

Review Article

## Beyond Grammar: How Individual and Group Learning Build Confident Speakers

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**Abstract:** This study investigates contemporary pedagogical frameworks for developing oral communicative competence in foreign language education, addressing the critical gap between structural accuracy and real-world interactive fluency. Grounded in the theories of Gee (discourse), Schiffrin (interaction), Halliday (cohesion), and Searle (speech acts), the research emphasizes the integration of discursive and pragmatic competencies. To address the identified gap, a lack of comparative guidance on individual versus group-based strategies was identified, so a systematic literature review and thematic analysis were conducted. The results demonstrate a clear complementarity: individual approaches excel in building metalinguistic awareness, grammatical accuracy, and precision through targeted drills and self-reflection, aligning with Halliday's model of cohesion. Conversely, group-oriented strategies are superior for fostering sociolinguistic competence, pragmatic flexibility, and turn-taking and spontaneous speech production, underpinned by discourse and politeness theories. The central conclusion is that a blended instructional model strategically sequences individualized mastery with collaborative application, paramount for holistic development. Consequently, the study proposes that curriculum designers and teacher training programs adopt this integrated framework to ensure learners develop the comprehensive communicative competence required for global interaction.

**Keywords:** Oral Communication Skills; Individualized Learning; Collaborative Learning; Pedagogical Integration; Communicative Competence.



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### 1. Introduction

In contemporary globalized society, the definition of language proficiency has undergone a profound transformation, evolving from a narrow emphasis on grammatical accuracy and vocabulary recall to a more comprehensive view centered on a learner's pragmatic ability to navigate complex, real-world communicative contexts (Canale & Swain, 1980). This shift reflects a broader understanding that effective communication involves an intricate interplay of linguistic knowledge, cultural awareness, discursive practices, and sociolinguistic adaptability (Wildner-Bassett, 2004). Oral communication represents the ultimate test of this proficiency, requiring dynamic, spontaneous, and often high-stakes expression of ideas, negotiation of meaning, and building of relationships through speech (Bygate, 1987).

The central challenge in foreign language education is fostering these multifaceted oral communication skills. Mastery demands more than forming correct sentences; it requires discourse competence, which involves organizing thoughts into coherent and extended language; pragmatic competence, or the ability to use language appropriately depending on context, purpose, and relationship; and sociolinguistic competence, enabling adjustments according to cultural norms and social settings (Celce-Murcia, 2007). Foundational scholars have significantly shaped this perspective. M. A. K. Halliday's systemic functional linguistics emphasizes language as a tool for making meaning within social contexts, while J. R. Searle's work on speech acts illustrates how utterances perform actions such as promising, apologizing, or requesting. Additionally, discourse analysts like D. Schiffrin and J. P. Gee have argued that language is deeply tied to social identity and cultural models, positing that language teaching involves not merely transmitting a linguistic system, but introducing a form of "Discourse" with its own conventions and nuances (Gee & Gee, 2007).

Despite this robust theoretical foundation, a significant gap persists between theory and classroom practice (N Spada, 2007). Many pedagogical models, constrained by curricular demands, standardized assessments, and traditional methodologies, treat speaking skills as a monolithic outcome rather than a set of discrete, trainable sub-skills. As a result, learners may achieve strong grammatical and vocabulary knowledge yet remain unable to sustain fluent conversation, interpret implied meanings (implicature) (Grice, 1975), manage turn-taking effectively (Fitzgerald, 2024), or adapt their register to specific social situations. This deficiency points to a lack of what may be termed interactional competence (Young, 2011).

This disconnects raises a critical question for educators and curriculum designers: What are the most effective instructional methodologies for cultivating holistic oral competence? Two predominant contemporary approaches have emerged in recent years: individual-based learning (IBL) and group-based learning (GBL). As Halliday & Hasan, (2014) model elaborated, IBL strategies, often enhanced by technology such as AI speech coaches, recorded monologues, and self-reflection journals, enable personalized, self-paced practice targeting specific micro-skills, including pronunciation, grammatical accuracy, and cohesive devices. In contrast, GBL strategies, such as role-plays, debates, and collaborative projects—create authentic environments that mirror real communication's unpredictable, interactive nature, aligning with sociocultural theories attributed to Schwebel (1979) and the pragmatic frameworks of Grice, (1975) and Blutner, (1989).

