

**METHODOLOGY FOR IMPROVING NATIONAL AND INTERCULTURAL COMPETENCIES OF FUTURE ENGLISH LANGUAGE TEACHERS BASED ON SOCIOLINGUISTIC CASE-STUDY TECHNOLOGY****Qadirova Dilnoza Baxtiyorovna**Senior Lecturer, Department of English  
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**Annotation:** This study proposes a methodology for improving national and intercultural competencies of future English language teachers through the systematic use of sociolinguistic case-study technology. The research is grounded in contemporary theories of communicative competence, intercultural communication, and sociolinguistics, emphasizing the integration of language, culture, and social context in teacher education. The methodology is designed to develop students' ability to interpret and use language appropriately in diverse cultural and communicative situations while maintaining sensitivity to national values and cultural identity.

The proposed approach is based on the analysis and modeling of authentic sociolinguistic cases that reflect real-life intercultural interactions, cultural norms, speech behavior, and pragmatic conventions. Case-study technology is employed as an active, student-centered learning tool that fosters critical thinking, reflective analysis, and collaborative problem-solving. The methodology includes clearly defined stages - case selection and design, analytical discussion, guided reflection, and practical application - each aligned with specific learning outcomes related to national and intercultural competence.

The effectiveness of the methodology is ensured through the integration of interactive teaching methods, reflective tasks, and assessment criteria focused on sociolinguistic awareness, intercultural sensitivity, and professional communication skills. The results of the study demonstrate that the systematic use of sociolinguistic case studies significantly enhances future English language teachers' readiness for intercultural communication and their ability to incorporate national and cultural values into foreign language teaching. The proposed methodology can be effectively applied in higher education institutions for teacher training and may serve as a practical model for modernizing foreign language education in multicultural contexts.

**Keywords:** Sociolinguistic case-study, future English teachers, national competence, intercultural competence, pedagogical technology, teacher training methodology, pragmatic awareness, communicative mediation, cross-cultural communication, pre-service education.

**Introduction**

In the contemporary era of rapid globalization and digital transformation, the English language has shifted from being a mere "foreign language" to a "Global Lingua Franca." Consequently, the requirements for the professional training of future English language teachers have undergone a radical paradigm shift. It is no longer sufficient for a pedagogue to be a repository of grammatical rules and lexical units; they must function as a sophisticated cultural mediator capable of navigating complex social landscapes. However, a significant discrepancy remains between the theoretical linguistic knowledge of pre-service teachers and their ability to apply this knowledge in real-world sociolinguistic contexts. This gap often leads to "pragmatic failure"- a situation where a speaker is grammatically correct but socially inappropriate, potentially causing cross-cultural friction.

The core of this challenge lies in the integration of two vital dimensions: National Competence and Intercultural Competence. National competence involves the teacher's ability to articulate their own cultural heritage, ethical values, and national identity through the medium of English, ensuring that they do not become "cultural mimics" but rather "cultural ambassadors." Concurrently, intercultural competence requires the empathy and analytical skill to interpret the hidden cultural codes of others. To bridge this gap, traditional linear teaching methods must be replaced by interactive, problem-based approaches.

Among these, sociolinguistic case-study technology emerges as a transformative pedagogical tool. By presenting future teachers with "critical incidents"—authentic, problematic communication scenarios - this technology forces them to move beyond rote memorization. It requires them to analyze social variables such as power dynamics, social distance, and regional speech variations. This article explores a specialized methodology that utilizes these case studies to foster a deep-seated understanding of how language and culture intertwine. By engaging with these simulated "social laboratories," future educators develop the resilience and flexibility needed to teach English not just as a system of signs, but as a living, breathing tool for global understanding and national representation.

### Methods

This study employs a comprehensive and scientifically grounded methodological framework aimed at investigating and substantiating the effectiveness of sociolinguistic case-study technology in improving national and intercultural competencies of future English language teachers. The research design is aligned with contemporary standards of pedagogical research and ensures methodological consistency, validity, and replicability. The study is based on an integrative methodological approach that combines competence-based, sociocultural, and activity-oriented paradigms. This approach allows national and intercultural competencies to be examined as dynamic, multidimensional constructs that develop through meaningful social interaction, reflection, and pedagogically guided practice<sup>1</sup>.

At the theoretical level, methods of critical analysis, synthesis, comparison, abstraction, and pedagogical modeling were applied. These methods were used to systematize existing theories of sociolinguistics, intercultural communicative competence, and foreign language teacher education, as well as to design a structured methodology for the use of sociolinguistic case studies in professional training.

