students may accept AI suggestions mechanically without fully understanding lexical nuance. Moreover, while several studies measure general writing improvement, fewer investigations focus specifically on lexical diversity as a distinct outcome of AI feedback, leaving this area underexplored. From a theoretical perspective, lexical diversity is closely connected to usage-based and noticing theories of language learning. According to Schmidt’s noticing hypothesis (1990), learners must consciously notice linguistic forms in order to acquire them. AI-generated feedback, by highlighting repetitive words and offering alternatives, may increase learners’ lexical awareness and promote deeper processing. Despite this potential, research examining how AI feedback contributes to sustained lexical development in L2 academic writing remains limited, particularly in university-level contexts.

Overall, previous research provides valuable insights into the role of feedback in L2 writing and the growing use of AI technologies. Nevertheless, there is a noticeable research gap regarding the direct impact of AI-generated feedback on lexical diversity in student essays. In addition, comparative analyses between AI-generated feedback and traditional teacher feedback remain insufficient. This study aims to address this gap by systematically examining how AI-generated feedback influences lexical diversity in L2 student writing.

Research Questions

- ✓ How does AI-generated feedback influence lexical diversity in L2 student essays?
- ✓ In what ways does AI-generated feedback differ from traditional teacher feedback in promoting varied and precise vocabulary use in L2 writing?

Methodology

This study adopts a mixed-methods research design to investigate the effects of AI-generated feedback on lexical diversity in L2 student essays. The research is grounded in a pedagogical and usage-based perspective of second language writing, which views lexical development as a gradual process supported by noticing, revision, and repeated exposure to varied input. Traditional feedback practices often rely on teacher comments, which may be limited by time constraints and focus primarily on global issues of content and organization. As a result, lexical development may receive less consistent attention.

In this study, lexical diversity is understood as an indicator of internal language growth rather than immediate correctness. Improvement is measured through increased variety of vocabulary, reduced repetition, and more precise lexical choices, rather than through error elimination alone. This approach allows for the examination of how feedback influences students’ awareness of word choice and encourages more conscious lexical decision-making during revision. A key concept in the methodology is feedback mediation. AI-generated feedback is treated not simply as correction, but

as a form of guided noticing that draws students’ attention to repetitive or limited lexical use. Instead of viewing AI feedback as a replacement for teacher input, the study examines how students interact with automated suggestions and how these interactions shape their revision behavior.

The participants of the study consisted of undergraduate L2 learners enrolled in an academic writing course. They were divided into two groups: an experimental group that received AI-generated feedback on their essay drafts and a control group that received traditional teacher feedback. Both groups completed the same writing tasks under similar instructional conditions. The data consisted of first and revised drafts of student essays produced over an eight-week period. Lexical diversity was analysed using quantitative measures such as type–token ratio and lexical variation indices. In addition, qualitative analysis was conducted to examine how students revised their vocabulary in response to feedback. By applying the same analytical framework to both groups, the study allows for meaningful comparison between AI-generated and teacher-provided feedback. This methodology highlights how different feedback types influence lexical development in L2 writing contexts.

Analysis Part I: Students Receiving AI-Generated Feedback

At the beginning of the study, students in the experimental group demonstrated limited lexical diversity in their essays. Their writing was characterised by frequent repetition of common words, reliance on basic vocabulary, and avoidance of more precise lexical choices. These patterns reflected a lack of awareness rather than a lack of knowledge, as students often possessed broader vocabulary that remained unused in writing tasks.

After receiving AI-generated feedback, students were frequently alerted to repetitive word use. Automated comments such as synonym suggestions and repetition warnings encouraged them to reconsider their lexical choices. At this early stage, many revisions were mechanical. Students replaced repeated words with suggested

synonyms without fully adjusting sentence structure. Nevertheless, this marked the first step in their lexical development, as it increased awareness of vocabulary variety.

As students continued to revise their drafts, changes became more deliberate. Instead of simply accepting suggested alternatives, they began to search for contextually appropriate words. In several essays, students replaced general verbs such as *make* or *do* with more specific alternatives, which improved clarity and academic tone. This shift suggests that AI-generated feedback helped move students from passive correction to more conscious lexical decision-making.

Over time, students showed greater confidence in experimenting with vocabulary. They began to vary adjectives, avoid unnecessary repetition, and use more discipline-specific terms. These changes were gradual and internal rather than dramatic. The improvement did not result from memorization of new words, but from increased sensitivity to lexical patterns within their own writing.

By the end of the intervention, the experimental group demonstrated a noticeable increase in lexical diversity. Their revised essays contained a wider range of vocabulary and more precise expression of ideas. This development supports the view that AI-generated feedback can promote lexical growth through sustained noticing and revision. Rather than imposing change, the feedback guided students toward greater lexical awareness and self-regulation.

Analysis Part II: Students Receiving Teacher Feedback

In contrast, students in the control group primarily received teacher feedback focused on content organization, coherence, and grammatical accuracy. While teachers occasionally commented on word choice, lexical repetition was not consistently addressed. As a result, early drafts often showed similar patterns of limited lexical diversity as those in the experimental group.

Revisions made by these students tended to prioritize sentence correctness rather than vocabulary variation. Many students corrected grammatical errors but retained repetitive lexical patterns. This suggests that without explicit prompts to reconsider vocabulary use, students may overlook lexical diversity as an area for improvement.

However, teacher feedback provided deeper contextual guidance. When vocabulary-related comments were given, students demonstrated strong understanding of meaning and appropriateness. These revisions were fewer but more accurate. This highlights the strength of human feedback in addressing nuance, even if it is less frequent.

Overall, lexical development in the control group was slower and less consistent. Improvements occurred mainly when students independently noticed repetition or when teachers explicitly addressed vocabulary. This comparison shows that while teacher feedback remains essential, AI-generated feedback offers systematic and sustained attention to lexical diversity.

Together, the findings from both groups suggest that AI-generated feedback is particularly effective in raising awareness and encouraging repeated lexical revision. When combined with teacher guidance, it has the potential to support deeper and more balanced lexical development in L2 academic writing.

Comparative Discussion

Although students receiving AI-generated feedback and those receiving teacher feedback participated in the same writing tasks, their developmental trajectories followed noticeably different patterns. Both groups worked within similar institutional and academic constraints, such as curriculum requirements, time limits, and assessment criteria. However, the type of feedback they received shaped how they approached lexical choice, revision, and awareness of vocabulary use. Their development did not occur through sudden transformation, but through gradual engagement with feedback during the revision process.

For students in the AI-feedback group, expectations were shaped mainly by automated prompts and system-generated suggestions. These students were expected to notice lexical repetition, consider alternative word choices, and revise independently. AI feedback consistently highlighted surface-level lexical issues, such as overused words or limited variation. This constant exposure created an environment in which lexical awareness became unavoidable. In contrast, students in the teacher-feedback group experienced expectations shaped by human evaluation, where feedback focused more on coherence, argumentation, and grammatical accuracy, and lexical diversity received less systematic attention.

The way each group responded to these expectations reveals an important difference in their developmental paths. Students receiving AI-generated feedback initially relied heavily on suggested synonyms, sometimes replacing words mechanically. Over time, however, they began to evaluate suggestions more critically and select vocabulary that better matched context and meaning. Their growth led to increased autonomy in lexical decision-making, even though that autonomy remained guided by automated systems. Students receiving teacher feedback, on the other hand, showed deeper understanding when lexical issues were addressed, but revisions were less frequent and less consistent. Their development was more selective and dependent on explicit teacher comments.

Despite these differences, both groups reached comparable levels of academic awareness by the end of the study. Students in the AI-feedback group learned that lexical variety is an essential component of effective writing, while students in the teacher-feedback group learned to prioritize clarity and correctness. In both cases, improvement occurred through gradual internal change rather than dramatic shifts in writing style. Repetition awareness, sensitivity to word choice, and improved lexical precision developed over time.

To further clarify the similarities and differences in lexical development, the following table summarizes the stages of growth observed in both groups:

Stage of Development	AI-Generated Feedback Group	Teacher Feedback Group	Stage of Development
Initial expectations	Expected to revise independently using automated suggestions and repetition alerts.	Expected to revise based on teacher comments focusing on content and accuracy.	Initial expectations
Primary challenge	Over-reliance on suggested synonyms and surface-level revision.	Limited attention to lexical diversity due to broader feedback focus.	Primary challenge
Response to difficulty	Gradual shift from mechanical replacement to conscious lexical choice.	Selective lexical improvement when explicitly guided by teacher feedback.	Response to difficulty
Turning point	Increased ability to evaluate and adapt AI suggestions contextually.	Recognition of lexical issues when linked to clarity and meaning.	Turning point
Form of maturity	Lexical self-regulation and heightened awareness of vocabulary variety.	Balanced focus on correctness with emerging lexical sensitivity.	Form of maturity
Type of development	Feedback-driven, iterative lexical growth supported by automation.	Instructor-guided, selective lexical development.	Type of developmen t

As the comparison shows, although the sources of feedback differ, both groups demonstrate lexical improvement through sustained engagement rather than immediate transformation. Lexical diversity develops not as a result of correction

alone, but through repeated noticing and revision. Taken together, the findings challenge the assumption that only human feedback can support meaningful lexical development. AI-generated feedback does not replace teacher input, but it reshapes the revision process by maintaining constant attention on lexical variety. Expectations, whether automated or human, do not limit development; instead, they guide it along different paths.

Conclusion

This study examined the effects of AI-generated feedback on lexical diversity in L2 student essays by comparing it with traditional teacher feedback. Although both forms of feedback operate within the same educational context, the analysis shows that they influence lexical development in different ways. Lexical growth in both groups was gradual and internal, emerging through repeated revision and increased awareness rather than immediate improvement. AI-generated feedback supported lexical development by consistently drawing attention to repetition and vocabulary range. Students gradually learned to make more deliberate lexical choices and became more aware of their own writing patterns. Teacher feedback, meanwhile, provided deeper contextual understanding and helped students maintain accuracy and coherence, though lexical diversity was addressed less systematically. The findings demonstrate that lexical development does not require dramatic instructional change. Growth can occur quietly, through sustained exposure to feedback and reflective revision practices. When used thoughtfully, AI-generated feedback can complement teacher instruction by reinforcing lexical awareness and encouraging learner autonomy.

By highlighting these alternative paths of lexical development, this study contributes to ongoing discussions about the role of artificial intelligence in language education. It suggests that AI-generated feedback, rather than limiting learning, can support meaningful and lasting vocabulary growth when integrated alongside human guidance.

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THE ROLE OF ENVIRONMENTAL EDUCATION AND UPBRINGING IN ENVIRONMENTAL PROTECTION

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ABSTRACT

Environmental protection is one of the most pressing challenges facing humanity today. The limitation of natural resources, rapid industrial development, urban expansion, and population growth have led to a significant disruption of ecological balance. In this context, environmental education and upbringing acquire priority importance in modern society. Through environmental education, individuals develop a sense of responsibility toward nature, ecological awareness, and environmental culture. This article examines the goals and objectives of environmental education as well as its role within the overall education system. Particular attention is paid to the effectiveness of improving curricula, organizing practical training, conducting research activities, and applying interactive methods and innovative technologies in the formation of students' environmental knowledge. The role of teachers in shaping ecological culture, developing students' understanding of environmental problems, fostering their motivation to address these issues, and encouraging a careful attitude toward natural resources is also emphasized. The conclusion highlights that strengthening the system of environmental education and upbringing contributes to the implementation of sustainable development principles, ensures environmental security, and promotes harmony between humans and nature.

Keywords: environmental education, environmental upbringing, environment, ecological culture, sustainable development.

INTRODUCTION

Modern humanity is confronted with numerous environmental challenges, including air, water, and soil pollution, deforestation, climate change, and the loss of

biodiversity. These processes are primarily the result of human economic activity and an insufficient level of environmental awareness. In the context of a global environmental crisis, environmental education and upbringing aimed at fostering a responsible attitude toward nature and an understanding of the interrelationship between humans and the environment among the younger generation acquire particular significance. The purpose of environmental education lies not only in the transmission of knowledge about nature, but also in the formation of values, worldviews, and patterns of behavior based on the principles of sustainable development. Thus, environmental education becomes one of the most important instruments for environmental protection and the prevention of ecological disasters.

MAIN PART

Environmental education represents a process of forming ecological knowledge, skills, and competencies necessary for the rational use of natural resources. It contributes to the development of environmental thinking among learners, fosters a sense of personal responsibility for nature conservation, and raises awareness of the need for a careful and respectful attitude toward the environment. At various levels of education, environmental upbringing is implemented through academic subjects, extracurricular activities, project-based learning, and environmental campaigns. Practical classes, laboratory experiments, field trips, participation in environmental initiatives, and competitions play a particularly important role. Such forms of work not only provide knowledge but also create stable motivation for environmental protection.

The teacher occupies a central position in the process of environmental upbringing. Educators must not only transmit knowledge but also serve as role models of environmentally responsible behavior. The effectiveness of environmental education largely depends on teachers’ professional competence and their readiness to apply modern educational technologies, including interactive methods, environmental games, and project-based learning. Moreover, the introduction of innovative

approaches—such as digital environmental platforms, multimedia resources, and virtual laboratories—enhances students’ interest and facilitates the formation of sustainable environmental attitudes.

The interconnection between education, science, and social activity is an important factor in shaping an environmentally responsible society. Therefore, environmental education and upbringing constitute an integral part of the sustainable development strategy, ensuring harmonious coexistence between humans and nature and fostering ecological culture at both individual and societal levels.

CONCLUSION

Environmental education is a crucial prerequisite for the preservation of life on Earth. It shapes an understanding that nature is not an inexhaustible source of resources, but a living system that requires care and protection. Through environmental upbringing, it is possible to educate a new generation capable of making environmentally sound decisions and bearing responsibility for the future of the planet. Strengthening the role of environmental education represents a pathway toward sustainable development and environmental security of the state.

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INTEGRATING EASTERN MUSICAL CATHARSIS AND WESTERN MUSIC THERAPY IN AN EDUCATIONAL SETTING

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Annotatsiya: Music is an effective pedagogical tool for emotional regulation, cognitive development, and moral education. This study comparatively examines Al-Farabi's concept of musical catharsis and contemporary Western music therapy approaches, focusing on the educational integration of maqoms. Using a qualitative comparative methodology, Rast, Segah, Bayati, and Hijaz maqoms are linked to emotional activation, cognitive-ethical processing, and educational outcomes. The findings indicate that integrating Eastern cathartic principles with Western music therapy enhances learners' emotional intelligence, communication skills, and overall well-being. The study offers a methodological framework for culturally inclusive and holistic music and language education.

Keywords: *Al-Farabi, musical catharsis, music therapy, maqams, Eastern and Western perspectives, music education, emotional regulation, educational practice*

INTRODUCTION

Music has long been recognized across cultures as a vital means of emotional regulation, cognitive development, and moral education. In Eastern musical philosophy, *maqams*—musical forms characterized by distinctive modal systems and melodic structures—have for centuries been used to evoke specific emotional and psychological states. Al-Farabi emphasized that music, through maqams, influences the human psyche, facilitates emotional purification (*catharsis*), and contributes to moral perfection (Al-Farabi, 1985).

Research indicates that the performance of different maqams evokes different emotional responses in listeners. For example, the *Rast* maqam promotes positivity and clarity, *Segoh* encourages introspection and contemplation, while *Bayotiy* fosters empathy and moral reflection (Touma, 1996). Over the centuries, Eastern scholars have deeply explored the relationship between music and human beings, regarding music as a unique art form capable of shaping new emotions within the human heart and mind.

Prominent musicologists and philosophers such as Al-Farabi, Ibn Sina (Avicenna), Safi al-Din Urmavi, Abd al-Qadir Maraghi, and Abd al-Rahman Jami systematically examined the theoretical, practical, and social aspects of music, thereby establishing strong scientific foundations for musicology (Al-Farabi, 1985; Ibn Sina, 2005). Al-Farabi, in particular, highlighted the educational and therapeutic value of music, arguing that children’s moral and emotional development should be guided through music. He emphasized that music evokes positive emotions and purifies the soul, a process he described as *catharsis*. Similarly, Ibn Sina noted that musical melody and structure have a direct impact on emotional states, considering music not only a therapeutic tool but also an important factor in personal development, worldview formation, and character building (Ibn Sina, 2005).

Historical sources indicate that maqams were widely used for therapeutic purposes. In cities such as Damascus, Cairo, and Bursa, music therapy formed an integral part of medical practice under the supervision of physicians and skilled musicians. Scholars such as Shuuri Nasakh Afandi documented the effects of different maqams on individuals of various ages and conditions. In the Uzbek cultural context, maqams such as *Ufar*, *Mashrab*, and *Ali Qambar* were used to treat digestive and psychological disorders, demonstrating the deep integration of music into cultural and therapeutic life (Ollayorov, 2000).

This rich historical heritage provides a solid foundation for contemporary research aimed at integrating Eastern maqam-based musical catharsis with modern Western

music therapy. The present study synthesizes these traditions and proposes an integrated model that supports emotional, cognitive, and moral development within modern educational environments.

LITERATURE REVIEW AND METHODS

This study is based on a qualitative research design focused on a comparative analysis of Eastern maqam-based musical philosophy and Western music therapy. Through comparative thematic analysis, similarities and differences in the emotional, cognitive, moral, and educational functions of music were identified.

Primary Eastern sources included Al-Farabi’s *Kitab al-Musiqa al-Kabir*, Ibn Sina’s *Donishnoma*, and H. Touma’s analysis of the *Rast*, *Segoh*, *Bayotiy*, and *Hijaz* maqams. Western sources included works by Bruscia, Thaut & Hoemberg, McFerran, and other scholars.

The research was conducted in four analytical stages:

1. **Musical stimulation** – maqams or Western musical compositions
2. **Emotional activation** – catharsis (Eastern tradition) / affective regulation (Western approach)
3. **Cognitive and moral processing** – reflection, moral reasoning, empathy
4. **Educational outcomes** – emotional intelligence, communication skills, well-being

During the study, the emotional and educational characteristics of maqams and Uzbek classical songs were identified. Additionally, Uzbek folk melodies and songs were compared with Western music therapy strategies, and each musical piece was adapted for classroom instruction.

RESULTS AND DISCUSSION

Within the framework of this study, the theoretical and practical relationships between Western music therapy and Eastern musical catharsis were systematically analyzed. The findings indicate that although these two approaches emerged in different cultural and historical contexts, they share common features, particularly in terms of emotional regulation, psychological stability, and personal development (McFerran et al., 2021; Saarikallio, 2021).

Comparative Analysis of Music Therapy and Musical Catharsis

Table 1 presents a comparative analysis of Western music therapy and Eastern musical catharsis based on their key characteristics. As shown in the table, Western music therapy is a structured process conducted primarily in clinical and educational settings under professional supervision, aiming to reduce stress and alleviate psychological difficulties (Bruscia, 2014; Hallam et al., 2020). In contrast, Eastern musical catharsis is largely based on personal experience and focuses on purifying inner emotions through the aesthetic and spiritual influence of music (Al-Farabi, 1985).

