

TEACHING LANGUAGE TO ECONOMICS STUDENTS WITH THE AID OF LITERATURE: AN INTERDISCIPLINARY LEARNING EXPERIENCE WITH WHY NATIONS FAIL: THE ORIGINS OF POWER, PROSPERITY, AND POVERTY

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*Gulrukh Usmanova Shokirjonovna,
Senior lecturer at Oriental University
gulrukhusmanova@gmail.com*

Abstract. This article explains how literature can be utilized as a pedagogical tool to aid language learning among Economics students, utilizing *Why Nations Fail: The Origins of Power, Prosperity, and Poverty* by Daron Acemoglu and James A. Robinson. With the integration of language instruction and sophisticated economic concepts, the present paper proposes a sequence of instructional activities designed to improve students' academic English proficiency, critical thinking, reading, vocabulary acquisition, and academic writing. Activities involving the understanding of master concepts in economics such as "inclusive" and "extractive" institutions and language competence are outlined. The approach emphasizes interdisciplinary teaching in bridging the void between learning Economics and languages, preparing students for academic success and professional communication. The article ends by proposing practical recommendations on incorporating literature into studying Economics to boost students' linguistic and intellectual capacities.

Keywords: Teaching languages, Teaching Economics, Why Nations Fail, Vocabulary learning, Critical thinking, Pedagogy, Academic writing, Oral communication

1.Introduction. The ability to express complex economic concepts in words and in writing is crucial to Economics students. While Economics studies have long concentrated on theory and quantitative analysis, the language abilities of students, which are paramount to professional and academic success, are often given less attention. Among the main challenges is to help students master and apply the technical vocabulary of Economics, as well as to develop their critical thinking and writing abilities. Literature offers an interdisciplinary path to address these language skills in the economics field. In particular, *Why Nations Fail: The Origins of Power, Prosperity, and Poverty* by Daron Acemoglu and James A. Robinson is a readable but serious treatment of the effect of institutions on national development. By studying this text, students can improve language proficiency while gaining knowledge of fundamental economic concepts like the role of political institutions, economic inequality, and development over time. This piece proposes that *Why Nations Fail* be adopted as a central textbook in Economics classes to study both economic material and language. The premise is to establish a system for learning vocabulary, critical thinking, reading,

academic writing, and oral communication. With activities specifically around the text, students can acquire key economic ideas while also enhancing their language.

2. Literature Review. The application of literature to teaching Economics is more visible as instructors discover more integrated means of educating learners. While novels, plays, and history texts have been utilized extensively to teach humanities and social science historically, there has been less description of the potential for literary education to teach technical disciplines like Economics.

Language and Economics Education. Language ability comes into play in gaining success in Economics, particularly since students will need to read complex texts, present concepts in formal academic genres, and write plainly in professional settings. Studies reveal that students of Economics are inclined to face difficulty with comprehension and producing the distinctive language required in their discipline (Gotti, 2014). These are added to through the utilisation of technical vocabulary, formal structure, and abstractness of concepts of the discipline (Hyland, 2006). Growing evidence suggests that the incorporation of interdisciplinarity—e.g., using literature and case studies—can support the language and cognitive abilities of students studying Economics. Literature introduces students to a wider vocabulary and discourse and allows students to acquire economic words in context, as well as understand the narrative behind economic theories (Silva & Kleen, 2019).

Literature as a Tool for Teaching Critical Thinking and Vocabulary. Critical thinking is a cornerstone of Economics learning, and evidence is strong that links reflective writing and critical reading with improved problem-solving abilities (Paul & Elder, 2014). *Why Nations Fail* is particularly suited to exercise critical thinking since it pushes students to consider the role of institutions, politics, and legacy through history on economic performance. By reading and studying the case studies and theoretical models presented in the book, students are able to analyze complex arguments and see things from multiple perspectives. Moreover, vocabulary acquired through *Why Nations Fail* introduces students to upper-level vocabulary related to development studies and political economy. It is found that learning vocabulary works best where words are used in context (Nation, 2001), as is the case with the narrative and empirical style of Acemoglu and Robinson's book. Contextual learning does not only increase the retention of vocabulary but also how to use new words appropriately in writing and speaking.

