

RAISING ENGLISH LEARNING AWARENESS OF STUDENTS WHOSE SPECIALTIES ARE NON-LINGUISTIC

Jurakulova Dilnura Begzod qizi

SamDCHTI English faculty Foreign language and literature.

+998973971487 joraqulovadilnura957@gmail.com

<https://doi.org/10.5281/zenodo.14519041>

Abstract. In today's globally interconnected academic and professional landscape, English competence is invaluable asset across diverse fields, including engineering, medicine, and technology.

However, students in non-linguistic specialties often prioritize their primary studies over language skills, which can lead to an undervaluation of English proficiency. This article explores methods to raise English learning awareness among these students, focusing on motivational approaches, contextual learning, and institutional support. By offering tailored strategies, the study aims to boost engagement and proficiency in English among non-linguistic students.

Keywords: English learning awareness, non-linguistic disciplines, second language acquisition, language motivation, integrative motivation, instrumental motivation, contextual learning, language proficiency, communicative competence, multilingualism, academic literacy, field-specific vocabulary.

ПОВЫШЕНИЕ ОСВЕДОМЛЕННОСТИ ОБ ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА У СТУДЕНТОВ, СПЕЦИАЛЬНОСТИ КОТОРЫХ НЕ ЯЗЫКОВЫЕ

Аннотация. В сегодняшнем глобально взаимосвязанном академическом и профессиональном ландшафте знание английского языка является бесценным активом в различных областях, включая инженерию, медицину и технологии. Однако студенты неязыковых специальностей часто отдают приоритет своему основному обучению, а не языковым навыкам, что может привести к недооценке владения английским языком. В этой статье рассматриваются методы повышения осведомленности об изучении английского языка среди этих студентов, уделяя особое внимание мотивационным подходам, контекстному обучению и институциональной поддержке. Предлагая индивидуальные стратегии, исследование направлено на повышение вовлеченности и владения английским языком среди студентов неязыковых специальностей.

Ключевые слова: осведомленность об изучении английского языка, неязыковые дисциплины, усвоение второго языка, языковая мотивация, интегративная мотивация, инструментальная мотивация, контекстное обучение, владение языком, коммуникативная компетентность, многоязычие, академическая грамотность, словарный запас, специфичный для данной области.

1. Introduction

English has established itself as a global lingua franca in academia, business, and international communication, essential across various disciplines such as engineering, medicine, and economics.

However, students in non-linguistic fields often perceive English as secondary to their technical skills, a mindset that can significantly hinder their academic and professional growth.

According to Stephen Krashen (1982), “language acquisition is greatly influenced by one’s awareness and motivation,” underscoring the importance of raising English awareness among non-linguistic students. This article highlights the importance of English proficiency for non-linguistic students and examines strategies for fostering awareness of its value. Jim Cummins (2008) argues that “language is not merely an academic subject but a critical tool for effective communication in the professional world.” Integrating English learning into non-linguistic programs allows students to recognize its relevance in their fields, making language acquisition both meaningful and practical.

Methods

To explore effective strategies for enhancing English learning awareness among non-linguistic students, a mixed-methods approach was employed:

Literature Review:

The study extensively reviewed foundational and contemporary research on second language acquisition, motivation, and educational strategies, focusing on works by key scholars like Stephen Krashen, Jim Cummins, Zoltán Dörnyei, Rebecca Oxford, and Michael Long.

Second Language Acquisition (SLA) Theories

Krashen’s Input Hypothesis: Stephen Krashen’s Input Hypothesis suggests that learners acquire language effectively when exposed to input slightly beyond their current proficiency level, termed “i+1” (Krashen, 1982). This model underscores the importance of providing non-linguistic students with graded language materials that they can comprehend with minimal effort, helping them gradually build awareness of English structures and vocabulary in a scaffolded manner.

Motivational frameworks in language learning

Dörnyei’s L2 Motivational Self System: Zoltán Dörnyei’s model, which consists of the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience, highlights how future self-image influences motivation (Dörnyei, 2009). For non-linguistic students, visualizing the professional utility of English can boost their motivation and engagement. Awareness programs should therefore incorporate activities that help students identify with their ideal L2 self in a future career context.

Cognitive and Metacognitive learning strategies

Rebecca Oxford’s language learning strategies: Oxford’s classification of language learning strategies—cognitive, metacognitive, social, and affective—is foundational in promoting self-directed learning (Oxford, 1990). Non-linguistic students, often unfamiliar with language learning strategies, can improve their awareness of learning processes by employing metacognitive strategies, such as planning, self-monitoring, and evaluating their progress.

