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ЯЗЫКОЗНАНИЕ И ЛИТЕРАТУРА
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**THE INTERRELATION OF COGNITIVE AND COMMUNICATIVE ASPECTS IN
FOREIGN LANGUAGE TEACHING FOR NON-LINGUISTIC UNIVERSITY STUDENTS**

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Abstract: The integration of cognitive and communicative dimensions in foreign language (FL) instruction at non-linguistic universities remains underexplored despite the growing professional demand for multilingual competence. This study investigates how cognitive mechanisms, specifically categorization, conceptual mapping, and schema activation, interact with the development of communicative competence among students whose primary specialization lies outside the domain of linguistics. A quasi-experimental mixed-methods design was employed involving 86 undergraduate students at the Uzbek State University of World Languages over two academic semesters. The experimental group followed an integrative cognitive-communicative methodology, while the control group received instruction via conventional approaches. Results demonstrated statistically significant gains in the experimental group across fluency, pragmatic appropriateness, and metacognitive strategy deployment. The findings confirm that embedding cognitive scaffolding within communicative tasks produces measurable improvements in spoken and written FL production, with implications for curriculum design at non-linguistic higher education institutions.

Keywords: cognitive linguistics, communicative competence, foreign language teaching, non-linguistic universities, metacognitive strategies, task-based learning, schema activation, conceptual mapping, speech production, integrative methodology.

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**ТІЛДІК ЕМЕС УНИВЕРСИТЕТ СТУДЕНТТЕРІ ҮШІН ШЕТ ТІЛІН
ОҚЫТУДАҒЫ ТАНЫМДЫҚ ЖӘНЕ КОММУНИКАТИВТІ
АСПЕКТІЛЕРДІҢ ӨЗАРА БАЙЛАНЫСЫ**

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Түйін: Тілдік емес университеттерде шетел тілін оқытуда когнитивті және коммуникативті аспектілерді біріктіру мәселесі кәсіби көптілділікке деген сұраныстың артуына қарамастан, жеткіліксіз зерттелген. Бұл зерттеу категоризация, концептуалды карталау және схема белсендіру сияқты когнитивті механизмдердің лингвистика саласында мамандандырылмаған студенттердің коммуникативті құзыреттілігін дамытуымен өзара

байланысын қарастырады. Зерттеу аясында Өзбекстан мемлекеттік дүниежүзілік тілдер университетінде 86 бакалавриат студентін қамтитын квазиэксперименттік аралас әдіс қолданылды. Эксперименттік топ интегративті когнитивті-коммуникативті әдістемені қолданды, ал бақылау тобы дәстүрлі тәсілдермен оқытылды. Нәтижелер эксперименттік топта еркін сөйлеу, прагматикалық орындылық және метакогнитивті стратегиялар бойынша статистикалық маңызды жетістіктерді көрсетті. Зерттеу нәтижелері когнитивті дайындықты коммуникативті тапсырмаларға ендіру шетел тілінде ауызша және жазбаша өнім беруді айтарлықтай жақсартатынын растады.

Кілт сөздер: когнитивті лингвистика, коммуникативті құзыреттілік, шетел тілін оқыту, тілдік емес университеттер, метакогнитивті стратегиялар, тапсырмаға негізделген оқыту, схема белсендіру, концептуалды карталау, сөйлеу өндірісі, интегративті әдістеме.

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ВЗАИМОСВЯЗЬ КОГНИТИВНОГО И КОММУНИКАТИВНОГО АСПЕКТОВ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ

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Аннотация. Интеграция когнитивных и коммуникативных аспектов при обучении иностранному языку (ИЯ) в неязыковых вузах остаётся недостаточно исследованной, несмотря на растущую профессиональную потребность в многоязычной компетенции. Данное исследование изучает взаимосвязь когнитивных механизмов — категоризации, концептуального картирования и активации схем — с развитием коммуникативной компетенции у студентов, чья основная специализация находится за пределами лингвистики. Был использован квазиэкспериментальный смешанный метод с участием 86 студентов бакалавриата Узбекского государственного университета мировых языков на протяжении двух академических семестров. Экспериментальная группа обучалась по интегративной когнитивно-коммуникативной методике, контрольная — по традиционной программе. Результаты продемонстрировали статистически значимый прирост в экспериментальной группе по беглости речи, прагматической уместности и использованию метакогнитивных стратегий. Полученные данные подтверждают, что включение когнитивной опоры в коммуникативные задания существенно повышает качество устной и письменной продукции на ИЯ.

Ключевые слова: когнитивная лингвистика, коммуникативная компетенция, обучение иностранному языку, неязыковые вузы, метакогнитивные стратегии, задачно-ориентированное обучение, активация схем, концептуальное картирование, речепроизводство, интегративная методика.