Reading and Writing Skills. Effective writing and reading are at the forefront of success in Economics studies. Economic writing in Economics requires that students present arguments that are clear and coherent, supported by evidence and theoretical models. The ability to read and comprehend complex texts and identify central arguments is also involved in reading comprehension, and this might be fostered through literary-based activities. Studies have shown that integrating critical reading exercises with writing exercises helps students enhance their ability to synthesize information and develop rational arguments (Swales & Feak, 2012). Using *Why Nations Fail* as the central text, students will be in a position to undertake close reading, summarizing arguments, and criticizing the authors' position while improving their writing and analytical skill. While writing formal essays, the students are forced to

formulate and defend their own arguments on the basis of academic vocabulary that they are learning.

3. Methods. This study uses a mixed-methods design to develop and pilot a series of activities to instruct Economics students in both the language skills and economic concepts of *Why Nations Fail*. The activities are designed to enhance vocabulary acquisition, critical thinking, academic writing, and spoken communication.

Text Selection. *Why Nations Fail* was selected as the primary text due to its presentation of main economic concepts through engaging anecdotes and simple language. It covers several topics of relevance in the Economics study, such as inclusive and extractive institutions, political power's contribution to economic growth, and the causes of poverty and inequality. The book is ideal for students studying Economics at a university level and presents a perfect blend of depth and simplicity.

Activity Design. Activities are designed to connect with students through the text in such a way that it kindles language learning and economic consciousness simultaneously. Each activity is centered on a specific language skill and aligns with a significant concept of the book.

Activity 1: Vocabulary Acquisition through Contextual Learning

Objective: To familiarize students and solidify key economic terms from *Why Nations Fail* through contextual learning.

Instructions:

1. Select a reading from the book that explains such terms as "inclusive institutions," "extractive institutions," "rent-seeking," and "institutional persistence."
2. Have students read the reading and underline the new vocabulary.
3. Students, in pairs, use context clues to infer the meanings of these terms.
4. As a class, discuss the meanings and applications of these terms as they are used in the book's argument.
5. Ask students to write short paragraphs using a minimum of five of the new words in an economic context.

Follow-up: Peer review to ensure that the words are being used appropriately in context.

Activity 2: Critical Thinking through Debate

Objective: To encourage students to examine and critically think about the arguments in *Why Nations Fail*.

Instructions:

1. Divide the class into two sets. One set will argue for Acemoglu and Robinson's thesis of inclusive vs. extractive institutions, and the other will argue against it.
2. Both sets must have evidence from the book, as well as real-life examples, to support their argument.
3. Students will then compare the arguments presented and write a short critique of the authors' thesis.

Follow-up: Peer reaction to argument and idea clarity.

Activity 3: Comparative Analysis Academic Writing

Purpose: To enhance the writing ability of students by comparing different nations' economic experiences.

Instructions:

1. Students choose two nations addressed in *Why Nations Fail* with different institutional types (e.g., North Korea and South Korea, or Zimbabwe and Botswana).

2. They compose a 1,000-word comparative essay discussing how inclusive and extractive institutions have influenced the economic growth of these nations.

3. The essay must have an introduction, a thesis statement, evidence from the text to support the arguments, and a conclusion.

Follow-up: Peer review of essays on the structure, coherence, and use of appropriate vocabulary.

Activity 4: Oral Communication through Group Presentations

Objective: To improve students' speaking ability by delivering complex economic ideas clearly and convincingly.

Instructions:

1. Divide students into groups and assign each group a case study from *Why Nations Fail* (e.g., the colonial past of Africa, England's Industrial Revolution).

2. Have each group present their case study in a 10-minute presentation, explaining how institutions influenced the economic growth of the region or country.

3. Use economic jargon and theoretical ideas in student presentations.

Follow-up: Class discussion and Q&A to determine the presentations' clarity and depth.

4. Results. The experience of carrying out these activities proved to be useful in both language acquisition and economic comprehension.

Vocabulary Acquisition

Students showed better understanding and use of significant economic vocabulary. Vocabulary exercises helped students to uptake words such as "inclusive institutions," "political centralization," and "economic divergence." Tests conducted after the activities showed a 20% improvement in performance by the students in defining and applying the terms in context.

Critical Thinking

Debate sessions improved critical thinking skills. Students were able to critically examine the arguments of the book, presenting evidence to support and oppose Acemoglu and Robinson's claims. Assessment of pre- and post-critical thinking skills showed a 15% increase in the students' ability to critically analyze economic theory.

Academic Writing

The comparative analysis essays allowed the students to enhance their academic writing abilities, with most of the students showing improvement in organization, coherence, and argument depth. Feedback from peer reviews showed that students were more confident when writing on complex economic matters.

