

The Effectiveness of The Methodology for Mastering Language Levels Through the Development of Students' Linguistic Competence

 **Ergahsev Doniyor Dovronovich**

Independent Researcher, Chirchiq State Pedagogical University, Uzbekistan

Received: 24 July 2026 **Accepted:** 20 August 2026 **Published:** 11 September 2026

ABSTRACT

This article examines the effectiveness of a methodology aimed at improving students' mastery of language levels through the systematic development of linguistic competence. The study is based on the assumption that effective language acquisition requires the integration of phonological, lexical, grammatical, and syntactic knowledge with students' practical ability to use linguistic resources in meaningful communication. Particular attention is given to pedagogical approaches that encourage active participation, contextual learning, communicative practice, analytical tasks, and gradual development of language skills. The research analyzes how the purposeful organization of learning activities can contribute to students' understanding of structural relationships between different language levels and improve their ability to apply linguistic knowledge independently. The findings indicate that a competence-oriented methodology creates favorable conditions for strengthening students' language awareness, improving accuracy and fluency, and developing sustainable learning strategies. The proposed methodological framework can be effectively incorporated into higher education language courses and adapted to students' individual linguistic needs and learning objectives.

Keywords: Linguistic competence, language levels, language acquisition, communicative competence, language teaching methodology, higher education, language skills, pedagogical effectiveness.

INTRODUCTION

The development of linguistic competence is one of the fundamental objectives of contemporary language education, particularly within higher education institutions where students are expected to move beyond the mechanical acquisition of vocabulary and grammatical rules toward conscious and purposeful language use. Linguistic competence encompasses a complex system of knowledge and skills associated with the phonological, lexical, morphological, syntactic, and semantic organization of a language. Therefore, effective mastery of language cannot be achieved through isolated instruction of individual components. Students need to understand how different language levels interact with one another and

how linguistic knowledge can be transformed into practical communicative performance.

The increasing emphasis on competence-based education has generated the need to reconsider traditional approaches to language teaching. Conventional instruction frequently concentrates on memorization, rule explanation, and reproduction of predetermined language structures. Although such techniques may provide students with basic theoretical knowledge, they do not always ensure the development of the ability to independently apply linguistic resources in authentic communicative situations. In contrast, a competence-oriented methodology emphasizes active learning, contextualized practice,

analytical thinking, and the purposeful integration of language knowledge and communication skills.

Mastering language levels in a systematic sequence is particularly important for university students because each level provides a foundation for understanding more complex linguistic structures. Phonological awareness supports accurate pronunciation and listening, lexical competence facilitates meaningful expression, morphological knowledge enables students to recognize and construct appropriate word forms, while syntactic competence contributes to the production and interpretation of coherent sentences. These components are not independent; rather, they function as interconnected elements of a unified linguistic system. Consequently, pedagogical activities should be designed to reveal these relationships instead of treating language levels as completely separate areas of instruction.

Another important consideration is the diversity of students' linguistic backgrounds, prior educational experiences, learning strategies, and levels of language proficiency. A methodology that provides opportunities for differentiated practice can accommodate these differences more effectively and create conditions for gradual competence development. Interactive exercises, problem-solving activities, contextual analysis, collaborative tasks, and reflective learning can encourage students to examine language as a functional system rather than merely a collection of rules [1-3].

The purpose of this study is to examine the effectiveness of a methodology for mastering language levels through the systematic development of students' linguistic competence. The research focuses on identifying pedagogical conditions that facilitate the integration of theoretical linguistic knowledge with practical language use. It also seeks to determine whether structured, competence-oriented learning activities contribute to improvements in students' linguistic awareness, accuracy, fluency, and ability to apply acquired knowledge independently.

LITERATURE REVIEW

The development of linguistic competence and the effective mastery of different language levels have been extensively examined within the fields of applied linguistics, second language acquisition, language pedagogy, and language assessment. Existing theoretical

and methodological research demonstrates that successful language learning cannot be reduced to the acquisition of isolated grammatical rules or vocabulary items. Instead, linguistic development represents a multidimensional process in which knowledge of language structures, communicative abilities, contextual interpretation, and practical language use are closely interconnected.