At the empirical level, the research employed pedagogical observation, structured questionnaires, semi-structured interviews, diagnostic tests, and analysis of students' oral and written discourse<sup>2</sup>. These methods made it possible to determine the baseline level of students' national and intercultural competencies and to identify typical difficulties related to sociolinguistic awareness, pragmatic appropriateness, and cultural interpretation in communication.

The experimental component of the study was implemented through a pedagogical experiment conducted in three stages: diagnostic (ascertaining), formative, and evaluative (control). During the formative stage, a specially developed methodology based on sociolinguistic case-study technology was integrated into the curriculum. Students worked with authentic and pedagogically adapted cases reflecting culturally marked communicative situations, social roles, speech norms, and intercultural interaction patterns. The instructional process

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<sup>1</sup> Byram M. Teaching and Assessing Intercultural Communicative Competence. Clevedon: Multilingual Matters, 1997. 134 p.

<sup>2</sup> Hymes D. On Communicative Competence. In J.B. Pride and J. Holmes, Sociolinguistics. Harmondsworth: Penguin, 1972. pp. 269-293.

incorporated guided analysis, collaborative discussion, role-play, problem-solving tasks, and reflective activities.

To assess the effectiveness of the proposed methodology, the study applied qualitative and quantitative evaluation methods. Quantitative data were analyzed using comparative and statistical procedures to measure changes in competency indicators across experimental stages<sup>3</sup>. Qualitative analysis focused on students' reflective responses, depth of cultural interpretation, and ability to apply sociolinguistic knowledge in pedagogical and communicative contexts. The reliability and validity of the findings were ensured through methodological triangulation, consistency of diagnostic instruments, repeated measurements, and alignment of evaluation criteria with the defined components and indicators of national and intercultural competencies. The applied research methods collectively provide a robust empirical basis for confirming the pedagogical effectiveness of sociolinguistic case-study technology in the professional preparation of future English language teachers.

### Results

The implementation of sociolinguistic case-study technology yielded significant quantitative and qualitative improvements in the professional preparation of pre-service teachers<sup>4</sup>. The effectiveness of the proposed methodology was verified by comparing the academic growth of the Experimental Group (EG) and the Control Group (CG).

**Quantitative Analysis of Competency Levels.** After the experimental period, both groups were evaluated based on three core parameters: Sociolinguistic Awareness, Intercultural Mediation, and National-Cultural Articulation. The results, presented in Table 1, demonstrate a clear divergence in performance<sup>5</sup>.

#### Comparative Results of Pre-test and Post-test Scores (out of 100%)

Competency Indicators	Group	Pre-test (%)	Post-test (%)	Growth (%)
<b>Sociolinguistic Awareness</b>	CG	54.2	61.5	+7.3
	EG	55.1	<b>88.4</b>	<b>+33.3</b>
<b>Intercultural Mediation</b>	CG	48.6	55.0	+6.4
	EG	49.2	<b>82.7</b>	<b>+33.5</b>
<b>National Representation</b>	CG	42.0	49.3	+7.3
	EG	43.5	<b>79.6</b>	<b>+36.1</b>

The data indicates that while the Control Group showed minor natural growth, the Experimental Group outperformed them by an average of 30-36% across all indicators<sup>6</sup>. The highest growth (+36.1%) was observed in "National Representation," suggesting that case studies specifically helped students find the linguistic means to express their national identity in English.

#### Qualitative Transformations

Beyond the numerical data, the following qualitative shifts were observed in the Experimental Group:

**Recognition of Pragmatic Failure:** In the post-test, 92% of EG students successfully identified sociolinguistic errors related to "over-politeness" or "unintended rudeness" in the cases provided, whereas only 45% of CG students could identify the cause of the communication breakdown.

<sup>3</sup> Thomas J. Cross-cultural Pragmatic Failure // Applied Linguistics. 1983. Vol. 4, № 2. pp. 91-112.

<sup>4</sup> Kramsch C. Language and Culture. Oxford: Oxford University Press, 1998. 134 p.

<sup>5</sup> Yin R. K. Case Study Research and Applications: Design and Methods. 6th ed. Sage Publications, 2018. 352 p.

<sup>6</sup> Casanave C. P. Case Studies in Language Teacher Education. Routledge, 2010. 272 p.

**Shift from Translation to Mediation:** During role-play simulations, EG students stopped translating Uzbek idioms literally (e.g., "Oshga marhamat"). Instead, they learned to explain the cultural significance of the invitation using sociolinguistically appropriate English descriptors.

