

The Impact Of Module-Based Instruction On B2 Level Students' Monologue Speech

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Annotation

This article investigates how module-based education enhances philology students' monologue speech abilities at the B2 level. Breaking down the complicated skill of delivering monologue speech into smaller modules allows students to focus on specific components of language creation and delivery. The study looks at how this strategy improves students' pronunciation, fluency, vocabulary, and overall communication skills. The study aims to provide empirical evidence of the benefits of module-based education in improving students' monologue speech abilities by analyzing quantitative data.

Keywords: module-based learning, English monologue speech, B2 level, students of philology, language teaching

Modulga Asoslangan O'Qitishning B2 Darajali Talabalarning Monolog Nutqiga Ta'siri

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Annotatsiya

Ushbu maqolada modulli o'qitish B2 darajali filologiya talabalarning monolog nutqini qay darajada oshirishini o'rganiladi. Monologik nutqni yetkazishdagi murakkabliklarni kichik modullarga bo'lish orqali talabalarga tilni ishlab chiqarish va yetkazib berishning alohida jihatlariga e'tibor qaratishlariga imkonini beradi. Maqola ushbu strategiya talabalarning talaffuzi, ravonligi, so'z boyligi va umumiy muloqot ko'nikmalarini qanday yaxshilashini ko'rib chiqadi. Tadqiqot miqdoriy ma'lumotlarni tahlil qilish orqali o'quvchilarning monolog nutq qobiliyatlarini yaxshilashda modulli ta'limning afzalliklarini empirik dalillar bilan ta'minlashga qaratilgan.

Kalit so'zlar: modul asosida o'qitish, ingliz monolog nutqi, B2 darajasi, filologiya talabalari, til o'qitish

Влияние Модульного Обучения На Монологическую Речь Студентов Уровня В2

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Аннотация

В данной Статье рассмотрен как модульное обучение улучшает способности монологической речи студентов-филологов на уровне В2. Разбивка сложного навыка произнесения монологической речи на более мелкие модули позволяет учащимся сосредоточиться на конкретных компонентах создания и передачи речи. В статье рассматривается, как эта стратегия улучшает произношение, беглость речи,

словарный запас и общие коммуникативные навыки учащихся. Целью является предоставление эмпирических доказательств преимуществ модульного обучения в улучшении способностей монологической речи студентов путем анализа количественных данных.

Ключевые слова: модульное обучение, английская монологическая речь, уровень B2, студенты-филологи, преподавание языка.

Introduction English monologue speech, or the capacity to speak fluently and clearly about a specific topic, is an essential talent for B2 philology students. However, many students have difficulty with various parts of this skill, including pronunciation, fluency, vocabulary, and grammar accuracy. To overcome these issues, educators have experimented with numerous teaching methodologies, including module-based instruction. Module-based training entails dividing a complex skill or topic into smaller, more digestible chunks or modules. Each module focusses on a certain skill component, allowing students to concentrate their efforts and make gradual improvements. Modules for English monologue speech can be created to focus on certain aspects such as pronunciation, fluency, vocabulary, grammar, and discourse structure. The term "module," derived from computer science, has been firmly embedded in the core lexicon of teaching. The term "module" has several derivatives, including modular technology, modular technique, modular approach, modular program, unit-modular, and modular-rating technology. However, in all of these circumstances, it refers to the process of producing instructional modules for various courses (Kakurina, 2012).

Modular learning arranges information intelligently and presents points, and it can be individualized according to learners' needs. Traditional course frameworks generally present information sequentially, and the learner's perception is one of monotony. Traditional courses often intersperse quizzes after some prescribed reading or lecturing is offered. Modular courses tend to use learning objects that are more closely related to a holistic approach to information, often including a problem-oriented approach (Tseng, Su, Hwang, Hwang, Tsai, & Tsai, 2008).