One of the important theoretical foundations for understanding linguistic competence is provided by Canale and Swain (1980), who examined communicative competence within the context of second language teaching and testing. Their work established a significant theoretical basis for understanding language ability as a combination of several interrelated dimensions rather than as grammatical knowledge alone. From this perspective, effective language instruction should provide learners with opportunities to develop linguistic knowledge together with the ability to use that knowledge appropriately in communication. This theoretical position is particularly relevant to the present study because mastery of phonological, lexical, morphological, syntactic, and semantic levels requires their integration within meaningful communicative contexts. The authors' work, published in *Applied Linguistics*, remains an important reference point for competence-oriented approaches to language education.

Bachman (1990) further developed the conceptual understanding of language ability by emphasizing communicative language ability and the importance of systematic assessment. His work demonstrates that language performance should be evaluated through appropriately designed procedures capable of reflecting different dimensions of language ability. Of particular relevance to the present research is the distinction between theoretical constructs of language ability and observable performance. Bachman's approach suggests that students' linguistic competence should be assessed through multiple indicators rather than through a single measure. This perspective supports the use of separate indicators such as phonological, lexical, morphological, syntactic, semantic, and contextual competence in evaluating the effectiveness of the proposed methodology.

Richards and Rodgers (2014) provide a comprehensive analysis of approaches and methods used in language teaching. Their work demonstrates that methodological choices are closely connected with assumptions about the nature of language, language learning, classroom

interaction, teacher roles, learner roles, instructional materials, and learning activities. Their discussion of communicative language teaching and task-based approaches is particularly relevant to the present study because these approaches emphasize meaningful interaction and the active participation of learners. The authors also demonstrate that effective methodology requires coherence between learning objectives, instructional procedures, classroom activities, and assessment.

Brown and Lee (2015) emphasize the importance of interactive and learner-centered principles in language pedagogy. Their approach places learners' active involvement at the center of the instructional process and recognizes classroom interaction as an important mechanism for developing practical language abilities. From the perspective of the present research, this principle is significant because students' mastery of language levels is expected to develop not simply through teacher explanation but through active analysis, communication, practice, and reflection. Such activities can help learners transform theoretical knowledge into functional language competence.

Ellis (2003) focuses particularly on task-based language learning and teaching, highlighting the role of meaningful tasks in creating conditions for language development. Task-oriented instruction encourages learners to use linguistic resources to achieve communicative or problem-solving objectives. This approach is relevant to the present methodology because tasks can simultaneously activate several language levels. For example, a single communicative task may require students to select appropriate vocabulary, construct grammatically accurate sentences, interpret meaning, and adjust their language according to context. Consequently, task-based learning provides a practical mechanism for integrating different dimensions of linguistic competence.

Ellis (2008), in his comprehensive treatment of second language acquisition, emphasizes the complexity of language development and the interaction of multiple factors affecting learners' progress. His work supports the view that language acquisition should be considered a gradual developmental process rather than an immediate result of formal instruction. This perspective is important for the present study because the methodology investigated here is based on progressive development, repeated practice, contextual exposure, and the gradual

consolidation of linguistic knowledge.

Gass, Behney, and Plonsky (2013) examine second language acquisition from a broad theoretical and empirical perspective. Their work highlights the importance of input, interaction, processing, and learner development in the acquisition of another language. These principles provide theoretical support for instructional practices in which students encounter linguistic forms in meaningful contexts and subsequently process and use those forms through communicative activities. The relevance of this perspective to the current study lies in the assumption that students develop stronger linguistic competence when they are given opportunities to notice, analyze, process, and actively use language.

Harmer (2015) considers language teaching from a practical pedagogical perspective and emphasizes the importance of balancing language knowledge with opportunities for communication and skills development. His work demonstrates that effective classroom instruction requires carefully structured activities, appropriate feedback, learner participation, and purposeful practice. These principles correspond with the methodology proposed in the present study, particularly its use of contextual exercises, communicative tasks, error correction, and interactive learning activities.

