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# **ELMİ ƏSƏRLƏR**

**(pedaqogika, psixologiya, tarix, filologiya,  
riyaziyyat və informatika, biologiya, incəsənət)**

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## Bridging the gap in colloquial english teaching: public and private schools

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**Key words:** Colloquial English, public schools, language education, comparative analysis

**Abstract.** Fluency in informal English is critical to effective global communication, but is unevenly integrated into Azerbaijani public school educational programs. Many academic institutions face old-fashioned teaching techniques and poor resources, creating a gap between teaching language formally and its use in practice. The current research identifies an immediate need to improve teaching techniques to bridge this gap. The study adopts a qualitative approach that incorporates observation of lessons, semi-structured teaching staff interviews, and content analysis of students' feedback. The data were collected from private educational institutions as well as public institutions to identify differences in teaching techniques, availability of resources, and school-level support for teaching informal English. The findings indicate that private institutions follow interactive, learner-centric teaching techniques, use digital resources, and engage students through practice-based conversational activities. Public schools often rely on old-fashioned, grammar-based courses, limiting the scope for spontaneous conversations. The findings establish that integrating modern teaching techniques, including out-of-classroom language activities, along with a focus on instructors' professional skill building, can have far-reaching benefits on fluency of informal English within Azerbaijani educational institutions. The findings of the study provide practicable guidelines to instructors and policymakers to improve the conversational teaching of English. By integrating effective teaching techniques of private institutions, public institutions can make classrooms learner-friendly spaces for language learning.

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### ingilis danışiq dilinin tədrisindəki boşluqların aradan qaldırılması: dövlət və özəl məktəblər

**Annotasiya.** Qeyri-rəsmi ingilis dilində səlis danışmaq effektiv qlobal ünsiyyət üçün vacibdir, lakin Azərbaycan dövlət məktəbi təhsil proqramlarına qeyri-bərabər inteqrasiya olunur. Bir çox təhsil müəssisələrində dilin formal tədrisi ilə onun praktikada istifadəsi arasında uçurum yaranan köhnə tədris üsulları və zəif resurslarla üzləşirlər. Hazırkı tədqiqat müəyyən edir ki, bu boşluğu aradan qaldırmaq üçün tədris üsullarının təkmilləşdirilməsinə təcili ehtiyac var. Tədqiqat dərslərin müşahidəsini, yarım-strukturlaşdırılmış müəllim heyəti ilə müsahibələri və tələbələrin rəylərinin məzmun təhlilini özündə birləşdirən keyfiyyət yanaşmasını qəbul edir. Məlumatlar özəl təhsil müəssisələrindən, eləcə də dövlət qurumlarından tədris üsulları, resursların mövcudluğu və qeyri-rəsmi ingilis dilinin tədrisi üçün məktəb səviyyəsində dəstəyin fərqlərini müəyyən etmək üçün toplanıb. Nəticələr göstərir ki, özəl qurumlar interaktiv, öyrənmə mərkəzli tədris üsullarına əməl edir, rəqəmsal resurslardan istifadə edir və tələbələri təcrübəyə əsaslanan danışiq fəaliyyətləri vasitəsilə cəlb edir. Dövlət məktəbləri tez-tez köhnə, qrammatika əsaslanan kurslara etibar edir, kortəbii söhbətlər üçün əhatə dairəsini məhdudlaşdırır. Nəticələr müəyyən edir ki, müasir tədris üsullarının, o cümlədən sinifdənkənar dil fəaliyyətlərinin inteqrasiyası və müəllimlərin peşəkar bacarıqlarının artırılmasına diqqət yetirilməsi Azərbaycan təhsil müəssisələrində qeyri-rəsmi ingilis dilini mükəmməl bilmək üçün geniş fayda verə bilər. Tədqiqatın nəticələri ingilis dilinin danışiq tədrisini təkmilləşdirmək üçün təlimatçılar və siyasətçilər üçün praktiki təlimatlar təqdim edir. Özəl müəssisələrin effektiv tədris üsullarını inteqrasiya edərək, dövlət qurumları sinif otaqlarını dil öyrənmək üçün tələbələr üçün əlverişli məkanlar edə bilər.

