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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**TEACHING ENGLISH TO NON-PHILOLOGICAL STUDENTS: CHALLENGES AND
EFFECTIVE PEDAGOGICAL APPROACHES****Mohibonu Gayratjonovna Gulomjonova**

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ABOUT ARTICLE

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Abstract: Teaching English to non-philological students has become increasingly important in the context of globalization and professional communication. Unlike students majoring in linguistics or philology, non-specialists often view English as a supplementary subject, which can negatively affect motivation and learning outcomes. This study aims to identify key challenges in teaching English to non-philological students and to evaluate effective pedagogical strategies that enhance language acquisition. The research adopts a qualitative approach based on classroom observations and analysis of existing literature. The findings indicate that integrating English for Specific Purposes (ESP), task-based learning, and multimedia tools significantly improves students' engagement and communicative competence. The study concludes that a student-centered and context-based approach is essential for successful language instruction in non-philological contexts.

Introduction. In the contemporary globalized landscape, the English as a lingua franca has become an essential medium of interaction across diverse professional domains, including business, science, engineering, and information technology. Its instrumental value extends beyond mere communication, functioning as a gateway to international collaboration, access to

scientific knowledge, and participation in global academic discourse. As a result, higher education institutions increasingly recognize the necessity of integrating English language instruction into non-philological curricula. This growing demand has intensified the need for pedagogically sound and context-sensitive approaches to teaching English to students whose primary specialization lies outside linguistics or language studies. Despite its recognized importance, teaching English to non-philological students presents a number of persistent challenges. One of the most significant issues is the lack of intrinsic motivation among learners, who frequently perceive English as peripheral to their core academic or professional goals. According to Zoltán Dörnyei (2001), motivation is a critical determinant of language acquisition success, and learners who fail to see the relevance of English to their immediate needs often demonstrate lower engagement and reduced learning outcomes. This motivational deficit is further exacerbated by traditional teaching methods that emphasize grammatical accuracy over communicative competence, thereby limiting students' ability to apply language skills in real-life contexts. Furthermore, non-philological students exhibit distinct learning characteristics that differentiate them from their philological counterparts. While students in language-related fields typically pursue comprehensive linguistic competence, including advanced proficiency in grammar, phonology, and discourse analysis, non-specialists prioritize practical language use. Their primary objective is to develop the ability to communicate effectively in professional and academic settings, such as participating in conferences, reading specialized literature, or engaging in workplace communication. This functional orientation aligns closely with the principles of English for Specific Purposes (ESP), as conceptualized by Tom Hutchinson and Alan Waters (1987), which advocates for tailoring language instruction to the specific needs and contexts of learners. In this regard, the adoption of learner-centered and needs-based methodologies becomes imperative. Effective instruction should incorporate authentic materials, task-based learning, and interdisciplinary content that reflects students' fields of study. For instance, engineering students may benefit from analyzing technical manuals or engaging in project-based discussions, while business students might focus on case studies and professional correspondence. Such contextualization not only enhances relevance but also fosters deeper cognitive engagement and skill transfer. Additionally, the integration of modern technologies, including digital platforms, multimedia resources, and virtual learning environments, has the potential to significantly improve the effectiveness of English language teaching. These tools can create interactive and immersive learning experiences, thereby increasing student motivation and facilitating autonomous learning. However, successful implementation requires careful pedagogical planning, adequate teacher training, and

institutional support. The present study, therefore, seeks to examine the multifaceted challenges associated with teaching English to non-philological students and to identify evidence-based strategies that can optimize learning outcomes. By analyzing both theoretical frameworks and practical applications, the research aims to contribute to the development of more effective, adaptive, and learner-oriented approaches in English language education for non-specialist learners.

Methods. This study adopts a qualitative research design, integrating a comprehensive literature review with systematic classroom-based observations in order to ensure both theoretical depth and empirical relevance. The qualitative paradigm is particularly appropriate for this investigation, as it enables an in-depth exploration of learners' attitudes, behaviors, and experiences within authentic educational settings. In the initial phase, a wide range of scholarly sources related to language teaching methodologies, learner motivation, and English for Specific Purposes were critically analyzed to construct a solid theoretical framework. This review facilitated the identification of key pedagogical principles and conceptual foundations relevant to teaching English to non-philological students. In addition to the theoretical analysis, classroom observations were conducted as a primary data collection method. These observations took place in natural instructional environments, allowing for the examination of real-time interactions between teachers and students. Particular attention was paid to students' behavioral patterns, levels of participation, responsiveness to instructional techniques, and their overall communicative performance. The observational process was structured yet flexible, enabling the researcher to capture both anticipated and emergent phenomena related to learner engagement and motivation.