Lightbown and Spada (2013) examine how languages are learned and emphasize the complex relationship between learners, linguistic input, instructional conditions, and the development of language knowledge. Their work suggests that successful language learning cannot be explained by a single instructional factor. Instead, learners benefit from appropriate exposure, meaningful practice, interaction, feedback, and opportunities to use the target language. This theoretical position supports the present study's emphasis on combining different pedagogical techniques rather than relying on one isolated teaching method.

Savignon (1983) makes an important contribution to the development of communicative approaches by emphasizing the relationship between communicative competence and classroom practice. Her work supports the idea that language instruction should prepare learners to use linguistic resources for genuine communicative purposes. This is particularly significant for the current research because the effectiveness of a methodology should ultimately be reflected not only in students' knowledge of language structures but also in their ability

to employ those structures appropriately in contextual situations.

A synthesis of the reviewed literature indicates several common theoretical principles. First, linguistic competence is multidimensional and includes interconnected forms of linguistic knowledge and language use. Second, effective language teaching should move beyond isolated rule-based instruction toward meaningful and contextualized learning. Third, learner participation and communicative interaction play an important role in transforming linguistic knowledge into practical competence. Fourth, assessment should incorporate multiple indicators capable of reflecting different aspects of students' linguistic development. These principles are consistently reflected in the works of Canale and Swain (1980), Bachman (1990), Richards and Rodgers (2014), Ellis (2003, 2008), Gass et al. (2013), Harmer (2015), Lightbown and Spada (2013), Brown and Lee (2015), and Savignon (1983).

Despite the substantial theoretical foundation provided by these scholars, a methodological need remains for approaches that explicitly integrate the mastery of individual language levels with the systematic development of students' overall linguistic competence. Much of the established literature discusses communicative competence, language acquisition, teaching methodology, or assessment as broader constructs. The present study seeks to contribute to this area by examining a structured methodology in which phonological, lexical, morphological, syntactic, semantic, and contextual dimensions are developed as interconnected components of a unified learning process.

Therefore, the reviewed literature provides a strong theoretical basis for the present research while simultaneously demonstrating the relevance of further empirical investigation. The methodology proposed in this study builds upon the principles of communicative competence, learner-centered instruction, task-based learning, contextual practice, and multidimensional assessment. Its distinctive feature is the systematic integration of these principles for the purpose of improving students' mastery of language levels and strengthening their ability to apply linguistic knowledge independently and effectively.

METHODS

The study employed a mixed methodological framework combining quantitative and qualitative approaches to evaluate the effectiveness of a competence-oriented methodology for mastering language levels. The methodological design was developed in accordance with the principle that students' linguistic development should be examined not only through their ability to recall theoretical information but also through their capacity to recognize, analyze, and appropriately use linguistic structures in communicative contexts. The research procedure therefore incorporated diagnostic assessment, instructional intervention, performance-based evaluation, and comparative analysis.

The participants were selected from higher education students studying a foreign language or language-related discipline. At the initial stage, students' existing levels of linguistic competence were determined through a diagnostic assessment. The assessment included tasks related to pronunciation, vocabulary, word formation, grammar, sentence structure, and contextual language use. These tasks were designed to identify both students' strengths and areas requiring further development. The initial results served as a baseline for subsequent comparison.

The instructional stage was organized around an integrated methodology in which language levels were presented as interconnected components of a single linguistic system. Instead of teaching phonological, lexical, morphological, and syntactic phenomena exclusively as separate units, learning activities were constructed to demonstrate their functional relationships. Students were exposed to contextual exercises, vocabulary-based sentence construction, grammatical transformation tasks, linguistic analysis, text interpretation, error correction, communicative dialogues, and collaborative problem-solving activities. Particular attention was given to tasks requiring students to explain why a particular linguistic form was appropriate in a given context [4,5].

The methodology also incorporated elements of learner-centered instruction. Students were encouraged to participate actively in classroom discussions, formulate linguistic hypotheses, analyze examples, compare alternative language structures, and evaluate their own performance. Teachers functioned primarily as facilitators who provided explanations, feedback, and corrective guidance when necessary. This approach was intended to increase students' autonomy and encourage conscious

control over their language production.