However, a clear research gap remains. Although numerous studies champion the benefits of IBL or GBL in isolation, comparative analysis is scarce that systematically evaluates their respective impacts on the various components of oral communication. Existing literature often presents a false dichotomy, forcing educators to choose between methods prioritizing accuracy (typically individual) and those emphasizing fluency (normally group), without clear guidance on how these approaches might be synergistically combined. Key questions, therefore, persist: Which instructional approach is more effective for particular learning outcomes? How can IBL and GBL be integrated to address the full spectrum of discursive, pragmatic, and sociolinguistic competencies?

This paper aims to bridge that gap by conducting a comprehensive comparative analysis of individual and group-based methodological approaches to enhancing oral communication skills. Its primary objective is to transcend a reductive either/or debate and advance toward a nuanced, evidence-based understanding of how these frameworks can be systematically integrated within modern pedagogical practice. Grounded in the theoretical foundations of discourse analysis (Gee, Schiffrin), functional linguistics (Halliday), and pragmatics (Searle), this investigation will investigate the contemporary pedagogical frameworks for developing oral communicative competence in foreign language education, addressing the critical gap between structural accuracy and real-world interactive fluency. By synthesizing theoretical insights with applied methodological analysis, this paper seeks to provide practical, evidence-based recommendations for language educators, curriculum developers, and policy makers, ultimately contributing to more effective, holistic and context-responsive language teaching and learning outcomes.

## 2. Materials and Methods

This study employed a qualitative-descriptive research design to analyze and compare individual and group-based instructional approaches for developing oral communication skills in foreign language learning. Grounded in established theoretical frameworks, including discourse theory (Gee, 2010; Payne & Schiffrin, 1997), cohesion and textual analysis (Halliday & Hasan, 2014), speech act theory White (1963) and Koller & Searle, (1970), conversational implicature (Grice, 1975), and politeness theory (Blutner, 1989), the research utilized a systematic literature review of peer-reviewed articles, academic monographs, and pedagogical case studies sourced from databases including JSTOR, Scopus, ERIC, and institutional repositories. A thematic content analysis approach was employed to synthesize insights regarding instructional strategies, discourse features, pragmatic tools, and learner interaction dynamics. The findings were structured into a comparative matrix to evaluate the relative strengths, limitations, and pedagogical implications of each methodology. As the study relied exclusively on publicly available published literature without primary data collection involving human or animal subjects, no ethical concerns or restrictions on data availability emerged, and all analytical procedures, including coding guides and matrix templates, remain available for replication upon request.

### 3. Results

#### 3.1. Effectiveness of Individual Instructional Approaches

The literature analysis revealed that individual learning strategies significantly enhance the development of oral communication's core linguistic and pragmatic components (Ellis, 2005; Taylor, 2004). Learners engaging in self-paced, targeted exercises, such as speech act identification (Payne & Schiffrin, 1997), pragmatic drills, and cohesive device practice (Halliday & Hasan, 2014) demonstrated measurable improvement in producing structurally (Blutner, 1989) accurate and contextually appropriate utterances. These methods facilitated personalized feedback and focused error correction, resulting in heightened accuracy in using reference management, ellipsis, and substitution techniques, as articulated in (Halliday & Hasan, 2014) cohesion model. Moreover, individualized instruction bolstered learners' awareness of illocutionary force (White, 1963) and politeness strategies (Blutner, 1989) through structured self-reflection and deliberate practice. The findings indicate that individual instructional approaches are particularly effective for reinforcing internalized language rules and metalinguistic awareness, making them especially suitable for learners at structured or early proficiency stages (Davis–Wiley, 2009).