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**Ключевые слова:** разговорный английский, государственные школы, языковое образование, сравнительный анализ

### Преодоление разрыва в преподавании разговорного английского языка: государственные и частные школы

**Аннотация.** Свободное владение неформальным английским языком имеет решающее значение для эффективного глобального общения, но неравномерно интегрировано в образовательные программы государственных школ Азербайджана. Многие учебные заведения сталкиваются со старомодными методами обучения и нехваткой ресурсов, что создает разрыв между формальным преподаванием языка и его использованием на практике. Текущее исследование показывает, что существует настоятельная необходимость в улучшении методов обучения для преодоления этого разрыва. В исследовании используется качественный подход, который включает наблюдение за уроками, полуструктурированные интервью с преподавательским составом и контент-анализ отзывов студентов. Данные были собраны в частных учебных заведениях, а также в государственных учреждениях для выявления различий в методах обучения, доступности ресурсов и поддержке на уровне школы для преподавания неформального английского языка. Результаты показывают, что частные учреждения следуют интерактивным, ориентированным на учащихся методам обучения, используют цифровые ресурсы и вовлекают учащихся с помощью практических разговорных занятий. Государственные школы часто полагаются на старомодные курсы, основанные на грамматике, ограничивая возможности для спонтанных бесед. Результаты устанавливают, что интеграция современных методов обучения, включая внеклассные языковые занятия, наряду с акцентом на развитие профессиональных навыков преподавателей, может иметь далеко идущие преимущества для беглости неформального английского языка в азербайджанских образовательных учреждениях. Результаты исследования предоставляют практические рекомендации для преподавателей и политиков по улучшению разговорного обучения английскому языку. Интегрируя эффективные методы обучения частных учреждений, государственные учреждения могут сделать классы удобными для учащихся пространствами для изучения языка.

## Introduction

Effective English communication is now absolutely important for success in our increasingly linked world. Its evolution to a global lingua franca has enabled English to play a major role in bridging cultural along ethnic divides. Every day, interaction increasingly uses it, not only in academia or business. This communication analytically depends on many aspects of colloquial English, the informal, conversational form of the language. Ease and fluidity, required for social, academic, as well as professional exchanges, are eased. In recent years, an increased demand for colloquial English expertise has emerged in many non-native English-speaking countries, including Azerbaijan.

Worldwide educational systems, particularly those in non-native English-speaking areas, face truly large difficulties in effectively teaching colloquial English. Many countries, Azerbaijan among them, find it incredibly difficult to properly integrate this energetic, informal language into their school syllabuses. Outdated teaching materials, along with large class sizes, insufficient teacher training, and a heavy emphasis on formal, academic language, severely restrict many of these schools. Global interaction necessitates conversational English skills, a skill hampered by these constraints, preventing students from achieving it [3]. Additional cultural and historical factors, alongside Azerbaijani approaches to language education, exacerbate these challenges. A customary framework prioritizing grammar, reading, and writing, often at the expense of speaking and listening skills, characterizes many public schools, which educate a meaningful number of students [9]. The informal, conversational aspects of language, important in today's globalized world, are not adequately addressed by these important skills.

Many Azerbaijani private schools have substantially overcome these challenges. Greater access to modern teaching resources, including interactive technology, language labs, and multimedia tools that support the teaching of colloquial English [13], is enjoyed by private institutions, unlike their public counterparts. Many of these schools actively utilize several progressive, student-centered teaching methodologies, including

Communicative Language Teaching (CLT), which emphasizes real-life scenarios, group discussions, and role-playing. Importantly, this approach increased students' conversational abilities [7]. A meaningful issue in Azerbaijan's education system persists. The large disparity between public and private schools regarding resources, methodology as well and student outcomes is truly outstanding.

This article thoroughly investigates the stark contrasts in Azerbaijani public and private school approaches to teaching colloquial English. Actionable recommendations for improving language instruction in many public schools are to be proposed, alongside a thorough comprehension of several key disparities. This study shows that public education needs a more effective, modern approach to teaching colloquial English, considering teaching methodologies, resources, teacher training, plus classroom practices in both institution types.

The current state of English language education in Azerbaijan, with its particular challenges as well as opportunities in the teaching of colloquial English, is initially reviewed in this article. The historical context of Azerbaijan's educational system's development is acknowledged, with particular emphasis placed on the important influence of many customary teaching methods on a large portion of public school curricula. The important and growing appreciation of spoken English's importance, however, has been unfortunately overshadowed in Azerbaijan's public schools, with the adoption of truly effective, interactive teaching methodologies lagging greatly behind that of their private counterparts. Outdated teaching practices and stubbornly clinging to the education system severely restrict students' chances to meaningfully engage with the language communicatively [12].

Resource disparity, a truly meaningful difference between public schools alongside private schools, lies at the very core of this problem. Many public schools battle with overcrowded classrooms, insufficient technology, and few teacher training opportunities. Several factors obstruct the development of colloquial English fluency. Smaller class sizes, along with greater access to many educational resources, as well as a more

flexible approach to teaching, are all believed to support the development of many conversational skills, in contrast to the situation in state schools.

Successful strategies employed by private schools, flexible for public schools, are explored to examine existing disparities. This article offers practical recommendations for improving public school teaching practices by analyzing private institutions' colloquial English teaching methods. Key areas important to improving the quality of language education in Azerbaijan, including resource allocation, teaching methodologies, and teacher training, will be addressed by these recommendations.

