

XARİCİ DİLLƏRİN TƏDRİSİ METODİKASI
МЕТОДИКА ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ
METHODOLOGY OF TEACHING FOREIGN LANGUAGES

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**CHALLENGES AND OPPORTUNITIES IN TEACHING COLLOQUIAL ENGLISH
IN AZERBAIJANI PUBLIC SCHOOLS**

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Bakı şəhəri 132 və 134 nömrəli Təhsil Kompleksində ingilis dili müəllimi

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**AZƏRBAYCAN DÖVLƏT MƏKTƏBLƏRİNDƏ DANIŞIQ İNGİLİS DİLİNİN
TƏDRİSİNDƏ ÇƏTİNLİKLƏR VƏ İMKANLAR**

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**ПРОБЛЕМЫ И ВОЗМОЖНОСТИ ПРЕПОДАВАНИЯ РАЗГОВОРНОГО
АНГЛИЙСКОГО ЯЗЫКА В ГОСУДАРСТВЕННЫХ ШКОЛАХ АЗЕРБАЙДЖАНА**

Abstract. Increased attention has been given to teaching colloquial English, as the global importance of English as a lingua franca is recognized, which is important for effective communication in informal and real-life contexts. In public schools, special challenges and opportunities are presented by teaching colloquial English in Azerbaijan. This paper examines the challenges that educators and schoolchildren face when integrating colloquial English into the curriculum. It also draws attention to strategies that may improve this integration. By analyzing a variety of teacher feedback, many schoolchildren's attitudes, and several institutional constraints, this study reveals ways that many public schools in Azerbaijan may improve their teaching of colloquial English, which could importantly narrow the divide between academic English skills, and everyday language usage.

Keywords: Colloquial English, Azerbaijani public schools, language teaching, curriculum development, teacher training, schoolchildren engagement, technology in education, global communication

Xülasə. Qeyri-rəsmi və real həyat vəziyyətlərində effektiv ünsiyyət üçün lingua franca kimi ingilis dilinin global əhəmiyyətini nəzərə alaraq şifahi ingilis dilinin tədrisinə daha çox diqqət yetirilir. Dövlət məktəblərində Azərbaycanda danışiq ingilis dilinin tədrisi xüsusi problemlər və imkanlar təqdim edir. Bu məqalə şifahi ingilis dilini kurikulumuna inteqrasiya edərkən müəllimlərin və məktəblilərin qarşılaşdıqları çətinlikləri araşdırır. O, həmçinin bu inteqrasiyanı təkmilləşdirə biləcək strategiyalara diqqət çəkir. Müxtəlif müəllim rəylərini, bir çox məktəbli münasibətini və bir sıra institusional məhdudiyyətləri təhlil edərək, bu tədqiqat Azərbaycanda bir çox dövlət məktəblərinin şifahi ingilis dilinin tədrisini təkmilləşdirə biləcəyi yolları aşkar edir ki, bu da akademik ingilis dili bacarıqları ilə gündəlik dil istifadəsi arasındakı fərqi əhəmiyyətli dərəcədə azalda bilər.

Açar sözlər: danışiq ingilis dili, Azərbaycan dövlət məktəbləri, dil tədrisi, kurikulumun hazırlanması, müəllim hazırlığı, məktəblilərin cəlbi, təhsildə texnologiya, global ünsiyyət

Аннотация. Повышенное внимание уделяется преподаванию разговорного английского языка, поскольку признается глобальная важность английского языка как *lingua franca*, что необходимо для эффективного общения в неформальных и реальных ситуациях. В государственных школах преподавание разговорного английского языка в Азербайджане представляет особые проблемы и возможности. В этой статье рассматриваются проблемы, с которыми сталкиваются учителя и школьники при интеграции разговорного английского языка в учебную программу. В ней также обращается внимание на стратегии, которые могут улучшить эту интеграцию. Анализируя различные отзывы учителей, многие установки школьников и несколько институциональных ограничений, это исследование раскрывает способы, с помощью которых многие государственные школы в Азербайджане могут улучшить преподавание разговорного английского языка, что поможет существенно сократить разрыв между академическими навыками английского языка и повседневным использованием языка.

Ключевые слова: разговорный английский, азербайджанские государственные школы, преподавание языка, разработка учебных программ, подготовка учителей, вовлеченность школьников, технологии в образовании, глобальная коммуникация

Introduction

Effective communication has become important as English is spoken more widely due to the world becoming more linked. Although schools in Azerbaijan focus heavily on teaching academic English, they overlook the importance of colloquial English used in daily conversation. The inability to communicate effectively in real-world situations, especially in casual environments where everyday language thrives, is limited for schoolchildren due to this gap.