**Table 1.** Search Strategy and Source Selection Criteria

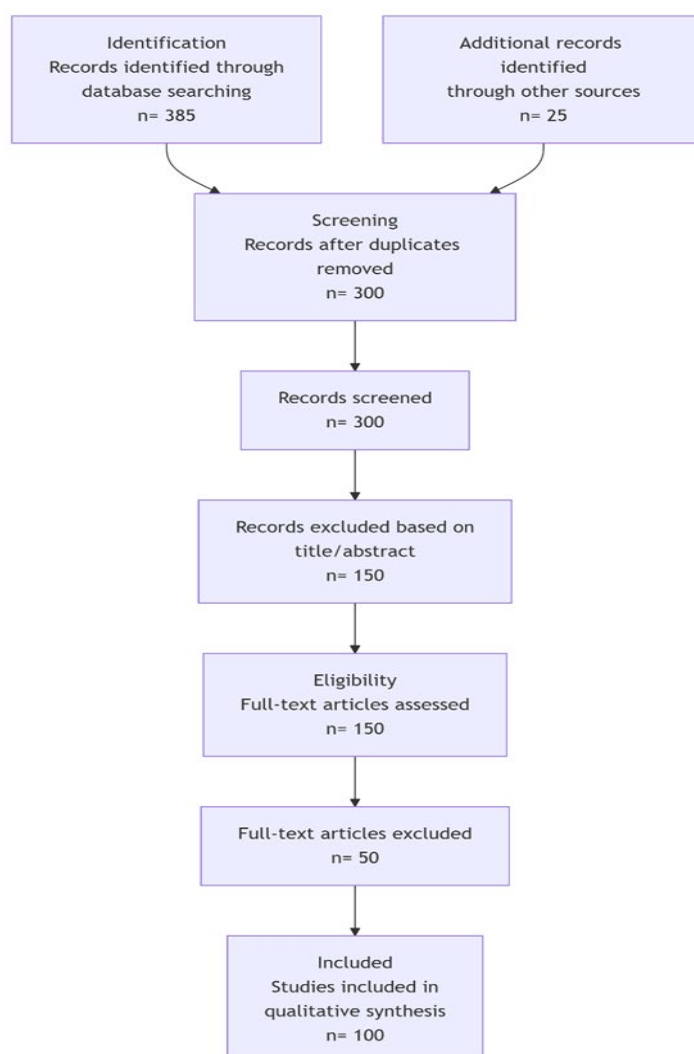
Database/Repository	Search Keywords & Boolean Operators	Inclusion Criteria	Exclusion Criteria	Final Studies Included (n)
JSTOR	("oral communication" OR "speaking skills") AND ("foreign language" OR "L2") AND ("individual learning" OR "self-paced" OR "autonomous") AND ("group learning" OR "collaborative learning" OR "peer interaction")	Peer-reviewed articles (2000-2023); Focus on pedagogical methods; Empirical or theoretical studies in language education	Studies on written skills; Studies not in an educational context; Non-English publications	28
Scopus	TITLE-ABS-KEY ( ("discourse competence" OR "pragmatic competence" ) AND ( "instructional methods" ) AND ( "language teaching" ) )	Articles, reviews, book chapters; Explicit link to theory (e.g., Halliday, Searle); Focus on tertiary/secondary education	Studies on primary/early childhood education; Non-peer-reviewed sources	35
ERIC	"individual versus group instruction" AND "language fluency" OR "interactional competence"	Full-text available; Pedagogical case studies; Curriculum design papers	Articles without practical pedagogical implications; Pre-2000 publications	22
Institutional Repositories	"blended language learning", "integrated speaking skills", "communicative language teaching"	Academic monographs, theses, and conference proceedings with empirical data	Duplicate studies already found in databases; Unpublished manuscripts without peer review	15