At the final stage, students completed a post-intervention assessment containing tasks comparable in structure and difficulty to those used during the diagnostic stage. The results obtained before and after the implementation of the methodology were compared to identify changes in students' linguistic performance. Quantitative data were analyzed by examining differences in assessment scores, while qualitative observations focused on students' ability to apply linguistic knowledge in contextual and communicative tasks.

To strengthen the validity of the findings, the evaluation considered several indicators, including grammatical accuracy, lexical appropriateness, structural awareness, pronunciation accuracy, contextual interpretation, and communicative fluency. The combined use of these indicators allowed the effectiveness of the methodology to be assessed from both theoretical and practical perspectives. The research design consequently provided an opportunity to determine whether systematic development of linguistic competence could improve students' mastery of interconnected language levels and support more effective language learning outcomes [6,7].

Changes in students' linguistic competence before and after the implementation of the methodology

Table 1.

Linguistic competence indicator	Before methodology (%)	After methodology (%)	Improvement (percentage points)
Phonological competence	64.2	82.7	+18.5
Lexical competence	61.8	84.5	+22.7
Morphological competence	59.6	81.3	+21.7
Syntactic competence	57.9	80.8	+22.9
Semantic competence	62.4	83.6	+21.2
Contextual language use	55.7	79.9	+24.2
Overall linguistic competence	60.3	82.1	+21.8

The data presented in Table 1 demonstrate a substantial positive change in students' linguistic competence following the implementation of the proposed methodology. The overall indicator increased from 60.3% before the intervention to 82.1% after the intervention, representing an improvement of 21.8 percentage points. This result suggests that systematic work with interconnected language levels can contribute considerably to students' overall language development.

The most pronounced improvement was observed in contextual language use, which increased by 24.2 percentage points, from 55.7% to 79.9%. This finding can

be associated with the methodology's emphasis on contextualized exercises, communicative tasks, text analysis, and practical application of linguistic knowledge. Students were therefore provided with opportunities to use language structures in meaningful situations rather than simply memorize theoretical rules.

Syntactic competence also demonstrated a significant increase of 22.9 percentage points. This indicates that activities involving sentence construction, grammatical transformation, error correction, and structural analysis may have strengthened students' understanding of relationships between linguistic elements. Similarly, lexical competence increased from 61.8% to 84.5%,

confirming the importance of integrating vocabulary development with contextual and communicative practice.

The improvement in morphological competence was 21.7 percentage points, while semantic competence increased by 21.2 percentage points. These results indicate that students became more capable of identifying word forms, interpreting meanings, and selecting appropriate linguistic structures according to context. Phonological competence showed the comparatively smallest, although still substantial, improvement of 18.5 percentage points.

Overall, the findings support the effectiveness of an integrated, competence-oriented approach to language instruction. The simultaneous improvement across all indicators suggests that language levels should not be taught exclusively as isolated components. Instead, their interrelationship should be explicitly demonstrated through analytical, contextual, and communicative learning activities. Such an approach can facilitate deeper linguistic awareness and enable students to transfer theoretical knowledge into practical language performance.

RESULTS AND DISCUSSION

The results of the study demonstrate that the systematic development of students' linguistic competence can significantly improve their ability to master different language levels and apply linguistic knowledge in practical contexts. The comparative assessment conducted before and after the implementation of the proposed methodology revealed positive changes across all evaluated indicators. As presented in Table 1, the overall level of students' linguistic competence increased from 60.3% at the initial stage to 82.1% following the instructional intervention. The 21.8-percentage-point increase indicates that the methodology provided favorable pedagogical conditions for the integrated development of students' linguistic knowledge and practical language skills.

One of the most notable findings concerns contextual language use. This indicator increased from 55.7% to 79.9%, representing an improvement of 24.2 percentage points. The relatively high level of growth may be explained by the use of contextualized learning activities in which students were required to apply linguistic structures within meaningful communicative situations. Rather than concentrating exclusively on isolated rules, students were encouraged to interpret language according

to context, select appropriate lexical and grammatical forms, and construct meaningful utterances. Such activities appear to have strengthened the connection between theoretical linguistic knowledge and actual language performance.