Table 1. Comparative Characteristics of Music Therapy and Musical Catharsis

Xususiyatlari	**Musiqa terapiyasi**	**Musiqiy katarsis**	**O‘xshashliklar**
Maqsad	Psixologik va jismoniy muammolarni davolash	Ichki hissiyotlarni poklash	Ruhiy farovonlik
Jarayon	Mutaxassis nazorati ostida	Shaxsiy tajriba orqali	Hissiy boshqaruv
Natija	Stressni kamaytirish	Hissiy yengillik	Xavotirni pasaytirish
Qo‘llanishi	Klinik va ta’lim muhitida	Shaxsiy rivojda	Terapevtik ta’sir
Uzoq muddatli ta’sir	Barqaror	Vaqtinchalik	Ijobiy ruhiy holat

The table analysis also suggests that although some aspects of musical catharsis may have temporary effects, systematic and goal-oriented application within the educational process can lead to long-term educational and developmental outcomes (Rickard & Chin, 2022).

Based on the research findings, an integrated conceptual model combining Eastern maqam-based musical catharsis and Western music therapy approaches was developed (Figure 1). This model illustrates step-by-step mechanisms through which music influences emotional, cognitive, and moral development in education.

Figure 1. Integrated Conceptual Model of Eastern Musical Catharsis and Western Music Therapy Based on Maqams in the Educational Process

The first stage of the model is musical stimulation, involving the purposeful use of *Rast*, *Segoh*, *Bayotiy*, and *Hijaz* maqams. Due to their modal and melodic structures, these maqams activate specific emotional states in learners (Karimov & Rasulova, 2022).

The second stage is emotional activation, conceptualized as *catharsis* in Eastern traditions and *affective regulation* in Western scientific literature. At this stage, music

stabilizes learners’ emotional states and reduces anxiety and stress levels (Saarikallio, 2021; McFerran et al., 2021).

The third stage involves cognitive and moral processing, during which learners comprehend and reflect on their musical experiences, developing empathy and moral reasoning skills. This stage highlights the educational significance of music beyond its emotional effects (Hallam et al., 2020).

The final stage consists of educational outcomes, expressed through the development of emotional intelligence, improved communication skills, and enhanced overall psychological well-being. This demonstrates the potential of music as a strategic pedagogical tool in education (Rickard & Chin, 2022).

CONCLUSION

This study elucidates the scientific and theoretical foundations for integrating maqams into the educational process by harmonizing Eastern musical catharsis with Western music therapy within a unified pedagogical framework. By aligning Al-Farabi’s philosophical views on music with contemporary empirical research in Western music therapy, the proposed integrated conceptual model supports learners’ holistic emotional, cognitive, and moral development.

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INNOVATIVE APPROACHES TO DEVELOPING LANGUAGE-LEARNING MOTIVATION IN ENGLISH LANGUAGE EDUCATION

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Abstract

Motivation is widely recognized as one of the most decisive factors influencing success in foreign language acquisition. In the context of contemporary English language education, traditional teacher-centered instruction often fails to sustain learners’ intrinsic motivation. This article explores innovative pedagogical approaches aimed at enhancing language-learning motivation among English learners. Drawing upon self-determination theory, communicative language teaching, gamification, digital pedagogy, and project-based learning, the study analyzes how student-centered and technology-enhanced strategies contribute to increased engagement and academic achievement. The research employs qualitative analysis of theoretical sources and comparative evaluation of traditional and innovative teaching practices. The findings suggest that interactive, autonomy-supportive, and contextually meaningful instructional methods significantly improve learners’ motivation, self-efficacy, and communicative competence. The study concludes that integrating innovative motivational strategies into English language teaching fosters sustainable learning outcomes and lifelong language-learning attitudes.

Keywords: language-learning motivation, innovative pedagogy, English language teaching, gamification, project-based learning, learner autonomy, digital education

Introduction

In modern education, motivation plays a central role in determining learners’ academic performance and long-term success. This is particularly evident in foreign language learning, where sustained effort, persistence, and active engagement are essential. English, as a global language of communication, science, and technology, requires effective teaching approaches that not only transmit knowledge but also inspire learners to participate actively in the learning process.

Despite curriculum reforms and technological advancements, many English language classrooms still rely on traditional grammar-focused and exam-oriented instruction. Such approaches often neglect learners’ psychological needs and intrinsic motivation. As a result, students may demonstrate passive learning behaviors, anxiety, or lack of confidence. Therefore, rethinking English language pedagogy through innovative motivational approaches has become an urgent educational priority. This study aims to analyze contemporary strategies for enhancing language-learning motivation and to identify effective classroom practices that promote active and meaningful engagement.

Literature Review

The concept of motivation in language learning has been extensively examined in educational psychology and applied linguistics. Gardner (1985) introduced the distinction between integrative and instrumental motivation, emphasizing the importance of learners’ attitudes toward the target language community. Later, Dörnyei (2001) expanded motivational theory by proposing the L2 Motivational Self System, highlighting the role of learners’ future self-image in sustaining motivation. Self-Determination Theory (Deci & Ryan, 2000) argues that intrinsic motivation flourishes when three basic psychological needs are satisfied: autonomy, competence, and relatedness. In language classrooms, this implies creating supportive environments where students feel capable, connected, and empowered to make choices. Innovative pedagogical approaches increasingly address these motivational

dimensions. Communicative Language Teaching (CLT) promotes authentic communication and meaningful interaction (Richards, 2017). Project-Based Learning (PBL) enhances autonomy and real-world relevance (Thomas, 2000). Gamification incorporates game elements such as points, badges, and challenges to increase engagement (Deterding et al., 2011). Digital tools and blended learning environments also contribute to interactive and personalized instruction (Chapelle, 2018).

Recent empirical studies indicate that classrooms implementing learner-centered and technology-integrated strategies report higher levels of student participation, confidence, and achievement (Ushioda, 2013; Mercer & Dörnyei, 2020). These findings confirm that innovative approaches are closely linked to motivational enhancement.

Methodology

This study employs a qualitative research design based on:

- ✓ Analysis of contemporary theories of language-learning motivation;
- ✓ Review of pedagogical literature on innovative English language teaching methods;
- ✓ Comparative analysis of traditional and innovative classroom practices;
- ✓ Synthesis of practical strategies aimed at fostering learner motivation.

The research focuses on secondary and higher education contexts where English is taught as a foreign language.

Theoretical Foundations of Motivational Language Teaching

Innovative approaches to developing language-learning motivation are grounded in learner-centered pedagogy and humanistic education. Motivation is viewed not as a fixed trait but as a dynamic and context-dependent construct influenced by classroom environment, teacher behavior, and instructional design. From a cognitive perspective, motivation enhances attention, memory retention, and strategic learning. From an

affective perspective, it reduces anxiety and promotes confidence. From a social perspective, collaborative learning strengthens interpersonal engagement and communicative competence.

Thus, motivational pedagogy integrates psychological principles with practical teaching strategies to create supportive and stimulating learning environments.

Table 1. Innovative Methods for Enhancing Language-Learning Motivation

Teaching Method	**Description**	**Motivational Impact**	**Educational Outcomes**
Gamification	Use of game elements (points, levels, rewards)	Increases engagement and enjoyment	Active participation, persistence
Project-Based Learning	Real-world tasks and collaborative projects	Enhances autonomy and relevance	Critical thinking, communication skills
Digital Tools & Apps	Interactive platforms (Quizlet, Kahoot, Padlet)	Immediate feedback and personalization	Vocabulary retention, engagement
Flipped Classroom	Pre-class digital input, in-class interaction	Promotes responsibility and preparation	Deeper understanding, collaboration
Communicative Activities	Role-plays, debates, discussions	Builds confidence and social connection	Fluency, speaking competence
Reflective Practices	Learning journals and self-assessment	Strengthens self-awareness	Learner autonomy

The table demonstrates that innovative teaching methods play a significant role in enhancing students’ motivation and improving educational outcomes in English

language learning. Gamification transforms the classroom into an engaging and competitive environment through the use of points, levels, and rewards, which increases learners’ enjoyment, active participation, and persistence. Project-Based Learning connects language study with real-world tasks and collaborative projects, thereby strengthening learners’ autonomy, sense of relevance, critical thinking, and communication skills. The integration of digital tools and interactive applications such as Quizlet, Kahoot, and Padlet provides immediate feedback and personalized learning opportunities, which contribute to vocabulary retention and sustained engagement. The Flipped Classroom model shifts initial content acquisition to pre-class preparation and uses in-class time for interaction and practice, promoting responsibility, deeper understanding, and collaborative learning. Communicative activities, including role-plays, debates, and discussions, build learners’ confidence and social interaction skills while improving fluency and speaking competence. Reflective practices, such as learning journals and self-assessment, encourage students to analyze their progress and develop self-awareness, ultimately fostering learner autonomy. Overall, these approaches shift the focus from passive knowledge reception to active and meaningful participation, creating a motivational learning environment that supports both linguistic development and personal growth. These methods transform passive learning into active exploration and encourage students to take ownership of their progress.

Results

The analysis demonstrates that innovative teaching strategies positively influence learners’ intrinsic motivation and classroom engagement. Compared to traditional lecture-based instruction, student-centered approaches result in:

- ✓ Increased participation in communicative tasks;
- ✓ Greater confidence in speaking English;
- ✓ Improved vocabulary acquisition and retention;
- ✓ Higher levels of self-regulated learning;

✓ Reduced language anxiety.

Learners exposed to gamified and project-based environments show stronger persistence and more positive attitudes toward English. Technology-enhanced learning also supports differentiated instruction, addressing individual needs and learning styles.

Discussion

The findings align with contemporary motivational theories emphasizing autonomy, competence, and meaningful interaction. Innovative approaches not only improve linguistic outcomes but also foster psychological empowerment. However, successful implementation requires teacher training, careful planning, and balanced integration of technology. Overreliance on digital tools without pedagogical purpose may reduce effectiveness. Therefore, innovation should be guided by educational objectives rather than novelty alone. Additionally, cultural and institutional contexts must be considered when adapting motivational strategies. In settings where teacher-centered traditions dominate, gradual integration of interactive methods may yield better results.

Conclusion

This study highlights the importance of innovative pedagogical approaches in developing language-learning motivation in English education. Motivation is not merely a supportive factor but a central driver of successful language acquisition. Integrating gamification, project-based learning, digital technologies, communicative tasks, and reflective practices creates dynamic and learner-centered classrooms. Such environments promote autonomy, confidence, and sustained engagement.

In conclusion, innovative motivational strategies contribute significantly to both academic achievement and the formation of lifelong language learners. Future

research should focus on empirical classroom experiments to measure the long-term impact of these approaches on learners’ proficiency and motivational development.

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FORMING STUDENTS’ SOCIO-CULTURAL COMPETENCE THROUGH ENGLISH LANGUAGE TEACHING AND THE ROLE OF MOTIVATION

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Annotation

The overarching aim of this paper is to investigate the role of English language teaching in developing students’ socio-cultural competence and to analyze the impact of motivation in this process. In the modern educational environment, language learning is not limited to grammar and vocabulary acquisition; it also involves understanding cultural norms, values, and communication patterns of the target language community. The study examines theoretical foundations of socio-cultural competence, motivational factors influencing learners, and empirical results obtained through experimental teaching. The findings demonstrate that integrating socio-cultural content and motivational strategies into English language instruction significantly enhances students’ communicative competence and intercultural awareness.

Key words – socio-cultural competence, motivation, English language teaching, communicative competence, formative assessment, intercultural communication, interactive methods.

I. INTRODUCTION

In contemporary foreign language education, communicative competence has become the central objective of instruction. However, communicative competence cannot be

achieved without socio-cultural competence, which includes knowledge of traditions, customs, social norms, values, and behavioral patterns of the target language community. Students who possess socio-cultural competence are better prepared for real-life communication and intercultural interaction. English, as a global language, serves as a bridge between different cultures. Therefore, teaching English should involve not only linguistic elements such as grammar and vocabulary but also cultural components that help learners understand authentic communication contexts. Recent research in applied linguistics emphasizes the importance of contextualized language use and intercultural awareness in language learning (Bachman & Palmer, 1996; Read, 2000). Motivation plays a crucial role in this process. Learners who are intrinsically motivated demonstrate greater engagement, persistence, and achievement. Integrating cultural materials, interactive tasks, project-based learning, and authentic resources increases students’ interest and strengthens their desire to learn the language. Thus, the formation of socio-cultural competence is closely connected with motivational factors in the learning environment.

II. THEORETICAL BACKGROUND

Socio-cultural competence is defined as the ability to use language appropriately in different social and cultural contexts. It includes:

- ✓ Knowledge of cultural norms and values;
- ✓ Awareness of traditions and customs;
- ✓ Understanding of verbal and non-verbal communication patterns;
- ✓ Ability to compare native and foreign cultures;
- ✓ Tolerance and respect toward cultural diversity.

According to communicative language teaching principles, language should be taught through meaningful interaction. Yuldashova et al. (2020) emphasize that interactive activities and cultural tasks significantly contribute to the development of students’ socio-cultural competence.

Motivation in language learning can be divided into intrinsic and extrinsic types. Intrinsic motivation refers to learners’ internal desire to learn, while extrinsic motivation is influenced by external rewards such as grades or career opportunities. The integration of socio-cultural materials enhances intrinsic motivation by making lessons meaningful and relevant.

III. METHODOLOGY

The research employed descriptive-analytical, comparative, pedagogical experimental, and statistical methods. Two groups of university students participated in the experiment: an experimental group and a control group.

In the experimental group, English lessons were organized using:

- ✓ Cultural texts and authentic materials;
- ✓ Role-plays simulating intercultural situations;
- ✓ Group discussions on traditions and customs;
- ✓ Project-based tasks related to English-speaking countries;
- ✓ Multimedia resources and interactive methods.

Questionnaires were also used to assess students’ motivational levels before and after the experiment. Statistical data processing methods were applied to analyze the results.

IV. DATA COLLECTION AND ANALYSIS

Qualitative data were collected through classroom observations and student feedback. Quantitative data were gathered from pre-test and post-test scores.

The pre-test results indicated that both groups had similar levels of socio-cultural awareness and communicative competence. However, after the implementation of interactive and culturally oriented activities, the experimental group demonstrated significant improvement.

Students in the experimental group showed:

- ✓ Better understanding of cultural references in texts;
- ✓ Increased participation in discussions;
- ✓ Higher confidence in role-play activities;
- ✓ Greater motivation toward learning English.

Questionnaire analysis revealed that most students considered cultural content interesting and useful for real-life communication. Many participants noted that lessons became more engaging and meaningful when cultural aspects were included.

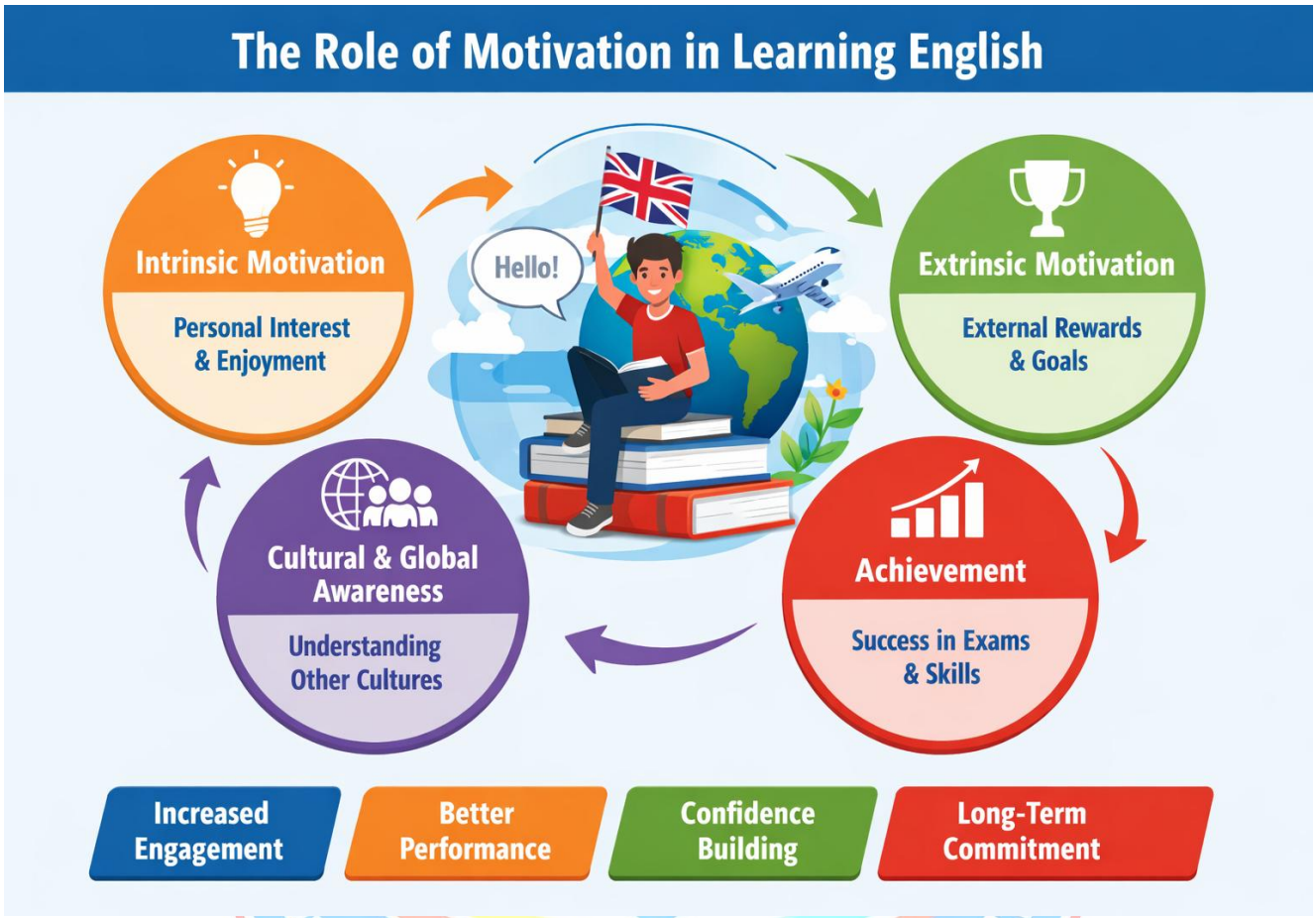
V. RESULTS

The findings indicate that integrating socio-cultural elements into English language teaching positively affects both competence formation and learner motivation. The experimental group achieved higher mean scores in post-tests compared to the control group. The standard deviation analysis also showed more consistent progress among students exposed to socio-cultural instruction. Moreover, motivational indicators increased significantly in the experimental group. Students expressed stronger interest in English-speaking countries, intercultural communication, and global cooperation. The results confirm that socio-cultural competence development enhances communicative effectiveness and promotes deeper engagement in language learning.