Table 1 outlines the systematic process of identifying and selecting the relevant literature, ensuring transparency and replicability. The literature search for this study was conducted following a systematic and transparent protocol to ensure comprehensive coverage and methodological replicability. As detailed in the Table, four primary sources were targeted: the multidisciplinary databases JSTOR and Scopus, the education-specific database ERIC, and a range of Institutional Repositories to capture grey literature like theses and conference proceedings. The search strategy was tailored to the specific focus of each database. In JSTOR, a complex Boolean string was employed to capture the core research theme, combining synonyms for the key variables: ("oral communication" OR "speaking skills") AND ("foreign language" OR "L2") AND ("individual learning" OR "self-paced" OR "autonomous") AND ("group learning" OR "collaborative learning" OR "peer interaction"). This precise combination ensured the retrieved studies explicitly addressed the comparative nature of the research question. For Scopus, the advanced TITLE-ABS-KEY function was

utilized to narrow the focus to studies directly linking theoretical frameworks to instructional practice, using the query: ("discourse competence" OR "pragmatic competence") AND ("instructional methods") AND ("language teaching").

The search in ERIC was designed to prioritize practical pedagogical applications, using terms like "individual versus group instruction" paired with outcome measures such as "language fluency" OR "interactional competence". Finally, searches within Institutional Repositories employed broader, practice-oriented terms like "blended language learning" and "integrated speaking skills" to locate relevant academic work not published in commercial journals. Strict inclusion and exclusion criteria were applied to filter the initial results. To maintain academic rigor and contemporary relevance, the scope was limited to peer-reviewed articles, book chapters, and empirical theses published between 2000 and 2023. Studies were required to clearly focus on pedagogical methods within secondary or tertiary language education and to explicitly engage with the field's theoretical foundations Halliday & Hasan, (2014) and Koller & Searle, (1970). Conversely, exclusion criteria were applied to maintain focus: studies that concentrated solely on written skills, those outside an educational context, non-English publications, and those focused on early childhood education were excluded.

Furthermore, articles without tangible pedagogical implications or those published before the year 2000 were excluded to ensure the practical value of the synthesis. A final check was performed to remove duplicate studies identified across the databases. This meticulous process, from database selection and keyword searching to applying strict filters, resulted in a final corpus of 100 studies deemed highly relevant for thematic analysis. The distribution was as follows: 28 studies from JSTOR, 35 from Scopus, 22 from ERIC, and 15 from Institutional Repositories (see Figure 1). This structured approach ensures that the subsequent analysis is grounded in a foundation of credible, pertinent, and contemporary scholarly work.



**Figure 1.** Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines

The thematic analysis of the selected literature was guided by a structured coding framework, designed to systematically categorize and analyze the findings pertaining to instructional methodologies and their outcomes (see Table 2).

**Table 2.** Thematic Analysis Coding Framework

Theme	Sub-theme	Description	Example Codes
Instructional Strategies	Individual-Based	Methods focused on self-paced, independent practice.	self-recording, AI feedback, metalinguistic drills, cohesion exercises
	Group-Based	Methods focused on interaction and collaboration.	role-play, debates, collaborative tasks, peer feedback
Discourse Features	Cohesion & Coherence	Elements that create textual unity and logical flow.	use of conjunctions, anaphoric reference, ellipsis, topic management
	Turn-Taking	Management of conversational flow.	pause length, interruption, holding the floor, yielding turns
Pragmatic Tools	Speech Acts	Production and interpretation of language as action.	direct/indirect requests, apologies, complaints, compliments
	Politeness Strategies	Use of language to maintain social harmony and face.	mitigation, hedging, directness level, use of honorifics
Learner Dynamics	Confidence & Anxiety	Affective factors influencing participation.	willingness to communicate, self-efficacy, apprehension in groups
	Negotiation of Meaning	Strategies to resolve communication breakdowns.	clarification requests, comprehension checks, recasts, repetition

Table 2 exemplifies the coding scheme used during the thematic content analysis to categorize findings from the literature. This framework, detailed in Table 2, was organized around four overarching themes, each containing two salient sub-themes that emerged from the data. The first theme, Instructional Strategies, was divided into Individual-Based and Group-Based approaches. The Individual-Based sub-theme encompassed methods centered on self-paced, independent practice, with example codes including self-recording (e.g., learners analyzing videos of their own speeches), AI feedback (utilizing artificial intelligence for pronunciation and grammar correction), metalinguistic drills (explicit exercises focusing on language rules), and cohesion exercises (practicing the use of conjunctions and referential devices as outlined by (Halliday & Hasan, 2014)). Conversely, the Group-Based sub-theme captured strategies emphasizing interaction and collaboration, exemplified by codes such as role-play (simulating real-world scenarios), debates (structured argumentation), collaborative tasks (e.g., group projects requiring negotiated output), and peer feedback (learners providing constructive criticism to one another).