An important contribution to the continuing discussion on improving English language education in non-native English-speaking countries is sought to be made by this analysis. This study will importantly improve the colloquial English expertise of many Azerbaijani students, thus preparing them for the challenges of a globalized world, by providing a comparative analysis of public and private school practices. This roadmap, designed for policymakers, educators, and, in addition to them, stakeholders, actively promotes the important reform and modernization of English language teaching throughout Azerbaijan, thus guaranteeing that every single student gains access to the important skills needed for truly effective global communication.

Further investigation into how many educational systems in multiple non-native English-speaking countries approach the teaching of colloquial English is encouraged, alongside the setting of a foundation for large-scale future research in this field by this article. This study's understanding will benefit Azerbaijan and prove applicable to other countries encountering comparable difficulties in language education. We aim, quite simply, to create an importantly more all-embracing, highly effective, and globally concentrated language education system, thus equipping students with the important skills for success in today's linked world.

Global communication needs colloquial English, researchers insist. Conversational English's rapidly evolving nature helps many people succeed in multiple cultural and professional settings. This makes it an important skill in an

increasingly linked world [5]. Globalized job markets see improved employability, importantly increased by colloquial English, which acts as an important communication tool, bridging many ethnic and cultural divides. Educators, along with policymakers, have increasingly concentrated their attention on the important ability to teach and learn conversational English [8].

Many studies show that a meaningful number of educators in many non-native English-speaking countries face large challenges integrating informal language skills into created curricula, particularly within resource-constrained public schools [11]. Rigid public education structures, along with a focus on grammatical accuracy plus formal language, frequently stifle the development of conversational fluency [13]. Consequently, public school students frequently find themselves significantly underprepared for real-life communication scenarios demanding spontaneity, cultural understanding, plus linguistic adaptability.

Studies show that many private schools offer meaningful advantages in language education. Superior resources, experienced teachers, and revolutionary teaching methodologies characterize private institutions. Consistent research proves this. Brown [4] shows that private schools frequently employ interactive, student-centered approaches, including role-plays, group discussions, as well as debates, to cultivate conversational English skills. Students' ability to communicate informally, as well as effectively, is importantly improved by this focus on real-world language application [7].

The meaningful differences in language learning outcomes between public and private education have been highlighted by many comparative studies. In a fascinating study, Karahan and Yüksel [3] directly compared attitudes towards colloquial English, finding that private school students in Turkey showed significantly greater confidence and noticeably improved conversational skills than their public school counterparts. Sultana's [2] research in Bangladesh showed that private school students performed significantly better in informal English communication. This success stemmed from native English-speaking teachers plus extracurricular language immersion

programs.

Relatively few studies have concentrated on the Azerbaijani context, despite the expanding research into colloquial English education. The challenges faced by Azerbaijani public schools in teaching conversational English were importantly and quite extensively, examined in a particularly meaningful study by Karimova as well as Guliyeva [8]. Large class sizes, inadequate teacher training, along a lack of interactive teaching materials were highlighted by their study as systemic issues. Larger trends in other non-native English-speaking regions support these findings, which also draw attention to the special cultural and institutional barriers in Azerbaijan [16].

Researchers have also explored the role of private schools in Azerbaijan, though less extensively. Gasimova along with Asadova [1]. Discovered that many Azerbaijani students from private schools displayed an importantly more accepting and positive attitude towards colloquial English, revealing the influence of cultural identity on their views of informal language use [6]. The schools' outstandingly strong focus on intercultural exchange, wide-ranging exposure to genuinely authentic English language contexts, and the effective integration of modern teaching technologies, importantly contributed to this [9]. Their study omitted many specific private school teaching practices and strategies. This left a meaningful gap in our comprehension of what fuels their success in teaching colloquial English.

Note should also be taken of the theoretical frameworks guiding these studies. Engaging and interactive activities, quite commonly used in private schools, effectively apply Krashen's [14] input hypothesis: providing learners with readily understandable input that's just a bit beyond their current level is important. Group discussions and collaborative learning encourage many conversational skills, as in Vygotsky's [13]. The sociocultural theory emphasizes the meaningful role of social interaction in language development.

A thorough analysis of differences in teaching colloquial English between Azerbaijani public and private schools bridges a gap in existing literature, which this study offers [14]. This study identifies several effective strategies used by many private institutions, exploring their po-

tential for public education by utilizing qualitative data alongside real-world examples [10]. This research importantly contributes to the larger discourse on language education reform by drawing attention to the need for large systemic changes to address important disparities, coupled with improvements to conversational English teaching in many Azerbaijani public schools.