To enhance the validity of the findings, multiple observation sessions were carried out across different groups of non-philological students. This approach ensured a more representative understanding of classroom dynamics and minimized the risk of context-specific bias. Field notes were systematically recorded and later organized into analytical categories, focusing on recurring themes such as student reluctance, active involvement, task completion, and interaction patterns.

The collected data were subsequently analyzed using thematic analysis, a widely recognized qualitative analytical method that facilitates the identification, organization, and interpretation of patterns within data. Following the framework proposed by John W. Creswell (2014), the analysis involved several stages, including data familiarization, initial coding, theme development, and refinement. Through this process, recurrent challenges—such as low motivation, limited participation, and dependence on teacher-centered instruction—were

systematically identified. At the same time, effective teaching practices, including the use of interactive tasks, contextualized materials, and collaborative activities, emerged as key factors contributing to improved learner engagement and communicative competence. This methodological approach provides a nuanced understanding of the complexities involved in teaching English to non-philological students, while also offering empirically grounded insights into pedagogical strategies that can enhance the effectiveness of language instruction in such contexts.

Results. The findings of the present study highlight a set of interrelated challenges that significantly affect the effectiveness of teaching English to non-philological students. Foremost among these is the issue of low learner motivation, which emerged as a critical barrier to successful language acquisition. A considerable proportion of students tend to perceive English as a compulsory academic requirement rather than a valuable professional competence. This perception leads to reduced engagement, minimal effort investment, and a lack of sustained interest in language learning activities. As noted by Robert Gardner (1985), motivation—particularly integrative and instrumental motivation—plays a decisive role in determining the success of second language acquisition. In the observed contexts, instrumental motivation was often underdeveloped due to students' limited awareness of the practical applications of English in their respective fields. Another significant challenge identified in the study is the presence of mixed-ability classrooms. Such heterogeneity complicates instructional planning and delivery, as teachers must simultaneously address the needs of learners with varying levels of linguistic competence. While some students demonstrate difficulties with fundamental grammatical structures and basic vocabulary, others require more advanced communicative practice to further develop fluency and discourse-level skills. This disparity often results in inefficient classroom management, where instruction may be either too simplified for advanced learners or too demanding for those at lower proficiency levels, thereby affecting overall learning outcomes.

Additionally, limited exposure to authentic language input was found to hinder the development of communicative competence. In many instructional settings, students primarily engage with textbook-based materials that lack real-world relevance and linguistic authenticity. This restricted input reduces opportunities for learners to encounter natural language use, including idiomatic expressions, varied discourse patterns, and context-specific vocabulary. Consequently, students often struggle to transfer their classroom knowledge to real-life communication scenarios, particularly in professional or academic environments. Despite these challenges, the study also identifies several effective pedagogical strategies that

can significantly enhance learning outcomes. One of the most impactful approaches is the implementation of English for Specific Purposes (ESP), which tailors language instruction to the specific academic and professional needs of learners. As emphasized by Tony Dudley-Evans and Maggie Jo St John (1998), ESP increases the relevance of language learning by aligning instructional content with students' disciplinary contexts. This alignment fosters greater motivation and facilitates the acquisition of domain-specific vocabulary and communicative skills. Moreover, the integration of task-based learning has proven to be highly effective in promoting active student participation and improving communicative competence. Task-based activities, such as role-plays, simulations, and problem-solving exercises, create meaningful contexts for language use and encourage learners to engage in authentic interaction. According to Rod Ellis (2003), such tasks support the development of fluency and strategic competence by requiring learners to focus on meaning rather than solely on form. Furthermore, the incorporation of multimedia resources, including video materials, digital platforms, and interactive applications, has demonstrated a positive impact on learner engagement. These tools provide exposure to authentic language input and diverse communicative contexts, thereby enhancing both listening comprehension and pragmatic awareness. In addition, multimedia environments often promote autonomous learning, allowing students to access language resources beyond the classroom and at their own pace.