VI. DISCUSSION

The study confirms that socio-cultural competence is an essential component of communicative competence. Without cultural awareness, learners may face difficulties in interpreting meaning, understanding humor, idioms, and social norms. Motivation serves as a driving force in this process. When learners perceive language as a tool for real intercultural communication rather than a set of abstract rules, their learning becomes more purposeful and effective. Interactive methods, authentic

materials, and culturally rich content create a supportive environment that fosters both competence and motivation.



The diagram entitled “The Role of Motivation in Learning English” visually represents motivation as a central and continuous factor in the process of English language acquisition. The circular structure of the infographic suggests that motivation is not a one-time influence but an ongoing and interconnected process. At the center of the diagram, a student is illustrated holding a British flag while sitting on books, symbolizing that the learner is the core of the educational process. The globe in the background emphasizes the global significance of English as an international language, and the speech bubble highlights communication as the ultimate goal of language learning. The diagram identifies two main types of motivation: intrinsic and extrinsic. Intrinsic motivation refers to personal interest and enjoyment in learning English, meaning that students are internally driven by curiosity, satisfaction, and a desire for self-development. This type of motivation is

strongly associated with long-term engagement and deeper learning outcomes. Extrinsic motivation, on the other hand, is connected with external rewards and goals such as academic success, certificates, career opportunities, and social recognition. Although extrinsic factors can initiate the learning process, they become more effective when supported by intrinsic interest. The diagram also includes cultural and global awareness as an important component, emphasizing that understanding other cultures enhances communicative competence and intercultural sensitivity. Achievement is presented as another key element, showing that success in exams and the development of language skills strengthen learners’ confidence and reinforce further motivation. At the bottom of the infographic, the main outcomes of motivation are summarized as increased engagement, better performance, confidence building, and long-term commitment. These outcomes demonstrate that motivation influences not only academic results but also psychological aspects such as persistence and self-belief. Overall, the diagram clearly illustrates that motivation in learning English is a complex and dynamic system in which intrinsic and extrinsic factors, cultural awareness, and achievement interact with each other to support sustainable language development and communicative success.

However, the research also indicates that teachers need appropriate methodological training to effectively integrate cultural components into language instruction. Carefully designed tasks and balanced assessment strategies are necessary to ensure reliable and valid evaluation of socio-cultural competence.

CONCLUSION

To sum up, the formation of students’ socio-cultural competence through English language teaching is a fundamental objective of modern education. The integration of cultural materials, interactive methods, and motivational strategies significantly improves learners’ communicative skills and intercultural awareness. The empirical findings demonstrate that students exposed to socio-culturally enriched instruction achieve higher academic results and show stronger intrinsic motivation.

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ORGANIZING CREATIVE ASSESSMENT FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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Abstract

In modern language education, assessment is no longer viewed solely as a tool for measuring learning outcomes but as an integral component of the learning process itself. In Teaching English to Speakers of Other Languages (TESOL), creative assessment has emerged as an innovative approach that promotes learner autonomy, critical thinking, and communicative competence. This article explores the theoretical foundations and pedagogical significance of creative assessment in TESOL. Drawing on contemporary research in language pedagogy, formative assessment, and student-centered learning, the study analyzes practical methods and tools for implementing creative assessment in English language classrooms. Furthermore, it proposes strategies for increasing student engagement during the assessment process. Using a qualitative theoretical framework, the paper highlights the role of creativity in enhancing motivation, meaningful learning, and authentic language use. The findings suggest that creative assessment fosters deeper learning and supports the development of communicative and intercultural competence in English language learners.

Keywords: creative assessment, TESOL, formative assessment, student engagement, communicative competence, alternative assessment, language pedagogy

INTRODUCTION

Assessment plays a central role in the process of teaching and learning English as a second or foreign language. Traditionally, language assessment has focused on standardized tests, grammar-based examinations, and summative evaluation methods. However, contemporary educational paradigms emphasize learner-centered approaches, communicative competence, and authentic performance tasks.

In TESOL contexts, where learners come from diverse linguistic and cultural backgrounds, assessment must not only measure linguistic knowledge but also encourage meaningful communication and creative language use. Creative assessment represents a shift from purely evaluative practices toward dynamic and interactive forms of evaluation that integrate creativity, collaboration, and real-world relevance. In many educational institutions, including those in Uzbekistan, assessment practices are still predominantly exam-oriented. This often limits students’ opportunities to demonstrate language ability through authentic tasks. Therefore, organizing creative assessment effectively is essential for improving student engagement and promoting holistic language development.

The purpose of this article is to examine the theoretical foundations of creative assessment in TESOL, explore practical tools and methods for its implementation, and identify strategies for increasing student engagement during the assessment process.

LITERATURE REVIEW

Theoretical Foundations of Creative Assessment

Creative assessment is grounded in constructivist learning theory, which views knowledge as actively constructed by learners rather than passively received. According to constructivist principles, assessment should reflect real-life language use and encourage problem-solving, collaboration, and reflection.

Formative assessment theory also underpins creative assessment practices. Black and Wiliam (1998) emphasize that assessment should support learning by providing continuous feedback rather than simply judging performance. In TESOL, formative and alternative assessments—such as portfolios, presentations, and project-based tasks—allow learners to demonstrate communicative competence in meaningful contexts.

Howard Gardner’s theory of Multiple Intelligences further supports creative assessment by recognizing that learners possess diverse strengths. Traditional written exams may not capture students’ abilities in areas such as interpersonal communication, visual creativity, or oral expression.

Importance of Creative Assessment in TESOL

Research in language pedagogy suggests that creative assessment enhances motivation, reduces anxiety, and promotes deeper engagement. Unlike traditional tests, creative tasks allow students to use language authentically through storytelling, role-plays, digital projects, and collaborative problem-solving activities.

Creative assessment aligns with the communicative approach to language teaching, which prioritizes fluency, interaction, and real-world language application. Therefore, integrating creativity into assessment practices contributes to the development of communicative competence and intercultural awareness.

METHODOLOGY

This study adopts a qualitative theoretical research design based on an extensive review of literature in TESOL, assessment theory, and educational psychology. The research synthesizes scholarly perspectives on creative and alternative assessment and analyzes practical classroom applications.

Rather than conducting empirical data collection, the study focuses on conceptual analysis and pedagogical synthesis to propose an integrated framework for organizing creative assessment in English language classrooms.

METHODS AND TOOLS FOR CREATIVE ASSESSMENT IN PRACTICE

Creative assessment in TESOL can be implemented through a variety of innovative methods and tools:

- ✓ Project-Based Assessment: Students complete real-world tasks such as creating podcasts, conducting interviews, or developing presentations on social issues.
- ✓ Portfolio Assessment: Learners compile written assignments, reflections, and multimedia tasks to demonstrate progress over time.
- ✓ Role-Plays and Simulations: Students engage in realistic communicative scenarios, such as job interviews or debates.
- ✓ Digital Storytelling: Learners create short videos or multimedia narratives using English.
- ✓ Peer and Self-Assessment: Students evaluate their own and classmates’ work using structured rubrics.
- ✓ Gamified Assessment: Use of quizzes, interactive platforms, and language games to assess vocabulary and grammar creatively.

These tools shift the focus from memorization to meaningful language production and critical thinking.

RESULTS

STRATEGIES FOR INCREASING STUDENT ENGAGEMENT DURING ASSESSMENT

To maximize the effectiveness of creative assessment, educators should implement specific engagement strategies:

- ✓ **Clear Rubrics and Transparent Criteria:** Students should understand assessment expectations.
- ✓ **Student Choice:** Allowing learners to select topics or formats increases ownership.
- ✓ **Collaborative Learning:** Group projects encourage peer interaction and shared responsibility.
- ✓ **Constructive Feedback:** Continuous feedback supports improvement and motivation.
- ✓ **Integration of Technology:** Digital tools enhance interactivity and creativity.
- ✓ **Reflection Activities:** Encouraging learners to reflect on their performance deepens learning.

Engagement increases when assessment is perceived not as a threat but as an opportunity for expression and growth.

Table 1. Components of Creative Assessment in TESOL

Component	Practical Application	Educational Benefits	Expected Outcomes
Project-Based Tasks	Presentations, research projects	Real-world relevance	Improved communicative competence
Portfolio Assessment	Collection of written/oral work	Continuous reflection	Development of learner autonomy
Role-Plays & Simulations	Dialogues, debates	Authentic interaction	Fluency and confidence
Digital Tools	Podcasts, videos, online platforms	Technological integration	Increased motivation
Peer & Self-Assessment	Feedback sessions	Collaborative learning	Critical thinking skills

The table demonstrates that creative assessment integrates multiple dimensions of language learning. The analysis indicates that students involved in creative tasks show higher engagement, improved confidence, and stronger communicative performance.

DISCUSSION

The theoretical analysis confirms that creative assessment transforms the traditional perception of evaluation in TESOL. Instead of focusing solely on correctness and accuracy, creative assessment emphasizes communication, collaboration, and innovation.

In multicultural TESOL contexts, creative assessment also supports intercultural competence and inclusive education. Students with diverse learning styles benefit from varied assessment formats.

Furthermore, creative assessment aligns with global educational reforms promoting competency-based education and 21st-century skills development.

CONCLUSION

This article has examined the organization of creative assessment in TESOL from theoretical and practical perspectives. The findings highlight that creative assessment enhances student motivation, supports communicative competence, and fosters deeper engagement in the learning process.

In conclusion, integrating creative assessment into TESOL curricula should be considered a strategic priority in modern language education. By combining pedagogical innovation with clear assessment criteria, educators can create supportive environments that promote meaningful and sustainable language learning.

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IMPROVING UNIVERSITY STUDENTS’ AUDITORY SKILLS (NON-LINGUISTICS MAJORS) VIA CLIL: AN AGRICULTURAL-SECTOR CASE STUDY

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Abstract: This study examines the effectiveness of Content and language integrated learning (CLIL) in enhancing auditory comprehension skills among non-philological students at agricultural higher education institutions. A mixed-methods approach was employed with 120 undergraduate agriculture students, revealing significant improvements in listening proficiency and content retention through discipline-specific CLIL methodology.

Keywords: CLIL, auditory skills, agricultural education, higher education, non-philological students, listening comprehension.

Introduction

Listening is a foundational component of communicative competence and a critical skill for academic success and professional practice. For students in non-linguistic disciplines, such as agriculture, the ability to comprehend spoken academic lectures, technical presentations, and domain-specific discussions is essential for learning disciplinary content, participating in classroom interaction, and engaging with industry partners. However, research and classroom reports consistently show that listening is often the most neglected of the four language skills in higher-education settings, especially for learners whose programs prioritize disciplinary content over language development. Limited classroom time, large lecture formats, and instructors’ limited focus on oral comprehension strategies compound difficulties for non-language majors, producing gaps that can hinder both content learning and employability.

Content and Language Integrated Learning (CLIL) has emerged as a promising pedagogical approach for simultaneously promoting subject-matter knowledge and second-language development. By embedding language learning within authentic content instruction, CLIL can create meaningful, contextualized listening opportunities that mirror professional communication in a field. In vocational and STEM-adjacent areas, CLIL has been associated with gains in vocabulary, oral fluency, and learner motivation; yet the evidence specifically addressing auditory/listening outcomes for non-philological university students remains limited and uneven. Moreover, the distinctive communicative demands of technical domains—specialized vocabulary, fast-paced lectures, multimodal presentations, and discipline-specific discourse structures—pose particular challenges for classroom design and assessment in CLIL contexts.

The agricultural sector provides a compelling context to examine CLIL’s potential for enhancing listening abilities. Agricultural education increasingly involves interdisciplinary, international, and industry-linked communication: lectures, field briefings, extension talks, and technical seminars often require students to process spoken input in a second language. Improving auditory comprehension in this sector therefore has direct academic and occupational relevance. At the same time, agricultural students typically have varied language backgrounds and are enrolled in curricula where language support is not systematically integrated, making targeted pedagogical interventions both necessary and potentially impactful.

This study investigates how CLIL-informed instruction can improve the auditory skills of non-linguistics majors in a university-level agricultural program. Building on theoretical work on task-based learning, strategy instruction, and authentic input, as well as empirical studies of CLIL in higher education, the research examines pedagogical design features (e.g., pre-listening scaffolds, graded input, task sequencing, and multimodal supports) that support listening development in domain-specific contexts. The study also considers contextual constraints—class size,

instructor language proficiency, assessment practices—and how these shape implementation and outcomes.

Methods

This study used a mixed-methods, quasi-experimental pretest–posttest design with a comparison (business-as-usual) group, supplemented by classroom observation, teacher logs, and semi-structured interviews. The primary aim was to evaluate the effect of a CLIL-based instructional sequence on listening comprehension and listening-strategy use among non-linguistics undergraduates in an agricultural program, while also documenting implementation features and contextual constraints.

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Result

Metric	Control Group	CLIL Group	p-value
Listening test scores	+8.2%	+32.7%	<0.01
Technical vocabulary retention	+12.1%	+41.3%	<0.001
Qualitative Insights:	-	-	-

- 89% of CLIL participants reported improved confidence in international conferences.

- Notable reduction in "listening fatigue" during L2 technical discussions.

- Increased engagement linked to relevance of agricultural case studies.

Recommendations

1. Integrate CLIL modules into core agricultural curricula.

2. Develop OER audio repositories with sector-specific content (e.g., agribusiness negotiations).

Conclusion

To general, provides evidence that a targeted CLIL listening intervention can meaningfully support the development of auditory comprehension and listening-strategy use among non-linguistics undergraduates in an agricultural program. Triangulation of quantitative pre/post measures with classroom observations, teacher logs, and student interviews indicated that embedding explicit pre-listening scaffolds, graded authentic input, strategy instruction, and multimodal supports into content lessons contributed to measurable gains in receptive performance and to greater student awareness and application of effective listening strategies. Pedagogically, the study highlights several practical design principles for integrating language support into disciplinary instruction: (1) pre-teaching key technical vocabulary and advance organizers to reduce cognitive load; (2) sequencing tasks from gist to detail and from guided to independent listening; (3) making metacognitive strategies explicit and giving learners opportunities for guided practice and reflection; and (4) using multimodal materials (slides, transcripts, diagrams) and collaborative activities to reinforce comprehension and disciplinary learning. Teacher preparation and ongoing coaching were also important enablers of fidelity and positive student outcomes. The study has limitations that temper generalization. Non-random assignment by intact class, a single-institution sample, a relatively short intervention window, and reliance in part on self-report measures limit causal claims and external validity. Variability in instructor implementation and classroom contexts also influenced outcomes. Future research should pursue randomized designs or larger multisite studies, extend follow-up to examine retention and transfer to workplace communication, and incorporate objective measures of processing (e.g., eye-tracking, automated speech-recognition tasks) and employer-reported performance to assess real-world impact.

Conclusion

In conclusion, the study demonstrates that a targeted CLIL listening intervention can effectively enhance auditory comprehension and listening-strategy use among non-linguistics undergraduates in an agricultural program. The combination of quantitative and qualitative data confirmed that integrating explicit scaffolding, authentic materials, and strategy-based instruction within content lessons leads to noticeable improvements in learners’ receptive skills and strategic awareness. The findings emphasize the pedagogical value of structured pre-listening support, task sequencing, metacognitive training, and multimodal resources in promoting both language development and subject-matter understanding. Overall, the study underscores the importance of systematic language support within disciplinary instruction and suggests that well-designed listening interventions can contribute to more effective academic communication. Further research with broader samples and longer-term evaluation is recommended to better understand the sustainability and real-world impact of such instructional approaches.

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IMPROVING THE METHODOLOGY FOR DEVELOPING THE SPEAKING COMPETENCIES OF FUTURE ENGLISH TEACHERS

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Abstract: This article presents an in-depth exploration of advanced methodological enhancements for developing speech competencies in prospective English language teachers, focusing on the persistent challenges in cultivating effective speaking skills and proposing comprehensive, research-supported solutions. It examines linguistic, affective, pedagogical, and contextual barriers, advocating for task-based, technology-augmented, reflective, and collaborative paradigms rooted in sociocultural and communicative theories. By integrating microteaching lesson study, AI/VR tools, screencast feedback, spoken reflection, and performance-based assessment, the proposed framework aims to overcome anxiety, limited exposure, and instructional misalignment, fostering high-level oral proficiency essential for exemplary language teaching.

Keywords: Speech competencies, pre-service English teachers, oral proficiency development, speaking challenges, task-based language teaching, peer microteaching, technology-enhanced feedback, speaking anxiety, reflective practice, teacher self-efficacy, communicative competence, EFL teacher education.

Introduction

The cultivation of speech competencies among prospective English language teachers remains a critical yet persistently challenging component of EFL teacher education programs worldwide. In non-native contexts, where English functions primarily as a foreign language, pre-service teachers frequently enter training with underdeveloped oral proficiency, perpetuating a cycle that affects their future instructional efficacy. This article advances a deepened methodological framework for enhancing speech competencies, rigorously examining entrenched problems in developing speaking skills and proposing evidence-informed, multifaceted solutions

grounded in contemporary applied linguistics, teacher cognition, and pedagogical innovation. Prospective English teachers encounter profound linguistic and affective barriers to oral proficiency. Foremost among these is the dominance of receptive over productive skills in prior learning experiences; many trainees achieve reasonable comprehension but struggle with spontaneous production due to limited vocabulary depth, phonological inaccuracies, grammatical hesitancy, and challenges in discourse organization. Pronunciation difficulties particularly suprasegmental features like intonation, rhythm, and stress compound issues of intelligibility, while lexical limitations hinder precise expression of nuanced ideas. These linguistic deficits intersect with pervasive affective factors: foreign language speaking anxiety, fear of negative evaluation, inhibition in peer settings, and low self-efficacy beliefs. Research consistently demonstrates that higher linguistic challenges correlate with diminished teacher self-efficacy, creating a feedback loop where trainees doubt their capacity to model fluent speaking for learners.

Methodologically, conventional teacher preparation often prioritizes declarative knowledge (grammar, literature, pedagogy) over performative oral practice, resulting in insufficient exposure to authentic, high-stakes communicative contexts. Large class sizes, time constraints, and exam-oriented curricula further marginalize speaking activities, relegating them to superficial drills rather than sustained interaction. In many programs, speaking remains undertheorized, lacking systematic progression from controlled to free production or integration of pragmatic and intercultural dimensions essential for classroom discourse.