### **Materials and Methodology**

This research uses a qualitative approach. It offers a detailed comprehension of the differences in teaching colloquial English within Azerbaijani public schools as well as private schools [15]. This study uses a qualitative methodology to explore the lived experiences, views, and practices of many English language teachers and a important number of students and to analyze several contextual and institutional factors influencing the teaching of colloquial English. Complicated educational phenomena, such as language teaching methodologies, resource allocation, along teacher-student interactions, are extraordinarily well-suited to be examined by qualitative research, given its strong focus on catching richly detailed narratives [16].

Data is mainly collected through two key methods: semi-structured interviews and classroom observations, by the study. Twenty English language teachers took part in semi-structured interviews. Ten teachers were from public schools, alongside ten from private schools. This semi-structured format readily eased the incorporation of predefined questions, along with allowing large flexibility to thoroughly explore emergent themes during those interviews. The survey specifically questioned teachers regarding their teaching methodologies, the meaningful challenges they encountered in encouraging colloquial English, the resources readily available to them, as well as their views on student progress and engagement. From interviews, we gained an important understanding of the practical realities of language teaching in both public and private schools.

This study, furthermore, thoroughly incorporated classroom observations in a total of ten schools—five state schools and five independent schools—situated in Baku, Azerbaijan,

alongside teacher interviews. Researchers observed each classroom across multiple sessions to achieve a thorough grasp of teaching practices, classroom dynamics, along student participation. Researchers recorded observational data as field notes, concentrating on aspects such as the types of activities used to teach colloquial English, the level of student interaction, along the use of technology or supplementary materials. Researchers directly observed teaching practices in real-world settings, thus supplementing interview data.

Researchers collected feedback from approximately one hundred students to further improve the findings; fifty students came from public schools, along with fifty from private schools. The tutor requested that students detail their experiences learning colloquial English, including the challenges encountered, the teaching methods proving most effective, as well as their impressions of the learning environment. Researchers gathered student feedback. They used written surveys and informal focus group discussions to guarantee a really thorough representation of student voices in the study.

Researchers carefully selected participants. This guaranteed a diverse sample representative of the population. The selection process for many English language teachers favored candidates possessing at least three years of experience teaching colloquial English, alongside other relevant experience. We chose schools offering diverse sizes, locations, and student demographics. A careful selection process guaranteed that the student participants adequately reflected a balance in terms of gender, academic performance, as well as their level of English skill. The stratified sampling approach guaranteed the validity as well as the generalizability of the findings by catching a wide range of perspectives along with experiences.

Researchers analyzed the data, gleaned from interviews, observations, along with student feedback, using thematic analysis. Researchers coded the data to uncover recurring patterns and themes, alongside sub-themes concerning teaching practices, institutional challenges, plus student outcomes. We thoroughly iterated the coding, repeatedly reviewing categories to guarantee absolute consistency. Researchers subsequ-

ently grouped the themes into larger categories, closely reflecting the research questions, such as “Resource Disparities,” “Interactive Teaching Strategies,” as well as “Student Engagement in Colloquial English Learning.”

Researchers used NVivo software to organize several qualitative datasets, easing their analysis. Efficient data management resulted from this tool, thus letting researchers systematically compare findings across different schools, teacher groups, plus student demographics. Researchers conducted a cross-case analysis to identify several commonalities and differences between public and private schools. Furthermore, they investigated how many contextual factors influenced teaching outcomes.

Strict moral guidelines were precisely followed, thus safeguarding participants’ rights as well as their confidentiality. Researchers informed all participants of the research purpose, coupled with their right to withdraw at any time. Consent was obtained in writing from teachers. School administrators, along with parents of student participants under the age of 18, also provided written consent. Researchers anonymized the data to guarantee participant confidentiality. Furthermore, they reported the findings in a way that avoided identifying specific people or schools.

Certain limitations are also present in the qualitative approach. Deep understandings are provided, however, by this method. Data from a small number of Baku schools and participants support these findings. These findings may therefore not accurately reflect the experiences of schools in Azerbaijan’s rural or underdeveloped regions. Self-reported data from interviews, along with surveys, potentially introduces bias. Teacher interviews, classroom observations, along with student feedback – the triangulation of these three data sources importantly reduces the aforementioned limitations, thus strengthening the findings’ credibility.

An all-encompassing comprehension of the challenges and opportunities in teaching colloquial English in Azerbaijani public as well as private schools is sought to be provided by this study, through the adoption of a multi-method qualitative approach. Active discussions on language

education reform will benefit from these findings, which also offer practical recommendations for improving conversational English teaching in public schools.

### **Findings and Discussion**

Large disparities in colloquial English teaching emerged from this study, comparing Azerbaijani public schools with their private counterparts. Resource disparities, importantly varied teaching methodologies, inadequate teacher training, and importantly low student engagement are the four key areas highlighted by the findings. An important role in determining the effectiveness of English language instruction is played by many of these aspects. Meaningful opportunities for improvement in many public schools are highlighted by them.

