



THE IMPACT OF INTERDISCIPLINARY INTEGRATION ON MONOLOGUE SPEECH PROFICIENCY IN EFL LEARNERS

Sharipova Feruza Muxammad qizi

UzNPU, PhD student

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Annotation. This study investigates the effect of interdisciplinary integration on the development of monologue speech proficiency in learners of English as a Foreign Language (EFL). It explores how the combination of various subjects such as history, science, and literature into English language instruction enhances learners' ability to construct and deliver coherent monologues. The research highlights the benefits of a holistic educational approach in improving fluency, vocabulary use, and critical thinking in EFL monologue performance.

Keywords: interdisciplinary integration, EFL learners, monologue speech, language proficiency, holistic education, fluency, vocabulary development

Annotatsiya. Mazkur tadqiqot ingliz tilini chet tili sifatida o'rganuvchi talabalarda monologik nutq ko'nikmalarining rivojlanishiga fanlararo integratsiyaning ta'sirini o'rganadi. Turli fanlar tarix, fan, adabiyotni ingliz tili darslariga integratsiyalash orqali o'quvchilarning uzviy va mazmunli monologlar tuzish va ifodalash qobiliyati qanday rivojlanishi tahlil qilinadi. Tadqiqot holistik yondashuv orqali EFL o'rganuvchilarda so'z boyligi, ravonlik va tanqidiy fikrlash kabi ko'nikmalarni rivojlantirish imkonini ko'rsatadi.

Kalit so'zlar: fanlararo integratsiya, ingliz tilini o'rganuvchilar, monologik nutq, til kompetensiyasi, holistik ta'lim, ravonlik, so'z boyligi

Аннотация. В данном исследовании рассматривается влияние междисциплинарной интеграции на развитие навыков монологической речи у изучающих английский как иностранный язык. Исследуется, как включение различных предметов таких как история, наука и литература в обучение английскому способствует улучшению способности студентов строить и представлять связные монологи. Работа подчеркивает преимущества целостного подхода к обучению в развитии беглости речи, словарного запаса и критического мышления.

Ключевые слова: междисциплинарная интеграция, изучающие английский язык, монологическая речь, языковая компетенция, целостное образование, беглость речи, развитие словаря

In the era of globalization and rapid development in education, the integration of interdisciplinary approaches in language teaching has become increasingly relevant. Monologue speech proficiency, a crucial component of communicative competence in English as a Foreign Language (EFL) learners,



requires not only linguistic accuracy but also cognitive and contextual awareness. This study investigates the impact of interdisciplinary integration on the development of monologue speech skills among EFL learners, emphasizing how cross-subject knowledge enhances language production and fluency.

According to J. K. Hall interdisciplinary integration in education refers to the blending of content, skills, and methodologies from different disciplines to deepen understanding and foster real-world connections. In language learning, this approach helps students move beyond memorization of grammar and vocabulary to meaningful communication grounded in various contexts such as history, science, or art [3].

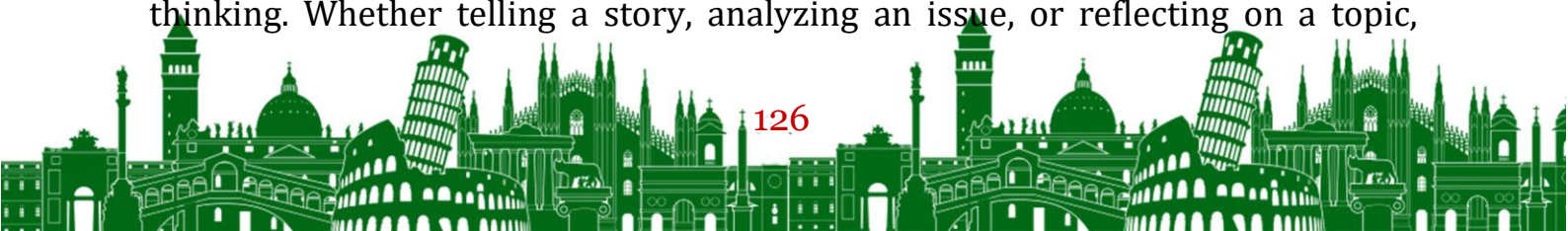
According to the point of view of **D. Larsen-Freeman and M. Anderson** monologue speech, defined as extended, uninterrupted oral discourse by a single speaker, plays a vital role in academic and professional settings. It involves a combination of language functions including describing, narrating, analyzing, and persuading. Developing monologue speech proficiency requires more than language input; it demands critical thinking, organizational skills, and the ability to connect ideas across disciplines [5].