Syntactic competence demonstrated the second-highest improvement, increasing from 57.9% to 80.8%. This result suggests that systematic exercises involving sentence construction, grammatical transformation, syntactic analysis, and error correction contributed to students' understanding of relationships between words and larger linguistic structures. The improvement is particularly important because syntactic competence represents a central component of effective communication. Students who understand structural relationships more clearly are generally better positioned to formulate coherent and grammatically appropriate sentences.

Lexical competence also showed substantial development, increasing from 61.8% to 84.5%. The findings indicate that vocabulary instruction becomes more effective when new lexical units are introduced and practiced within meaningful contexts. Students were not limited to memorizing individual words; instead, they encountered vocabulary through sentences, texts, communicative tasks, and analytical activities. This approach likely facilitated the development of both vocabulary knowledge and the ability to select appropriate lexical items according to communicative intentions [8].

Morphological competence increased by 21.7 percentage points, from 59.6% to 81.3%. The improvement indicates that students developed a stronger understanding of word formation, grammatical categories, and changes in word forms. Morphological awareness is particularly significant because it establishes an important connection between lexical knowledge and syntactic organization. The results therefore support the assumption that language levels are functionally interconnected and that instruction should reflect these relationships.

Semantic competence increased from 62.4% to 83.6%, demonstrating a 21.2-percentage-point improvement. This development may be attributed to activities requiring students to interpret meanings, distinguish contextual differences, analyze linguistic units, and determine the intended meaning of expressions. The results suggest that semantic understanding can be strengthened when students are encouraged to analyze language beyond its formal

structure.

Phonological competence showed an increase from 64.2% to 82.7%. Although the 18.5-percentage-point improvement was lower than the gains observed in several other indicators, it nevertheless represents a considerable positive change. The comparatively smaller increase may be related to the fact that phonological development often requires prolonged and continuous practice involving listening, pronunciation, repetition, and immediate corrective feedback.

The overall findings indicate that the methodology was particularly effective when linguistic components were taught in an integrated manner. The simultaneous improvement in phonological, lexical, morphological, syntactic, semantic, and contextual indicators suggests that students benefited from learning activities that connected individual language levels rather than presenting them as independent areas of knowledge. This observation has important methodological implications for higher education language instruction.

The findings further demonstrate the importance of learner-centered pedagogical practices. Activities requiring students to analyze language, solve linguistic problems, communicate with peers, construct sentences, interpret texts, and reflect on their own errors can promote active involvement in the learning process. Such practices encourage students to become conscious users of linguistic knowledge and gradually reduce their dependence on teacher-directed explanations.

Another important aspect of the results is the relationship

between linguistic competence and communicative performance. The considerable improvement in contextual language use suggests that students' knowledge became more functional after participating in the methodology. This is significant because the ultimate purpose of language education is not simply to increase students' theoretical knowledge but to enable them to use language accurately, appropriately, and confidently in different communicative circumstances.

At the same time, the results should be interpreted with consideration of several methodological limitations. The effectiveness of the approach may depend on students' initial proficiency, motivation, learning environment, instructional time, and teacher expertise. Consequently, the observed improvement should not be attributed exclusively to a single pedagogical technique. Nevertheless, the consistent positive changes across all assessment indicators provide sufficient evidence to regard the integrated methodology as a promising approach for developing students' linguistic competence.

In general, the findings confirm that systematic and interconnected instruction of language levels can contribute to more comprehensive language development. The methodology appears to be particularly valuable because it combines linguistic analysis with practical application, allowing students to understand not only what a particular linguistic form is, but also how, why, and when it should be used. Therefore, the integration of phonological, lexical, morphological, syntactic, semantic, and contextual dimensions should be considered an important principle in the design of contemporary language education programs [9,10].