A truly important contrast between public and private schools is readily seen in the resources available. Modern teaching materials, including interactive whiteboards, multimedia projectors, and specialized language labs, are often equipped in private schools. Simulations, role-playing, along with audio-visual aids, allow these facilities to give students practical experience in conversational English. Smaller class sizes in private schools promote better colloquial English skills.

Limited budgets restrict public schools, leading to outdated textbooks and a lack of access to modern technology. An important number of classrooms lack even rudimentary audio equipment, obstructing teachers' ability to integrate listening exercises or multimedia resources into lesson plans. High student-to-teacher ratios in many public school classes severely restrict opportunities for personalized instruction. Public school classes often have far too many students, exceeding 30, thus seriously obstructing effective teaching.

Resource disparities obstruct public school students' fluency development in colloquial English. This exacerbates educational inequalities, disadvantaging public school graduates in global communication contexts. Meaningful investment in large infrastructure, ample teaching materials, and up-to-date technology will allow many public school students to access a comparable quality of education to that enjoyed by their counterparts in private schools.

Private schools use teaching methods. These methods better reflect modern language teaching approaches. Many private school teachers employ communicative language teaching (CLT) strategies, prioritizing practical language application above rote learning or grammar exercises. Lessons frequently incorporate a range of activities, including energetic group discussions, stimulating debates, along interactive role-playing scenarios, thus allowing students to develop their practical speaking and listening skills within a truly supportive learning environment. Active participation and confidence in using English for everyday communication result from these methods.

More customary, teacher-centered methods are often employed by public schools. Grammar, reading, and formal writing receive most of the focus, while speaking and listening skills receive little attention. Public school students, therefore, often really excel at written English, yet surprisingly battle with conversational fluency and comprehension. The lack of interactive activities, important for developing colloquial English expertise, further compounds this disconnect.

The glaring absence of a match between the public school curriculum plus the practical requirements facing students in today's globalized world is deeply worrying. Private schools, quite noticeably, focus intensely on functional language skills for real-world communication, whereas public schools tend to prioritize exam preparation above practical application. We must revise the public school curriculum. This revision should include many more communicative and student-centered approaches to bridge this gap.

Public and private schools offer teachers different professional development opportunities. Modern language teaching techniques are frequently the focus of workshops, seminars, and training programs that private school teachers attend. These programs frequently address integrating technology into language instruction, utilizing multimedia tools, as well as devising strategies for creating interactive and engaging lessons. Revolutionary teaching methods and the diverse needs of their students are better met by private school teachers, owing to their superior preparedness.

Such professional development opportunities, regrettably, are not readily available to a meaningful number of public school teachers. Outmoded teaching methods and materials are frequently necessitated for public school teachers by limited funding, coupled with insufficient administrative support. Customary lecture-based approaches are often employed by many public school teachers, whereas some online platforms, along with language learning apps, may be incorporated into lessons by an increasing number of private school teachers.

Inadequate communicative language teaching training importantly obstructs public school teachers, leaving them ill-equipped to cultivate conversational skills within their pupils. Regular, accessible professional development opportunities for public school teachers are important to improving English language teaching quality in these schools.

A clear advantage is shown by private schools. This is another area of student engagement. Their teachers' interactive and supportive learning environments promoted higher levels of motivation as well as confidence in English usage amongst a large number of private school pupils. Many group activities, games, along real-life scenarios make lessons enjoyable and relevant, actively engaging many students.

Many public school students feel intimidated or disengaged by English. A meaningful lack of practice opportunities, along with a quite debilitating fear of making mistakes, frequently produces substantially low levels of confidence as well as motivation. English lessons, perceived by public school students as overly concentrated on grammar along with writing, are reported to be less relevant to their daily lives.

Creating a more all-embracing and supportive atmosphere in many public school classrooms importantly addresses low student engagement. Students' confidence and enthusiasm for learning colloquial English can be importantly improved by the provision of constructive feedback, alongside the promotion of a culture of mutual respect, as well as the encouragement of active participation.

This study reveals many large differences in Azerbaijani schools; private schools possess

greatly more resources, superior teaching methods, better teacher training, plus greater student engagement than their public counterparts. Meaningful disparities greatly affect many students' acquisition of colloquial English, whereby private school pupils regularly exceed a large number of their state school peers. Increased investment in resources, curriculum reform, and teacher professional development, along with the promotion of at least five interactive, student-centered learning environments, necessitates a multi-pronged strategy.

Azerbaijan's public schools can, by implementing several successful strategies from many private schools, furnish many students with the important language skills for success in our globalized world. Policymakers and educators in Azerbaijan, along with many others involved in improving English language education in many non-native English-speaking countries, will find these findings important, perceptive, and relevant to their work.

