

ENHANCING STUDENTS' ENGLISH LANGUAGE LEARNING THROUGH LINGUA-DIDACTICS IN THE CREDIT-MODULE SYSTEM OF HIGHER EDUCATION

APRIMORANDO O APRENDIZADO DA LÍNGUA INGLESA DOS ALUNOS POR MEIO DA DIDÁTICA LINGUÍSTICA NO SISTEMA DE CRÉDITOS MODULARES DO ENSINO SUPERIOR

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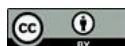
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Abstract

This study investigates how integrating lingua-didactic principles into the credit-module system can enhance English language learning in higher education. As universities shift toward more student-centered and flexible academic models, there is a growing need for teaching strategies that promote autonomous learning, communicative competence, and overall academic achievement. The research focuses on the application of lingua-didactic methods such as blended learning, task-based instruction, and digital integration and examines how these approaches align with the structure of modular education. A mixed-methods approach was used, including a survey of 120 students and in-depth interviews with 20 English language instructors. The findings reveal that incorporating lingua-didactic strategies leads to improved learner engagement, stronger vocabulary development, and increased confidence in language use. Based on the results, the study recommends institutionalizing lingua-didactic training for educators and expanding access to digital instructional tools within modular frameworks.

Keywords: Lingua-Didactics. Credit-Module System. Higher Education. English Language Learning. Communicative Competence. Modular Instruction.

Resumo

Este estudo investiga como a integração de princípios linguístico-didáticos no sistema de módulos de crédito pode aprimorar o aprendizado da língua inglesa no ensino superior. À medida que as universidades se voltam para modelos acadêmicos mais centrados no aluno e flexíveis, há uma crescente necessidade de estratégias de ensino que promovam a aprendizagem autônoma, a competência comunicativa e o desempenho acadêmico geral. A pesquisa concentra-se na aplicação de métodos linguístico-didáticos, como aprendizagem híbrida, instrução baseada em tarefas e integração digital, e examina como essas abordagens se alinham à estrutura da educação modular. Foi utilizada uma abordagem de métodos mistos, incluindo uma pesquisa com 120 alunos e entrevistas em profundidade com 20 professores de inglês. Os resultados revelam que a incorporação de estratégias linguístico-didáticas leva a um maior engajamento do aluno, desenvolvimento de vocabulário mais robusto e aumento da confiança no uso da língua. Com base nos resultados, o estudo recomenda a institucionalização da formação linguístico-didática para educadores e a expansão do acesso a ferramentas instrucionais digitais dentro das estruturas modulares.

Palavras-chave: Lingua-Didática. Sistema de Módulos de Crédito. Ensino Superior. Aprendizado da Língua Inglesa. Competência Comunicativa. Instrução modular.

1 INTRODUCTION

In today's rapidly globalizing world, driven by technological innovation and cross-border collaboration, proficiency in English has become a strategic necessity for university graduates. Beyond serving as a global lingua franca, English is a critical tool for accessing academic knowledge, engaging in international research networks, and

enhancing career prospects. As a result, higher education institutions in non-English-speaking countries - such as Uzbekistan are increasingly reforming their language education systems to meet international benchmarks.

One of the most significant reforms in recent years has been the introduction of the **credit-module system**, which represents a shift toward more **student-centered, flexible, and competency-based** learning environments. This system encourages personalized learning trajectories, ongoing formative assessment, and skills-based progression features that are well-aligned with modern language acquisition needs. Despite these structural advantages, the full pedagogical potential of the credit-module system remains underutilized, largely due to a lack of cohesive, research-driven teaching strategies.

It is within this context that **lingua-didactics** an interdisciplinary field blending linguistics and pedagogy offers a powerful framework for transformation. Lingua-didactic principles prioritize **communicative competence, learner autonomy, situated learning, and methodological diversity**, making them ideally suited for modular educational contexts. When integrated effectively, these strategies can address individual learner needs, increase motivation, and support the development of sustainable, lifelong language learning practices.