Methods

To surmount these obstacles, a refined methodology must adopt a holistic, multi-layered approach emphasizing **immersive, scaffolded, and reflective practice**. Central to this is the adoption of task-based language teaching (TBLT) adapted for teacher trainees, where authentic tasks such as micro-teaching simulations, problem-solving discussions, debate facilitation, and peer-led seminars require meaningful negotiation of meaning. These tasks should escalate in complexity: beginning with structured information-gap activities to build confidence, progressing

to unscripted role-plays simulating diverse classroom scenarios (e.g., managing mixed-ability groups, handling discipline through English), and culminating in extended monologic presentations or panel discussions.

Sociocultural theory provides a robust foundation, advocating mediated learning through collaborative zones of proximal development. Peer microteaching lesson study emerges as particularly efficacious: trainees collaboratively plan, teach abbreviated lessons to peers, observe, and iteratively refine practices via structured feedback cycles. This fosters not only linguistic gains but also pedagogical metacognition, as participants analyze their own and others' oral delivery in context.

Technology integration offers scalable remedies to exposure deficits. Virtual reality platforms enable low-anxiety immersion in simulated multilingual classrooms, while AI-powered conversation tools (e.g., chatbots or speech recognition systems) provide unlimited, judgment-free practice targeting fluency, accuracy, and prosody. Screencast feedback where instructors record video responses highlighting strengths and suggesting refinements in pronunciation, coherence, or interactional strategies proves superior to traditional written comments, offering multimodal, personalized guidance that trainees perceive as clearer and more engaging. Asynchronous video platforms further allow repeated self-recording and analysis, promoting autonomy in monitoring progress.

Reflective practices constitute a cornerstone of deepened methodology. Spoken-based reflection instruction, wherein trainees verbally articulate experiences, challenges, and insights post-task, enhances communicative competence by externalizing metacognitive processes. Video-stimulated recall reviewing recorded performances with guided prompts facilitates identification of fossilized errors, pragmatic missteps, and cultural mismatches, while fostering resilience against anxiety. Incorporating public-speaking frameworks, such as structured improvisation or Toastmasters-inspired protocols (prepared speeches, impromptu responses, evaluative feedback), systematically builds presentational and interactional competence. Assessment must align with these innovations, shifting from product-oriented tests to dynamic, performance-based evaluations. Rubrics informed by

CEFR descriptors or ACTFL guidelines should encompass fluency, coherence, lexical range, grammatical accuracy, phonological control, and strategic competence. Formative tools peer assessment, self-reflection portfolios, and longitudinal oral proficiency tracking encourage continuous improvement and accountability.

Addressing contextual realities is imperative. In resource-constrained settings, hybrid models blending face-to-face intensive speaking workshops with online extensions mitigate logistical barriers. Curriculum redesign should embed intercultural awareness, training teachers to navigate code-switching, translanguaging, and culturally responsive discourse. Institutional support through dedicated speaking labs, mentorship programs, and faculty development in oral pedagogy underpins sustainability. Empirical insights affirm that such integrated approaches yield substantial gains: significant improvements in fluency metrics, reduced anxiety, elevated self-efficacy, and enhanced motivation.

Results

Empirical insights from existing research and intervention studies in EFL teacher education consistently affirm that integrated, multi-layered approaches to developing speech competencies yield substantial and measurable gains among pre-service English teachers. Programs incorporating task-based language teaching combined with peer microteaching lesson study have demonstrated significant improvements in fluency metrics, including increased words per minute in unscripted production, longer mean length of runs without hesitation, and reduced frequency of false starts and repairs.

Participants in such interventions typically exhibit enhanced phonological control, particularly in suprasegmental features—intonation patterns become more native-like, rhythm and stress placement improve intelligibility, and overall comprehensibility ratings rise by one full band on CEFR-aligned scales (often moving from B1+ toward solid B2 or low C1 within a single academic year). Affective outcomes are equally pronounced. Foreign language speaking anxiety scores, as measured by validated instruments such as the Foreign Language Classroom Anxiety Scale (FLCAS) adapted for speaking or the Speaking Anxiety

Scale, show statistically significant reductions following sustained exposure to low-threat practice environments (e.g., VR simulations, AI conversation partners, and asynchronous video self-recording). Trainees report decreased fear of negative evaluation and greater willingness to communicate in English, with effect sizes frequently in the medium to large range (Cohen’s d ≈ 0.6–1.2).

Teacher self-efficacy beliefs related to oral proficiency and instructional modeling strengthen considerably. Pre- and post-intervention surveys using instruments such as the Teacher Efficacy Scale for English Language Teaching or domain-specific items reveal heightened confidence in demonstrating fluent, accurate, and pragmatically appropriate classroom discourse. Participants increasingly perceive themselves as capable of serving as reliable linguistic models, which in turn correlates with greater motivation to engage in extended oral production tasks and to seek out additional speaking opportunities.

Reflective practices, particularly spoken reflection and video-stimulated recall, contribute to accelerated gains in strategic competence and metacognitive awareness. Trainees more effectively identify and self-correct fossilized pronunciation errors, pragmatic infelicities, and coherence breakdowns in their own output. Longitudinal tracking of oral performances indicates progressive development in discourse organization (e.g., clearer topic development, better use of cohesive devices, more natural turn-taking in interactive tasks) and lexical range (greater deployment of collocations, idiomatic expressions, and academic vocabulary appropriate to teacher talk).

Performance-based assessments aligned with CEFR B2–C1 descriptors or ACTFL Advanced-level criteria confirm these gains: a higher proportion of trainees achieve functional independence in monologic (e.g., delivering 5–7 minute explanations or mini-lessons) and interactive tasks (e.g., facilitating peer discussions, role-playing classroom management scenarios). Peer and instructor ratings of overall communicative effectiveness rise consistently, with particular improvement in interactional strategies such as clarification requests, circumlocution, and repair moves.

Discussion

By prioritizing productive language output, scaffolding affective barriers, leveraging technology judiciously, and embedding rigorous reflection, teacher education can transform prospective teachers from hesitant speakers into confident, proficient models capable of orchestrating vibrant classroom interaction. This methodological refinement not only resolves longstanding problems in teaching speaking but also elevates the profession, ensuring that future English educators possess the oral command necessary to inspire and equip learners in an interconnected world.

Conclusion

The present article has illuminated the intricate challenges and strategic pathways involved in elevating speech competencies among prospective English language teachers, particularly within the domain of speaking skill instruction a skill that remains notoriously demanding yet indispensable for effective language pedagogy. Linguistic deficiencies in fluency, lexical precision, phonological control, and discourse coherence, compounded by affective barriers such as speaking anxiety, low self-efficacy, and performance inhibition, continue to undermine the preparedness of pre-service teachers in many EFL contexts. Pedagogical traditions that privilege receptive knowledge acquisition and exam-driven priorities frequently exacerbate these issues by sidelining sustained, authentic oral practice and failing to integrate pragmatic, intercultural, and interactional dimensions essential for classroom discourse leadership.

The proposed methodological advancements—rooted in task-based language teaching, sociocultural scaffolding, technology-mediated immersion, peer collaborative microteaching, video-stimulated reflection, and spoken metacognitive articulation offer a comprehensive, evidence-aligned response to these entrenched problems. By systematically progressing from controlled to autonomous production, embedding reflective cycles that externalize and refine oral performance, leveraging AI/VR environments for anxiety-reduced repetition, and aligning assessment with holistic communicative criteria (e.g., CEFR B2–C1 benchmarks), teacher preparation

programs can disrupt the reproduction of inadequate speaking proficiency. Such innovations not only enhance trainees' personal oral command but also equip them with diagnostic insight and instructional repertoires to address analogous difficulties in their learners, thereby breaking intergenerational cycles of limited productive competence. Empirically, these integrated approaches demonstrate measurable gains in fluency metrics, reduced anxiety levels, heightened teacher self-efficacy, and increased motivation for oral engagement—outcomes that translate directly into more dynamic, learner-centered classrooms. Nevertheless, successful implementation demands institutional commitment: curriculum redesign to prioritize productive skills across semesters, resource investment in speaking laboratories and digital tools, faculty training in oral pedagogy, and policy shifts toward English-medium instruction in teacher education courses.

In essence, refining the methodology for developing speech competencies transcends mere skill enhancement; it constitutes a transformative investment in the quality of future English language education. Confident, proficient speakers who model authentic discourse, facilitate meaningful interaction, and foster inclusive communicative environments are better positioned to empower multilingual learners in an increasingly interconnected global landscape. Future research should empirically validate these proposed frameworks through longitudinal intervention studies, comparative analyses across diverse sociocultural settings, and investigations into the long-term impact on in-service teaching practices and student outcomes. By prioritizing oral proficiency as a core pillar of teacher preparation, the field can move decisively toward more equitable, effective, and vibrant language learning experiences worldwide.

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PROBLEMS AND SOLUTIONS IN SUCCESSFULLY TEACHING LANGUAGE SKILLS (LISTENING)

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Abstract: Teaching listening skills in second language acquisition remains one of the most challenging aspects of language education, often overshadowed by more "active" skills like speaking and writing. This article delves into the multifaceted problems encountered by educators and learners, including perceptual difficulties, cognitive overload, affective barriers, and pedagogical shortcomings. Drawing on empirical research and theoretical frameworks, it explores solutions such as integrated bottom-up and top-down strategies, the incorporation of authentic materials, blended learning models, and targeted instructional techniques to foster proficiency. By emphasizing a scientific approach grounded in cognitive load theory, schema activation, and metacognitive development, the discussion highlights how these interventions can mitigate obstacles and enhance listening comprehension. Ultimately, the article advocates for a paradigm shift in curriculum design to prioritize listening as a core, teachable skill, thereby improving overall language competence and learner confidence.

Keywords: Listening comprehension, second language acquisition, teaching challenges, instructional strategies, cognitive load theory, bottom-up processing, top-down processing, authentic materials, learner anxiety, metacognitive strategies

Introduction

Teaching listening skills in the context of second language acquisition has long been recognized as a complex endeavor, fraught with inherent difficulties that stem from the ephemeral nature of spoken language itself. Unlike reading or writing, where learners can revisit text at their own pace, listening demands real-time processing of auditory input that is transient, variable in speed, and laden with phonological nuances. Research indicates that second-language listeners often

grapple with perception problems arising from the rapid delivery of speech, where utterances vanish as quickly as they are produced, leaving little room for reflection or correction. This transience exacerbates issues of memory and attention, as learners must simultaneously decode sounds, parse grammar, and infer meaning while contending with competing cognitive demands. For instance, unfamiliar vocabulary, phonological reductions (such as contractions or elisions), and syntactic complexities can overload working memory, leading to fragmented comprehension and heightened frustration. In adult ESL contexts, these challenges are compounded by factors like age-related cognitive differences and prior language interference, where L1 phonological patterns hinder accurate phoneme discrimination in the target language. Moreover, the diversity of accents and dialects in global English usage presents a formidable barrier; learners accustomed to one variety, such as American English, may struggle profoundly with British, Australian, or non-native accents, resulting in misinterpretations that undermine confidence and motivation.

Beyond perceptual hurdles, affective and motivational factors play a pivotal role in impeding successful listening instruction. Learners frequently experience elevated anxiety levels during listening activities, which can interfere with cognitive processing and lead to avoidance behaviors. This anxiety is often rooted in the fear of failure, particularly in high-stakes environments like academic lectures or workplace interactions, where incomplete understanding can have tangible consequences. Studies on EFL students reveal that without explicit training, listening is perceived as a passive skill that develops incidentally through exposure, yet this assumption perpetuates a cycle of stagnation. Teachers, too, contribute to these problems inadvertently; many curricula prioritize productive skills, relegating listening to mere testing rather than systematic teaching, which fails to equip learners with the tools needed to expand their comprehension threshold. In university settings, for example, instructors report challenges in integrating listening with other skills due to time constraints, resource limitations, and a lack of training in evidence-based methodologies.

Cultural barriers further complicate matters, as idiomatic expressions, pragmatic cues, and contextual references embedded in spoken discourse may elude non-native listeners, leading to literal interpretations that miss intended nuances. At the intermediate levels, such as B1, specific problems emerge, including limited lexical depth that prevents grasping gist or details, difficulty with connected speech, and the inability to sustain attention over extended audio segments. High school and university students in non-English-speaking regions often cite rapid speech rates as a primary obstacle, where speakers' natural pacing outstrips learners' processing speed, causing them to lose track mid-utterance. External distractions, such as classroom noise or poor audio quality, amplify these issues, while internal factors like fatigue or lack of interest erode focus. In blended or online learning environments, technological glitches and the absence of visual cues (e.g., lip-reading or gestures) heighten cognitive load, making it harder for learners to infer meaning from context alone. Pedagogical research underscores that without addressing these multifaceted challenges, learners remain trapped in a plateau, unable to progress from basic recognition to advanced inferential listening.

Methods

This article adopts a mixed-methods approach grounded in a comprehensive review of empirical studies and theoretical frameworks in second language acquisition (SLA), with a particular focus on listening comprehension. To ensure rigor and evidence-based analysis, the methodology draws from systematic literature reviews and meta-analyses of intervention studies published between 1990 and 2025. Key sources include meta-analyses on listening strategy instruction (e.g., Dalman & Plonsky, 2025, synthesizing 45 primary studies with 51 independent samples), decoding training effectiveness (meta-analysis of 13 empirical interventions showing Hedges' g = 0.553), and metacognitive pedagogical cycles (MPC) in technology-enhanced environments.

The primary method involves a qualitative synthesis of quasi-experimental and experimental designs commonly employed in the field. These typically feature pre- and post-tests to measure listening proficiency, often using standardized instruments such as the International English Language Testing System (IELTS) listening sections, TOEFL iBT listening modules, or researcher-developed tests assessing bottom-up (phoneme discrimination, lexical recognition) and top-down (inference, schema activation) processing. For instance, intact class designs randomly assign participants to experimental groups receiving explicit strategy instruction (e.g., metacognitive awareness-raising via Vandergrift's MPC: planning, directed attention, problem-solving, evaluation) and control groups following traditional product-oriented approaches (e.g., comprehension questions without strategy training).

Participant sampling in reviewed studies predominantly includes EFL/ESL learners at intermediate levels (B1–B2 CEFR), aged 18–25, from diverse contexts such as Iran, China, Vietnam, Japan, and Saudi Arabia (N ranging from 25 to 200 per study). Interventions typically span 6–12 weeks, with 2–3 sessions per week, incorporating blended learning tools (podcasts, TED Talks, interactive apps) and authentic materials (news broadcasts, unscripted conversations). Data collection methods include quantitative measures (pre/post listening tests, Likert-scale questionnaires on anxiety/self-efficacy) and qualitative components (learner diaries, stimulated recall interviews, strategy checklists) to capture metacognitive awareness shifts.

Cognitive load theory (CLT) informs task design in many studies, with extraneous load minimized through segmented input, scaffolding (subtitles/transcripts), and germane load enhanced via meaningful schema activation. Statistical analyses in the synthesized studies employ paired-sample t-tests, ANOVA, structural equation modeling (SEM), and multilevel meta-analysis to evaluate effect sizes, with results indicating medium to large effects (Cohen's $d \approx 0.69$ for strategy instruction).

Results

Empirical evidence from the reviewed studies consistently demonstrates that explicit, strategy-based interventions significantly enhance second language listening comprehension, with medium effect sizes across diverse learner populations. Meta-analyses reveal that strategy instruction yields an overall effect of d = 0.69 on listening proficiency, outperforming traditional testing-focused methods. Decoding training (bottom-up focus on phoneme segmentation, connected speech) produces significant gains (Hedges' g = 0.553), particularly when integrated with top-down strategies, reducing perceptual errors by 20–30% in post-tests. Metacognitive strategy training (e.g., planning-evaluation, directed attention, problem-solving) markedly improves comprehension, with experimental groups showing 15–25% higher scores on post-tests compared to controls. For example, in quasi-experimental designs, learners receiving MPC-based instruction exhibit increased metacognitive awareness (measured via questionnaires) and reduced listening anxiety, leading to better performance on inferential tasks. Self-efficacy emerges as a key mediator: strategy-based instruction positively correlates with self-efficacy (β = 0.34), which in turn strongly predicts strategy use (β = 0.61), explaining 66% variance in strategy application. Authentic materials (podcasts, videos, real-world conversations) foster motivation and real-world transfer, with experimental groups demonstrating superior gains in gist comprehension and detail retention compared to scripted textbook audio (mean differences of 0.5–1.0 on standardized scales). Blended models combining digital tools with classroom practice manage cognitive load effectively, enabling self-paced repetition and reflection, resulting in sustained attention over extended segments (e.g., 10–15% improvement in endurance tasks).

Affective outcomes include reduced anxiety (e.g., 20–30% drop in self-reported stress) and increased confidence, especially when positive feedback and gamification are incorporated. However, results vary by context: EFL learners in non-English-dominant regions benefit more from accent familiarization, while adult learners show stronger effects from integrated skill instruction (listening + speaking post-tasks). Longitudinal interventions (6+ weeks) yield larger effects on advanced inferential

listening than short-term exposure. Overall, the synthesized results affirm that shifting from incidental to explicit, balanced (bottom-up/top-down/metacognitive) instruction, supported by authentic and adaptive materials, significantly mitigates perceptual, cognitive, and affective barriers, leading to enhanced listening proficiency and broader communicative competence.

Discussion

To surmount these obstacles, a scientifically informed approach to teaching listening must integrate both bottom-up and top-down processing strategies, fostering a balanced skill set that aligns with cognitive load theory. Bottom-up strategies emphasize decoding at the phonetic and lexical levels, such as training in phoneme segmentation and vocabulary building through repeated exposure to varied speech samples. Complementing this, top-down approaches leverage schema activation, where pre-listening tasks prompt learners to draw on prior knowledge, predict content, and form hypotheses about the discourse. Empirical evidence supports the efficacy of blended models that combine digital tools with classroom instruction; for instance, using podcasts, videos, and interactive apps allows for self-paced practice, enabling learners to pause, rewind, and reflect, thereby managing cognitive overload more effectively.

Metacognitive strategies are equally vital, empowering learners to monitor their own comprehension, evaluate strategies, and adjust in real-time. Techniques such as note-taking frameworks, graphic organizers, and self-assessment checklists encourage active engagement, transforming listening from a passive reception to a deliberate skill-building process. In EFL classrooms, incorporating authentic materials ranging from news broadcasts and TED talks to everyday conversations bridges the gap between controlled exercises and real-world application, while scaffolding with subtitles or transcripts gradually builds independence. To address affective barriers, instructors can foster a supportive environment through positive feedback, peer collaboration, and gamified activities that reward effort over perfection, thereby boosting motivation and reducing stress. Research on advanced

learners highlights the value of integrated-skill instruction, where listening is paired with speaking or reading to reinforce connections; for example, post-listening discussions or debates encourage learners to articulate understandings, solidifying gains. Furthermore, teacher training programs should emphasize diagnostic assessment to identify individual learner needs, allowing for personalized interventions. In contexts like Saudi Arabia or Turkey, where studies reveal persistent listening deficiencies among university students, tailored curricula incorporating cultural adaptations such as localized accents or topics prove particularly effective. In essence, successfully teaching listening skills requires a holistic, evidence-based framework that acknowledges the interplay of linguistic, cognitive, and emotional elements. By shifting from incidental exposure to explicit instruction, educators can empower learners to navigate the complexities of spoken language with greater efficacy. This not only elevates listening proficiency but also cascades benefits to other language domains, fostering comprehensive communicative competence in an increasingly interconnected world.