Cognitive Strategy Theories (O’Malley & Chamot): Cognitive strategies include summarizing, analyzing, and inferencing, which help learners actively engage with language material. Non-linguistic students, especially those in analytical fields, can relate to these strategies as they parallel problem-solving methods used in their disciplines (O’Malley & Chamot, 1990).

Teaching these strategies can help students approach English learning as a logical, structured process, raising their awareness of effective practices.

Metacognitive awareness in language learning: Metacognitive awareness, which involves understanding one’s cognitive processes, is crucial in SLA.

Research shows that learners who actively plan and monitor their learning are more successful (Wenden, 1998). Non-linguistic students can benefit from explicit

Surveys: Questionnaires were distributed to 200 undergraduate and graduate students from engineering, medical, and technical fields to gauge their attitudes toward English learning and its perceived relevance.

Focus Groups: In-depth discussions provided qualitative insights into students' motivations, the challenges they encounter, and suggestions for enhancing English learning awareness.

Results

The study revealed several key findings about the challenges non-linguistic students face in learning English, as well as the perceived benefits of proficiency.

Challenges faced by non-linguistic students

Perceived relevance:

Although 75% of students acknowledged the value of English in their academic and professional lives, only 40% of them were actively engaged in learning it. Many students viewed English as “necessary only for language specialists.” Gardner and Lambert (1972) found that “integrative motivation, or the desire to connect with the culture, enhances language acquisition,” a motivation often lacking among non-linguistic students who do not see immediate cultural relevance in English.

Motivational barriers:

Low intrinsic motivation for learning L2 (second language) was expressed by a significant number of students. Stephen Krashen (1982) emphasized that “language learning requires meaningful interaction,” often missing in generalized English courses that lack contextual relevance.

Lack of contextual learning:

Students frequently expressed frustration with courses that didn't address field-specific vocabulary and content. Swain and Lapkin (1995) assert that “language learning is facilitated through meaningful production,” which can be enhanced by integrating field-specific English into curriculums that are not linguistic.

Benefits of English proficiency

English proficiency offers substantial and multidimensional benefits that span academic, professional, and personal development, positioning individuals for success in an increasingly globalized world. Despite the challenges associated with mastering a second language, particularly for non-native speakers, students and professionals alike acknowledge the far-reaching impact of English skills on their educational and career pathways, as well as their broader worldview and personal growth. Below is a deeper exploration of these dimensions:

Academic advancement and scholarly engagement

English is the primary language of instruction and communication in many prestigious academic institutions, journals, and research conferences worldwide. Mastery of English allows students to access a wealth of scholarly resources, including global research publications, advanced studies, and specialized databases that would otherwise be out of reach.

This access is crucial for students and researchers, enabling them to stay updated with the latest developments in their fields, engage with contemporary debates, and contribute meaningfully to global knowledge networks. By participating in international conferences and workshops, students gain opportunities to collaborate with a diverse range of scholars and professionals, which not only enriches their own research but also enhances the academic discourse in their fields. Ultimately, English proficiency empowers students to transcend geographical boundaries, bringing their research and ideas to a global stage.

Career growth and professional competitiveness

In today's interconnected economy, English has emerged as the lingua franca of business and industry. Proficiency in English is highly valued by employers, especially in multinational corporations and international organizations where cross-border communication is essential. Job candidates who can communicate effectively in English are often preferred for roles that require international client engagement, team collaboration, or partnership with global stakeholders.

Moreover, as many professional documents, contracts, and official communications are conducted in English, employees with language proficiency can handle tasks with a higher degree of confidence and accuracy. This capability not only expands career opportunities but also positions individuals for leadership roles and career advancement within global industries. In essence, English skills act as a gateway to more lucrative job prospects and a competitive edge in the international job market.

Personal development, cognitive benefits, and cultural awareness

Beyond academic and career benefits, learning a second language, particularly English, has profound effects on personal growth and cognitive development. Research indicates that bilingualism enhances cognitive flexibility, problem-solving skills, and creativity, which are essential competencies in both professional and personal realms. English proficiency also fosters cultural literacy and a deeper appreciation of cultural diversity. As students engage with English-language media, literature, and social interactions, they develop a broader perspective on global issues and cultural norms, which is invaluable for effective communication in multicultural environments. Moreover, the process of learning and using English encourages individuals to step outside their comfort zones, challenging them to adapt to new ways of thinking and expression.

This fosters resilience, open-mindedness, and empathy—qualities that enhance interpersonal relationships and contribute to well-rounded personal development.

Broader global engagement and social mobility

English proficiency facilitates access to a broader world beyond one's immediate environment. Individuals proficient in English can engage with global issues, participate in international social networks, and stay informed about developments around the world through English-language media. This global awareness enables them to connect with others across borders, share ideas, and build professional and social networks that can be pivotal in their careers and personal lives. Furthermore, the ability to communicate in English can offer greater social mobility, opening doors to educational scholarships, study-abroad programs, and career opportunities that might not be available otherwise. By expanding access to resources and networks, English proficiency promotes upward social and economic mobility, especially for those from underrepresented or disadvantaged backgrounds.

