European International Journal of Pedagogics

TYPE Original Research
PAGE NO. 157-163
DOI 10.55640/eijp-05-12-36

Check for updates

A Model for Developing the Language Skills of Future Foreign Language Teachers

Umid A. Kulijanov

Associate Professor, Yangi Asr University, Tashkent, Uzbekistan

OPEN ACCESS

SUBMITTED 30 October 2025
ACCEPTED 25 November 2025
PUBLISHED 31 December 2025
VOLUME Vol.05 Issue12 2025

COPYRIGHT
© 2025 Original content from this work may be used under the terms of the creative commons attributes 4.0 License.

Abstract: Future teachers of English often develop listening, speaking, reading and writing in separate courses, while the transfer of these skills into giving instructions, explaining, questioning and providing feedback is left to the practicum. Models developed in the region usually describe the outcome as a complex professional-communicative competence in which the development of individual skills is no longer visible. The article presents a model for developing the language skills of future foreign language teachers that preserves the specific mechanisms of the four skills, integrates them functionally and transfers them into teachers' language actions. The model was constructed by theoretical modelling within a doctoral project: requirements were derived from a comparative analysis of foreign, regional and national experience; approaches and principles were synthesised from research on teacher language, skills integration, practice-based teacher education and reflection; and the components were specified to the level of stages, learning environments and evidence. The model consists of target-conceptual, content-functional, procedural-technological and evaluative-resultative blocks. Its central mechanism is the chain "pedagogical task – didactic decision – language action", through which each skill acquires a teaching function. Five cyclical stages (diagnostic, differentiated development, functional integration, professional-pedagogical application and reflective evaluation) connect classroom work, independent study, simulated teaching and the practicum, and outcomes are assessed separately as language results and as pedagogical performance. Treating classroom language as the functional use of the four skills allows teacher educators to locate the source of a student's difficulty and to plan the next learning cycle accordingly.

Keywords: Electronic educational resources, computer

multimedia, computer literacy, professional competence, psychological and didactic approaches, information educational environment, multimedia elements.

1. Introduction: Today, A future teacher of English needs the language both to communicate as a competent user and to teach. The second purpose is not simply a higher level of the first. The language used to manage a class, explain content and respond to learners has been described as a specialised repertoire (Freeman et al., 2015; Freeman, 2017), and general proficiency does not translate straightforwardly into effective classroom language (Richards, 2017; Van Canh & Renandya, 2017). A meta-analysis found only a moderate relationship between proficiency and teachers' self-reported teaching ability (Faez et al., 2021).

Teacher education responds to this gap in three ways, each capturing part of the problem. Skill-focused instruction shows what changes in a particular skill but rarely follows that change into a teaching task. Competence-based models capture the professional context but make the development of individual skills invisible. Practice-based arrangements connect language with teaching but do not measure the development of language skills, and coursework often remains separate from field experience (Zeichner, 2010). In the bachelor's programme "Foreign Language and Literature (English)" in Uzbekistan, the four skills are developed in practical classes and a large volume of independent study, but typical teaching actions are not specified as learning outcomes and results are usually expressed in a single grade. The article addresses two questions: Which components and mechanism allow the four skills to be developed separately, integrated and transferred into teaching actions? How can the outcomes be assessed so that language results and pedagogical performance are distinguished?

2. THEORETICAL BACKGROUND

Freeman et al. (2015) identify three domains of classroom language use: classroom management, the understanding and communication of lesson content, and the assessment of learners with feedback to them. A sociocultural view adds that teachers learn to use language in and through the activities of teaching (Johnson, 2006). These positions raise a design question: is classroom language a separate, fifth skill, or a way in which the four skills function in teaching? The model adopts the second view. Listening becomes the means of understanding a learner's answer; speaking, the means of instructing, explaining, questioning and giving oral feedback; reading, the means of interpreting textbooks and learners' work; and writing, the means of wording tasks and written feedback. Between the language resource and the teaching action stands a decision: a teacher who hears an error decides whether, when and how to correct it. A weak explanation may therefore result from limited language, from an unsuitable decision or from both.