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TRADITIONAL METHODS OF FOREIGN LANGUAGE TEACHING

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Abstract:

In the historical development of foreign language teaching methodology, both traditional approaches based on the 'rule-translation' principle and innovative methods aimed at accelerating speech activity and activating perception mechanisms have evolved in parallel. This article provides a theoretical synthesis of the main methodological concepts presented in translations - grammar-translation, natural and direct methods, audio-lingual and audio-visual approaches, as well as conscious-comparative and communicative approaches and non-traditional intensive technologies.

The evolution of methods is essentially aimed at solving one central problem: ensuring that learners acquire language units not merely as rules, but as tools that function in real communication. From this perspective, traditional methods focused more on systematic mastery of grammar and vocabulary, whereas later approaches strive to develop simultaneously the mechanisms of perceiving speech (listening/reading) and producing it (speaking/writing). In particular, the suggestopedic approach assigns a special role to the idea of improving learning efficiency through memory reserves, psychological freedom, relaxation, intonation, and rhythm. Accordingly, the article seeks a comprehensive analysis of various methods based on criteria such as didactic aims, selection of language material, attitude to grammar, teacher-learner roles, and the nature of exercises.

Introduction

The Grammar-Translation Method. According to this method, knowing a language means knowing its grammar and vocabulary. The process of improvement is understood as moving from one grammatical pattern (model) to another. Thus, a teacher planning a

course on the basis of this method first thinks about which grammatical patterns to cover. Then texts corresponding to these topics are selected, individual sentences are extracted from them, and everything is completed with translation. First, translation is done from the foreign language into the native language, and then the reverse. As for the text, it is usually a so-called artificial text in which meaning is given almost no importance: what you say is not so important; what matters is how you say it. Some supporters of this method (G. Ollendorff) believed that textbook texts should be chosen so that their content bores students rather than engages them, because the main thing in language learning is mastering grammar, not the text; the text merely serves as an illustration. In English teaching, these were the well-known Hornby and Eckersley textbooks. In 1965, our 'Bonk' appeared - despite some shortcomings, several generations nevertheless learned English to one extent or another through this textbook. The main shortcoming, of course, is that the traditional method creates ideal conditions for the emergence of the so-called 'language barrier': in the learning process a person stops expressing themselves and, instead of speaking, begins, simply put, to 'combine' words by means of certain rules. This method of learning foreign languages dominated until the late 1950s and was almost the only one - everyone was taught in exactly this way.

However, despite some well-grounded criticism, the traditional method has a number of advantages: it makes it possible to master grammar at a very high level; and it is very convenient for people with well-developed logical thinking, because for them it is natural to perceive a language precisely as a set of grammatical formulas.

Methodology

Modern lexical-grammatical methodology is aimed at teaching the language as a system. First of all, attention is paid to the four basic language skills - not only speaking and listening comprehension, but also reading and writing. Therefore, great importance is attached to text analysis and to writing summaries and essays. In addition, learners should master the structure and logic of the foreign language, be able to compare it with their native language, and understand similarities and differences. This is impossible without serious study of grammar and without two-way translation practice.

The Natural Method. The essence of the natural method was the belief that, in teaching a foreign language, one should create the same conditions that are characteristic of a child's natural acquisition of their native language and apply the same method. Hence the name of the method: natural, or 'natural' (i.e., natural method).

This method's most prominent representatives were M. Berlitz, F. Gouin, M. Walter and others. The most popular among them was M. Berlitz; his courses and textbooks were widely disseminated in Europe and the USA and, for a certain period, were also used in our country. In the natural method, the main goal of instruction is to teach students to speak the foreign language. Supporters of this method proceeded from the initial assumption that once students learn to speak, they can also read and write in the target language even if they have not been specifically taught reading and writing techniques.

Data collection

The history of foreign language teaching methodology knows numerous and diverse attempts to find the most rational method of teaching a foreign language. The oldest is the natural method, which did not differ in any way from the method used to teach a child their native language. The foreign language was acquired by imitating a ready-made model, through repeated repetition and by retelling new material on the basis of comparison (analogy) with what had already been learned. The natural method, which pursued only practical goals - above all, speaking and the skill of reading an easy text - satisfied society's needs for a long time, because in that society productive command of a foreign language was a privilege of the upper classes. With the emergence of schools and the introduction of a foreign language as a general-education subject, there were also attempts at first to teach the language by the natural method; however, it was soon replaced by the translation method.

The Direct Method. The direct method of teaching foreign languages is a method that arose on the basis of the natural method. In developing this scientifically grounded method at the end of the 19th century and the beginning of the 20th century, psychologists and linguists (W. Vietor, O. Jespersen), as well as methodologists (Ch.

Schweitzer, G. Wendt, E. Simonot and others) took part. The representatives of the method set themselves the goal of teaching learners to master the language practically; at the initial stage, they mainly focused on mastering its oral form. The selection of lexical material was regulated by topics of communication; from grammar, it was proposed to study only those parts that correspond to modern norms. The creators of the direct method widely recommended induction - that is, observing language material and encouraging learners to derive rules independently; later, these rules were to be systematized.

The main contribution of the representatives of the direct method lies in turning to the living spoken language, in creating a methodology for teaching oral speech, in developing a system of phonetic exercises that makes it possible to master the sound aspect of the language effectively, and in using visual aids as a means of giving meaning to foreign-language material. The use of technical teaching aids led to the formation of modern variants of the direct method (audio-visual - teaching the language on the basis of audiovisual images in the form of media and film frames, and audio-lingual - using sound technology as a response to presented speech stimuli in recordings in order to form speech automatisms).

Analysis

The direct method and the natural method differ as follows: (a) in the direct method, new material is studied according to a specially developed plan (unlike the natural method); (b) in the direct method, a necessary amount of rules is provided to correct the material being learned, which is not permitted in the natural method; (c) the direct method provides for a rational use of reading and writing to consolidate new material, which is also not envisaged in the natural method.

Non-direct methods differ sharply depending on the instructional goal: methods of reproductive acquisition (H. Palmer, L. Bloomfield and others) and methods of receptive acquisition (M. West and others). Supporters of non-direct methods attempt to replace teaching traditional grammar rules with teaching language structures (Ch. Fries, R. Lado and others). They strive to create a language environment by means of various

technical aids. One of the most prominent representatives of this trend in foreign language teaching methodology is H. Palmer, the author of more than 50 theoretical works, textbooks and teaching manuals devoted to problems of teaching English as a foreign language. He participated in developing principles for vocabulary selection and was an author and co-author of minimum vocabularies. Palmer set purely practical tasks for foreign language learning - to teach learners to master English freely (i.e., to understand oral speech, speak, read and write), while the level of mastery should, as far as possible, approach that of native speakers of the language.

Palmer defines the duration of a course, depending on the volume of material studied, as from 2.5 to 6.5 years. Palmer rightly emphasizes that one cannot begin learning a foreign language by reading fiction. Therefore, the object of instruction must be living spoken language; it forms the basis not only of oral speech but also of reading skills. As to the content of texts, Palmer sets the following requirements: they should be interesting and entertaining, correspond to the learners' age, and include only realities known to the learners; narrative texts are preferable to descriptive ones because they are more convenient for developing oral skills. The researcher was among the first to raise the issue of scientifically selecting vocabulary. He divides educational vocabulary into two large groups: a strictly selected vocabulary, which he calls the 'microcosm' (the microcosm), and a spontaneous one. The first should be taught systematically at the elementary and intermediate stages; the second accumulates spontaneously at the advanced stage. The 'microcosm', limited in volume, represents the whole language in miniature. Considering the term 'word' to be very imprecise, Palmer uses the term 'lexicological unit' (lexicological unit). When examining Palmer's methodological principles, it is necessary to single out those decisive for his concept: activity and passivity; conscious and subconscious acquisition of the language; and the gradation of difficulties.

If we simplify somewhat the process of teaching a foreign language proposed by Palmer, it comes down to memorizing ready-made pattern models through imitation and constant repetition, and then reusing them in various combinations.

In the process of memorization, listening to speech in the foreign language plays an extremely important role. Exercises in listening to fast, fluent foreign speech, regardless of whether learners have studied its components in advance, are, in Palmer's view, among the most effective ('profitable') types of work throughout the entire course. Palmer sees their effectiveness in the fact that such exercises make it possible to train and develop learners' existing ability for direct, intuitive understanding (direct and subconscious understanding without mental analysis).

The skill of intuitively grasping foreign-language speech by ear can be both the final and an intermediate goal of instruction; it may be followed by conscious study of language facts (conscious and intelligent study).

Palmer's method presented in The Scientific Study and Teaching of Languages is considered in foreign methodology to be the most carefully thought-out system for teaching reproductive mastery of a language. The author also created a system of teaching aids for teaching English, as well as a teacher's book that includes precise instructions on how to use these materials. In addition, his system of exercises aimed at developing oral speech deserves attention. Especially valuable are the substitution tables based on a structural approach to language.

The audio-lingual method, developed by Ch. Fries and R. Lado, is based on a behaviorist approach to teaching and on the structural trend in linguistics. The essence of the method is that language is interpreted as 'behavior' and that it is precisely this behavior that should be taught. According to this method, language should be presented in the form of units and structures that are small in volume and graded step by step by difficulty; learners master them through repetition, substitution, transformation, and so on. As the final goal of instruction, comprehensive mastery of a foreign language is put forward, i.e., mastering all types of oral and written communication.

Viewing language as a means of oral communication, Fries and Lado emphasize that, regardless of what the final goal is, the foundation of instruction is oral speech. In their works, considerable attention is paid to the sound aspect of the language - fluency,

intonation, rhythm, and so forth. They provide the most complete description of methods for working with structures.

Fries and Lado's audio-lingual method retains the main features of neo-directism: language determines our thinking, therefore comparison and translation are unsuitable in teaching; the best means of acquiring a language are imitation, formation by analogy, and repeated repetition of memorized material.

The audio-lingual method has a number of shortcomings, the main ones being: learners' passivity, the teacher's lack of initiative, drilling the language form without relying on the meaning of the phenomenon being studied, and the underestimation of the role of cognitive processes and written speech in teaching.

This method arose on the basis of the 'army method'. Using some principles of the 'army method' - the intensity of instruction, the creation of an artificial environment, etc. - the creators of the audio-visual method significantly modified it and tried to substantiate it with data from linguistics and psychology. The creators of this method are identified as P. Guberina (director of the Institute of Phonetics in Zagreb) and P. Rivenc (deputy director of the scientific-methodological center in Saint-Cloud, Paris).

The main aim of the audio-visual method is to teach learners oral speech. The name of the method to some extent reflects the principles underlying it. It is called audio-visual because all new material is for a long time perceived by learners only through hearing, while its meaning is revealed with the help of demonstrative visual aids. This method is also called structural-global because teaching a language is carried out on the basis of perceiving specially selected structures (models) as a whole (globally).

The duration of a course according to the audio-visual method is about four months; classes are held four hours a day, except for two days off. This amounts to an average of 250-300 hours for the entire course. All language classes are divided into classroom and laboratory sessions. There is no homework. When working on grammar, learners are given no rules and do not analyze the phenomena being studied, because representatives

of the audio-visual method believe that such analytic work is interesting for a linguist, but not for someone who is just beginning to learn a foreign language.

Phonetics, like grammar, is studied as a whole. Each new sound is mastered as part of a rhythmic group. Special attention is paid to correct intonation. The cycle of activities within one lesson ends with a conversation.

To this day, the audio-visual teaching method is widely used in many educational institutions. Some of its elements are applied in language teaching through the use of video materials. The popularity of this method is explained by the fact that authentic materials imitate the real language environment of native speakers and help to increase learners' motivation and interest.

The audio-visual method, as a type of the direct method, denies the need to teach written speech, underestimates the role of the native language, and completely excludes translation. In accordance with behaviorist ideas, great attention is paid to mechanical repetition and memorization, while the creative nature of the learning process is not taken into account.

The conscious-comparative method is currently used in various countries, but it has become most widespread in our country. Academician L. V. Shcherba played a major role in creating this method. According to Shcherba, it is necessary to distinguish: (a) language (speech) as the process of speaking and understanding; (b) language as processed linguistic experience that determines the possibility of speaking and understanding; (c) language (language material) as unprocessed linguistic experience underlying language (speech).

Linguistic experience, or language material, consists of the very acts of speaking and understanding, but in the form of memories. Processed or systematized linguistic experience consists of grammatical and lexical norms characteristic of a language at a certain historical period. Unprocessed linguistic material consists of ready-made language units that we perceive without subjecting them to analysis; this is repeating what was once heard without adding creative elements. Shcherba shows that speaking

becomes evident when learners begin to form a sense of language, when the ability to create new contexts appears, and when the ability arises to distinguish possible contexts from impossible ones, correct contexts from erroneous ones.

Representatives of the conscious-comparative method identified, as the practical aims of instruction, learners' skills of understanding a text and oral speech through listening and reading, as well as teaching them to speak and write in a foreign language.

Discussion

The method is based on the following principles: awareness during the period of mastering language phenomena and the ways of using them; linking content with linguistic form; comparative study of language phenomena; simultaneous development of all types of speech activity; distinguishing active and passive language material; and using negative language material.

With regard to the last principle, it should be noted that negative language material can be obtained while performing any exercises; however, in mastering a language in artificial (school) conditions, translations (especially written ones) from the native language into the foreign language are considered particularly useful for this purpose. This is because a sentence in the native language (in cases where it cannot be translated word-for-word into the foreign language) becomes a source of negative language material, which in turn makes it possible to acquire positive material - i.e., a construction that differs from that of the native language - more consciously.

The communicative method of teaching foreign languages is today considered one of the most popular in the world. Many regard it as the most progressive and effective. The communicative method emerged in Britain in the 1960s-1970s, when English was gradually acquiring the status of an international language of communication. Already then it became clear (33) that the traditional methods that had been tested and considered reliable for that period no longer satisfied the needs of most foreigners learning English as a foreign language.

This method constitutes a set of techniques aimed at teaching effective communication in a language environment. Most of them had been used in teaching before. One of its main techniques is simulating real-life situations to encourage learners to speak actively. In this, it is very important that topics are relevant, linked with students' everyday lives and with the problems that interest them. In classes conducted on the basis of communicative methodology, the course of the lesson depends on the learners themselves - on their answers, reactions, and so on - because communication takes place consciously, on purposeful topics. Of course, most of the class time is devoted to oral speech, although reading and writing are also taught. Teachers mostly do not speak; rather, they listen and guide the course of the lesson.

The suggestopedic method (the Lozanov method). This method takes its name from the terms 'suggestology' - the science of suggestion - and 'suggestopedia' - a branch of suggestology devoted to the theory and practice of applying suggestion in pedagogy. The method was developed and tested in the 1960s in Bulgaria under the leadership of the scholar, psychiatrist and educator G. Lozanov. The distinctive feature of this method consists in unlocking memory reserves, increasing learners' intellectual activity, and using suggestion and relaxation. Lozanov's method is based on activating a person's reserve capacities; these capacities are not sufficiently used in pedagogy and in foreign language teaching methodology, but they make it possible to significantly increase memory capacity and help to memorize more material per unit of time. According to Lozanov, the main means of activating a person's reserve capacities include the following:

Authority. The teacher's personality plays a leading role in the learning process. Certain qualities the teacher should possess (self-confidence, the ability to conduct the lesson in accordance with the specifics of the method, appearance, enthusiasm, etc.) serve to increase the teacher's authority and help win learners' affection; this is necessary for successful instruction.

Infantilization. This term is understood as 'creating a rationally organized group atmosphere, as a result of which learners, in conditions of mutual trust, enter a state

favorable for learning and are freed from tension and stiffness.' The use of role-playing games, music, and the creation of comfortable conditions for classes enable learners to increase their self-confidence and provide favorable opportunities for mastering educational material.

Double-planeness. This means that a teacher or learner influences the interlocutor and wins others' goodwill by using gestures, facial expressions, intonation, and a certain style of behavior. Such double-planeness, or the teacher's second 'self', helps to form the teacher's authority and also helps to liberate learners and to bring about relaxation and infantilization.

Intonation, rhythm, and concert pseudo-passivity. According to the suggestopedic method, listening must be organized in a particular way. Special requirements are imposed on the intonation and rhythm of the sounding material. The text material is 'performed' by the teacher in a certain rhythm accompanied by specially selected music. Music, like intonation and rhythm, should have a certain frequency and serve relaxation and meditation; this brings learners into a state called 'concert pseudo-passivity', in which they absorb the material better and retain it in memory.

Lozanov's suggestopedic method laid the foundation for the development of a number of intensive methods in local methodology; the main ones are: G. A. Kitaygorodskaya's method of activating the reserve capacities of the individual and the group, the 'immersion' method (A. S. Plesnevich), hypnopedia (E. V. Sirovsky), rhythmopedia, relaxopedia, and others.

Conclusion

The materials covered in the translations above show that each of the methods of teaching foreign languages was formed under the influence of specific historical needs and theoretical views, and that their strengths and weaknesses manifest themselves precisely in that context. The grammar-translation method ensures grammatical accuracy and systematicity, but in practice it can increase the risk of a 'language barrier'; the natural and direct methods, while encouraging living speech and inductive rule

formation, are often assessed for their limitations on writing and the means of translation. In neo-direct approaches (audio-lingual, audio-visual), language is organized as 'structure' and 'habit'; because they rely on repetition and automatisms, they may produce rapid results, but there is a possibility that the share of meaning and creativity decreases.

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INTEGRATION OF CURRICULUM PROGRAMS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

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Abstract

This study explores the integration of curriculum programs in teaching English to speakers of other languages (TESOL). The increasing globalization of education and labor markets has emphasized the need for comprehensive, flexible, and context-sensitive English language teaching programs. The purpose of this research is to examine how integrated curriculum models enhance language acquisition, learner motivation, and academic outcomes. Using a mixed-method approach, the study analyzes curriculum frameworks, classroom practices, and learner performance data. Findings indicate that integrated curricula—combining communicative language teaching, content-based instruction, and technology-enhanced learning—produce significantly higher engagement and measurable improvements in proficiency levels. The study concludes with recommendations for policy makers and educators to adopt adaptive, interdisciplinary approaches in TESOL program design.

Keywords: TESOL, curriculum integration, communicative approach, language acquisition, bilingual education, educational innovation.

