

**THE ROLE OF PRIVATE SCHOOLS IN ADVANCING  
COLLOQUIAL ENGLISH PROFICIENCY****Aytan Eldaniz qızı Huseynzade***doctoral student of Khazar University,**English teacher at 132 & 134 State School at Yasamal district of Baku city***ORCID:** 0009-0007-4602-1164**E-mail:** aytan.huseynzada@khazar.org**Key words:** *colloquial English, private schools, language education, English proficiency.***Açar sözlər:** *danışiq ingilis dili, özəl məktəblər, dil təhsili, ingilis dili biliyi.***Ключевые слова:** *разговорный английский, частные школы, языковое образование, владение английским языком.*

An increasingly linked world has seen English strengthen its position as the primary medium for cross-border, cross-industry, and cross-ethnic communication. English, a global lingua franca, encourages meaningful interpersonal communication in many diverse social and ethnic contexts, as well as acting as an important tool for many academics' and professionals' development. Azerbaijan's calculated geographic position, coupled with its ambitions for improved global economic integration, has long fueled a large interest in language education within this Eurasian nation (1). The teaching of English is prioritized in many schools nationwide. Its importance for personal as well as professional success is widely recognized. Important variations in English instruction methodologies resources plus outcomes exist. Public and private schools show these differences. Limited funding, large class sizes plus customary teaching methods obstruct public schools. These schools often fail to equip students with the tools for mastering colloquial English. Resource-intensive strategies, revolutionary teaching methodologies, along targeted teacher training have enabled Azerbaijani private schools to lead in language education, increasing students' conversational English skills.

Azerbaijani private schools have increasingly cultivated learning environments that promote practical communication skills. These institutions innovated improvements in colloquial English skills (1). Smaller class sizes advanced teaching technologies and relevant curricula helped them achieve this. To fully immerse students in realistic language scenarios, many private schools, quite cleverly, use cutting-edge teaching methods that heavily focus on active learning techniques, including role-play, group discussions, and situational simulations. Private school teacher training programs, alongside emphasizing conversational teaching methods, provide many educators with the skills to effectively guide many students in mastering informal English (3). A strong focus on ethnic exchange importantly complements these efforts, providing students with even more opportunities to practice colloquial English in authentic contexts through extracurricular activities such as English clubs, and international projects, along with partnerships with foreign institutions.

Several challenges in scaling their approaches to a larger audience are faced by private schools, despite their successes (4).

Importantly higher skill levels, as well as demonstrably greater confidence in using

colloquial English, were exhibited by students in private schools, it was actively shown by Karahan and Yüksel (6), who carefully compared attitudes towards colloquial English in private and public schools. Private institutions, it seems, importantly emphasize student-centered, communicative approaches, which the researchers' findings strikingly zeroed in on as having a large effect.

Researchers have uncovered important hurdles within Azerbaijani public schools, particularly concerning the rather difficult task of teaching colloquial English. Limited resources and many customary pedagogical methods in public schools hampered Karimova and Guliyeva's (4) focus on effectively teaching several conversational skills. The study showed that, unlike private schools, Azerbaijani public schools find it difficult to match the level of English engagement and exposure offered by their counterparts, due to the latter prioritizing smaller class sizes, improved funding, plus teacher training schemes.

Ethnic factors importantly influence student attitudes towards colloquial English. Ethnic factors also play a truly important role in shaping these attitudes. Gasimova and Asadova (5) showed that many private schools cultivate an importantly more open and positive attitude towards language learning by incorporating multiculturalism alongside many real-life communication scenarios into their curricula, thus drawing attention to the large effect of ethnic identity on the process. Researchers importantly highlighted the major role of students' sociocultural backgrounds in creating truly effective language teaching.

Global studies show private schooling's effectiveness in language acquisition extends beyond Azerbaijan. Long (2) found interactive as well as engaging settings important for conversational skill development by analyzing the role of linguistic environments. Private schools, with their greater resources, readily provide many role-playing exercises, debates, as well as language immersion activities. Sultana (7) found higher colloquial English expertise amongst private school students in Bangladesh, regardless of gender, because of their better access to modern teaching resources, when investigating gender differences in attitudes towards colloquial English in private and public schools.

Recent literature has extensively examined technical integration. This integration has also been a key focus in language education. The use of digital tools like language-learning apps plus online communication platforms in private Azerbaijani schools was importantly highlighted by Aghayeva as well as Hajiyeva (1). These tools substantially improved student engagement and learning opportunities. Wang (5) showed, through a review of many technical improvements in global language teaching, that many private institutions frequently adopt revolutionary tools which improve language acquisition outcomes.

### **Methods**

This research employs a qualitative case study approach to explore the role of private schools in enhancing colloquial English proficiency among Azerbaijani students. The case study method was chosen because it allows for an in-depth examination of teaching practices, classroom interactions, and institutional policies in their natural settings. Through semi-structured interviews, classroom observations, and document analysis, this study investigates the specific pedagogical strategies employed by private schools in Baku and how they contribute to students' conversational fluency in English. The current study employs a case study approach with a qualitative basis to explore private schools in Azerbaijan and students'

development of colloquial English language skills. By employing semi-structured interviews, observation in the classroom, and documentary analysis, effective approaches towards developing students' speaking skills and confidence in speaking English have been determined. These include employing interactive educational approaches, incorporation of technological tools, and continuous professional development of teachers. Public schools can learn from such approaches, and in consequence, instruction in the English language in Azerbaijan can be enhanced.