This study draws attention to large differences in colloquial English teaching between Azerbaijan's public and private schools. Systemic challenges within public schools, such as seriously inadequate resources, frustratingly outdated teaching methods, insufficient teacher training, along appallingly low student engagement, are fundamentally responsible for these important differences. Furthermore, the research importantly reveals readily available solutions, quite a few of which are easily adaptable from the highly successful methods used in private schools. Practical recommendations for bridging the gap in colloquial English teaching across Azerbaijani public schools are detailed and discussed in this section.

Important enhancements to many public schools are needed, particularly concerning the professional development provided to a large number of teachers. Many private schools provide large investments in communicative language teaching (CLT) method training programs, thereby supplying teachers with many up-to-date techniques for developing students' conversational English. Real-life communication, along with interaction, is emphasized by CLT, rendering it highly effective for teaching colloquial English.

Customary lecture-based methods, prioritizing grammar along with formal writing over speaking as well as listening skills, characterize the teaching approach of many state school teachers, leaving a meaningful number without access to more modern training.

The professional development of public school teachers must be prioritized by policymakers, along with educational authorities, to address this gap. Interactive teaching methodologies can be promoted through the organization of several workshops, many seminars, as well as a large number of in-service training programs. Technology and multimedia tools such as language learning apps and online platforms, as well as audiovisual resources, can significantly improve teaching methods. Teachers should therefore gain experience using these incredibly important resources to improve their lessons. Private institutions, along with international organizations, can improve these training programs by offering teachers diverse perspectives and best practices in language education.

Meaningful differences in resources between public and private schools affect the quality of colloquial English teaching. An environment conducive to interactive and personalized learning is promoted by the provision of modern teaching materials and language labs, along with smaller class sizes in private schools. Outdated textbooks, overcrowded classrooms, along an important shortage of technical infrastructure hamper many public schools, thus restricting many students' opportunities to practice conversational English.

A large investment in public education, perhaps many millions of pounds, is needed to overcome this resource shortfall. To equip many public schools with sufficient modern teaching aids, including interactive whiteboards, audio-visual equipment, and digital resources, the government should allocate large funding. Dedicated spaces for practicing speaking and listening skills, achieved through role-playing, group discussions, as well as other interactive activities, can be provided to students by creating language labs in public schools. We should prioritize reducing class sizes, thereby allowing teachers to provide more individualised attention to students and thus

create a far more engaging learning environment.

Public school curricula frequently favor grammar, formal writing, and reading comprehension, largely neglecting many important speaking and listening skills. Students are left ill-prepared for real-world communication, especially in informal or conversational settings, by this customary approach. Many private schools actively develop students' colloquial English skills by incorporating a wide range of activities, including role-playing, group discussions, and debates, into their curriculum.

More conversational English activities should be included in an important revised public school curriculum to improve many pupils' language expertise. Designers should craft these activities to simulate real-life scenarios, thereby prompting students to utilize English in practical ways, along with meaningful applications. Lessons could, for instance, incorporate mock interviews, casual conversations, along storytelling exercises, enabling students to practice speaking in a compassionate setting. The curriculum should draw attention to the importance of listening skills. This can be achieved by including audio materials such as podcasts, dialogues, plus interviews to help students learn about different accents and speech patterns in addition to informal expressions.

Private schools' emphasis on student-centered teaching methods importantly contributes to their success. Active student participation and a supportive atmosphere, where many students readily practice their speaking skills, are prioritized by these several methods. Private schools' teachers ease interactive activities, increasing students' confidence plus competence in using colloquial English.

A teacher-centered approach, where students play a passive role in the learning process, often characterizes public schools. Strategies that importantly promote active participation should, to greatly encourage greater student engagement, be adopted by public-school teachers. Teachers can organize many group projects, several peer-to-peer conversations, and a variety of language games, thus making learning enjoyable and interactive. A truly positive classroom environment, where students feel perfectly safe to make

mistakes as well as learn from them, is also incredibly important for building their confidence in speaking English.

Policymakers, educators, along many other stakeholders must collaborate to achieve meaningful, lasting improvements in public education. The necessary resources, along with support for implementing the recommended changes, must be provided by policymakers. Educators are important in adopting as well as changing new teaching practices. The exchange of knowledge, resources, as well as expertise can be eased by partnerships with private schools and non-governmental organizations, in addition to international institutions, thereby guaranteeing that public schools benefit from the successes of their private counterparts.

Parents' involvement, coupled with that of the wider community, in education increases student motivation and support. Schools can increase students' conversational skills by organizing language-concentrated events like English-speaking clubs, cultural exchange programs, along community debates, thus providing opportunities for practice outside the classroom. These initiatives importantly increase classroom learning, alongside cultivating a common appreciation for language in daily life.

