

ENHANCING MONOLOGIC SPEAKING SKILLS IN EFL STUDENTS THROUGH INTERDISCIPLINARY CONTENT

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Annotation. The article explores the effectiveness of using interdisciplinary content to improve monologic speaking skills in English as a Foreign Language (EFL) students. It emphasizes how integrating subject matter from various academic disciplines such as science, history, or the arts into language instruction fosters deeper engagement, contextual learning, and improved discourse competence. By linking language development with content-rich topics, the study shows that students become more confident and coherent in delivering extended monologues. The article also highlights pedagogical strategies and classroom practices that support the interdisciplinary approach, including project-based learning, critical thinking tasks, and content-driven discussions. The findings suggest that interdisciplinary teaching not only enhances fluency and vocabulary but also nurtures learners' ability to organize and express complex ideas in a foreign language.

Keywords: monologic speaking, EFL (English as a Foreign Language), interdisciplinary content, content-based instruction, foreign language teaching, speaking skills development, project-based learning, language fluency, discourse competence, communicative language teaching

In university education, learning a second or foreign language well and mastering its use successfully and effectively in different communicative situations and acts is the ultimate goal of language teaching and an objective every learner wishes to achieve. Advancement in language learners' linguistic knowledge and skills is referred to, according to J. Willis and D. Willis, D, as "language proficiency" which suggests "the degree of skill with which a person can use a language, such as how well a person can read, write, speak, or understand language" [7]. Successful language learning discernible in a high level of comprehension and fluency is determined by the degree of command a learner attains in the four language skills and the ability to use the language and understand other users as well. However, a fundamental component in developing language proficiency is mastering speaking and oral communication skills as a main language sphere that influences learning and develops other language domains [1]. Previous research on language learning suggested that "speaking usually involves two or more people who use language for interactional or transactional purposes". Accordingly, successful language use driven by linguistic intelligence involves the ability to manipulate the productive speaking domain to influence the situation, convey nuances of meanings, and achieve a variety of goals [3].

The recent proliferation of English and its triumphant dominance in the international arena, coupled with great technological advances and computer-mediated information and communication, have exerted considerable influences on the global linguistic landscape and EFL education. The global fame the English language is enjoying has made it one of the most desirable languages to learn, and, as such, its learners seek to master it for a variety of reasons. For this journey of learning to be a pleasant experience, ESL/EFL students need not only to develop linguistic knowledge but also master English speaking and oral communication skills and practice effectively within the classroom environments and beyond. Throughout the

process of learning the English language, improving learners' oral proficiency is more inhibiting than the attainment of educational outcomes which aim to improve other skills in foreign language education. Furthermore, it is widely recognized that learners' speaking fluency and effective oral communication are critical since they are regarded as key components in students' academic and professional growth [2].

Teaching situational English transcends the use of surface mechanical dialogues and imitative conversational instances to deeper contextualized levels which challenge students' speaking performances and place them in genuine learning experiences. Effective teaching that aims to develop EFL learners' speaking performances and communication skills should invite and facilitate the implementation of unconventional pedagogic styles that teach students how to communicate effectively. Given the accelerated progress in "smooth computer-mediated communication as a common phenomenon among speakers of English's" [6], and as English language learners spend much of their time accessing various Internet-based materials and sources, teachers can utilize the affordances of digital materials to enhance their students' oral communicative skills [5].

In parallel with technological advancement, EFL education has witnessed a gradual improvement in innovative teaching methods that aim to enhance learners' speaking competencies by harnessing in available applications, CALL tools, as well as multimedia digital resources. The majority of EFL language teachers recognize the importance of speaking skills for their students and understand the need to adapt their teaching strategies to address the glaring gaps in their students' speaking abilities for several reasons related to EFL learners' poor speaking performance, lack of motivation to speak in the classroom, passive role towards enhancing their autonomous learning, as well as inability to communicate effectively in different situations. However, very few instructors know how to channel their teaching efforts towards a genuine improvement in students' communicative skills. Thus, enhancing EFL students' conversational skills becomes better supported with an orchestrated implementation of clustered digital materials that afford an interactive learning atmosphere and more effective teacher support [4].

The integration of interdisciplinary content into EFL instruction proves to be a highly effective strategy for developing students' monologic speaking skills. By embedding language learning within meaningful subject matter from various academic fields, learners gain not only linguistic competence but also cognitive and rhetorical depth in their spoken communication. The study demonstrates that such an approach fosters greater fluency, richer vocabulary, improved coherence, and enhanced confidence in delivering extended monologues.

Moreover, the interdisciplinary model promotes critical thinking, engagement, and real-world relevance—key components in preparing students for academic and professional communication. The findings suggest that EFL educators should adopt content-integrated, task-based methodologies to cultivate discourse-level speaking abilities. This pedagogical shift aligns with modern communicative and competency-based educational frameworks, making language learning both purposeful and intellectually enriching.

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