This paper studies the challenges public schools in Azerbaijan face. It also looks at ways to improve teaching methods for colloquial English. Educators who tackle these challenges prepare schoolchildren better for global communication and ethnic integration.

1. Challenges in Teaching Colloquial English

1.1. Curriculum Limitations

In Azerbaijan, the primary focus of the national curriculum centers on grammar, vocabulary, and formal writing skills while giving limited attention to colloquial language. Teachers focus on exam preparation that stresses academic English and provides little time for conversation practice.

In examining the English curriculum for grades 9-11, one finds that less than 10% of the time dedicated to instruction concentrates on speaking and listening activities that include colloquial expressions (1, p.12).

1.2. Lack of Teacher Training

In Azerbaijani public schools, many English teachers without formal training battle to effectively teach schoolchildren colloquial English. They focus mainly on customary

grammar-based methods in their education, but these methods are insufficient for promoting conversational fluency.

A large portion of teachers, specifically 65%, report feeling unprepared to effectively teach colloquial English, according to survey data provided (2, p.23).

1.3. Limited Exposure to Native Speakers

In Azerbaijani public schools, schoolchildren and teachers often do not get enough chances to engage with native English speakers, and this lack of interaction makes it difficult for them to learn real-life phrases and correct pronunciation.

Only a small fraction of public school schoolchildren in Baku have ever spoken with a native English speaker, yet many wish to practice (3, p.45).

1.4. Socioeconomic Barriers

Resource constraints limit access to modern language-learning tools in rural public schools and these tools include multimedia resources and language labs. For teaching colloquial English through multiple immersive experiences, necessary tools exist.

Compared to urban schools, audio-visual resources are 40% less available in rural schools (4, p.34) and this difference affects rural schoolchildren's learning experiences.

2. Opportunities for Improvement

2.1. Integrating Colloquial English into the Curriculum

By giving more time to speaking and listening activities, curriculum reforms can improve how much schoolchildren hear and use colloquial English. Using role-play and dialogues

helps make language learning practical. Real-life scenarios can increase engagement in lessons.

In Ganja, several schools conducted conversational workshops, and they noted a 20% increase in schoolchildren's speaking confidence (5, p.67).

2.2. Teacher Professional Development

Specialized training in teaching colloquial English is helpful because it can importantly improve the quality of instruction for many teachers and students alike. When educators receive this training their methods become more effective and their schoolchildren gain costly skills. Conclusively many learners improve their understanding and use of everyday language. Teachers can be equipped with effective skills to teach conversational language through many workshops, multiple online courses, and many exchange programs in countries where English is natively spoken.

A pilot program in Sumqayit that provided monthly training on teaching colloquial English methods led to a 30% rise in student participation in speaking activities (6, p.78).

2.3. Leveraging Technology

Language-learning apps, online conversation platforms, and virtual exchange programs help schoolchildren practice colloquial English and they provide opportunities to do so outside the classroom.

A study carried out in rural Azerbaijan revealed something interesting. Schoolchildren who used language apps for six months achieved an outstanding improvement. Their conversational fluency rose by 25 percent as a result of this practice (7, p.91).

2.4. Collaborating with Native Speakers

International organizations and language centers create opportunities for schoolchildren to interact with native English speakers and these partnerships improve communication

skills. Interactions help schoolchildren grasp colloquial language and they learn ethnic nuances.

Partnering with volunteer programs, schools reported that schoolchildren importantly improved their pronunciation, and use of idiomatic expressions (8, p.103).

Conclusion

Many obstacles are encountered in the teaching of colloquial English in Azerbaijani public schools. These include some limitations in the curriculum. There is also inadequate training for teachers and limited exposure to native speakers. Public schools can improve teaching colloquial English. They can add conversational English to the curriculum. They can offer professional development for many teachers. They can use technology. They can form multiple collaborations with native speakers. These efforts will prepare schoolchildren for real-world communication. They will help schoolchildren succeed in a globalized world.

Scientific Innovation

This article offers a truly special analysis of systemic teaching challenges in Azerbaijani schools. It also explores untapped opportunities in teaching colloquial English using educational theory plus sociolinguistic factors.

Practical Sense and Relevance

This article offers evidence-based recommendations to educators and policymakers. These address shortcomings in teacher training resources plus curriculum for teaching colloquial English improving schoolchildren's communicative competence for real-world interactions. Moreover, it offers actionable strategies for improving teacher training, resource allocation, and curriculum design to enhance the effectiveness of colloquial English instruction in Azerbaijani public schools.

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