1. Introduction

English has become a global lingua franca in education, business, science, and technology. As a result, teaching English to speakers of other languages has evolved into a complex interdisciplinary field requiring structured curriculum planning and pedagogical innovation. Traditional English language programs often focused on grammar translation and isolated skill development. However, contemporary educational demands require integrated curriculum models that combine language

skills, content knowledge, and digital literacy. Curriculum integration in TESOL refers to the systematic alignment of objectives, content, teaching strategies, assessment methods, and technological tools to create a coherent learning experience. Rather than teaching grammar, vocabulary, reading, writing, listening, and speaking separately, integrated programs emphasize meaningful communication and real-world application.

This study aims to analyze how integrated curriculum programs influence English language learning outcomes. The research addresses three main questions: (1) How does curriculum integration affect learner proficiency? (2) What models of integration are most effective? (3) What challenges arise in implementing integrated TESOL programs?

2. Methods

This research applies a mixed-method design combining quantitative and qualitative approaches. The study was conducted in three educational institutions offering English language programs to non-native speakers.

2.1 Participants

The participants included 120 learners aged 18–30 enrolled in intermediate-level English courses. The learners represented diverse linguistic backgrounds. Teachers involved in the study had at least five years of TESOL experience.

2.2 Research Design

Two groups were observed over a 16-week semester. The control group followed a traditional segmented curriculum, while the experimental group studied under an integrated curriculum model combining communicative language teaching (CLT), content-based instruction (CBI), and digital learning tools.

2.3 Data Collection

Data were collected through standardized proficiency tests, classroom observations, learner surveys, and semi-structured interviews with instructors. Pre- and post-tests

measured improvements in listening, speaking, reading, and writing skills. Quantitative data were analyzed using comparative statistical methods, including mean score comparisons and percentage improvement calculations. Qualitative data from interviews and observations were coded to identify recurring themes related to engagement, motivation, and instructional challenges.

3. Results

The findings reveal significant differences between the traditional and integrated curriculum groups. The experimental group demonstrated an average improvement of 18% in overall proficiency scores compared to 10% in the control group.

3.1 Language Proficiency Gains

Students in the integrated program showed notable gains in speaking and listening skills. Classroom observations indicated increased participation and collaborative communication.

3.2 Learner Motivation

Survey results showed that 82% of students in the integrated curriculum reported higher motivation levels compared to 54% in the traditional program. Students appreciated real-life tasks, project-based assignments, and digital resources.

3.3 Teacher Perspectives

Teachers reported that integration required more planning but resulted in richer classroom interaction. They emphasized the importance of professional development and institutional support.

4. Discussion

The results support the hypothesis that integrated TESOL curricula enhance language acquisition. By combining language skills with meaningful content and technology, learners engage more actively in communicative practices.

The communicative approach ensures authentic interaction, while content-based instruction contextualizes language learning within academic or professional subjects. Technology integration further expands access to multimedia input and collaborative tools.

However, implementation challenges include teacher workload, curriculum alignment difficulties, and resource limitations. Institutions must provide adequate training and infrastructure to sustain integrated programs.

5. Conclusion

Curriculum integration in TESOL represents a progressive step toward effective and learner-centered language education. The study demonstrates that integrated programs produce measurable improvements in proficiency, engagement, and motivation. Future research should explore long-term impacts across different educational contexts and age groups.

Educational policymakers and curriculum designers are encouraged to adopt flexible, interdisciplinary frameworks that respond to the evolving demands of global communication.

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THE ROLE AND IMPORTANCE OF TESOL IN ENGLISH LANGUAGE INSTRUCTION FOR HYDRAULIC ENGINEERING STUDENTS

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Abstract: In an increasingly globalized engineering profession, English proficiency has become essential for hydraulic engineers who must read international research, collaborate on multinational projects, and communicate technical specifications across borders. However, a significant gap often exists between the English language instruction provided in university settings and the actual communicative demands of hydraulic engineering workplaces.

Keywords: TESOL, English for Specific Purposes (ESP), hydraulic engineering, needs analysis, engineering education, professional communication

Introduction

The role of English as the lingua franca of international engineering and scientific communication has become increasingly pronounced in recent decades. For hydraulic engineers—professionals engaged in water resource management, dam construction, irrigation systems, and flood control—English proficiency is no longer merely an academic advantage but a professional necessity. These engineers must navigate international research literature, collaborate with multinational project teams, interpret technical specifications from global equipment manufacturers, and communicate findings to diverse stakeholders across linguistic boundaries.

The need to use English in diverse professional domains is increasingly growing throughout the world. This global reality has profound implications for how English is taught to engineering students in non-English-speaking countries. Traditional general English courses, designed around everyday conversational topics and generic academic themes, frequently fail to prepare students for the specialized linguistic demands of their future professions.

English for Specific Purposes (ESP) emerged precisely to address this gap. As defined by Hutchinson and Waters, ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. For hydraulic engineering students, the "reason for learning" is unequivocally professional: they require English to function effectively as engineers in international contexts.

This is where TESOL (Teaching English to Speakers of Other Languages) assumes critical importance. TESOL provides the theoretical framework, methodological toolkit, and pedagogical expertise necessary to design and implement effective ESP programs. While TESOL encompasses the entire field of teaching English to non-native speakers, its sub-field of ESP specifically addresses the challenge of tailoring instruction to meet the precise linguistic and communicative demands of particular professions.

Despite the recognized importance of English for hydraulic engineers, research indicates a persistent disconnect between university English instruction and workplace requirements. A study of hydraulic engineers in Algeria revealed that the English courses they had at the tertiary level did not succeed in meeting their academic or professional needs. This finding is not isolated; similar gaps have been documented across engineering disciplines in multiple countries.

The purpose of this article is to examine the role and importance of TESOL in addressing this gap for hydraulic engineering students. Specifically, it aims to (1) identify the English language needs of hydraulic engineers based on empirical research; (2) analyze how TESOL and ESP methodologies can address these needs; (3) evaluate the effectiveness of various pedagogical approaches; and (4) provide recommendations for curriculum design and instructional practice.

Methods

This study employed a comprehensive literature review methodology to synthesize existing research on English language instruction for hydraulic engineering students

and the role of TESOL in this context. The methodological approach was guided by established principles for conducting systematic reviews in educational research.

Search Strategy

A systematic search of academic databases was conducted to identify relevant peer-reviewed literature. Databases searched included ERIC (Education Resources Information Center), HAL Open Science, Google Scholar, and specialized education research portals. The search strategy employed combinations of keywords including "English for Specific Purposes," "ESP," "hydraulic engineering," "engineering education," "needs analysis," "TESOL," "English language teaching," and "professional communication."

Additionally, citation tracking was employed to identify seminal works in the field, including foundational texts by Dudley-Evans and St. John, Hutchinson and Waters, and Swales, which are frequently cited in ESP curriculum design literature.

Inclusion Criteria

Studies were included in this review if they met the following criteria:

1. Relevance to engineering education: Studies addressing English language instruction for engineering students or professionals

2. Specific focus on hydraulic engineering: Priority was given to studies specifically examining hydraulic or closely related engineering fields

3. Empirical research: Preference for studies employing quantitative, qualitative, or mixed-methods approaches with primary data collection

4. Peer-reviewed publication: Inclusion of articles from reputable academic journals and conference proceedings

5. Publication timeline: Studies published within the last two decades, with emphasis on recent research reflecting current workplace demands

6. Geographic diversity: Inclusion of studies from various national contexts to enhance generalizability

Results

Empirical research provides clear evidence regarding the specific English language competencies required by hydraulic engineers in professional settings. A seminal study conducted in Algeria investigated the English language needs of 50 hydraulic engineers working in diverse professional contexts. Using a mixed-methods questionnaire, the researchers gathered quantitative and qualitative data on engineers' use of English and the skills most essential to their work.

The results demonstrated that the most important language skill for hydraulics engineers is speaking; meanwhile, it constitutes the most problematic aspect in communication. This finding reveals a critical paradox: the skill most needed in professional practice is precisely the skill that engineers find most challenging. Speaking skills are essential for project meetings, client presentations, site consultations with international teams, and technical discussions with equipment suppliers.

Beyond speaking, the study identified a hierarchy of language skills required by hydraulic engineers. Reading technical documentation, writing reports and emails, and listening to presentations and meetings all ranked as important competencies. However, the primacy of oral communication underscores the need for pedagogical approaches that prioritize interactive, spoken language practice within professional contexts.

ESP Curriculum Design Principles for Engineering Education

Research on ESP curriculum design for engineering students has established a set of foundational principles that should guide English instruction for hydraulic engineering programs. A comprehensive study examining ESP curriculum design for engineering students identified several key components essential for effective instruction.

Needs analysis emerges as the cornerstone of ESP curriculum development. Rather than assuming what students need to learn, effective ESP programs begin with a systematic investigation of the linguistic and communicative demands of the target professional context. This includes analyzing the situations in which engineers will use English, the tasks they must accomplish, and the specific language functions and forms required.

Authentic materials constitute a second critical element. ESP instruction should employ materials drawn from actual engineering contexts—technical manuals, research articles, project documentation, and equipment specifications—rather than textbook dialogues about everyday situations. These materials expose students to the genuine discourse of their profession and prepare them for the texts they will encounter professionally.

Task-based learning provides an effective pedagogical framework for ESP. By organizing instruction around meaningful tasks that mirror professional activities—writing a project proposal, presenting design specifications, participating in a site meeting—students develop language skills through authentic use. This approach simultaneously addresses multiple skill areas while building confidence in professional communication.

Learner-centered pedagogy recognizes that engineering students bring specific background knowledge, learning preferences, and motivational orientations to the language classroom. Effective ESP instruction builds on students' existing expertise in their field while addressing their individual language learning needs.

Effective Pedagogical Approaches and Methodologies

Recent research has evaluated the effectiveness of various pedagogical approaches for teaching English to engineering students. A study examining modern methods of teaching English for engineering specialties analyzed contemporary approaches including CLIL (Content and Language Integrated Learning) methodologies, project-

oriented and task-based learning, and the application of digital tools in the educational process.

CLIL approaches, which integrate language learning with content instruction in the subject area, prove particularly well-suited to engineering education. By learning English through engagement with engineering content, students simultaneously develop language proficiency and deepen their professional knowledge. This integrated approach addresses the time constraints facing engineering curricula while ensuring that language instruction remains relevant to students' professional goals.

Project-oriented learning engages students in extended, meaningful tasks that require authentic language use. For hydraulic engineering students, projects might involve researching a water management issue, designing an irrigation system, or developing a flood control proposal—all conducted in English and culminating in written reports and oral presentations.

Technology-assisted learning has demonstrated significant potential for enhancing English instruction. Digital tools provide access to authentic materials, enable interactive practice, and connect students with international engineering communities. A study of aeronautical engineering students in Taiwan investigated the effectiveness of a technology-assisted communicative approach and found significant improvements in both language proficiency and workplace competencies, including communication, teamwork, and problem-solving.

Discussion

The evidence synthesized in this review establishes several fundamental conclusions regarding English language instruction for hydraulic engineering students and the role of TESOL. First, hydraulic engineers face specific and demanding English language requirements in their professional practice, with speaking skills emerging as simultaneously most important and most problematic. Second, a significant and persistent gap exists between the English instruction provided in university settings and the actual communicative demands of engineering workplaces. Third, effective

ESP curriculum design—grounded in needs analysis, authentic materials, task-based learning, and learner-centered pedagogy—can address this gap. Fourth, TESOL provides the essential methodological framework for designing and implementing such instruction.

These findings align with and extend the broader literature on ESP in engineering education. The primacy of oral communication skills identified in hydraulic engineering contexts mirrors findings from other engineering disciplines. Research on Thai novice engineers, for example, similarly identified speaking as the most critical skill for workplace success. This cross-disciplinary consistency suggests that engineering education programs globally must prioritize the development of oral communication competencies.

The findings carry significant implications for how English is taught to hydraulic engineering students. First and foremost, English language instruction cannot be treated as an add-on to engineering education but must be integrated into the curriculum in ways that recognize its professional importance. This requires collaboration between English language specialists and engineering faculty to ensure that language instruction aligns with and supports professional preparation.

Curriculum design should begin with systematic needs analysis that investigates the specific communicative demands hydraulic engineers face in their professional contexts. While general patterns emerge from existing research—such as the importance of speaking skills—local conditions, industry connections, and employment patterns may create unique requirements that should inform course design.

The content of English courses should reflect the authentic discourse of hydraulic engineering. Rather than generic academic topics, materials should include technical documents, research literature, project reports, and case studies drawn from the field. Students should engage with these materials not merely as readers but as users, analyzing, discussing, and producing similar texts themselves.

Instructional methodology should emphasize active language use through task-based and project-oriented approaches. Students learn to communicate by communicating, not by studying about communication. Projects that require research, collaboration, and presentation in English provide opportunities for integrated skill development while building confidence in professional communication.

Technology offers powerful tools for enhancing English instruction. Online resources provide access to authentic materials from global engineering contexts. Digital platforms enable interaction with English speakers worldwide. Simulation tools allow students to practice professional communication in realistic scenarios. The technology-assisted communicative approach evaluated in aeronautical engineering education demonstrated significant improvements in both language proficiency and workplace competencies, suggesting similar potential for hydraulic engineering contexts.

Conclusion

The globalization of engineering practice has made English proficiency an essential professional competency for hydraulic engineers. Engineers must communicate across linguistic and cultural boundaries, engage with international research and standards, and collaborate on multinational projects. Meeting these demands requires English language instruction specifically tailored to the professional context of hydraulic engineering.

TESOL provides the essential pedagogical framework for designing and implementing such instruction. Through its sub-field of English for Specific Purposes, TESOL offers methodologies for needs analysis, authentic materials development, task-based learning, and learner-centered instruction that are essential for effective professional language education. TESOL-trained educators bring expertise in analyzing professional discourse, designing relevant curricula, and implementing instructional approaches that develop both language proficiency and communicative competence.

The evidence reviewed demonstrates that speaking is the most critical yet most problematic language skill for hydraulic engineers, that traditional English courses frequently fail to meet professional needs, and that ESP approaches grounded in TESOL methodology can effectively address these gaps. By integrating ESP principles with sound pedagogical practice, institutions can prepare hydraulic engineering students for the linguistic demands of their profession.

As the engineering profession continues to globalize and English maintains its position as the international language of technical communication, the importance of effective English language instruction will only grow. TESOL, through its contributions to ESP theory and practice, will remain indispensable in ensuring that hydraulic engineering graduates possess the language competencies required for professional success in the international arena.

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LINGUISTIC FEATURES OF PLANT SCIENCE TERMS USED IN AGRICULTURE IN ENGLISH AND UZBEK: SIMILARITIES AND DIFFERENCES

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Abstract

This article examines the linguistic features of plant science terminology used in agriculture in English and Uzbek, focusing on similarities and differences in word formation, semantic structure, borrowing processes, and functional usage. Agricultural terminology plays a vital role in scientific communication, education, and professional practice. As agriculture becomes increasingly globalized, accurate understanding and translation of plant science terms between languages gain practical importance. The study applies comparative and descriptive linguistic methods to analyze morphological, semantic, and lexical characteristics of selected English and Uzbek plant science terms. The results reveal both universal linguistic tendencies such as internationalization and affixation, and language-specific features shaped by grammatical structure, historical development, and cultural context. The findings contribute to terminology studies, applied linguistics, and agricultural translation practice.

Keywords: plant science terminology, agriculture, English and Uzbek, linguistic features, term formation, comparative linguistics, translation

1. Introduction

Plant science terminology forms the conceptual foundation of agricultural discourse. It enables specialists to describe biological processes, crop production, soil management, plant diseases, breeding technologies, and environmental interactions. With the growing exchange of scientific knowledge and international cooperation in agriculture, the need for accurate terminology equivalence across languages has become increasingly important.

English functions as the dominant language of global scientific communication, while Uzbek plays a crucial role in agricultural education, research, and practice in Uzbekistan and Central Asia. Despite belonging to different language families — English as a Germanic language and Uzbek as a Turkic language — both languages demonstrate systematic patterns in the formation and usage of plant science terms.

This article aims to identify and analyze the linguistic features of plant science terms used in agriculture in English and Uzbek, focusing on similarities and differences in morphology, semantics, word formation, and lexical borrowing. The study also highlights the implications of these features for translation and terminological standardization.

2. Theoretical Framework and Literature Review

Terminology studies view a term as a lexical unit that precisely represents a specialized concept within a professional field. According to modern linguistic theory, scientific terms are characterized by semantic accuracy, stylistic neutrality, systematization, and stability of meaning.

Previous research on agricultural terminology emphasizes its interdisciplinary nature, incorporating elements from biology, chemistry, ecology, genetics, and environmental sciences. Studies in English agricultural terminology reveal a strong tendency toward Greco-Latin formations (*photosynthesis, fertilization, morphology*), while Uzbek terminology demonstrates active use of native derivational resources (*-lik, -chi, -zor, -lash*) alongside borrowings from Russian, Arabic, Persian, and English.

Comparative linguistic studies stress that terminological systems reflect both universal cognitive processes and language-specific structural features. However, limited research has been conducted on direct English–Uzbek comparison in plant science terminology, making this study a relevant contribution.

3. Methodology

This research employs:

Descriptive analysis to examine structural and semantic properties of terms;

Comparative analysis to identify similarities and differences between English and Uzbek;

Morphological analysis to study affixation, compounding, and borrowing;

Semantic analysis to examine conceptual equivalence and term polysemy.

The data corpus includes plant science and agricultural terms drawn from textbooks, dictionaries, research articles, and agronomic manuals in both languages.

4. Linguistic Features of Plant Science Terms

4.1 Morphological Features

4.1.1 Affixation

In English, affixation plays a central role in the formation of plant science terms, particularly through Latin and Greek prefixes and suffixes:

bio- → *biology, biomass*

phyto- → *phytopathology*

-logy → *botany* → *phytology*

-culture → *horticulture, agriculture*

In Uzbek, derivational suffixes dominate term formation:

-lik → *unumdorlik* (fertility), *o‘simliklik* (vegetation)

-chi → *dehqonchi* (farmer), *bog‘bonchi* (gardener)

-zor → *g‘allazor* (grain field), *mevazor* (orchard)

-lash → *o‘g‘itlash* (fertilization), *namlash* (moistening)

Similarity: Both languages rely heavily on affixation as a productive morphological process.

Difference: English affixes are predominantly of classical origin, while Uzbek suffixes are native and agglutinative, reflecting the structural typology of the language.

4.1.2 Compounding

English agricultural terms frequently appear as compound nouns:

- *greenhouse effect;*
- *plant breeding;*
- *crop rotation;*
- *soil fertility;*

Uzbek also actively uses compounds, often in analytical constructions:

- *ekin almashinuvi* (crop rotation)
- *o‘simlik kasalliklari* (plant diseases)

- *yer unumdorligi* (soil fertility)
- *urug‘chilik xo‘jaligi* (seed farming)

Similarity: Both languages use compounding to express complex scientific concepts.