Monologic speech plays a significant role in the development of speaking skills among EFL learners. Unlike dialogue, which involves interaction between two or more speakers, monologue requires a single speaker to express thoughts, ideas, or narratives in a sustained and coherent way. This form of speech encourages learners to organize their thoughts logically and present them in a structured manner, which helps build coherence and clarity in communication.

One of the most important contributions of monologic speech to speaking development is the improvement of fluency. Since learners must speak for an extended period without relying on a conversation partner, they practice maintaining the flow of speech, reducing hesitation, and using appropriate transitions. Over time, this leads to greater confidence in speaking and a stronger ability to handle complex speaking tasks independently [4].

Monologic speech also provides opportunities to expand vocabulary and apply a wider range of grammatical structures. When learners engage in tasks such as describing an event, presenting an opinion, or explaining a process, they are pushed to use more precise language and to experiment with different sentence patterns. This contributes to both linguistic accuracy and expressive variety.

In addition, monologue tasks often require a degree of critical or creative thinking. Whether telling a story, analyzing an issue, or reflecting on a topic,





learners must go beyond surface-level responses. They need to think more deeply, connect ideas, and express personal insights. This level of engagement strengthens cognitive skills alongside language abilities [7].

Another reason monologic speech is essential is that it mirrors many real-life situations. In everyday life, people are often required to speak at length without interruption—for example, when giving presentations, sharing experiences, or explaining something. Practicing monologic speech in the classroom prepares learners for these situations and helps bridge the gap between academic practice and real-world communication.

Lastly, monologic speech provides teachers with an effective tool for assessing overall speaking proficiency. Because it involves extended speech, teachers can evaluate learners' pronunciation, intonation, grammatical accuracy, vocabulary usage, and coherence all at once. For this reason, it is commonly used in standardized language assessments such as IELTS or TOEFL.

In summary, monologic speech is a valuable component of speaking instruction in EFL contexts. It helps learners develop fluency, accuracy, and confidence while also enhancing their ability to organize and express complex ideas in English. Regular practice with monologic tasks supports the overall growth of communicative competence and prepares learners for both academic and everyday communication.

The study was conducted with a group of upper-intermediate EFL learners at a pedagogical university. Participants were divided into two groups: a control group receiving traditional language instruction and an experimental group exposed to interdisciplinary tasks. The interdisciplinary group engaged in activities that integrated content from literature, environmental science, and social studies into their speech practice.

The data collection tools included pre- and post-tests evaluating monologue performance, observational checklists, and learner feedback forms. Assessment criteria focused on coherence, fluency, lexical variety, grammatical accuracy, and content depth.

The results revealed that students in the experimental group showed significant improvement in their monologue speech proficiency compared to the control group. Specifically, they demonstrated:

- **Greater lexical diversity**, as students incorporated subject-specific vocabulary from the integrated disciplines.
- **Improved coherence and structure**, owing to the practice of organizing content from various fields logically.





- **Enhanced fluency and confidence**, attributed to the increased cognitive engagement and meaningful context for speech.

Learners also reported a higher level of motivation and perceived relevance in their language studies, noting that interdisciplinary topics made speaking tasks more engaging and intellectually stimulating.

These findings support the argument that interdisciplinary integration fosters deeper learning and contributes to more authentic and effective language use. It encourages learners to think critically and communicate with clarity and purpose.

Interdisciplinary integration offers a valuable strategy for enhancing monologue speech proficiency among EFL learners. By connecting language learning to broader academic content, students develop not only linguistic skills but also cognitive and communicative competencies. Educators are encouraged to adopt interdisciplinary practices to enrich language instruction and better prepare learners for academic and real-world communication demands.

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