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Approaches and Strategies for Teaching English in Non-Philological Domains

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Abstract

This study investigates the effectiveness of innovative pedagogical strategies for teaching English in non-philological domains, addressing a significant knowledge gap regarding language acquisition in specialized fields such as engineering and business. Utilizing a mixed-methods approach, we conducted a needs analysis followed by the implementation of task-based language teaching (TBLT) and content and language-integrated learning (CLIL) in a cohort of students across various disciplines. Our findings indicate that these methods significantly enhance students' language proficiency and their ability to apply English in professional contexts. The results suggest that integrating authentic materials and technology further supports learning outcomes. This research has important implications for curriculum design, advocating for tailored English language instruction that meets the specific needs of students in non-philological fields, ultimately preparing them for effective communication in their respective industries.

Keywords: non-philological domains, curriculum customization, teacher training, student motivation, task-based language teaching (TBLT), content and language integrated learning (CLIL)

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Introduction

The teaching of English in non-philological domains has gained increasing attention as globalization and technological advancements have made English proficiency essential across various professional fields. Despite the growing importance of English in disciplines such as engineering, business, and health sciences, there remains a significant gap in understanding how to effectively teach the language within these specialized contexts. Traditional language instruction often fails to address the specific linguistic and communicative needs of students who require English for professional purposes, leading to a disconnect between language learning and real-world application. This study aims to bridge this gap by exploring innovative pedagogical strategies that can enhance English language instruction tailored to non-philological domains. By focusing on task-based language teaching (TBLT) and content and language integrated learning (CLIL), we seek to provide a framework that not only improves language proficiency but also fosters the practical application of English in professional settings. The challenges faced by educators in these fields include the need for a curriculum that reflects the authentic language use encountered in specific industries, as well as the integration of technology to facilitate interactive learning experiences. Through a mixed-methods approach, this research will assess the effectiveness of these strategies in enhancing students' language skills and their ability to communicate effectively in their respective fields. The findings of this study are expected to contribute valuable insights into best practices for teaching English in non-philological domains, ultimately leading to improved educational outcomes and better preparation for students entering the global workforce. By addressing the unique needs of learners in these disciplines, this research aims to inform curriculum development and instructional design, ensuring that English language education is relevant, engaging, and effective in preparing students for their professional futures.

Methodology

In this study, we employed a mixed-methods approach to examine the effectiveness of innovative pedagogical strategies for teaching English in non-philological domains. The research began with a comprehensive needs analysis conducted through surveys and interviews with students and faculty across various disciplines, including engineering, business, and health sciences. This analysis aimed to identify specific language skills required for academic success and professional communication within these fields. Based on the findings, we designed a curriculum that incorporated task-based language teaching (TBLT) and content and language integrated learning (CLIL) methodologies, as highlighted in existing literature that emphasizes the importance of context-specific language instruction for non-philological students .The implementation phase involved two groups of students: an experimental group that engaged in the newly designed curriculum and a control group that followed a traditional English language course. The experimental curriculum included authentic materials such as industry reports, technical documents, and case studies relevant to each discipline, ensuring that students encountered real-world language use. Additionally, technology was integrated into the learning process through the use of online platforms and multimedia resources, facilitating interactive learning experiences, as suggested by previous research advocating for the inclusion of modern teaching methods in non-philological education .Data collection occurred through pre- and post-intervention assessments, which measured students' language proficiency using standardized tests, as well as qualitative feedback gathered from focus group discussions and reflective journals. The assessments focused on key areas such as vocabulary acquisition, reading comprehension, and oral

communication skills. The data analysis involved both quantitative and qualitative techniques. Statistical methods were used to compare the pre- and post-test results of the experimental and control groups, while thematic analysis was applied to the qualitative data to identify recurring themes and insights regarding students' experiences with the new curriculum.The combination of these methodologies provided a robust framework for evaluating the impact of innovative teaching strategies on English language learning in non-philological domains, ultimately contributing to the development of effective instructional practices tailored to the needs of students in specialized fields. This aligns with the growing body of literature that emphasizes the necessity of adapting language instruction to meet the unique challenges faced by learners in technical and professional disciplines.