Integration of skills is often understood as the presence of several skills in one lesson. Oxford (2001) links integration to meaningful communication, Hinkel (2010) notes that it does not make skill-focused instruction redundant, and task-based teaching puts meaning and outcome first (Ellis, 2009). In the present model, integration is functional when the result of one language action is a necessary condition for the next. The CEFR Companion Volume describes language activity as reception, production, interaction and mediation (Council of Europe, 2020; North, 2021); mediation, which involves processing content for another person, is close to the work of a teacher and has been proposed as a focus of pre-service teacher education (Perevertkina, 2020).

Practice can be learnt through representations, decompositions and approximations before full responsibility is taken (Grossman, Compton, et al., 2009), and teacher education can be organised around core practices (Grossman, Hammerness, & McDonald, 2009) and the situated nature of teacher learning (Korthagen, 2010). Recent programmes organise microteaching around core practices (O'Flaherty et al., 2024), distinguish approximations by purpose and approach (Jay, 2024) and pair video recordings of microteaching with feedback conferences (Marhaban et al., 2023); microteaching also exposes interactional demands such as allocating turns to reluctant participants (Ro & Kim, 2026), and role play serves a similar function for communicative competence (Kuzembayeva et al., 2023). Reflection on action (Schön, 1983) is supported in language teacher education by the self-assessment descriptors of the EPOSTL (Newby et al., 2007), whose implicit assumptions should nevertheless be examined (Riegler, 2021), by authentic assessment (Ketonen et al., 2025) and by mentoring, provided that mentors model and analyse practice (Mohd Ariff Albakri et al., 2021). In Uzbekistan, the Law on the Status of Teachers introduced mentoring for teachers entering the profession (Republic of Uzbekistan, 2024).

Models developed in the region usually define the outcome as a competence: professional-communicative competence built through typical professional situations (Timokhina, 2015), sociolinguistic competence (Riskulova, 2017) or pragmatic competence (Tajimbetova, 2025). They make the

professional context explicit, but the contribution of each skill and the distinction between language and teaching performance are not visible. Studies of individual skills show the opposite pattern: a flipped classroom improved writing achievement without changing self-regulated learning (Aydemir Altas & Mede, 2021), which illustrates that one intervention may affect different outcomes differently.