Discussion

The findings suggest that non-linguistic students benefit most from language programs that integrate field-specific English applications. Zoltán Dörnyei (2005) asserts that “motivation to learn a language is closely linked to a person’s vision of their ideal self.” For non-linguistic students, aligning English learning with professional goals could enhance students’ intrinsic motivation and engagement. Moreover, this method enables them to consider English not just as academic subject but as significant tool for their future career and personal growth.

Methods to enhance english learning awareness

Integrating English into core subjects	Incorporating English materials into the core curriculum of non-linguistic courses can make language acquisition purposeful and relevant. For example, engineering students could engage with technical articles in English, connecting language skills with their primary field of studies.
Utilizing technology	Online language learning platforms provide flexible and interactive opportunities for language acquisition. Dr. Rebecca Oxford (1990) noted that “effective language learning strategies are critical for autonomous learning,” a method particularly valuable and beneficial for students outside linguistic fields.
Utilizing technology	Online language learning platforms provide flexible and interactive opportunities for language acquisition. Dr. Rebecca Oxford (1990) noted that “effective language learning strategies are critical for autonomous learning,” a method particularly valuable and beneficial for students outside linguistic fields.
Creating supportive environments	Peer collaboration and constructive feedback help to alleviate anxiety associated with language learning. Oxford also highlighted that “collaborative learning fosters mutual learning among students, thereby bolstering their confidence in using the language.”
Offering incentives	Recognizing advancements in language acquisition can serve as a motivational factor for students. A study by the British Council

	found that “students who perceive English as pertinent to their field of study are more inclined to learn.”
--	---

Conclusion

Enhancing awareness of English language learning among students in non-linguistic fields is vital for their success within the globalized context of today’s world. Students without a linguistic background encounter specific challenges in learning English, such as viewing it as irrelevant or lacking meaningful contextual applications. Nonetheless, by understanding these challenges and implementing targetted pedagogical strategies, educators can cultivate a conducive environment that promotes language proficiency. Michael Long (1996) emphasizes the significance of using “task-based language teaching for contextualizing learning,” which can be valuable in non-linguistic fields. Programs that integrate field-specific language, promote peer collaboration, and leverage technology can make English learning more accessible and engaging.

As Cummins (2008) suggests, “language serves as a foundational tool for effective communication and career success.” Institutions play a critical role in raising awareness and providing resources to support non-linguistic students in acquiring English proficiency.

REFERENCES

1. Atkinson, D. (2002). Toward a sociocognitive approach to second language acquisition. *Modern Language Journal*, 86(4), 525-545.
2. Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Prentice-Hall.
3. Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). Pearson Education.
4. British Council. (Year). *English as a Global Language: Trends and Implications*. Retrieved from [URL].
5. Canagarajah, S. (1999). *Resisting Linguistic Imperialism in English Teaching*. Oxford University Press.
6. Cook, V. (1999). Going beyond the native speaker in language teaching. *TESOL Quarterly*, 33(2), 185-209.
7. Cummins, J. (2008). BICS and CALP: Empirical and theoretical status of the distinction. In B. Street & N. H. Hornberger (Eds.), *Encyclopedia of Language and Education* (2nd ed., Vol. 2, pp. 71-83). Springer.
8. Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Lawrence Erlbaum Associates.
9. Dörnyei, Z., & Ryan, S. (2015). *The Psychology of the Language Learner Revisited*. Routledge.
10. Ellis, R. (2008). *The Study of Second Language Acquisition* (2nd ed.). Oxford University Press.
11. Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. Edward Arnold.

12. Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and Motivation in Second Language Learning*. Newbury House Publishers.
13. Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.
14. Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of Second Language Acquisition* (pp. 413-468). Academic Press.
15. MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44(2), 283–305.
16. Norton, B. (2000). *Identity and Language Learning: Gender, Ethnicity, and Educational Change*. Longman.
17. Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Newbury House Publishers.
18. Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge University Press.
19. Swain, M., & Lapkin, S. (1995). Problems in Output and the Cognitive Processes They Generate: A Step Towards Second Language Learning. *Applied Linguistics*, 16(3), 371-391.
20. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
21. Wenden, A. L., & Rubin, J. (1987). *Learner Strategies in Language Learning*. Prentice-Hall.
22. Williams, M., & Burden, R. L. (1997). *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge University Press.
23. Winke, P. M. (2013). The effects of test preparation on second language listening test performance. *Language Testing*, 30(1), 47-72.