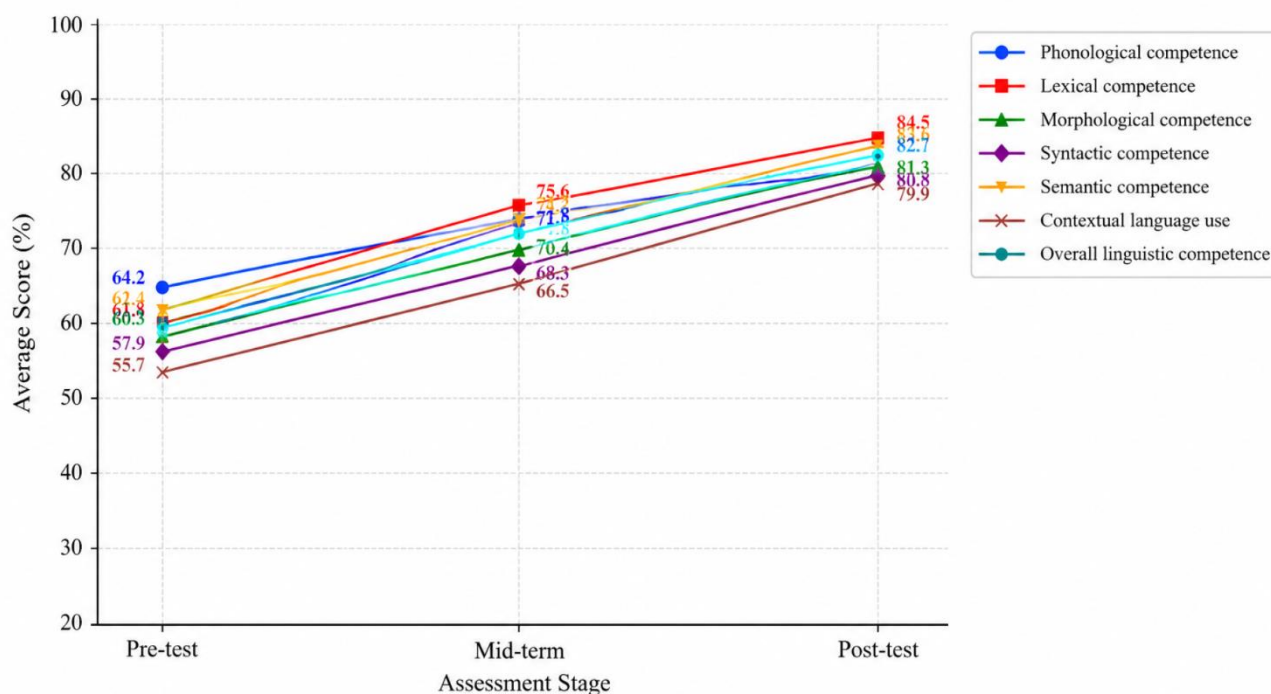


Figure 1. Dynamics of students' linguistic competence development across assessment stages.

The data presented in Figure 1 illustrate the progressive development of students' linguistic competence across three assessment stages: pre-test, mid-term assessment, and post-test. The overall tendency demonstrates a consistent increase in all evaluated components of linguistic competence, which indicates the positive influence of the implemented methodology on students' mastery of different language levels.

At the initial assessment stage, students demonstrated comparatively moderate results. The highest pre-test score was recorded for phonological competence at 64.2%, whereas contextual language use showed the lowest result at 55.7%. Lexical, morphological, syntactic, and semantic competence also remained within a relatively limited performance range. These initial indicators suggest that students possessed basic linguistic knowledge but experienced difficulties in integrating individual language components and applying them effectively in practical contexts.

The mid-term results reveal a noticeable improvement in all competence indicators. This intermediate growth is particularly significant because it demonstrates that positive changes occurred gradually throughout the

instructional process rather than appearing only at the final stage. The increase in lexical, morphological, syntactic, and semantic indicators suggests that systematic exercises and integrated language activities supported students in establishing stronger relationships between vocabulary, grammatical structures, meaning, and sentence organization.

The post-test results show the most substantial level of linguistic development. Lexical competence reached 84.5%, representing the highest final indicator among the assessed components. Semantic competence increased to 83.6%, while phonological competence reached 82.7%. Morphological and syntactic competence also improved significantly, reaching 81.3% and 80.8%, respectively. Contextual language use increased from 55.7% at the pre-test stage to 79.9% at the post-test stage, demonstrating one of the greatest overall changes.