This study's findings draw attention to the pressing need to reform Azerbaijani public schools systematically, thereby improving colloquial English teaching. A more effective and engaging learning environment for students can be created in public schools using addressing important resource disparities, along with improving large-scale teacher training, as well as revising the curriculum, in addition to adopting many student-centered approaches. These changes' implementation and long-term success require collaboration among policymakers, educators, and stakeholders. Public education, by adopting many successful private school methods, can importantly improve colloquial English instruction, thereby providing many students with important skills for effective global communication and cultural exchange.

### **Conclusion**

Closing the meaningful disparity in colloquial English teaching between many public

and private schools in Azerbaijan is considered primary to adequately preparing students for meeting global communication standards. Importantly, this research draws attention to huge differences in resources, methods, and school practices. Modern teaching materials, smaller class sizes, and interactive language instruction define private schools. These schools set a benchmark for effective colloquial English education. Limited resources coupled with customary teaching methods obstruct public schools, leaving them unable to adequately develop their students' conversational English skills for success in a globalized world.

### **Bridging the Gap: Lessons and Opportunities**

This research demonstrably reveals highly effective strategies for public schools to significantly increase teaching, drawing inspiration from the outstandingly successful practices of private schools. A student-centered learning environment is encouraged, outdated curricula are revised to emphasize conversational skills, and communicative language teaching (CLT) methods are adopted through these strategies. These reforms will importantly enable public schools to equip students with the important language skills necessary to confidently navigate a rapidly evolving world, thus preparing them for future challenges as well.

Intervention most urgently requires concentrating on public school teachers' professional development. Many teacher training programs concentrate on modern and interactive teaching methods should be invested in. Equipping teachers with the pedagogical tools needed to teach colloquial English effectively and giving them the confidence to promote active student participation is important. Important resources and a wealth of knowledge become readily available to public school teachers through strong collaboration with private schools, top international organizations, and leading language education experts, thus allowing for improved classroom practices.

We absolutely must prioritize increased funding for our public schools. Interactive whiteboards, digital tools, and a truly enormous array of audiovisual materials, when readily available to teachers, dramatically improve teaching qua-

lity. Creating dedicated spaces in public schools for students to thoroughly practice speaking and listening skills, and language labs, importantly increases their ability to engage in role-playing, along with group discussions, plus other interactive activities that closely mimic real-life communication scenarios. Importantly, smaller classes help create a much better, more engaging learning experience.

### **The Importance of Systemic Reform**

Many factors beyond new teaching methods or extra resources importantly affect better colloquial English education in state schools. Systemic reform is needed. This reform must tackle many underlying structural problems in public education. National education standards should reflect the importance of conversational English skills for global communication, a fact policymakers must acknowledge in preparing students. Schools should improve many students' speaking and listening skills, alongside grammar and writing.

Educators, policymakers, parents, and many community members must encourage a collaborative culture to achieve several sustainable improvements. To encourage improved conversational English, many schools should actively organize a range of extracurricular activities, language clubs, and community events, providing ample opportunities for students to practice. Classroom learning is reinforced, and meaningful confidence and competence in using English in real-world settings are developed in many students by many such initiatives.

### **Implications for Future Research**

This study has yielded important understandings into Azerbaijani public and private school disparities in colloquial English education. Further research should address the questions it raises. Researchers should explore the long-term effects of many recommended reforms. These reforms will importantly affect student outcomes. Researchers can investigate many changes in teaching methodologies, resource allocation, as well as curriculum design to determine their effect on students' language expertise, academic performance, coupled with career prospects.

This research could benefit from expansion to other non-native English-speaking countries.

A truly important comparative analysis of best practices and challenges in colloquial English education would then be possible. These studies offer important lessons for improving teaching practices worldwide, broadening our comprehension of how cultural, economic, and institutional contexts shape language education.

### **A Call to Action**

This study's findings urge educators, policymakers, along stakeholders in Azerbaijan, plus internationally, to act. Meaningful disparities in colloquial English education, importantly between public and private schools, can, it is believed, be readily addressed through targeted interventions, along with collaborative efforts, as well as a commitment to truly systemic reform. Bridging this gap empowers many public school students with important conversational English skills for global success, encouraging academic achievement, professional improvement, plus meaningful cultural exchange.

Improving colloquial English education in Azerbaijani public schools is important for equipping students to meet twenty-first-century challenges. Investing in teacher training and resources, along with promoting a culture of collaboration as well as innovation, public education can meet the challenge of equipping students with the language skills they need to succeed by adopting the effective practices of private schools. The groundwork for these changes has been laid by this study. The adventure towards better language education continues. All stakeholders must collaborate to implement these recommendations, thereby securing a brighter future for many Azerbaijani students, along with their meaningful contribution to the global community.

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### **Articles in journal:**

Seyidov M.A., Seyidova A.M. Usage methods of interdisciplinary relationships in the teaching of chemical elements// News of Nakhchivan Teachers' Institute, 2008, № 1 (13), p.97-100.