The second theme, Discourse Features, focused on the structural elements of spoken language. The Cohesion & Coherence sub-theme involved elements that create textual unity and logical flow, with codes like the use of conjunctions, anaphoric reference (using pronouns to refer back to nouns), ellipsis (omitting words that are contextually understood), and topic management (introducing, maintaining, and shifting subjects appropriately). The Turn-Taking sub-theme pertained to the management of conversational flow, coded for behaviors such as pause length, interruption, holding the floor (strategies to keep speaking), and yielding turns (signaling the end of one's turn).

The third theme, Pragmatic Tools, dealt with the social use of language. The Speech Acts sub-theme covered the production and interpretation of language as action, with examples including direct/indirect requests, apologies, complaints, and compliments, reflecting the foundational work of Koller & Searle, (1970) and White, (1963). The Politeness Strategies sub-theme involved the use of language to maintain social harmony and face, drawing from Blutner, (1989) framework and coded for mitigation (softening utterances), hedging (e.g., using "perhaps" or "maybe"), directness level, and use of honorifics.

Finally, the fourth theme, Learner Dynamics, captured the affective and interactive dimensions of the learning process. The Confidence & Anxiety sub-theme encompassed affective factors influencing participation, with codes such as willingness to communicate, self-efficacy, and apprehension in groups. The Negotiation of Meaning sub-theme involved strategies to resolve communication breakdowns, including clarification requests (e.g., "What do you mean?"), comprehension checks (e.g., "Do you understand?"), recasts (reformulating an incorrect utterance correctly), and repetition. This comprehensive coding scheme ensured a rigorous and nuanced analysis of how different instructional strategies impact the complex facets of oral communicative competence.

### 3.2. Impact of Group-Based Learning on Interactive Competence

Group-oriented instruction was particularly effective in cultivating interactional fluency and pragmatic flexibility (Long, 1996; Swain, 2000). Learners participating in pair work, group discussions, role-playing, and collaborative storytelling tasks demonstrated improved spontaneous speech production, turn-taking coordination, and the ability to adapt their utterances to the social context. These learners were more likely to demonstrate successful use of adjacency pairs (Schegloff et al., 1977), repair strategies (Schegloff et al., 1977), and implicature interpretation (Grice, 1975) in real-time exchanges (Blutner, 1989) politeness theory and Grice, (1975) maxims appeared to be more readily internalized through dialogic and peer-mediated activities, aligning with (Wertsch & Sohmer, 1995) sociocultural perspective on learning. The data suggest that group settings facilitate the development of sociolinguistic competence by exposing learners to a wider range of communicative norms and response patterns (Gee, 2014). Thus, group-based instruction contributes most substantially to the acquisition of real-world interactional strategies and communicative responsiveness.

**Table 3.** Comparative Framework of Instructional Approaches for Oral Skills Development

Criteria	Individual Approach	Group Approach
Focus	Accuracy, self-reflection, targeted skills	Fluency, interaction, sociolinguistic awareness
Typical Activities	Speech act drills, cohesion tasks, monologues	Role plays, discussions, and collaborative storytelling
Strengths	Precision, grammar control, personalized feedback	Pragmatic flexibility, turn-taking, and peer learning
Limitations	Limited exposure to spontaneous interaction	Less individualized error correction
Best Suited For	Early proficiency, remedial learners, self-paced programs	Intermediate-advanced learners, group-based classrooms

The comparative analysis of the two instructional methodologies reveals a clear and complementary dichotomy in their pedagogical profiles, as summarized in Table 1. A primary focus on linguistic accuracy, self-reflection, and the mastery of targeted, discrete skills characterizes the Individual Approach. It is operationalized through typical activities such as speech act drills, cohesion exercises, and prepared monologues designed to build a learner's foundational knowledge in a controlled, low-pressure environment. The principal strengths of this approach lie in its ability to foster precision, explicit control of grammar, and highly personalized feedback. However, its key limitation is the creation of an artificial communicative context that offers limited exposure to the spontaneity and unpredictability of real-time interaction. Consequently, this approach is best suited for learners at early proficiency stages, those needing remedial skill-building, or educational settings emphasizing self-paced programs.