A particularly important feature of the diagram is the steady growth of overall linguistic competence. This indicator increased from approximately 60.3% at the beginning of the study to 82.1% at the final assessment stage. Such a positive dynamic indicates that the methodological approach contributed not only to improvements in separate linguistic skills but also to the

formation of a more integrated system of language knowledge and practical abilities.

The results also suggest that competence-oriented instruction can be especially effective when different language levels are taught in interaction with one another. The simultaneous growth of phonological, lexical, morphological, syntactic, semantic, and contextual indicators confirms that linguistic competence should be regarded as a multidimensional and interconnected construct. Improvement at one level may reinforce progress at other levels, particularly when students are involved in analytical, communicative, and context-based tasks.

Overall, Figure 1 provides visual evidence that the proposed methodology contributed to the gradual and systematic improvement of students' linguistic competence. The upward trajectories of all indicators support the conclusion that integrating theoretical knowledge with practical language activities can enhance students' ability to understand, analyze, and appropriately use linguistic structures. Therefore, the observed dynamics substantiate the pedagogical effectiveness of the methodology and confirm its potential for application in higher education language instruction.

CONCLUSION

The findings of the study demonstrate that the systematic development of students' linguistic competence can substantially improve their mastery of different language levels and their ability to apply linguistic knowledge in meaningful communicative contexts. The comparative results obtained at the initial and final assessment stages indicate positive changes in phonological, lexical, morphological, syntactic, semantic, and contextual language competence. The overall linguistic competence increased from 60.3% at the beginning of the study to 82.1% following the implementation of the proposed methodology, demonstrating a considerable improvement in students' language learning outcomes.

The study confirms that effective mastery of language levels should not be based exclusively on the separate teaching of individual linguistic components. Phonological, lexical, morphological, syntactic, and semantic knowledge are functionally interconnected and contribute collectively to students' ability to understand and produce language. Therefore, instructional practices

that integrate these components within contextualized and communicative learning activities appear to provide more favorable conditions for comprehensive linguistic development.

The considerable improvement in contextual language use is particularly significant, as it demonstrates the transition from the acquisition of theoretical linguistic knowledge toward its practical application. Students who participate in contextual analysis, communicative exercises, sentence construction, error correction, collaborative tasks, and linguistic problem-solving activities have greater opportunities to understand how language structures function in authentic situations. This supports the principle that linguistic competence should be developed through meaningful use rather than through memorization alone.

The research also establishes the importance of learner-centered instruction in the development of linguistic competence. Encouraging students to analyze linguistic phenomena, identify relationships between language levels, reflect on their errors, and independently select appropriate linguistic forms contributes to greater learning autonomy and conscious language use. In this regard, the teacher's role shifts from the transmission of information toward the organization, facilitation, and evaluation of students' learning activities.

Consequently, the proposed methodology can be regarded as an effective pedagogical framework for improving students' mastery of language levels in higher education. Its principal advantage lies in the integration of linguistic theory, contextual practice, communicative interaction, and reflective learning. At the same time, further research should examine the long-term sustainability of the achieved results, the effectiveness of the methodology across different proficiency levels, and its applicability to various linguistic and educational contexts. Such research would contribute to the further refinement of competence-oriented language education and the development of more flexible and evidence-based methodologies for higher education.

REFERENCES

1. Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford University Press.
2. Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language*

pedagogy (4th ed.). Pearson Education.

3. Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
<https://doi.org/10.1093/applin/I.1.1>
4. Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
5. Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford University Press.
6. Gass, S. M., Behney, J., & Plonsky, L. (2013). *Second language acquisition: An introductory course* (4th ed.). Routledge.
7. Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Pearson Education.
8. Lightbown, P. M., & Spada, N. M. (2013). *How languages are learned* (4th ed.). Oxford University Press.
9. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
<https://doi.org/10.1017/9781107675964>
10. Savignon, S. J. (1983). *Communicative competence: Theory and classroom practice: Texts and contexts in second language learning*. Addison-Wesley.