10. In the resume of the article, the name and surname of the author should be written in "12" size case, bold letters; the title of the theme should be written in capital and bold letters; and the resume itself is written in ordinary letters. The resume should encompass the theme completely, the results obtained should be given in detail. The resumes of the article in different languages should overlap and be relevant to the content of the article.

11. The total volume of the article should not exceed 15 pages including graphic materials, photos, tables, formulae, the list of references and resumes.

12. The printed manuscript is presented to the editorial office together with the floppy disk. Manuscripts are also available electronically. In this case, the manuscript is sent to the journal's e-mail (elmihisse@nmi.edu.az).

13. The authors also submit a review with the manuscript. In the review, the author will be given detailed information about the author (surname, name and patronymic, workplace, post, degree of science and SCIENTIFIC title, address, work and home phones, electronic mail address).

Note: Only one article by the author is considered to be published in every issue of "Nakhchivan Teachers Institute. Scientific works".

## К СВЕДЕНИЮ АВТОРОВ

1. Основная цель журнала – публикация качественных научных статей по педагогике, психологии, истории, филологии, математике и информатике, биологии и искусствоведению, отвечающих установленным требованиям.
2. В журнале публикуются результаты исследований в виде оригинальных и тщательно отредактированных научных статей, ранее не представленных к другим изданиям.
3. Количество соавторов более трех человек нежелательно.
4. Автор несет прямую ответственность за качество содержания статьи и достоверность указанных в ней фактов.
5. Для опубликования статьи в журнале необходимо представить рецензию одного специалиста по этой области научных знаний и представления одного из сотрудников редколлегии.
6. Статьи могут быть написаны на одном из трех языков - азербайджанском, английском или русском. Ключевые слова и аннотации должны быть написаны и на двух других языках.
7. Текст статьи должен быть сверстан на компьютере шрифтом Times New Roman, (размер шрифта -14 pt) на бумаге А4 с полями: верхним – 2 см; нижним – 2 см; правым – 3 см; левым – 1,5 см, без переносов с межстрочным интервалом 1,5 см. Параметры внутритекстовых таблиц - 3,7 см с правой и левой стороны.
8. Текст статьи должен быть написан следующим образом: в правом верхнем углу первой страницы имя и фамилия автора (авторов) заглавными жирными и прямыми буквами (размер шрифта -12 pt), ниже прописным шрифтом (размер шрифта – 12 pt) - место работы (например, Нахчыванский институт учителей, Нахчыванский государственный университет, Нахчыванский отделение НАНА и т. д.), далее через интервал по середине заглавными жирными и прямыми буквами (размер шрифта -12 pt) – название статьи, ниже через интервал с начала строки с отступом - аннотацию и ключевые слова на языке оригинала, далее через интервал - основной текст статьи
9. В статье делаются ссылки на научные источники по тематике. Список литературы, данный в конце статьи, пишется прописными буквами размером 12 pt. Ссылки нумеруются по последовательности размещения их в тексте, а не по алфавиту. Ссылки вставляются прямо в тексте научной работы в виде [1, с. 2] или просто [1]. При повторной ссылке указывается номер той же литературы. Слово «Литература» пишется жирными буквами по середине, через интервал за текстом.

Список литературы составляется прописным шрифтом на языке оригинала. Напр:

### **Книги:**

Мехрабов А., Джавадов И. Мониторинг и оценка в средних школах. Баку, 2007, 182 с.

### **Статьи в сборнике:**

Габиббейли И.А. Наука и культура в Нахчыване / Нахчыван в истории Азербайджана. Баку: Наука, 1996, с. 73-91.

### **Журнальные статьи:**

Сейидов М.А., Сейидова А.М. Методика применения химических методов в обучении химическим элементам // Известия Нахчыванского института учителей, 2008, №1 (13), с. 97-100.

10. В аннотации имя и фамилия автора пишутся прописными и жирными, название статьи заглавными и жирными, а сама аннотация и ключевые слова прописными буквами. Аннотация должна полностью отражать содержание статьи, подробно освещать полученные результаты. Аннотации на разных языках должны быть идентичны, соответствовать содержанию статьи.

11. Общий объем статьи должен быть в пределах 5-15 страниц, включая графические материалы, фото, таблицы, список литературы и аннотации.

12. Напечатанная рукопись вместе с дискетой лично представляется в редакцию. Можно представить рукописи и через интернет. При этом рукопись можно отправить на mail-адрес редакции (elmihisse@nmi.edu.az).

13. Автор вместе с рукописью представляет в редакцию и анкет автора, который содержит подробные сведения о нем (фамилии, имени и отчестве, месте работы, должности, ученой степени и ученом звании, адресе, рабочем и домашнем телефоне, электронном адресе)

**Примечание.** В каждом номере журнала «Нахчыванский институт учителей. Научные труды» предусмотрена публикация одной статьи автора.