Results

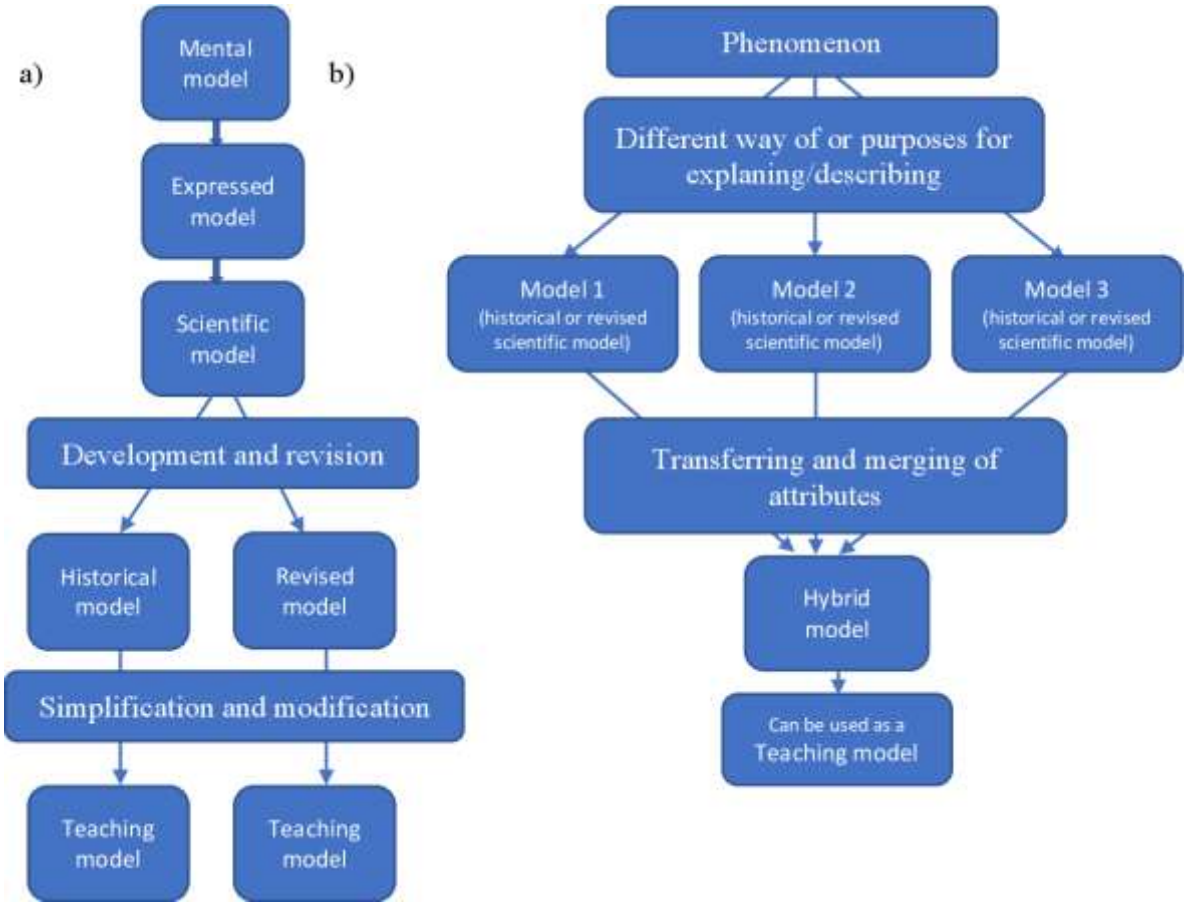
A survey conducted among 160 students from four faculties at Samarkand State University of Architecture and Construction—Construction, Architecture, Construction Management, and Environmental Engineering—provided valuable insights into their experiences with English language learning in non-philological domains. The survey revealed that a majority of students, specifically 38%, found learning English to be not difficult. Additionally, 14% reported having an upper intermediate level of English proficiency, while 3% indicated they had achieved a C1 level. Notably, 35% of participants were also studying German and French, suggesting a multilingual approach to language learning. However, 10% of students expressed that they found it challenging to learn English as a major subject. These findings highlight a generally positive attitude towards English language learning among students, while also indicating areas where further support may be needed, particularly for those who struggle with the language as a core component of their studies. This data can inform curriculum development and teaching strategies tailored to the specific needs of students in these non-philological fields(Fig 1).

Faculty	Number of Students Surveyed
Construction	40
Architecture	40
Construction Management	40
Environmental Engineering	40
Total	160

Fig.1. Students involved in the survey from SamSACU

According to the survey results:

- 38% of the 160 total participants (approximately 61 students) said that learning English is not difficult for them.
- 14% of students (approximately 22 students) know English at the upper intermediate level.
- 3% of students (approximately 5 students) have English proficiency at the C1 level.
- 35% of participants (approximately 56 students) study German and French in addition to English.
- 10% of students (approximately 16 students) said that it is difficult to learn English as a major subject.



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Conclusion

This study has demonstrated that the implementation of task-based language teaching (TBLT) and content and language-integrated learning (CLIL) significantly enhances English language proficiency among students in non-philological domains. The findings reveal that these pedagogical approaches not only improve students' linguistic skills but also foster their ability to apply English effectively in professional contexts, thereby bridging the gap between language learning and real-world application. The implications of this research underscore the necessity for curriculum developers and educators to incorporate these innovative strategies into English language instruction, ensuring that it is tailored to meet the specific needs of learners in specialized fields. By engaging students in meaningful tasks that reflect authentic language use in their respective disciplines, TBLT and CLIL promote active learning and enhance motivation. Furthermore, future research should explore the long-term effectiveness of these methods across a wider range of disciplines and educational settings, as well as investigate the potential for integrating additional technological tools to further enhance the learning experience. Such inquiries will be essential for advancing English language education and preparing students for success in an increasingly interconnected global workforce.As the demand for English proficiency continues to grow in various non-philological domains, adopting TBLT and CLIL approaches will be crucial for developing students' communicative competence and equipping them with the necessary skills for their future careers. By prioritizing task completion and content learning alongside language development,

these methodologies offer a comprehensive and effective framework for teaching English in specialized contexts.

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