3. METHODOLOGY

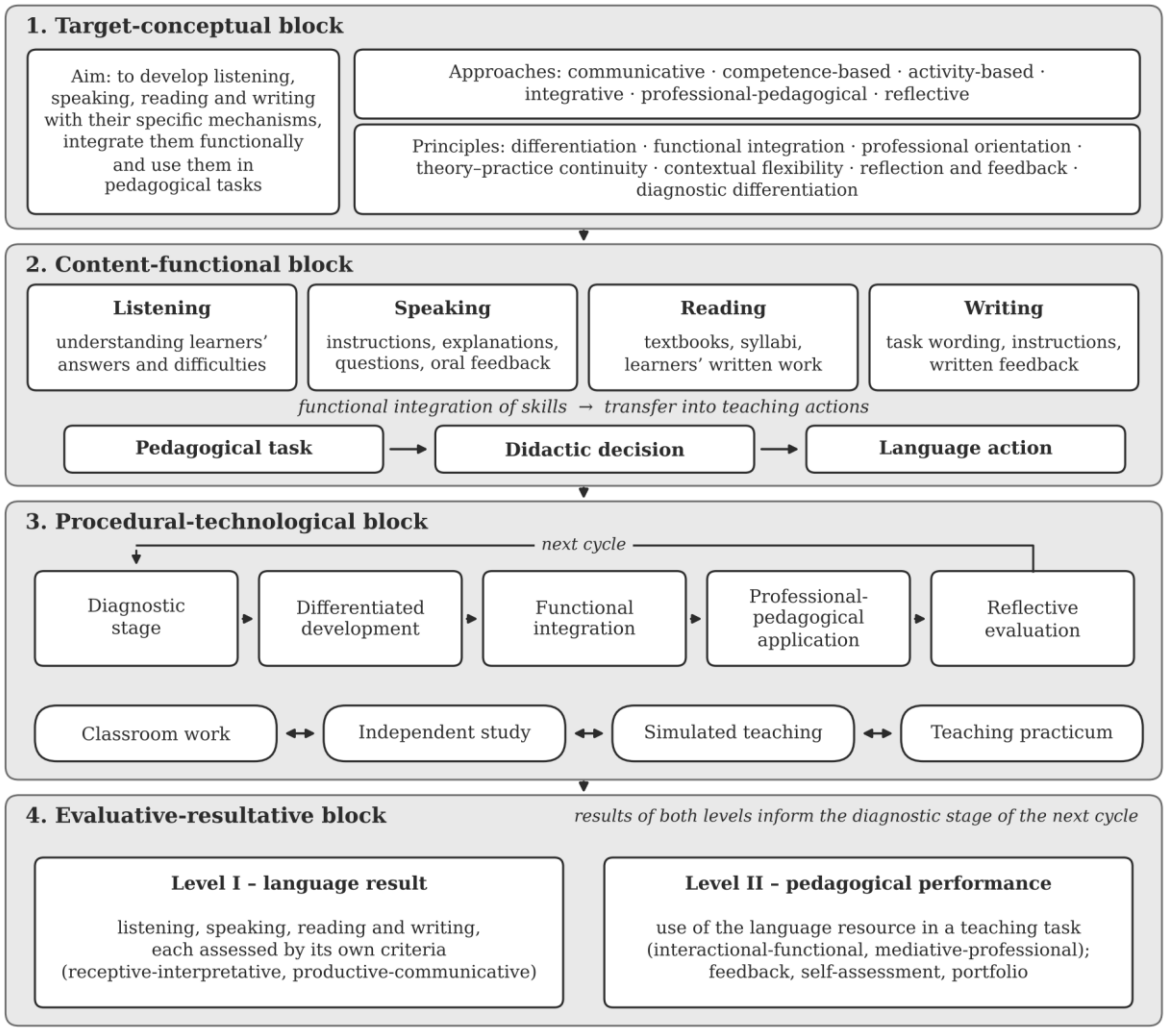
The study used theoretical modelling within a doctoral project on the methodology of developing pre-service EFL teachers' language skills. Modelling was understood as building a structured representation of the components of an educational process, their relationships and the mechanism producing the intended outcome. Five requirements were derived from a comparative analysis of foreign, regional and national experience and of the national syllabus "Integration of Speech Skills" (228 hours of practical classes and 342 hours of independent study): separate development of each skill, meaningful links between skills, orientation to teaching tasks, continuity from simulated to real teaching, and assessment that keeps language and teaching results apart. Approaches and principles were then synthesised from the literature, each with an explicit function; the components were specified to the level of blocks, stages, learning environments and evidence; and the organisation was illustrated with a cycle used when the model was implemented with first- and second-year students at three universities in Uzbekistan in 2023–2026. The outcomes of the implementation are reported separately. Two checks guided the development: every requirement had to be served by components in more than one block, and every element had to be feasible within the existing hours, group sizes and practicum arrangements.

4. RESULTS

The model consists of four interrelated blocks (Figure 1). Although they are presented vertically, movement between them is two-way: diagnostic results determine the content of the next cycle, and difficulties identified during evaluation return the student to the appropriate stage.

Figure 1

Model for developing the language skills of future foreign language teachers



The target-conceptual block defines the aim – to develop the four skills while preserving their specific mechanisms, to integrate their results in professional tasks and to manage the process through reflection and two-level diagnostics. Six approaches have specific functions. The communicative approach links the outcome of each skill to a communicative purpose; the competence-based approach directs attention to using resources in action; the activity-based approach develops skills through pedagogical actions such as receiving an answer, explaining and giving feedback; the integrative approach requires that results be transferred between skills; the professional-pedagogical approach defines the purpose of integration; and the reflective approach requires students to analyse their performance on the basis of evidence (Schön, 1983). Seven principles regulate implementation: differentiation, functional integration, professional-pedagogical orientation, theory–practice continuity, contextual flexibility, reflection and feedback, and diagnostic differentiation.

At the centre of this block are the four skills. Professional orientation does not add a new "professional skill" but redefines the function of the existing ones. Each skill is therefore considered at two levels: its own language result and the use of that result in a pedagogical task (Table 1).