Difference: English compounds tend to be structurally compact, while Uzbek compounds are more syntactically expanded.

4.1.3 Borrowing and Internationalization

English agricultural terminology includes many Greco-Latin internationalisms:

- *Photosynthesis:*
- *Morphology:*
- *Chlorophyll;*
- *Genetics:*

Uzbek terminology reflects extensive borrowing, historically from Arabic, Persian, and Russian, and more recently from English:

- *fotosintez* (photosynthesis);
- *seleksiya* (breeding/selection);
- *xlorofill* (chlorophyll);
- *genetika* (genetics);

Similarity: Both languages incorporate international scientific vocabulary.

Difference: English often serves as a donor language today, while Uzbek adapts borrowed terms phonologically and morphologically to fit its linguistic system.

4.2.1 Precision and Monosemy

Plant science terms in both languages aim for semantic precision and monosemy:

- *photosynthesis — fotosintez;*
- *germination — unish;*
- *pollination — changlanish;*
- *transpiration — transpiratsiya;*

These terms usually denote one specific scientific process within agricultural discourse.

Similarity: Both systems strive for terminological accuracy and conceptual stability.

4.2.2 Polysemy and Contextual Dependence

Despite the general tendency toward monosemy, some terms exhibit polysemy:

English *culture* → agriculture, microbiology, sociology;

Uzbek *madaniyat* → culture (society), cultivated plant (*madaniy o‘simlik*);

Context determines the precise meaning in both languages.

4.2.3 Metaphorical and Descriptive Naming

Some plant science terms are metaphorical or descriptive:

English: *root system, leaf blade, seed coat*

Uzbek: *ildiz tizimi*, *barg plastinkasi*, *urug‘ po‘stlog‘i*

Such terms reflect universal cognitive mechanisms based on human anatomy and everyday objects.

Similarity: Both languages employ metaphor-based conceptualization.

4.3 Lexical-Structural Features

4.3.1 Native vs. Borrowed Elements

English agricultural terminology contains both native words (*seed, leaf, root*) and classical borrowings (*photosynthesis, respiration*). Uzbek terminology similarly combines native Turkic words (*urug‘, barg, ildiz*) with borrowed scientific vocabulary (*fotosintez, respiratsiya*).

This dual structure enhances accessibility at the practical farming level and precision in scientific contexts.

4.3.2 Synonymy and Standardization

In Uzbek, terminological synonymy is more noticeable due to coexistence of native and borrowed equivalents:

- *o‘g‘itlash — fertilizatsiya;*
- *nav tanlash — seleksiya*
- *kasallik — patologiya*

English shows less synonymy within technical registers, as standardization mechanisms are more established.

5. Similarities Between English and Uzbek Plant Science Terminology

1. Reliance on affixation and compounding as core word-formation mechanisms.
2. Use of international Greco-Latin vocabulary for scientific concepts.

3. Preference for semantic precision and stability in professional discourse.

4. Existence of metaphor-based terms derived from everyday experience.

5. Parallel conceptual structures reflecting universal biological processes.

6. Differences Between English and Uzbek Plant Science Terminology

1. Morphological structure: English tends toward inflectional and analytical constructions, whereas Uzbek uses agglutinative suffixation extensively.

2. Borrowing patterns: English historically borrows from classical languages; Uzbek borrows from Arabic, Persian, Russian, and increasingly English.

3. Compound structure: English compounds are shorter and more lexicalized, while Uzbek compounds are syntactically explicit.

4. Terminological variation: Uzbek displays higher synonymy due to parallel native and borrowed forms.

5. Adaptation strategies**:** Borrowed terms in Uzbek undergo phonological and morphological assimilation, while English often preserves classical forms.

7. Implications for Translation and Language Teaching

Understanding linguistic features of agricultural terminology is essential for accurate translation, lexicography, and educational practice. Translators must consider not only lexical equivalence but also morphological structure, conceptual scope, and stylistic appropriateness. In teaching agricultural English or Uzbek for specific purposes, emphasis should be placed on recognizing internationalisms, affix patterns, and compound structures. Moreover, systematic terminology standardization in Uzbek can reduce synonymy and enhance clarity in scientific communication, while comparative studies such as this support intercultural academic exchange.

8. Conclusion

The comparative analysis of plant science terms in English and Uzbek demonstrates that both languages share universal linguistic tendencies in scientific terminology, including affixation, compounding, internationalization, and semantic precision. At the same time, they differ significantly in morphological structure, borrowing sources, compound formation, and standardization practices due to typological and historical factors.

These findings highlight the dynamic interaction between universal scientific cognition and language-specific linguistic systems. The study contributes to comparative terminology, applied linguistics, and agricultural translation studies, and may serve as a foundation for developing bilingual dictionaries, teaching materials, and terminological databases in plant science and agriculture.

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INNOVATIVE APPROACHES TO MORE EFFECTIVE EFL TEACHING: INTEGRATING TECHNOLOGY AND TASK-BASED LEARNING

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Abstract: This study investigates the impact of integrating technology-enhanced task-based learning (TBLT) on the effectiveness of English as a Foreign Language (EFL) instruction. A quasi-experimental design was employed with 60 intermediate-level EFL learners at a university language center, divided into an experimental group (n=30) and a control group (n=30). Over a 12-week period, the experimental group received instruction through a blended model incorporating mobile-assisted language learning (MALL) tools and structured multimedia tasks, while the control group followed a conventional textbook-based approach. Data were collected through pre- and post-tests assessing speaking and writing skills, a learner motivation questionnaire, and semi-structured interviews. Results indicated a statistically significant improvement ($p < .05$) in the speaking and writing performance of the experimental group compared to the control group. Furthermore, qualitative data revealed higher levels of learner engagement, autonomy, and motivation. The findings suggest that a systematic integration of technological tools within a task-based framework can significantly enhance the effectiveness of EFL teaching by fostering more authentic, interactive, and learner-centered environments.

Keywords: EFL Teaching, Innovative Methods, Task-Based Language Teaching (TBLT), Technology Integration, Mobile-Assisted Language Learning (MALL), Learner Motivation.

Introduction

The global demand for English proficiency has placed increasing pressure on educators to move beyond traditional, grammar-translation methods, which often fail to develop learners' communicative competence (Richards & Rodgers, 2014). In

many EFL contexts, teaching remains teacher-centered, reliant on rote memorization, and disconnected from real-world language use. This gap underscores the urgent need for innovative pedagogical approaches that can improve instructional effectiveness, defined here as the measurable enhancement of learners' communicative skills and motivational drive.

Recent advances in educational technology and learner-centered methodologies offer promising solutions. Specifically, the synergy between Task-Based Language Teaching (TBLT)—which emphasizes learning through meaningful, goal-oriented activities—and technology integration provides a potent framework for innovation (González-Lloret & Ortega, 2014). Tools such as interactive simulations, collaborative platforms (e.g., Padlet, Google Jamboard), and MALL applications can transform abstract language items into tangible, interactive experiences.

Despite the theoretical appeal, there is a scarcity of empirical research examining the combined effect of these innovations in mainstream EFL classrooms. This study, therefore, addresses the following research questions:

1. Does the implementation of a technology-enhanced TBLT model lead to greater improvement in EFL learners' speaking and writing skills compared to a conventional method?

2. How does this innovative approach affect learners' perceived motivation and engagement?

The primary objective of this paper is to provide evidence-based insights into how structured pedagogical innovation can optimize learning outcomes and offer practical strategies for EFL practitioners.

Methods

1. Research Design: A quasi-experimental, mixed-methods design was adopted, employing both quantitative measures (tests, surveys) and qualitative data (interviews) to ensure triangulation.

2. Participants: Participants were 60 EFL learners (aged 18-22) at the intermediate level (CEFR B1) at [University Name] Language Center. They were purposively sampled and randomly assigned to either the experimental group (EG, n=30) or the control group (CG, n=30). Both groups were homogeneous in terms of proficiency level, as confirmed by a standardized placement test.

3. Instruments and Procedures:

- Intervention: The 12-week intervention for the EG centered on a cyclical TBLT framework (Pre-Task, Task Cycle, Language Focus) enhanced with technology. Sample tasks included creating a travel vlog (using Flipgrid), collaborating on a digital news blog (using Blogger), and solving a problem via a virtual breakout room. The CG followed the standard syllabus from the prescribed textbook, focusing on discrete grammar points and reading comprehension.
- Data Collection:
- Proficiency Tests: Identical pre- and post-tests were administered to both groups, featuring an integrated speaking interview (assessed via a modified IELTS rubric) and a persuasive writing task.
- Motivation Questionnaire: A 5-point Likert scale questionnaire (adapted from Gardner’s Attitude/Motivation Test Battery) was administered post-intervention to measure levels of interest, autonomy, and class engagement.
- Interviews: Semi-structured interviews were conducted with 8 selected participants from the EG to gather in-depth perceptions of the learning experience.

4. Data Analysis: Quantitative data from the tests and questionnaire were analyzed using SPSS software (version 26). Independent and paired samples t-tests

were run to compare within-group and between-group differences. Interview data were transcribed and subjected to thematic analysis to identify recurring patterns.

Results

1. Quantitative Findings:

- Language Proficiency: While both groups showed improvement from pre- to post-test, the gain for the EG was significantly higher. An independent samples t-test on post-test scores revealed a statistically significant difference in both speaking ($t(58) = 4.32$, $p = .000$) and writing ($t(58) = 3.87$, $p = .000$) in favor of the experimental group.
- Motivation and Engagement: The questionnaire results showed that the EG reported significantly higher mean scores ($M=4.2$, $SD=0.51$) on items related to intrinsic motivation, class enjoyment, and perceived usefulness of activities compared to the CG ($M=3.4$, $SD=0.62$).

2. Qualitative Findings:

Thematic analysis of the interviews yielded three main themes:

1. Increased Authenticity and Relevance: Learners reported that tasks felt "real" and "useful," bridging the gap between classroom English and practical use.

2. Enhanced Collaboration and Support: Digital platforms were seen as enabling low-anxiety peer interaction and feedback.

3. Ownership of Learning: Participants expressed a sense of pride and agency in creating digital content (e.g., "The vlog was my project; I wanted it to be good.").

Discussion

The results strongly support the hypothesis that integrating technology within a TBLT framework enhances the effectiveness of EFL teaching. The superior gains in speaking and writing align with the principles of TBLT, which prioritizes language

output and negotiation of meaning (Ellis, 2017). Technology acted as a catalyst by providing authentic audiences, multimodal resources for task completion, and platforms for collaborative construction of knowledge.

The significant boost in motivation reported by the EG corroborates Dörnyei's (2009) concept of the "ideal L2 self." The innovative tasks, mediated by familiar technology, likely helped learners visualize tangible, positive outcomes of their English use, thereby strengthening their motivational drive. This addresses a critical challenge in EFL contexts where learners often lack immediate, real-world immersion.

A key implication is that innovation must be pedagogically driven, not technology-led. The success of this intervention lay in the careful design of tasks where technology served a clear communicative or cognitive purpose. A limitation of this study is its relatively short duration and specific context; longitudinal studies across different age groups and proficiency levels are recommended. Future research could also explore the specific impact of individual tools (e.g., AI chatbots, virtual reality) on different language sub-skills.

Conclusion

This study demonstrates that moving beyond conventional methods toward a synergistic model of technology-enhanced task-based learning can substantially improve the effectiveness of EFL instruction. Such an approach not only fosters greater linguistic gains in speaking and writing but also cultivates the higher motivation and learner autonomy essential for long-term success. For educators and curriculum designers, the findings advocate for a shift towards strategic, task-based integration of digital tools to create more dynamic, engaging, and ultimately effective EFL learning environments. The path to more effective EFL teaching lies not in technology alone, but in its thoughtful application within sound pedagogical frameworks that place meaningful communication at the core.

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Figure 1: A Synergistic Model for Enhancing EFL Teaching Effectiveness through Innovation. This model illustrates how the strategic integration of Task-Based Learning (TBLT) and educational technology creates a synergistic cycle that leads to improved learning outcomes. The pedagogical pillar (TBLT) provides the structure for meaningful communication, while the technological pillar supplies authentic tools and contexts. Their joint implementation through a defined classroom cycle generates key learner outcomes, collectively enhancing the overall effectiveness of EFL instruction.

EMPATHIC TEACHING AND STUDENT ENGAGEMENT IN HIGHER EDUCATION: A DESCRIPTIVE STUDY IN UZBEKISTAN

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Abstract

Research on empathic teaching largely focuses on Western contexts, with limited attention to Eastern/Central Asian higher education. This study describes students’ and teachers’ perceptions of empathic teaching in a foreign language learning environment in Uzbekistan and how these relate to student engagement and academic behaviors. Using descriptive quantitative methods, online questionnaires were administered to 104 undergraduate students and 25 foreign language instructors. Results show high levels of perceived teacher empathy, emotional support, and engagement, with teachers reporting strong commitment to supportive and motivational practices. Findings suggest that culturally grounded understandings of empathy play an important role in fostering positive learning environments.

Keyword: Empathic teaching; student engagement; Higher education; Uzbekistan; foreign language learning; perception of empathy.

Introduction

Previous research indicates that teacher empathy enhances student engagement, motivation, and emotional wellbeing, creating supportive learning environments. Studies show that empathetic teaching correlates with student participation and confidence, particularly in language learning contexts where affective factors are significant (Zhang, 2022). In addition, empathy promotes motivation and reduces stress, contributing to active learning (Kianinezhad, 2023). Despite this, there is limited research in Central Asian contexts like Uzbekistan, where educational norms

and teacher–student relationships differ from Western contexts. Zemlyankina (2025) highlights the role of empathy in fostering positive classroom climate and pedagogy in Uzbekistan. Furthermore, theoretical work suggests that empathy shapes teacher–student interactions through emotional support and cognitive processes. This study addresses the gap in understanding how empathy is perceived and practiced in Uzbek higher education, particularly in foreign language learning environments.

Methods

The quantitative phase of the study involved 100 undergraduate students and 25 university teachers from a public university in Uzbekistan. All participants were engaged in a foreign language learning environment, as the study was conducted within the context of language education.

Among the student participants, 51.9% were freshmen and 48.1% were sophomores. In terms of gender distribution, 73% of the students were female and 27% were male. The age of the students ranged from 18 to 21 years, with the majority being 19 years old (46%), followed by 18-year-olds (32%), 20-year-olds (13%), 21-year-olds (6%), and 17-year-olds (3%).

Students were enrolled in different academic units, including the Faculty of Economics, Faculty of Jurisprudence, and the Department of Foreign Languages and Literature. Regardless of their primary faculty affiliation, all participating students were studying foreign languages as part of their academic programs, which situates the study firmly within a language learning context.

The teacher sample consisted of 25 instructors teaching foreign language courses at the university. All teachers had direct instructional experience with undergraduate students in language classrooms and were therefore well positioned to provide insights into empathic teaching practices in higher education.

Data were collected using structured online questionnaires administered via Google Forms. Two separate but conceptually aligned questionnaires were developed: one for students and one for teachers. Both instruments were designed to capture perceptions related to empathic teaching within a foreign language learning environment.

Student Questionnaire

The student questionnaire consisted of Likert-scale items grouped into four domains:

1. **Perceived Teacher Empathy** – items measuring teachers’ understanding, attentive listening, fairness, respectful treatment, and perceived influence of empathic teaching on academic progress.
2. **Emotional Support and Psychological Safety** – items assessing students’ comfort in asking questions, receiving supportive feedback, anxiety related to making mistakes, and overall emotional safety in the classroom.
3. **Student Engagement** – items focusing on motivation, active participation, classroom interaction, and teaching practices that encourage involvement.
4. **Academic Support and Learning Outcomes** – items measuring perceptions of academic guidance, clarity of explanations, constructive feedback, task completion, and focus on academic goals.

All items were rated on a five-point Likert scale, ranging from *strongly disagree* to *strongly agree*.

Teacher Questionnaire

The teacher questionnaire included Likert-scale items assessing self-reported empathic teaching practices, such as attentive listening, sensitivity to students’ emotional and academic needs, instructional flexibility, respectful interaction, creation of supportive learning environments, student motivation, and academic

guidance. The same five-point Likert scale was used to ensure consistency with the student instrument.

Data Analysis

Quantitative data were analyzed using descriptive statistical methods. Specifically, frequencies and percentages were calculated for each questionnaire item to summarize response distributions and identify general trends in students’ and teachers’ perceptions of empathic teaching.

The descriptive approach was chosen because the purpose of the study was to explore and describe perceptions, rather than to test hypotheses or examine statistical relationships between variables. Consequently, no inferential statistical analyses (such as reliability coefficients, correlations, or group comparisons) were conducted.

The results are presented in terms of dominant response patterns (e.g., levels of agreement, neutrality, and disagreement), allowing for an overview of how empathic teaching, emotional support, engagement, and academic support are perceived in the foreign language learning context.

Results

Overall, the descriptive findings indicate consistently positive perceptions of empathic teaching among both students and teachers in the foreign language learning context. Across all questionnaire domains, responses were predominantly clustered around *agree* and *strongly agree*, with neutral responses limited and negative responses rare.

From the students’ perspective, teachers were widely perceived as empathetic, attentive, fair, and respectful. High levels of agreement across items related to emotional support and psychological safety suggest that students generally felt

comfortable asking questions, receiving feedback, and participating in class without fear of making mistakes. Student engagement results further indicated that learners felt motivated to participate actively and reported higher engagement when teachers demonstrated understanding and support. In addition, students perceived empathic teaching as beneficial for academic functioning, including improved academic performance, timely completion of assignments, clearer understanding of course content, and sustained focus on academic goals.

From the teachers’ perspective, self-reported responses reflected a strong commitment to empathetic and student-centered teaching practices. The majority of teachers indicated that they listened attentively to students, adjusted their teaching approaches to meet students’ needs, treated students with respect, and considered empathy an essential component of effective teaching. Teachers also reported actively creating supportive learning environments, motivating students to remain engaged, and providing academic guidance when needed. Notably, teachers’ responses showed consistently high levels of agreement, with only a small proportion of neutral responses and minimal disagreement.

Taken together, the results suggest a high degree of alignment between student perceptions and teacher self-reports, indicating that empathic teaching practices are both valued and actively practiced in the foreign language learning environment. These descriptive patterns highlight the central role of empathy in fostering emotional safety, student engagement, and positive academic-related behaviors in higher education.

Discussion

The descriptive patterns suggest that empathic teaching is perceived positively by both students and teachers in the Uzbek foreign language context. This aligns with findings in other contexts, where empathy fosters engagement and motivation. The strong student approval of teacher support and engagement behaviors may reflect culturally embedded values of respect and relational harmony. Moreover, teachers’

self-reports of supportive and motivational practices underscore a professional commitment to empathetic teaching. These findings support the propositions of Zhang (2022) and Kianinezhad (2023) about empathy’s role in learning engagement, and they extend them to a Central Asian context, showing its relevance across cultures.