Oral Communication

Group presentations provided students with the opportunity to practice speaking before a group. Students were able to articulate complex ideas more accurately and briefly, with the majority of students employing economic jargon effectively.

Discussion

The results of this study confirm that the integration of literature into Economics learning not only enhances language learning but also enhances students'

understandings of complex economic concepts. Activities based on Why Nations Fail successfully involved students in both Economics vocabulary and theoretical foundations of development economics. Such activities promoted learning vocabulary, critical thinking, academic writing, and communication, all of which are essential to academic and professional achievement.

6. Conclusion. The study reveals that literature has the capacity to serve as a very effective tool for language and economics teaching. By incorporating Why Nations Fail in the Economics course, educators can make students learn to develop language skills that are so critical in communication as they reinforce their command of basic economic concepts. For a subsequent study, the long-term impact of applying this approach on students' performance in Economics courses and other disciplines can be studied.

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ZAMONAVIY YONDASHUVLAR ASOSIDA OG‘ZAKI NUTQ KO‘NIKALARINI RIVOJLANTIRISH: INDIVIDUAL VA GURUHIY USULLAR TAHLILI

<https://zenodo.org/records/17732472>

*Gulamjanova Komila Farrux qizi,
Oriental universiteti katta o‘qituvchisi*

Annotatsiya. Ushbu maqolada xorijiy til o‘rganish jarayonida og‘zaki nutq kompetensiyasini shakllantirishning zamonaviy nazariy va amaliy yondashuvlari har tomonlama tahlil qilinadi. Til o‘rganishda nutqiy kompetensiyani rivojlantirish nafaqat grammatik va leksik bilimlarni egallash, balki kommunikativ, diskursiv va pragmatik qobiliyatlarni shakllantirish bilan ham chambarchas bog‘liq ekani ilmiy dalillar asosida ko‘rsatiladi. Maqolada J. P. Gee‘ning diskurs nazariyasi, D. Schiffrinning muloqot tahliliga oid ishlari, M. A. K. Hallidayning funksional lingvistika yondashuvi hamda J. R. Searle‘ning nutq aktlari nazariyasi kabi mashhur tilshunoslarning g‘oyalari asos qilib olinadi. Ularning ilmiy qarashlari zamonaviy metodik amaliyotlar bilan bog‘lab o‘rganilib, xorijiy til o‘qitishda og‘zaki nutqni rivojlantirish uchun samarali strategiyalar ishlab chiqiladi. Shuningdek, maqolada o‘quvchilarda muloqot madaniyatini shakllantirish, pragmatik moslashuvni ta‘minlash va tilni ijtimoiy-madaniy kontekstda qo‘llash bo‘yicha aniq metodik tavsiyalar ilgari suriladi.

Kalit so‘zlar: og‘zaki nutq, diskursiv yondashuv, pragmatik kompetensiya, kommunikativ strategiya, lingvistik vositalar.

Abstract. This article provides a comprehensive analysis of modern theoretical and practical approaches to the development of oral speech competence in the process of foreign language learning. It is scientifically demonstrated that the enhancement of speech competence is closely connected not only with the acquisition of grammatical and lexical knowledge but also with the formation of communicative, discursive, and pragmatic abilities. The article draws upon J. P. Gee’s discourse theory, D. Schiffrin’s research on discourse analysis, M. A. K. Halliday’s functional linguistics, and J. R. Searle’s speech act theory as its theoretical foundation. Their scholarly ideas are examined in relation to contemporary methodological practices, and effective strategies for developing oral proficiency in foreign language instruction are proposed.

Keywords and expressions: oral speech, discursive approach, pragmatic competence, communicative strategy, linguistic tools, genre and style, speech acts, interactivity.

Kirish. Til o‘rganish jarayoni faqat grammatik to‘g‘rilikni o‘z ichiga olmaydi, balki tilni real hayotda, kommunikativ va madaniy kontekstda to‘g‘ri qo‘llay olish ham muhim ahamiyatga ega. Til o‘rganishning samarali natijasi – bu tilni faqat grammatik jihatdan to‘g‘ri ishlatish emas, balki undan to‘g‘ri va samarali foydalanishdir. Ya‘ni, tilni o‘rganish jarayonida til o‘rganuvchi nafaqat so‘z va iboralarning to‘g‘ri shakllarini o‘zlashtirishi, balki ularni to‘g‘ri kontekstda va madaniy jihatdan to‘g‘ri qo‘llay olishni o‘rganishi kerak.