Table 1

Two levels of the four skills in the content-functional block

Skill	Level I: language result	Level II: function in a pedagogical task
Listening	Main and detailed information, speaker intention, meaning from context	Understanding a learner's answer, question or difficulty as a basis for a decision
Speaking	Planning and expressing content fluently and accurately; reformulating	Instructions, explanations, questions, language models, oral feedback, managing interaction
Reading	Gist, details, argument and functional structure of a text	Interpreting textbooks, syllabi, task rubrics and learners' written work
Writing	Planning, structuring, drafting and revising a text for a reader	Wording tasks and instructions; written feedback

The transfer between the levels is realised through the chain "pedagogical task – didactic decision – language action". The task defines the result the learner needs; the decision selects the method, sequence, question, example or form of feedback; and the language action carries out the decision through one skill or a functional combination of skills. Listening to a learner's answer, for instance, reveals a difficulty, which leads to a decision about the type of feedback and then to oral or written feedback. Mediation in the CEFR sense appears here as the teacher's processing of content for learners: simplifying, explaining and reformulating it for a particular addressee (Council of Europe, 2020).

The mechanism of the model is a cycle of five stages (Table 2). The stages are distributed across four learning environments. Classroom work introduces skill-specific and integrated tasks. Independent study, which in the national syllabus exceeds classroom hours, is used to prepare a product needed later, such as a written instruction, an explanation plan or a sample of feedback. Simulated teaching, organised as short microteaching episodes, tests this product in front of peers acting as learners and observers, and the practicum transfers it to a real classroom. Independent study thus links language preparation with teaching performance instead of producing separate assignments. Observation focuses on predefined actions, and the mentor helps the student analyse the decision on the basis of observed evidence rather than providing a ready-made solution.

Table 2

Stages of the procedural-technological block

Stage	Aim	Typical tasks	Evidence
Diagnostic	Establish the initial state in each skill and in a simple teaching task	Skill-specific tasks; a short teaching task	Two separate profiles
Differentiated development	Develop the mechanism of each skill	Skill-specific exercises, including professional material	Skill outcome
Functional integration	Make the result of one skill a resource for the next	Chains such as reading → explaining or listening → feedback	Integrated product
Professional-pedagogical application	Realise the chain from task to decision to language action	Cases, simulated situations, microteaching, practicum tasks	Observation record, rubric
Reflective evaluation	Analyse performance and set the next goal	Peer and tutor feedback, self-assessment, portfolio	Revised product, reflection

Outcomes are separated into two levels. Level I covers the language results of listening, speaking, reading and writing, each assessed according to its nature and described with reference to the CEFR (Council of Europe, 2020). Level II covers pedagogical performance: whether the student understands a learner's response, makes a suitable decision and expresses it in an appropriate language action. For measurement, the levels are operationalised through four criteria: receptive-interpretative and productive-communicative at Level I, and interactional-functional and mediative-professional at Level II. Distinguishing the levels shows whether a problem in teaching performance stems from limited language or from the decision, which determines the next intervention. Portfolio self-assessment (Newby et al., 2007) and the link between theory and practice described in the European Profile (Kelly et al., 2004) supplement objective tasks with reflective evidence but do not replace them.

In a practical class, students listen to recordings of teachers giving instructions and identify which instructions let learners start working at once – listening is developed with professional material but a language outcome. They then read a textbook task, extract its aim and steps and draft a written instruction for learners of a specified level, so that reading becomes a necessary resource for writing. In independent study, each student revises the instruction and prepares to deliver it. In a microteaching episode of a few minutes, the student gives the instruction to peers, while observers record whether the steps were clear, whether the language suited the level and whether the "learners" could begin the task. Feedback leads to a revised version, which is tried out during the practicum and entered into the portfolio with a short reflection. If the instruction was unclear because of inaccurate or overly complex language, the next cycle strengthens accuracy-focused speaking and writing exercises; if the language was accurate but the sequence of steps did not fit the task, the difficulty lies in the decision and is addressed through further cases and microteaching.

5. DISCUSSION

The model treats classroom language as the functional use of the four skills rather than as a fifth skill or an undifferentiated competence. This is compatible with describing classroom English as a bounded domain (Freeman, 2017) but places that domain inside the development of listening, speaking, reading and writing. By inserting the didactic decision between the language resource and the teaching action, the model explains why proficiency and teaching performance are related but not identical (Faez et al., 2021; Van Canh & Renandya, 2017). Compared with competence-based models in the region (Riskulova, 2017; Tajimbetova, 2025; Timokhina, 2015), it keeps the professional context while making the contribution of each skill visible; compared with skill-specific studies, it follows the result of a skill into a teaching task. Short microteaching episodes are approximations of practice focused on one action (Grossman, Compton, et al., 2009; Jay, 2024; O'Flaherty et al., 2024), and the sequence from classroom to practicum addresses the gap between coursework and field experience (Zeichner, 2010).