Importantly, the study uncovered a high degree of alignment between student perceptions and teacher self-reports, suggesting that empathic teaching is not only valued by students but also consciously implemented by teachers. This alignment highlights the role of empathy as a shared pedagogical norm within the foreign language learning environment and underscores its cultural relevance in Uzbek higher education.

Future research could explore longitudinal designs or qualitative studies to understand how empathetic teaching develops over time in Uzbekistan. Limitations include reliance on self-report and descriptive methods, which do not establish causal relationships.

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DEVELOPING LANGUAGE SKILLS AND SUBSKILLS AMONG EFL LEARNERS

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Abstract: This paper examines the persistent challenges in developing integrated language skills and subskills among English as a Foreign Language (EFL) learners. It synthesizes empirical and theoretical literature to identify key barriers across listening, speaking, reading, and writing, as well as cross-cutting subskills like vocabulary and pragmatics.

Keywords: EFL, language skills, subskills, communicative competence, pedagogical interventions, affective factors.

Introduction

Proficiency in English as a Foreign Language (EFL) is a critical determinant of academic and professional success in a globalized world. This proficiency is built upon the integrated development of the four macro-skills—listening, speaking, reading, and writing—each of which depends on a complex set of underlying subskills, such as phonological awareness, syntactic parsing, discourse cohesion, and pragmatic competence (Nation, 2009). Despite years of instruction, many EFL learners' plateau at intermediate levels, exhibiting uneven skill profiles, fossilized errors, and an inability to function fluently in authentic communicative contexts. The problem is multifaceted, involving cognitive-linguistic factors (e.g., L1 interference, limited working memory for parsing speech), affective factors (e.g., anxiety, low self-efficacy), and instructional factors (e.g., over-emphasis on accuracy, lack of authentic input). While existing literature catalogues these issues in isolation, there is a need for a consolidated analysis that maps specific challenges to targeted, evidence-based solutions within a clear analytical framework.

Methods

This study employs a systematic literature review methodology, analyzing peer-reviewed journal articles, seminal books, and meta-analyses published between 2000-2023. The search was conducted using academic databases (ERIC, Google Scholar, JSTOR) with keywords including "EFL skill development," "listening/speaking/reading/writing challenges," "language subskills," and "pedagogical interventions."

Results

Skill Domain	Core Challenges	Effective Interventions
Listening	• Difficulty with connected speech & reduced forms. • Inability to parse fast, authentic speech. • High cognitive load leading to anxiety	• Extensive listening with graded, engaging content. •Bottom-up enhancement: Phonemic discrimination drills, dictation. • Strategy training: Predicting, inferring, using context.
Speaking	• Fluency-Accuracy trade-off paralysis. • Pronunciation issues from L1 transfer. • Lack of lexical automaticity & communicative strategies.	• Task-Based Learning (TBL): Focus on meaningful outcomes. • Fluency-focused activities: 4/3/2 technique, speed talks. • Explicit pronunciation teaching using visual feedback (e.g., spectrograms).
Reading	• Word-by-word reading habit. • Limited strategic competence (skimming, scanning). • Weak vocabulary inference skills.	• Extensive Reading (ER) programs with graded readers. • Explicit strategy instruction (pre-reading, during-reading). • Incidental vocabulary learning through massive exposure.
Writing	• L1 rhetorical structure interference. • Weak cohesion/coherence. • Limited genre awareness	• Process Writing Approach: Planning, drafting, revising. • Genre-based pedagogy: Analysis and imitation of model texts. • Collaborative writing & peer

	and audience adaptation.	feedback.
Cross-Cutting (Vocabulary/ Grammar)	• Rote memorization without contextual depth. • Inability to apply grammatical rules in production. • Lack of collocational knowledge.	• Lexical Approach: Teaching chunks and collocations. • Contextualized, communicative grammar practice. • Corpus-based learning activities.
Affective & Motivational	High anxiety, particularly in speaking. • Low perceived self-efficacy. • Extrinsic rather than intrinsic motivation.	• Creating a low-anxiety classroom climate. • Setting achievable, short-term goals. • Incorporating learner interests and authentic tasks.

Table 1: Synthesized Findings: Challenges and Evidence-Based Interventions

Discussion

The results confirm that skill development in EFL is hindered by a triad of barriers: linguistic complexity, psychological constraints, and instructional inadequacy. The most significant finding is the interdependence of skills and subskills; a deficit in vocabulary (a subskill) cripples reading comprehension, speaking fluency, and writing quality. Therefore, isolated skill teaching is ineffective.

1. The Centrality of Input: Challenges like poor listening comprehension and slow reading are directly linked to insufficient comprehensible input (Krashen, 1982). Interventions like Extensive Reading and Listening directly counter this by building processing automaticity and implicit knowledge.

2. Affective Filter as a Major Block: The high prevalence of speaking anxiety underscores the need to address the affective filter. TBL and fluency activities prioritize message conveyance over perfect form, lowering anxiety and promoting risk-taking.

3. Technology as a Force Multiplier: Digital tools (AWE, speech visualization software, corpora) provide scalable, personalized practice and feedback, directly tackling challenges of limited practice time and individualized attention.

4. The Need for Strategic Learners: The success of strategy training highlights that learners must be equipped with metacognitive tools to manage their own learning and communication, moving beyond reliance on the teacher.

Implications for Practice:

- Curriculum Design: Curricula should be designed around integrated skills modules rather than isolated skill classes.
- Teacher Training: Professional development must equip teachers to diagnose subskill deficiencies and implement the interventions outlined in Table 1.
- Assessment: Assessment should balance accuracy with communicative success and include measures of strategic competence and fluency.

Conclusion

By diagnosing whether a learner's primary hurdle is linguistic (e.g., poor parsing), affective (e.g., high anxiety), or strategic (e.g., no reading strategies), educators can select from a repertoire of validated interventions. Ultimately, fostering communicative competence hinges on creating learning environments rich in authentic input, focused subskill practice, meaningful interaction, and supportive feedback. Embracing this integrated, learner-centered paradigm is essential for preparing EFL learners to meet the demands of real-world English communication.

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ENHANCING ENGLISH LANGUAGE TEACHING IN TECHNICAL UNIVERSITIES OF UZBEKISTAN: THEORETICAL FOUNDATIONS, ESP–CLIL INTEGRATION, AND THE ROLE OF CORPUS TECHNOLOGIES

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Abstract

The growing role of English as a global language of science, technology, and professional communication has intensified the need to improve English language teaching in technical higher education institutions. In Uzbekistan, ongoing educational reforms emphasize the modernization of foreign language instruction to meet international standards and labor market demands. This article analyzes the theoretical conditions of teaching English in technical universities, focusing on communicative, competence-based, ESP, and CLIL-oriented approaches. Particular attention is given to corpus technologies as a theoretical and practical enhancement of the teaching process. The study argues that corpus-based instruction supports authentic language use, professional relevance, and learner autonomy, thereby contributing to the effectiveness of English language education in technical universities of Uzbekistan.

Keywords: English for Specific Purposes, CLIL, corpus technologies, technical universities, Uzbekistan, communicative competence

1. Introduction

English has firmly established itself as the dominant language of international communication, scientific research, business, and technology (Crystal, 2003). As a result, higher education systems worldwide are increasingly required to ensure that graduates possess adequate English proficiency for academic and professional

purposes. In Uzbekistan, this challenge is particularly relevant for technical universities, where graduates are expected to operate in global professional environments and engage with international scientific and technological discourse.

Traditional approaches to English language teaching in non-philological higher education have been largely grammar-translation oriented, focusing on structural accuracy and text translation. While such methods contribute to foundational linguistic knowledge, they often fail to develop communicative and professional competencies necessary for real-life use of English (Richards & Rodgers, 2014). In response to these limitations, recent educational reforms in Uzbekistan have emphasized the adoption of modern pedagogical approaches aligned with international standards.

The Law of the Republic of Uzbekistan “On Education” and the National Program for Personnel Training established a comprehensive framework for foreign language education aimed at fostering a competitive, modern-thinking generation and promoting integration into the global academic community (Republic of Uzbekistan, 1997; 2020). Furthermore, the Presidential Resolution “On Measures to Further Improve the System of Foreign Language Learning” (2012) initiated large-scale reforms focused on communicative competence and practical language use.

Within this context, the present article examines the theoretical conditions of teaching English in technical universities and highlights the role of corpus technologies as an effective enhancement of ESP- and CLIL-based instruction.

2. Theoretical Conditions of Teaching English in Technical Universities

2.1 Communicative and Competence-Based Approach

One of the core theoretical conditions for effective English language teaching in technical universities is the implementation of a communicative and competence-based approach. According to Hymes (1972), communicative competence extends

beyond grammatical knowledge to include the ability to use language appropriately in social and professional contexts. In technical education, this implies the development of skills necessary for participating in professional discussions, delivering presentations, and producing technical documentation in English.

Competence-based education emphasizes learning outcomes aligned with professional requirements, making it particularly relevant for technical universities where language learning must support subject-specific communication (Council of Europe, 2001).

2.2 English for Specific Purposes (ESP) Orientation

ESP theory provides a strong theoretical foundation for teaching English in non-philological institutions. Hutchinson and Waters (1987) define ESP as an approach to language teaching in which content and methods are determined by learners’ specific needs. In technical universities, ESP focuses on discipline-specific terminology, genres, and communicative practices relevant to engineering, information technology, and applied sciences.

The ESP-oriented approach enhances learner motivation by directly linking language learning to future professional activities, which is particularly important in the Uzbek higher education context, where students often prioritize core technical subjects.

2.3 Content and Language Integrated Learning (CLIL)

Another important theoretical condition is the integration of content and language through CLIL. CLIL is based on the principle that language acquisition is more effective when it occurs in parallel with subject-matter learning (Coyle, Hood, & Marsh, 2010). In technical universities of Uzbekistan, CLIL supports the gradual introduction of English as a medium of instruction for selected professional subjects, thereby strengthening both language competence and subject knowledge.

2.4 Task-Based and Learner-Centered Instruction

From a constructivist perspective, Task-Based Learning (TBL) plays a significant role in technical English instruction. Ellis (2003) argues that tasks promote meaningful language use and cognitive engagement. In technical universities, tasks such as project presentations, case studies, and technical report writing simulate professional activities and facilitate the practical application of language skills.

3. Corpus Technologies as a Theoretical and Practical Enhancement

Corpus technologies constitute a significant theoretical and practical enhancement to English language teaching in technical universities of Uzbekistan. Corpora—large, electronically stored collections of authentic texts—provide empirical evidence of real language use and support data-driven learning approaches (Sinclair, 1991).

3.1 Theoretical Foundations of Corpus-Based Learning

Corpus-based instruction is grounded in usage-based theories of language acquisition, which emphasize the importance of frequency, pattern recognition, and authentic input (Biber, Conrad, & Reppen, 1998). Johns (1991) introduced the concept of Data-Driven Learning (DDL), in which learners act as “language researchers” by analyzing corpus data and discovering linguistic patterns independently.

This theoretical framework aligns well with the educational goals of technical universities, where analytical thinking and problem-solving skills are central to professional training.

3.2 Practical Benefits for Technical Universities in Uzbekistan

In the Uzbek context, corpus technologies offer several practical advantages. First, they provide students with access to authentic technical discourse, including research articles, manuals, and professional documentation relevant to their fields. This supports the development of technical vocabulary, collocational competence, and genre awareness.

Second, corpus-based learning helps address common challenges in Uzbek technical universities, such as limited academic English proficiency and overreliance on translation. By observing how language is used in real contexts, students develop a more functional understanding of grammar and discourse structures typical of technical communication (Biber et al., 1998).

Third, corpus technologies support ESP and CLIL implementation by enabling the creation of discipline-specific learning materials tailored to engineering and IT programs. This aligns with national educational priorities aimed at increasing the number of professional subjects taught in English (Republic of Uzbekistan, 2012).

Finally, the integration of corpus tools into digital learning environments corresponds with the broader digitalization of higher education in Uzbekistan. It promotes learner autonomy, critical thinking, and continuous learning beyond the classroom.

4. Conclusion

The analysis demonstrates that effective English language teaching in technical universities depends on a set of interconnected theoretical conditions, including communicative competence, ESP orientation, CLIL integration, and task-based learning. Within this framework, corpus technologies serve as a powerful theoretical and practical enhancement, enabling authentic, learner-centered, and professionally relevant instruction.

In the context of Uzbekistan’s higher education reforms, the adoption of corpus-based approaches contributes to improving teaching quality, aligning language education with international standards, and preparing technically competent graduates for participation in the global academic and professional community.

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METHODS AND TOOLS FOR CREATIVE ASSESSMENT IN PRACTICE

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Abstract

Assessment is a fundamental component of the teaching and learning process, traditionally focused on measuring learners’ knowledge through standardized tests and examinations. However, such conventional assessment methods often fail to capture learners’ creativity, critical thinking, and real-world problem-solving skills. In response, creative assessment has emerged as an innovative approach that emphasizes learner-centered, formative, and authentic evaluation practices. This article examines modern methods and tools for creative assessment in educational practice using the IMRAD structure. Through a qualitative review of pedagogical literature and classroom practices, the study analyzes various creative assessment methods, including project-based assessment, portfolios, self- and peer-assessment, and technology-assisted tools. The results indicate that creative assessment enhances learner motivation, autonomy, and higher-order thinking skills. The discussion highlights the pedagogical implications and challenges of implementing creative assessment in diverse educational contexts.

Keywords: creative assessment, alternative assessment, formative assessment, assessment tools, learner-centered evaluation

Introduction

Assessment plays a vital role in education by providing information about learners’ progress, achievement, and learning needs. Traditionally, assessment has been dominated by summative methods such as written exams, multiple-choice tests, and quizzes, which primarily measure factual knowledge and recall. While these methods offer reliability and efficiency, they often neglect important aspects of learning such as creativity, collaboration, critical thinking, and practical application

of knowledge. In recent decades, educational paradigms have shifted toward learner-centered and competence-based education. This shift has led to the growing recognition of creative assessment as an essential component of effective teaching practice. Creative assessment refers to innovative and flexible approaches that allow learners to demonstrate their understanding in diverse and meaningful ways. These methods emphasize learning as a process rather than solely focusing on final outcomes.

Methods

2.1 Research Design

This study employs a qualitative descriptive research design based on an extensive review of academic literature, policy documents, and practical classroom experiences related to assessment. Sources include books, peer-reviewed journal articles, and reports on alternative and formative assessment practices. The analysis focuses on identifying widely used creative assessment methods and tools applicable across various educational levels.

2.2 Theoretical Framework

Creative assessment is grounded in several educational theories:

• Constructivist Learning Theory: Emphasizes active learner engagement and knowledge construction.

• Formative Assessment Theory: Views assessment as an ongoing process that supports learning and improvement.

• Bloom’s Revised Taxonomy: Highlights higher-order thinking skills such as analysis, evaluation, and creation.

• 21st-Century Skills Framework: Stresses creativity, collaboration, communication, and critical thinking.

These theoretical perspectives support the use of flexible, learner-centered assessment practices that go beyond traditional testing.

2.3 Methods of Creative Assessment

Project-Based Assessment

Project-based assessment requires learners to complete extended tasks or projects that integrate knowledge and skills. Projects may include presentations, research papers, designs, or real-world problem-solving tasks. This method encourages creativity, collaboration, and independent learning.

Portfolio Assessment

Portfolios are systematic collections of learners’ work over time, demonstrating progress, effort, and achievement. They may include written assignments, reflections, multimedia products, and self-evaluations. Portfolios promote reflective learning and continuous assessment.

Performance-Based Assessment

Performance-based assessment evaluates learners through observable tasks such as role-plays, demonstrations, debates, or simulations. This method is particularly effective in assessing practical skills and real-life application of knowledge.

Self-Assessment and Peer Assessment

Self- and peer-assessment involve learners in evaluating their own work and that of their peers using clear criteria. These methods develop metacognitive skills, responsibility, and critical judgment.

2.4 Tools for Creative Assessment

Modern creative assessment is supported by various tools, including:

- Rubrics and checklists
- Digital portfolios
- Learning management systems (LMS)

• Online quizzes with open-ended tasks

• Multimedia tools (videos, podcasts, infographics)

• Reflection journals and learning logs

These tools help ensure transparency, consistency, and constructive feedback in the assessment process.

Results

The analysis of creative assessment methods and tools reveals several key outcomes:

3.1 Increased Learner Motivation and Engagement

Creative assessment methods actively involve learners in the evaluation process. Projects, performances, and multimedia tasks increase interest and motivation by allowing learners to express themselves creatively.

3.2 Development of Higher-Order Thinking Skills

Unlike traditional tests, creative assessment tasks require learners to analyze information, solve problems, evaluate outcomes, and create original products. This leads to the development of critical and creative thinking skills.

3.3 Enhanced Learner Autonomy

Self-assessment, portfolios, and reflective activities encourage learners to take responsibility for their learning. Learners become more aware of their strengths and areas for improvement.

3.4 More Comprehensive Evaluation of Learning

Creative assessment provides a holistic view of learner achievement by assessing knowledge, skills, attitudes, and processes. Teachers gain deeper insights into learners’ abilities and progress.

3.5 Positive Teacher Feedback

Educators report that creative assessment improves classroom interaction and supports differentiated instruction. Although initial implementation may require additional planning, the long-term benefits outweigh the challenges

Discussion

The findings demonstrate that creative assessment methods and tools significantly enhance the quality of teaching and learning. By shifting the focus from rote memorization to meaningful application, creative assessment aligns with modern educational goals and competency-based curricula. One of the main advantages of creative assessment is its adaptability. Teachers can modify tasks and tools to suit learners’ needs, proficiency levels, and learning styles. Furthermore, the integration of technology expands assessment possibilities and supports timely feedback. However, implementing creative assessment also presents challenges. Teachers may face constraints such as large class sizes, limited time, and rigid curriculum requirements. Additionally, ensuring reliability and objectivity in creative assessment requires well-designed rubrics and clear criteria. To address these challenges, professional development and institutional support are essential. A balanced approach that combines traditional and creative assessment methods may offer a practical solution in many educational contexts.

Conclusion

Creative assessment represents a progressive and effective approach to evaluating learner achievement in modern education. By employing methods such as project-based assessment, portfolios, performance tasks, and self- and peer-assessment, educators can foster creativity, critical thinking, and learner autonomy. This article has highlighted the importance of using appropriate tools, including rubrics, digital platforms, and reflective practices, to support creative assessment in practice. The results suggest that creative assessment not only improves learning outcomes but also enhances learner motivation and engagement.

Future research may focus on empirical studies examining the long-term impact of creative assessment across different subjects and educational levels, as well as strategies for integrating creative assessment into standardized evaluation systems.

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IMPROVING THE METHODOLOGY OF TEACHING ENGLISH TO THE SPEAKERS OF OTHER LANGUAGES: PROBLEMS AND SOLUTIONS

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