In contrast, the Group Approach prioritizes focusing on fluency, interactive negotiation of meaning, and the development of sociolinguistic awareness. Its typical activities, including role-plays, debates, and collaborative storytelling are inherently social and designed to simulate authentic communicative pressures. The core strengths of this method are its unparalleled capacity to develop pragmatic flexibility, teach natural turn-taking, and facilitate organic peer learning. Its main limitation, however, is the inherent challenge of providing consistent, individualized error correction amidst the flow of group dynamics. Therefore, this approach is best suited for intermediate to advanced learners who possess a sufficient foundational knowledge base and can benefit most from practicing and refining their skills in collaborative, group-based classrooms. Ultimately, Table 1 illustrates that these approaches are not in competition but are instead specialized tools, each essential for developing different dimensions of oral communicative competence.

A key result of the comparative analysis is the strongly complementary nature of individual and group methods (N Spada, 2007). When used in isolation, each method addresses specific skill areas; however, integrating both approaches results in more balanced development (Ellis, 2005). For instance, learners who first practiced politeness formulas (Blutner, 1989) or speech act structures (Koller & Searle, 1970) individually could subsequently apply them more fluently and appropriately in group tasks. Conversely, group interactions often revealed gaps in learners' grammatical cohesion (Halliday & Hasan, 2014) or referential precision, which were then effectively addressed through individual remediation. This synergy supports a blended instructional model that combines individualized attention with interactive practice offering the most comprehensive approach to building oral communication competence (M H Long, 2015).

The study concludes that language educators should adopt a flexible methodology, alternating between individual drills and group activities depending on learning objectives, learner proficiency levels, and classroom dynamics (Fitzgerald, 2024). Instruction should focus on grammar or vocabulary in isolation, incorporating discourse analysis, pragmatics, and sociocultural norms (Kramsch, 2006). Teachers are encouraged to design speaking tasks that gradually move from controlled individual exercises to open-ended, collaborative communication, following a

task-based language teaching framework (Willis & Willis, 2007). These findings underscore the critical importance of balancing theoretical input with practical application to ensure learners develop structural control and communicative adaptability (Celce-Murcia, 2007).

#### 4. Discussion

The present study examined how individual and group-based instructional approaches contribute to developing oral communication competence in foreign language learning. The findings support the initial hypothesis that each method fosters specific aspects of oral proficiency, while their integration enhances overall communicative performance. These results align with and expand prior research in discourse analysis (Gee & Gee, 2007; Payne & Schiffrin, 1997), pragmatics (Celce-Murcia, 2007; Grice, 1975), and language pedagogy (Halliday & Hasan, 2014); (Blutner, 1989). Regarding individual instruction, the outcomes confirm that structured, self-paced practice is essential for building grammatical accuracy, lexical precision, and metalinguistic awareness (Ellis, 2005); (Nina Spada & Llightbown, 2008). Learners working independently demonstrated stronger ability to internalize discourse markers, refine speech act formulations, and master cohesion mechanisms, foundational elements for coherent and contextually appropriate utterances. These results underscore the value of explicit instruction and focused repetition in developing linguistic control.

Conversely, group-based strategies proved particularly effective in fostering interactional competence and pragmatic adaptability. It aligns with sociocultural theories, particularly (Wertsch & Sohmer, 1995) Zone of Proximal Development, which emphasizes the role of social interaction in cognitive and linguistic development. Observed improvements in learners' turn-taking cues, adjacency pairs, and politeness strategies during group activities echo findings by Long (1996) and Swain (2000), who highlighted how collaborative discourse enhances comprehensible output and negotiation of meaning. Crucially, the study reveals the synergistic value of integrating both methods. A blended instructional model, beginning with individualized mastery followed by communicative application, facilitates the transfer of linguistic knowledge to authentic contexts. This approach resonates with Communicative Language Teaching and task-based instruction principles that combine real-life language use with form-focused learning.