For practice, typical teaching actions can be formulated

as outcomes of language courses rather than left to methodology courses and the practicum; independent-study tasks can be planned as preparation for microteaching; separate indicators for language and teaching results make feedback more precise; and mentoring, now supported by national legislation, can be focused on predefined actions. The study has limitations. The model is a theoretical construct whose effectiveness must be established empirically; it depends on group size, trained mentors and access to schools; Level II assessment relies on rubrics and observation, so rater reliability has to be ensured; and transfer to other languages and contexts would itself require adaptation.

6. CONCLUSION

The model for developing the language skills of future foreign language teachers consists of target-conceptual, content-functional, procedural-technological and evaluative-resultative blocks. It preserves the specific mechanisms of the four skills, connects their results through functional integration and transfers them into teaching actions through the chain of pedagogical task, didactic decision and language action. Five cyclical stages distribute this process across classroom work, independent study, simulated teaching and the practicum, and two-level assessment distinguishes language results from pedagogical performance, showing whether a student's difficulty lies in language or in teaching decisions. The effectiveness of the model should be tested in experimental and comparative studies across institutions.

REFERENCES

1. Aydemir Altas, E., & Mede, E. (2021). The impact of flipped classroom approach on the writing achievement and self-regulated learning of pre-service English teachers. Turkish Online Journal of Distance Education, 22(1), 66–88. https://doi.org/10.17718/tojde.849885
2. Council of Europe. (2020). Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume. Council of Europe Publishing.
3. Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. International Journal of Applied Linguistics, 19(3), 221–246. https://doi.org/10.1111/j.1473-4192.2009.00231.x
4. Faez, F., Karas, M., & Uchihara, T. (2021). Connecting language proficiency to teaching ability: A meta-analysis. Language Teaching Research, 25(5), 754–777. https://doi.org/10.1177/1362168819868667
5. Freeman, D., Katz, A., Garcia Gomez, P., & Burns, A. (2015). English-for-Teaching: Rethinking teacher proficiency in the classroom. ELT Journal, 69(2), 129–139. https://doi.org/10.1093/elt/ccu074
6. Freeman, D. (2017). The case for teachers' classroom English proficiency. RELC Journal, 48(1), 31–52. https://doi.org/10.1177/0033688217691073
7. Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., & Williamson, P. W. (2009). Teaching practice: A cross-professional perspective. Teachers College Record, 111(9), 2055–2100. https://doi.org/10.1177/016146810911100905
8. Grossman, P., Hammerness, K., & McDonald, M. (2009). Redefining teaching, re-imagining teacher education. Teachers and Teaching, 15(2), 273–289. https://doi.org/10.1080/13540600902875340
9. Hinkel, E. (2010). Integrating the four skills: Current and historical perspectives. In R. B. Kaplan (Ed.), The Oxford handbook of applied linguistics (2nd ed., pp. 110–126). Oxford University Press.
10. Jay, L. P. (2024). A framework for approximations of practice: Variations in purpose, approach, and opportunities for learning. Teaching and Teacher Education, 152, 104795. https://doi.org/10.1016/j.tate.2024.104795
11. Johnson, K. E. (2006). The sociocultural turn and its challenges for second language teacher education. TESOL Quarterly, 40(1), 235–257. https://doi.org/10.2307/40264518
12. Kelly, M., Grenfell, M., Allan, R., Kriza, C., & McEvoy, W. (2004). European profile for language teacher education: A frame of reference. Final report. University of Southampton.
13. Ketonen, L., Körkkö, M., & Pöysä, S. (2025). Authentic assessment as a support for student teachers' reflection. European Journal of Teacher Education, 48(3), 467–488. https://doi.org/10.1080/02619768.2023.2229004
14. Korthagen, F. A. J. (2010). Situated learning theory and the pedagogy of teacher education: Towards an integrative view of teacher behavior and teacher learning. Teaching and Teacher Education, 26(1), 98–106. https://doi.org/10.1016/j.tate.2009.05.001
15. Kuzembayeva, G., Kuanyshbayeva, A., Maydangalieva, Z., & Spulber, D. (2023). Fostering pre-service EFL teachers' communicative competence through role-playing games. Journal of Education and E-Learning Research, 10(2), 278–284.