Discussion. The results of the study underscore the critical importance of adopting a learner-centered pedagogical paradigm in teaching English to non-philological students. Within this framework, the role of motivation emerges as a central determinant of successful language acquisition. As emphasized by Zoltán Dörnyei (2001), motivation is not a static trait but a dynamic construct that can be shaped by the learning environment, instructional design, and teacher-student interaction. Consequently, educators must strive to create classroom conditions that are both relevant to students' academic and professional goals and sufficiently engaging to sustain their interest over time. This involves moving beyond traditional teacher-centered models toward approaches that prioritize learner autonomy, interaction, and meaningful communication. The demonstrated effectiveness of English for Specific Purposes (ESP) further reinforces the value of contextualizing language instruction. By aligning course content with students' disciplinary needs, ESP enhances both the perceived relevance and the practical applicability of language learning. This finding is consistent with the foundational principles proposed by Tom Hutchinson and Alan Waters (1987), who highlight the centrality of needs analysis in designing effective language programs. When learners recognize a clear

connection between language tasks and their future professional activities, their level of engagement and investment in the learning process increases significantly.

In addition, the study confirms the pedagogical value of task-based learning as an effective instructional approach. Task-based methodologies emphasize the use of language as a tool for achieving communicative goals, thereby fostering both fluency and functional competence. As argued by David Nunan (2004), meaningful tasks encourage active participation and facilitate the integration of linguistic knowledge with real-world application. Through activities such as simulations, problem-solving tasks, and collaborative projects, students are able to bridge the gap between theoretical understanding and practical language use, which is particularly important for non-philological learners. Moreover, the integration of technology into language instruction addresses one of the most persistent limitations in traditional classrooms—namely, the lack of exposure to authentic language input. Multimedia tools, including video content, interactive platforms, and online communication environments, provide learners with access to diverse linguistic contexts and real-life discourse patterns. These resources not only enhance listening and comprehension skills but also promote learner autonomy by enabling students to engage with language materials beyond the confines of the classroom. In the context of modern education, such digital integration is no longer optional but essential for ensuring the relevance and effectiveness of language teaching practices. The findings of this study confirm that a flexible, adaptive, and innovative instructional approach is necessary to address the specific needs of non-philological students. Rather than relying on a single methodology, educators must adopt an eclectic approach that combines elements of ESP, task-based learning, and technology-enhanced instruction. Such a multidimensional strategy allows for the accommodation of diverse learner profiles, promotes sustained motivation, and ultimately contributes to the development of practical communicative competence in English.

Conclusion. Teaching English to non-philological students necessitates a fundamental reorientation from traditional, form-focused instruction toward a communicative and context-driven pedagogical model. In contrast to grammar-translation approaches, which prioritize linguistic accuracy in isolation, contemporary methodologies emphasize the functional use of language in authentic academic and professional contexts. This shift is particularly relevant for non-specialist learners, whose primary objective is not linguistic mastery per se, but the ability to use English as an effective tool for communication within their respective disciplines.

The integration of English for Specific Purposes (ESP), task-based learning, and multimedia resources has been shown to substantially enhance both learner motivation and overall language proficiency. ESP ensures that instructional content is directly aligned with

students' professional needs, thereby increasing the perceived relevance of language learning. At the same time, task-based learning promotes active engagement by requiring learners to use language purposefully in problem-solving and interactive scenarios. The incorporation of multimedia tools further enriches the learning environment by providing exposure to authentic language input and fostering autonomous learning practices. Together, these approaches create a dynamic and learner-centered framework that supports the development of communicative competence.

Looking ahead, further research is needed to deepen the empirical understanding of these pedagogical innovations. In particular, future studies should adopt experimental and longitudinal research designs to systematically measure the long-term effectiveness of integrated approaches combining ESP, task-based instruction, and technology-enhanced learning. Such studies would provide more robust evidence regarding the sustainability of learning outcomes and the transferability of acquired skills to real-world contexts. Additionally, there is a need to explore emerging technological tools—such as artificial intelligence-driven platforms, virtual and augmented reality environments, and adaptive learning systems—and their potential to further individualize and optimize language instruction. Advancing the field of English language teaching for non-philological students requires not only methodological flexibility but also ongoing research that bridges theory and practice, ensuring that instructional strategies remain responsive to the evolving demands of global communication and professional interaction.

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