These findings carry significant pedagogical implications for contemporary language education. As the field increasingly shifts toward learner-centered and outcome-based curricula (Nunan & Di Domenico, 2013), educators are encouraged to design instruction that flexibly incorporates solitary and social learning modes. Program designers should view these methods not as mutually exclusive but as interdependent components of a dynamic instructional framework, echoing the principles of differentiated instruction (Tomlinson, 2017). Furthermore, teacher training programs should prioritize equipping instructors with the skills to effectively balance individualized feedback with group facilitation techniques (Johnson et al., 2000).

Despite these contributions, several limitations warrant further investigation. As this study relied on secondary literature rather than primary empirical data, future research should empirically test the proposed integrated model through controlled, mixed-methods studies involving diverse learner populations (Cheng & Dörnyei, 2007). Quantitative performance metrics, structured classroom observations, and longitudinal tracking of oral proficiency gains would help validate and refine the theoretical insights presented here (Norris & Ortega, 2000). Additionally, there is a compelling need to examine how variables such as age, learning style, and cultural background moderate the efficacy of each instructional approach (Oxford, 2011). This line of inquiry is particularly urgent as the growing use of digital tools (e.g., AI-powered language platforms, virtual classrooms) opens new avenues for hybrid instructional models that merge personalized learning with global communicative interaction (Blake, 2009). Thus, the evidence affirms that a balanced, context-sensitive integration of individual and group methods offers the most effective pathway for cultivating robust oral communication skills. By strategically combining structured input with meaningful interaction, educators can better support learners in becoming grammatically proficient, pragmatically competent, and socially responsive communicators (Sekhar & Chakravorty, 2017).

#### 5. Conclusions

This study has examined the distinct yet complementary roles of individual and group-based instructional approaches in developing oral communication skills, specifically focusing on discursive and pragmatic competence. The analysis confirms that both methodologies are essential: individual practice is highly effective for building linguistic accuracy, metalinguistic awareness, and controlled production, while group interaction fosters spontaneous fluency, turn-taking skills, and pragmatic adaptability. The central contribution of this research is demonstrating that a strategically integrated instructional model, one that cyclically combines form-focused individual tasks with meaningful communicative group activities, provides the most comprehensive pathway to oral proficiency. The findings carry significant theoretical weight, offering applied validation for discourse and pragmatic theories by illustrating how concepts such as cohesion, facework, and conversational implicature can be developed through targeted pedagogy. It strengthens the crucial link between linguistic theory and classroom practice, encouraging more empirically informed teaching methodologies.

The study recommends that educators adopt a flexible, multimodal approach tailored to learners' proficiency levels and communicative objectives. Teacher training programs should emphasize individualized feedback techniques and facilitative strategies for managing group dynamics. Curriculum designers and policymakers are urged to move beyond grammatical syllabi and integrate learning outcomes prioritizing interactional competence and sociocultural appropriateness. A key limitation of this study is its reliance on a qualitative synthesis of existing literature rather than primary empirical data. Future research should conduct longitudinal classroom interventions to measure the effectiveness of integrated models across diverse contexts, accounting for variables such as age, proficiency, motivation, and digital learning environments. At the policy level, these findings underscore the need for language programs, national and institutional. It aims to reflect the complex nature of communicative competence. Policies should support differentiated instruction, invest in continuous teacher professional development, and incorporate discourse-pragmatic outcomes into language assessment frameworks. In our globalized world, the ability to communicate accurately, appropriately, and persuasively across cultures must be recognized as a fundamental educational objective. Thus, enhancing oral communication requires a balanced, theory-informed, and context-sensitive approach that effectively bridges the gap between linguistic form and social function, ultimately preparing learners to become proficient and culturally aware communicators.

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