https://doi.org/10.20448/jeelr.v10i2.4593

16. Marhaban, S., Kasim, U., Syamaun, A., & Sulistyo, T. (2023). Student-teacher conferences and video-recorded microteaching sessions in developing pre-service teachers' teaching competences. Studies in English Language and Education, 10(1), 337–349. https://doi.org/10.24815/siele.v10i1.26026
17. Mohd Ariff Albakri, I., Ismail, N., Hartono, R., Mohd Tahir, M., Hong Bee Abdullah, M., Sarudin, A., & Zulkepli, N. (2021). Mentoring practise during practicum: The perspectives of Malaysian pre-service English language teachers. Studies in English Language and Education, 8(2), 642–655. https://doi.org/10.24815/siele.v8i2.19282
18. Newby, D., Allan, R., Fenner, A.-B., Jones, B., Komorowska, H., & Soghikyan, K. (2007). European portfolio for student teachers of languages: A reflection tool for language teacher education. Council of Europe Publishing.
19. North, B. (2021). The CEFR Companion Volume – What's new and what might it imply for teaching/learning and for assessment? CEFR Journal – Research and Practice, 4, 5–24. https://doi.org/10.37546/JALTSIG.CEFR4-1
20. O'Flaherty, J., Lenihan, R., Young, A. M., & McCormack, O. (2024). Developing micro-teaching with a focus on core practices: The use of approximations of practice. Education Sciences, 14(1), 35. https://doi.org/10.3390/educsci14010035
21. Oxford, R. (2001). Integrated skills in the ESL/EFL classroom (ERIC Digest ED456670). ERIC Clearinghouse on Languages and Linguistics. https://files.eric.ed.gov/fulltext/ED456670.pdf
22. Perevertkina, M. (2020). Developing classroom mediation awareness and skills in pre-service language teacher education. CEFR Journal – Research and Practice, 2, 25–39. https://doi.org/10.37546/JALTSIG.CEFR2-2
23. Republic of Uzbekistan. (2024, February 1). On the status of teachers (Law No. O'RQ-901). https://lex.uz/docs/6786403
24. Richards, J. C. (2017). Teaching English through English: Proficiency, pedagogy and performance. RELC Journal, 48(1), 7–30. https://doi.org/10.1177/0033688217690059
25. Riegler, S. (2021). Normativity in language teacher learning: ELF and the European Portfolio for Student Teachers of Languages (EPOSTL). Journal of English as a Lingua Franca, 10(1), 89–112. https://doi.org/10.1515/jelf-2021-2048
26. Riskulova, K. Dj. (2017). Bo'lajak ingliz tili o'qituvchilari sotsiolingvistik kompetentligini shakllantirish tizimi [The system of forming the sociolinguistic competence of future English teachers] [Abstract of DSc dissertation]. Tashkent.
27. Ro, E., & Kim, H. (2026). How pre-service L2 English teachers use accounts to mitigate turn allocation to unwilling participants in microteaching. The Modern Language Journal, 110(2), 568–595. https://doi.org/10.1111/modl.70047
28. Schön, D. A. (1983). The reflective practitioner: How professionals think in action. Basic Books.
29. Tajimbetova, G. K. (2025). Bo'lajak xorijiy til o'qituvchisida pragmatik kompetensiyani takomillashtirish metodikasi [Methodology for improving the pragmatic competence of a future foreign language teacher] [Abstract of PhD dissertation]. Nukus.
30. Timokhina, E. V. (2015). Metodika formirovaniya professional'no-kommunikativnoy kompetentsii budushchego uchitelya inostrannogo yazyka [Methodology for forming the professional-communicative competence of a future foreign language teacher] [Candidate dissertation]. Nizhny Novgorod.
31. Van Canh, L., & Renandya, W. A. (2017). Teachers' English proficiency and classroom language use: A conversation analysis study. RELC Journal, 48(1), 67–81. https://doi.org/10.1177/0033688217690935
32. Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. Journal of Teacher Education, 61(1–2), 89–99. https://doi.org/10.1177/0022487109347671