**Reduced Cultural Ethnocentrism:** Qualitative surveys showed that students in the EG developed a "third-person perspective." They became less judgmental of foreign social norms (like individualistic feedback in the West) and more analytical about why these norms exist.

#### **Statistical Validation**

To ensure the reliability of these results, the Student's t-test was applied. The calculated t-value ( $t=4.82$ ) exceeded the critical t-value ( $t=2.00$ ) at a significance level of  $p < 0.05$ . This statistically confirms that the improvement in the national and intercultural competencies of the future teachers was directly attributed to the systematic use of sociolinguistic case-study technology rather than external factors.

#### **DISCUSSION**

The results of this study provide compelling evidence that the integration of sociolinguistic case-study technology significantly enhances the professional readiness of future English language teachers. The primary shift observed was the transition from "linguistic knowledge" to "sociolinguistic wisdom."

**Bridging the Theory-Practice Gap.** Traditional teacher training often treats sociolinguistic concepts - such as politeness theory, power dynamics, and speech acts - as abstract theoretical frameworks<sup>7</sup>. However, our findings suggest that when these concepts are embedded within a "case," they become practical tools for problem-solving. In the Experimental Group, students did not just define "high-context culture"; they actively navigated the tensions it creates in a Western classroom setting. This confirms that case-study technology acts as a "simulated reality," allowing pre-service teachers to make mistakes in a safe environment before entering the professional field.

**The Synergy of National and Intercultural Competence.** A critical discovery in this research is the interdependent relationship between national and intercultural competencies<sup>8</sup>. We observed that as students analyzed foreign cultural "cases," they simultaneously developed a deeper reflexive understanding of their own national identity. By explaining Uzbek traditions or social norms in the context of an English-language conflict, students moved away from "linguistic mimicry" (blindly imitating British or American culture) and toward "cultural diplomacy." This suggests that sociolinguistic case studies are not just about learning "how they speak," but about learning "how we can speak to them while remaining ourselves."

**Developing "Pragmatic Vigilance"** The significant jump in "Sociolinguistic Awareness" (from 55.1% to 88.4%) highlights a phenomenon we term "Pragmatic Vigilance." Students became highly sensitive to the social register, tone, and the "unwritten rules" of communication. They realized that a grammatically perfect sentence can still be a professional failure if it ignores the social distance between speakers. This is a vital skill for a future teacher who must guide their pupils through the complexities of international communication.

**Pedagogical Implications and Limitations.** The success of this methodology implies that the curriculum for future English teachers should be "sociolinguistically charged." Rather than teaching language in a vacuum, every module should include a cultural problem-solving component.

However, it is important to note that the effectiveness of this technology depends heavily on

<sup>7</sup> Casanave C. P. Case Studies in Language Teacher Education. Routledge, 2010. 272 p.

<sup>8</sup> Lustig M. W., Koester J. Intercultural Competence: Interpersonal Communication Across Cultures. 6th ed. Pearson, 2010. 400 p.

the authenticity of the cases<sup>9</sup>. The development of these cases requires teachers to stay updated with the evolving nature of Global Englishes and digital communication norms.

### Conclusion

The modern landscape of foreign language education demands that future English teachers possess more than just pedagogical skills; they must be equipped with a sophisticated blend of national and intercultural competencies. This study has demonstrated that the traditional, rule-based approach to teacher training is insufficient for navigating the sociolinguistic complexities of global communication.

The research concludes that sociolinguistic case-study technology is a highly effective methodology for modernizing teacher education. Its primary advantages include: Practical Application: It transforms abstract sociolinguistic theories such as social register, power distance, and politeness into concrete problem-solving tools, effectively reducing the risk of pragmatic failure in future professional activities. Cultural Synthesis: The methodology creates a unique balance where students learn to respect and interpret foreign cultural codes intercultural Competence while simultaneously developing the linguistic ability to represent their own heritage and values national Competence. Critical Thinking: By analyzing "critical incidents," pre-service teachers move beyond rote memorization toward a deeper, more analytical understanding of language as a social phenomenon.

The statistical data confirms a significant growth in the experimental group, proving that this technology is not merely an auxiliary tool but a fundamental pedagogical shift. For future implementation, it is recommended that higher education institutions integrate authentic, multimedia-based sociolinguistic cases into their core curricula. This will ensure that the next generation of educators is prepared to foster a classroom environment that is both linguistically proficient and culturally intelligent, ultimately contributing to better international mutual understanding and national representation in the global arena.

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<sup>9</sup> Lustig M. W., Koester J. Intercultural Competence: Interpersonal Communication Across Cultures. 6th ed. Pearson, 2010. 400 p.