The learner is the most crucial factor in modular learning, according to Dochy (1989). According to the author, students prefer a more customized approach to the course material that takes into consideration their specific traits and past knowledge. Additionally, a student can typically learn at their own pace because of modularization. By definition, if a learner is already familiar with the topic, a suitable pace may permit them to skip courses. Therefore, a crucial component of modularization is providing pre-tests for every module. The student may skip the section if they receive a passing grade. If the individual chooses not to take that section, a post-test is given. The student can only proceed to the next module of the course after completing the previous one. Douchy noted that computer-based courses are frequently the most effective way to accomplish modular learning.

Gahutu (2010) investigated the use of modular learning in a National University of Rwanda physiology course. Students said that less theoretical instruction that allowed them to work through the content through hands-on seminars and demonstrations was the most effective way for them to learn. They require more access to outside resources, such as those found online and in libraries, in order for the problem-based approach to be successful. Compared to the more conventional method that was previously employed in the classroom, the Rwandan students expressed overall higher levels of satisfaction with the modular, self-directed approach to learning. Speaking in a foreign language requires a lot of work and practice. For this reason, using a variety of teaching methods is crucial to successfully instructing pupils. Enhancing first-year students' English-speaking abilities is something we view as a collaborative endeavor. Helping pupils grasp the components of a language system—pronunciation, grammar, and vocabulary—as well as language functions and sociocultural norms is the primary responsibility of an instructor.

Three key components are required in speaking classes, according to Brown: (1) form (specific instruction on vocabulary, grammar, and pronunciation); (2) meaning (specific instruction on producing meaningful spoken messages with genuine communicative purpose); and (3) opportunities (improvement of fluency). Both fluency and comprehensibility are mentioned in those three items. Although they may have acceptable language skills, students with low self-esteem, high anxiety, and low motivation are known to struggle with speaking, while students with higher motivation and lower anxiety can communicate clearly and fluently. This

is especially pertinent to the teaching process for first-year students. As a result, when teaching monologue speaking exercises, this element should also be taken into consideration.

The module consists of 5 modules:

Module 1: Foundation and Structure

Module 2: Language and Style

Module 3: Delivery and Performance

Module 4: Topic Selection and Research

Module 5: Practice and Feedback

B2-level students can improve their monologue abilities and boost their public speaking confidence by using this module-based strategy.

Research Question: What effects does module-based education have on the vocabulary, grammar, pronunciation, and fluency of B2-level students when they are speaking monologues?

Methodology. The research conducted is a pedagogical experiment which is the main method of investigation. The pedagogical experiment aims to prove the effectiveness of technology as a tool for achieving the ideal quality of higher education.

Participants: A group of 30 B2-level sophomore philology students from Uzbekistan State World Languages University was selected for the study. The duration is two months (October -November 2024).

Design: A quasi-experimental design was employed, with the experiment group: an experimental group that received module-based instruction.

Procedure:

Pre-test:

The students of the experiment group were administered a pre-test to assess their initial monologue speech abilities.

Intervention: The experimental group received module-based instruction, while the control group received traditional instruction.

Post-test: The students of the experiment group were administered a post-test to measure their progress.

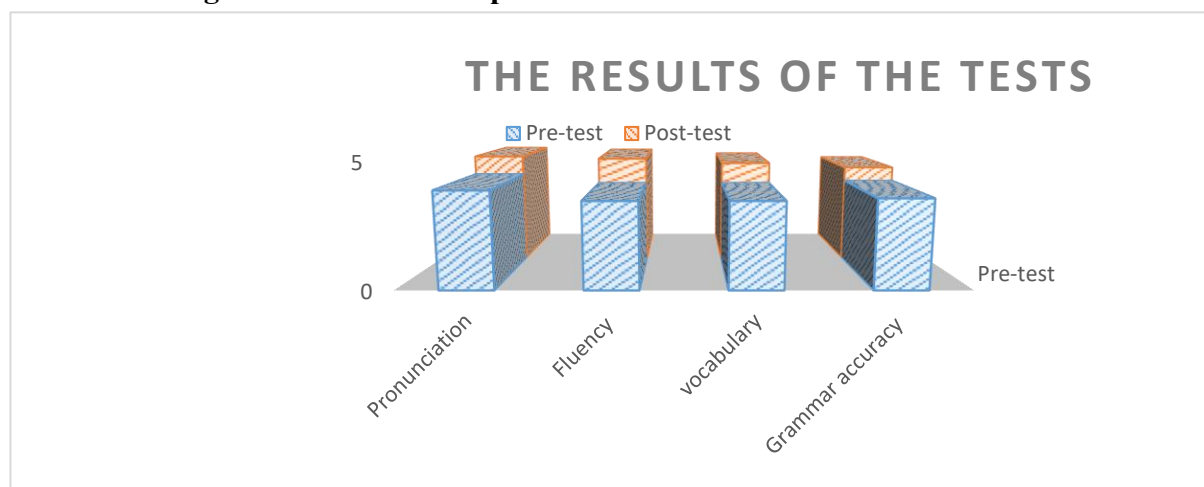
Data Collection Instruments:

Pre-test and Post-test: Students were assessed on a variety of factors, including pronunciation, fluency, vocabulary, grammar, and overall coherence, using a standardized monologue speech assessment rubric.

Results and Discussion

This section presents the quantitative findings of the study, including statistical analysis of pre-test and post-test scores, and thematic analysis of student perceptions.

Diagram 1. Pre-test and post-test results with a maximum score of 5.



Pronunciation – 3.9-4.7, Fluency- 3.5-4.6, Vocabulary- 3.5- 4.4, Grammar accuracy-3.6-4.2

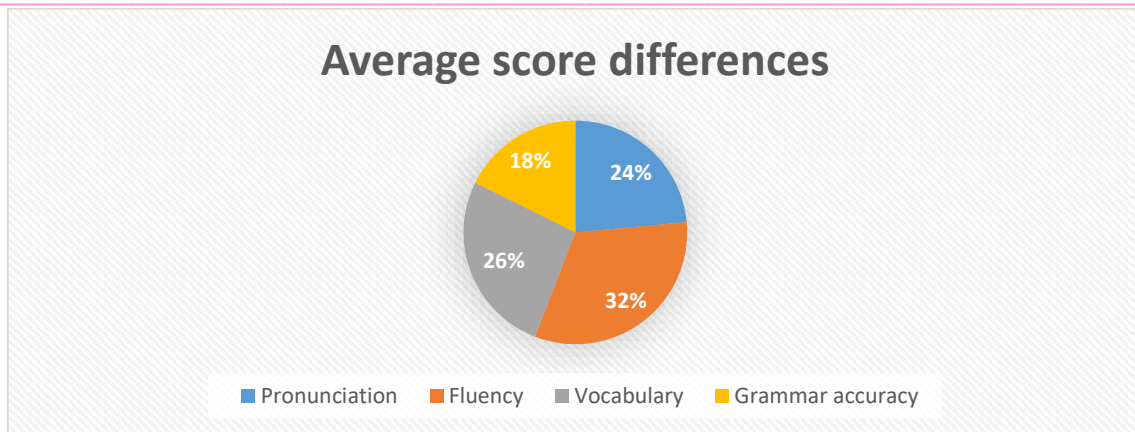


Diagram 2. The differences between pre-test and post-test scores

(Pronunciation – 0.8 (24%), Fluency-1.1 (32%), Vocabulary- 0.9 (26%), Grammar accuracy-0.6 (18%))
From the given figures, it is clear that “Fluency” improved significantly, while “Grammar accuracy” was the least enhanced. The research focused on monologue speech, so the method improved speaking skills significantly.

Conclusion

The results of this study offer convincing evidence of the value of module-based training in improving B2-level philology students' monologue speech abilities. Students can concentrate on particular language production and delivery aspects by segmenting the difficult skill into smaller, easier-to-manage modules. This will greatly enhance their vocabulary, grammar accuracy, fluency, and pronunciation.

Future studies could examine the long-term effects of module-based learning, the ideal module length, and how technology can improve this method's efficacy.

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