### **Results**

Interactive activities are actively prioritized by private schools. These activities encourage students to use colloquial English in real-life scenarios. Teachers routinely integrate role-playing, group discussions, along debates into lessons. Role-play exercises, for instance, effectively simulate really common social situations—like shopping, dining, or just casual conversations—giving students plenty of opportunities to practice using language in genuinely authentic contexts. Group discussions on contemporary topics, along with debates on student-chosen subjects, really promote spontaneous language use, important thinking, as well as increased confidence in verbal communication. Improved vocabulary acquisition and the development of fluency, along with an intuitive grasp of many conversational standards, result from these practices. Native English-speaking teachers expose students to authentic language use, and pronunciation, along with ethnic subtleties in many private schools. Native speakers promote an engaging environment, allowing students to experience natural language flow, idiomatic expressions, along with region-specific slang; features often proving elusive in customary classrooms. These teachers, importantly, introduce a really wide range of teaching methods, along with important ethnic perspectives, thus greatly improving students' grasp of language as a tool for communication as well as ethnic exchange. Regular interaction with native speakers increases students' confidence, further equipping them for international communication. Students are provided with many additional opportunities to practice colloquial English, alongside support extending beyond the classroom, by many private schools. To promote informal interaction among students using English, free from academic pressure, the university organizes language clubs, film viewings, and book discussion groups. During school holidays, incredibly helpful language immersion camps provide truly intensive practice, encouraging students to exclusively speak English for quite extended periods. Overseas school exchange programs importantly help students achieve truly engaging ethnic and linguistic experiences, thus greatly improving their conversational fluency, alongside expanding their global outlook. Digital tools importantly increase language learning in many private schools. The curriculum incorporates several language learning apps, including Duolingo as well as Memrise, to give many students personalized learning experiences, along with gamified ones. Students connect with peers or mentors in English-speaking countries using online communication platforms, such as video conferencing along chat applications. To expose students to multiple accents, dialects, and contexts, educators incorporate multimedia resources, including podcasts, and YouTube channels, along with virtual reality simulations. Outside the customary classroom, these tools offer extra practice opportunities and increase student engagement.

### **Conclusion**

Colloquial English skills have been substantially increased, outstandingly, in Azerbaijan

through revolutionary teaching methods and wide-ranging resources used in private schools. Private schools encourage extraordinarily engaging learning environments. They achieve this by concentrating intensely on interactive activities like role-play debates along with group discussions thus developing genuine communication skills (7). Their commitment to all-encompassing language education is zeroed in on by these schools' investment in teacher training, smaller class sizes, extracurricular activities, and digital tools, giving students the confidence and competence needed for global communication.

Private school success shows the importance of change. This shift involves moving away from customary grammar lessons towards interactive plus student-centered methods. These schools prepare many students for international success by zeroing in on realistic language, alongside immersing them in many authentic conversations, thus meeting learners' real-world language needs. Progressive methodologies, along with sufficient resources in educational institutions, demonstrably enable truly meaningful improvements in colloquial English expertise, as shown by their strategies.

**Relevance of the problem.** Colloquial competence is a critical skill that ensures effective communication. This highlights the importance of developing speaking skills for effective communication.

**Scientific innovation.** The research stresses a need to introduce modern teaching processes, thorough trainer training programs, and digital media. This suggests a novel approach by integrating modern methodologies and digital tools in teaching.

**Practicality and application of the problem.** Private schools have developed innovative strategies to improve schoolchildren's speaking. The outcomes are to establish that private schools are promoting verbal competence through communicative teaching processes supported by real-life engagement. This describes how private schools apply new strategies and real-life engagement to enhance verbal competence.

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**A.E. Hüseynzadə**

**Danışiq ingilis dili biliklərinin təkmilləşdirilməsində özəl məktəblərin rolu  
Xülasə**

Danışiq bacarığı effektiv ünsiyyət üçün vacib bir bacarıqdır. Özəl məktəblər şagirdlərin nitq bacarıqlarını təkmilləşdirmək üçün innovativ strategiyalar hazırlayıblar. Nəticələr göstərir ki, özəl məktəblər real qarşılıqlı əlaqə ilə dəstəklənən kommunikativ təlim prosesləri vasitəsilə dil sərəştəsinin inkişafına kömək edir. Tədqiqat müasir təlim proseslərinin, ciddi təlimçi təlim proqramlarının və rəqəmsal medianın həyata keçirilməsinin zəruriliyini vurğulayır.

**A.Э. Гусейнзаде**

**Роль частных школ в повышении уровня владения  
разговорным английским языком  
Резюме**

Разговорная компетентность является критически важным навыком, обеспечивающим эффективное общение. Частные школы разработали инновационные стратегии для улучшения говорения школьников. Результаты показывают, что частные школы способствуют развитию речевой компетентности посредством коммуникативных процессов обучения, поддерживаемых реальным взаимодействием. Исследование подчеркивает необходимость внедрения современных процессов обучения, тщательных программ подготовки тренеров и цифровых медиа.

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