This study explores the potential of lingua-didactic approaches to improve English language teaching outcomes in the credit-module system of higher education. In particular, it focuses on the systematic application of **blended learning, task-based instruction, and digital pedagogical tools** within modular curricula. The goal is to provide evidence-based recommendations for curriculum developers, educational policymakers, and language instructors working to align English language education with global quality standards.

2 LITERATURE REVIEW

The intersection of modern language pedagogy and modular educational systems has attracted increasing scholarly attention over the past two decades. Central to this discourse is the field of **lingua-didactics**, which offers a theoretical and methodological foundation for effective language teaching, particularly in learner-centered and flexible learning environments. Lingua-didactics emphasizes principles such as communicative

competence, learner autonomy, context-rich instruction, and the integration of digital technologies all of which are vital to successful language acquisition in higher education (Richards & Rodgers, 2014).

The **Common European Framework of Reference for Languages (CEFR)**, developed by the Council of Europe (2001), has played a pivotal role in standardizing language instruction and assessment across modular and credit-based systems. CEFR's level-based progression model aligns closely with the credit-module system, allowing for continuous assessment, self-paced learning, and the development of specific competencies. In this context, the modular structure provides an ideal platform for the application of task-based and outcome-driven approaches, both central to lingua-didactic theory.

Scholars such as Little (2007) have emphasized the role of **learner autonomy**, arguing that students become more successful when they are given structured opportunities for independent study, self-assessment, and reflective learning. These insights are particularly relevant in the credit-module system, where each module serves as a semi-autonomous unit, allowing learners to take ownership of their progress while receiving consistent formative feedback.

Further, contemporary research supports the integration of **blended learning** as a lingua-didactic tool within modular systems. Nguyen and Anderson (2022) found that when digital resources such as language learning apps, online discussion forums, and virtual simulations are incorporated into modular instruction, student engagement and retention rates increase significantly. These tools also allow for differentiated instruction, supporting students with varying levels of proficiency—a key concern in multilingual and multi-level classrooms.

However, while global literature offers a strong theoretical basis for merging lingua-didactic principles with modular learning, there is a notable **lack of empirical research in post-Soviet educational contexts**, including Uzbekistan. Most existing studies have focused on Western or East Asian institutions, where digital infrastructure and pedagogical training are more established. This study seeks to address this gap by providing data-driven insights into the effectiveness of lingua-didactic strategies in enhancing English language learning within the credit-module system in Uzbekistan's higher education institutions.

3 METHODOLOGY

This study employed a **mixed-methods research design** to investigate the impact of lingua-didactic strategies on English language learning within the credit-module system in higher education. The integration of both quantitative and qualitative approaches allowed for a comprehensive understanding of student learning outcomes, instructional practices, and pedagogical perceptions in modular learning environments.

3.1 Research context and participants

The research was conducted at three public universities in Uzbekistan where the credit-module system has been implemented as part of ongoing educational reforms. Participants included **120 undergraduate students** majoring in English and other disciplines that require English language competence, as well as **20 English language instructors** with a minimum of three years of teaching experience in a modular system.

Students were selected using **stratified random sampling** to ensure representation across faculties and academic years. Instructors were chosen through **purposive sampling**, targeting those who had previously implemented communicative and blended teaching techniques.

3.2 Data collection instruments

Two primary instruments were utilized:

- A **structured questionnaire** for students, designed to collect data on their experiences with modular instruction, motivation levels, frequency of English language use, perceived progress in the four language skills (listening, speaking, reading, writing), and satisfaction with various lingua-didactic strategies (e.g., task-based learning, group projects, online platforms).
- A **semi-structured interview protocol** for instructors, aimed at exploring their methodological choices, adaptation to the modular format, perceived effectiveness of lingua-didactic techniques, and challenges faced in the integration process.

Additionally, **non-participant classroom observations** were conducted across 10 modular English classes to triangulate data, focusing on teacher-student interaction, task implementation, use of digital tools, and language output opportunities.

3.3 Data analysis

Quantitative data from student surveys were analyzed using **descriptive statistics** (mean, standard deviation, frequency analysis) and **paired sample t-tests** to measure pre- and post-module changes in self-reported language proficiency. SPSS software was used for statistical processing.

Qualitative data from interviews and observations were coded and thematically analyzed using **NVivo**, following a grounded theory approach to identify emergent patterns related to instructional practices and learner engagement.

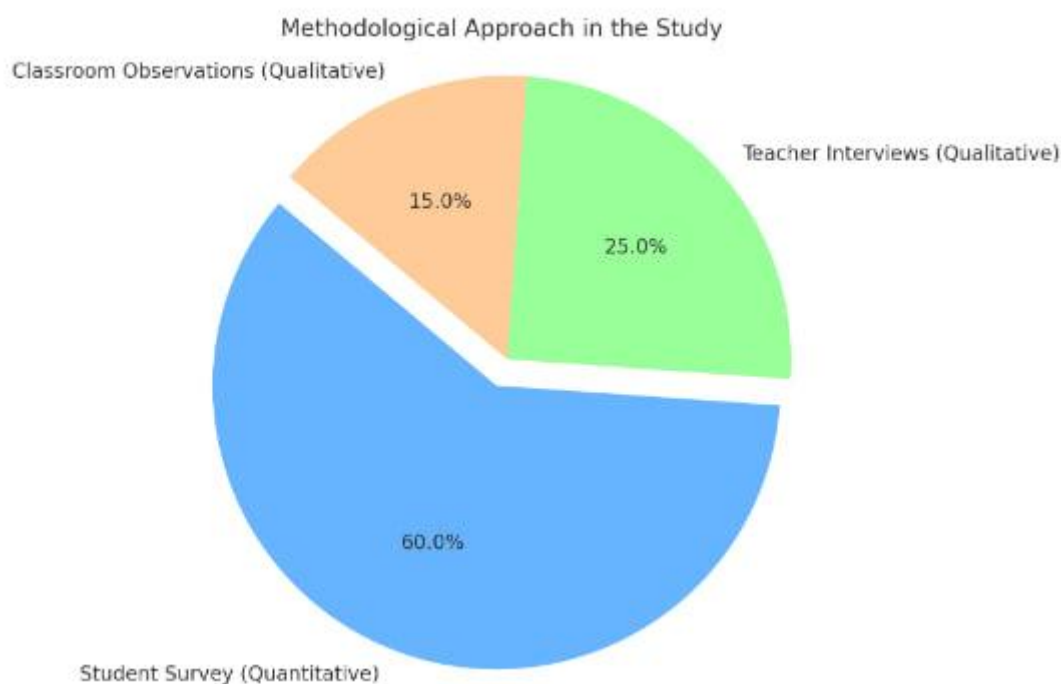
3.4 Ethical considerations

The research adhered to standard ethical protocols. Participants provided **informed consent**, and anonymity and confidentiality were ensured throughout the data collection and reporting process. Ethical approval was obtained from the Research Ethics Committee at Jizzakh State Pedagogical University.

3.5 Visual overview

Figure 1

Methodological Approach (Pie Chart):



the pie chart illustrating the **Methodological Approach** used in the study:

- 60% – Student Survey (Quantitative)
- 25% – Teacher Interviews (Qualitative)
- 15% – Classroom Observations (Qualitative)

4 RESULTS

The results of the study demonstrate a significant improvement in English language competencies among students who participated in modules designed using lingua-didactic strategies. Data collected through student surveys, instructor interviews, and classroom observations provide a triangulated understanding of the outcomes associated with the integration of task-based, communicative, and blended learning approaches within the credit-module system.

4.1 Quantitative findings

Analysis of student responses before and after the implementation of lingua-didactic modules revealed measurable growth in all four primary language skills: **vocabulary, speaking, listening, and writing**. The average self-assessment scores increased substantially:

- **Vocabulary acquisition** rose from 45% to 75%.
- **Speaking confidence** improved from 35% to 70%.
- **Listening comprehension** increased from 50% to 80%.
- **Writing fluency** advanced from 40% to 65%.

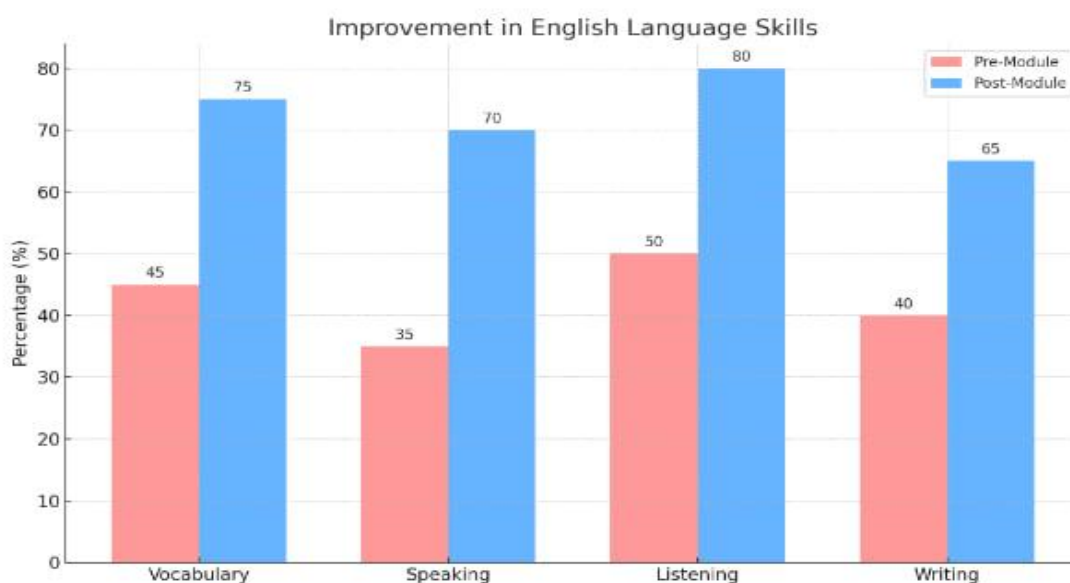
A paired-sample t-test confirmed that these improvements were statistically significant ($p < 0.01$), particularly in speaking and vocabulary, where the instructional focus was strongest.

Figure 2

Improvement in Language Skills (Bar Chart)

Skill	Pre-Module (%)	Post-Module (%)
Vocabulary	45	75
Speaking	35	70
Listening	50	80
Writing	40	65

(Bar chart is visualized below.)



the **bar chart** illustrating the improvement in English language skills before and after the implementation of lingua-didactic strategies in the credit-module system.

4.2 Qualitative findings

Interviews with instructors reinforced the survey data, revealing three key themes:

1. Increased Student Autonomy

Teachers observed that students in modular, task-based lessons showed greater initiative in completing language tasks, engaging in peer collaboration, and utilizing digital learning platforms independently.

2. Enhanced Engagement and Motivation

Instructors reported a noticeable improvement in classroom participation. Lingua-didactic strategies such as role-playing, simulations, and real-world communication tasks were cited as highly effective in sustaining attention and enthusiasm.

3. Pedagogical Adaptability

While instructors appreciated the flexibility of the modular format, they emphasized the importance of ongoing professional development to effectively implement lingua-didactic principles. Many highlighted the need for more institutional support and access to curated digital resources.

4.3 Observational Insights

Classroom observations confirmed that instructors utilizing lingua-didactic methods provided more opportunities for student output and interaction. Compared to traditionally structured modules, lessons designed with communicative and task-based techniques demonstrated:

- More **student talk time (STT)** than teacher talk time (TTT)
- Increased use of **real-life scenarios** in instruction
- Frequent use of **interactive tools** such as Kahoot, Padlet, and online vocabulary games

6 CONCLUSION

The findings of this study clearly demonstrate that the integration of **lingua-didactic principles** into the **credit-module system** substantially improves students'

English language competencies in higher education. Through the strategic application of communicative, task-based, and blended learning methodologies, students showed marked gains in vocabulary acquisition, speaking fluency, listening comprehension, and writing proficiency. These improvements were not only statistically significant but also reinforced by instructor observations and qualitative feedback, pointing to the pedagogical value of aligning modular education with modern language teaching frameworks.

Moreover, the study highlights the **pedagogical compatibility** between the credit-module system and lingua-didactic strategies. The modular format, with its emphasis on learner autonomy, flexible pacing, and continuous assessment, provides a fertile ground for implementing adaptive and learner-centered instruction. Lingua-didactics enhances this environment by offering practical methodologies that focus on communicative effectiveness, contextualized learning, and digital engagement.

However, the full potential of this integration can only be realized through **institutional commitment**. This includes providing targeted **professional development** for instructors, investing in **digital infrastructure**, and revising curriculum frameworks to incorporate lingua-didactic models as a standard practice rather than a supplementary strategy.

In conclusion, this study recommends a systemic shift toward the lingua-didactic organization of English language modules within the credit-based curriculum of universities. Such a shift not only improves linguistic outcomes but also contributes to the broader goals of **internationalization**, **employability**, and **academic competitiveness** in the global education arena. Future research should explore longitudinal impacts and subject-specific adaptations to further consolidate the theoretical and practical foundations established in this work.

7 RECOMMENDATIONS AND FUTURE RESEARCH

7.1 Practical Recommendations

Based on the findings of this study, several practical recommendations are proposed for higher education institutions aiming to enhance English language learning within a credit-modular system:

1. Institutionalize lingua-didactic training.
Language instructors should regularly participate in in-service training and certification programs. These should emphasize task-based learning, digital integration, and communicative teaching strategies adapted to modular curricula.
2. Redesign modular curricula.
Curriculum designers should embed lingua-didactic elements such as formative assessment, learner autonomy tasks, and contextual language activities directly into the structure of each module.
3. Invest in digital language learning tools.
Higher education institutions should allocate resources to blended learning systems and mobile-assisted language learning (MALL) technologies to support learning beyond the classroom environment.
4. Foster cross-disciplinary collaboration.
Language departments should work collaboratively with other faculties, including IT, education, and psychology, to build interdisciplinary support systems that enhance student-centered language learning.
5. Monitor and evaluate outcomes regularly.
A structured feedback system including student surveys, diagnostic assessments, and instructor reflection—should be institutionalized to support the ongoing development of teaching methods and materials.

7.2 Directions for future research

While this study provides foundational insights into lingua-didactic strategies in modular English instruction, further investigation is recommended in the following areas:

- Longitudinal studies.
Future research should examine the long-term effects of lingua-didactic interventions by tracking learners over multiple academic terms.
- Comparative analyses.
Studies comparing the effectiveness of different lingua-didactic methods across various academic disciplines, institutions, or cultural contexts could reveal adaptable best practices.
- Digital pedagogy innovations.

With the advancement of technologies like AI, VR, and adaptive learning systems, future research should explore their integration with lingua-didactic approaches in modular instruction.

- Teacher beliefs and resistance.

Exploring instructor attitudes, reluctance to adopt new strategies, and institutional challenges can support the development of more effective implementation frameworks.

- Learner diversity and inclusion.

Further studies should investigate how lingua-didactic methods serve diverse learner groups, including those with learning difficulties or from under-resourced or rural areas.

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Authors' Contribution

Both authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

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