Introduction

The rapid expansion of international professional mobility and cross-border collaboration has placed foreign language (FL) proficiency at the forefront of higher education priorities, particularly for students enrolled in non-linguistic degree programmes such as engineering, economics, medicine, and information technology. Graduates of these programmes are increasingly expected to communicate in at least one foreign language within their professional domain, yet curricular frameworks at many non-linguistic universities continue to rely on approaches that do not adequately develop the cognitive and linguistic skills required for authentic communicative interaction [1].

Two major paradigmatic traditions have shaped FL pedagogy over the past four decades. The

communicative approach, rooted in Hymes's concept of communicative competence [2] and subsequently elaborated within the Common European Framework of Reference for Languages (CEFR) [3], emphasizes functional language use, meaningful interaction, and task-based learning. Simultaneously, cognitive linguistics, drawing on the foundational work of Lakoff and Johnson [4], Langacker [5], and Tyler [6], has offered a principled account of how conceptualization, categorization, and construal operations underlie the production and comprehension of linguistic structures. Despite the complementary nature of these two traditions, their systematic integration in the context of FL teaching at non-linguistic universities has received limited empirical attention [7].

A number of scholars have noted the theoretical convergence between cognitive and communicative frameworks. Holme [8] proposed a pedagogical model for the second language (L2) classroom grounded in four tenets of cognitive linguistics: embodied learning, the lexico-grammatical continuum, conceptualization, and usage. Littlemore [9] argued that cognitive linguistics offers language teachers a principled basis for grammar instruction that foregrounds meaning and motivation rather than rote memorization. However, the majority of these proposals remain at the level of theoretical argumentation, with relatively few controlled experiments conducted in non-linguistic university settings [10].

The present study addresses this gap by examining the interrelation of cognitive and communicative aspects in FL teaching at a non-linguistic university. The aim of the research is to develop, implement, and evaluate an integrative cognitive-communicative methodology that bridges conceptual awareness and functional language use. Specifically, the study pursues three objectives: (a) to identify the cognitive strategies most frequently activated by non-linguistic students during communicative tasks; (b) to measure the impact of cognitive scaffolding on communicative competence gains; and (c) to propose a replicable instructional model for integration into existing curricula.

The research questions guiding the investigation are as follows: (1) To what extent does a cognitive-communicative methodology improve FL communicative competence among non-linguistic university students compared with conventional instruction? (2) Which cognitive strategies demonstrate the strongest association with improvements in spoken and written production? (3) How do students perceive the effectiveness of cognitive scaffolding in their communicative practice?

Theoretical Analysis

Cognitive approaches to language and language learning. Cognitive linguistics posits that language is not an autonomous cognitive faculty but rather an integral component of general cognition, shaped by embodied experience and governed by domain-general processes such as categorization, metaphorical mapping, and figure-ground alignment [4; 5]. Langacker's Cognitive Grammar framework treats grammatical constructions as symbolic units pairing phonological form with semantic content, thereby rejecting the formalist separation of syntax from meaning [5]. In the context of L2 acquisition, this perspective implies that learners do not merely acquire abstract grammatical rules but construct form-meaning associations through repeated exposure to usage events [11].

The application of cognitive linguistic insights to language pedagogy has gained momentum since the early 2000s. Tyler, Huang, and Jan [12] compiled extensive evidence showing that cognitive linguistics provides a meaningful basis for instruction because it renders grammatical patterns motivated rather than arbitrary. Liu [13] conducted a systematic review of 62 empirical studies on cognitive-linguistics-inspired language pedagogies and concluded that such approaches yield moderate-to-large effect sizes across lexical, grammatical, and pragmatic dimensions of L2 competence. Schema theory, which describes how prior knowledge structures facilitate the processing of new information [14], constitutes a particularly productive bridge between cognitive science and language learning, as it explains how learners activate existing conceptual frameworks to interpret and produce discourse in the target language.

The communicative paradigm and its evolution. The communicative approach to language teaching emerged in the 1970s as a response to the limitations of structuralist and audiolingual methods. Hymes [2] introduced the notion of communicative competence, arguing that effective language use requires not only grammatical knowledge but also awareness of sociolinguistic, discourse, and strategic dimensions. Canale and Swain [15] subsequently formalized this concept into a four-component model comprising grammatical, sociolinguistic, discourse, and strategic competences, which has since been extended by Bachman [16] and Celce-Murcia [17] to include actional and interactional components.

The CEFR, published by the Council of Europe in 2001 and updated in its Companion Volume in 2020 [3], operationalizes communicative competence through action-oriented descriptors organized across six proficiency levels and four communicative modes: reception, production, interaction, and mediation. Task-based language teaching (TBLT), a methodological realization of communicative principles, requires learners to deploy their linguistic resources in the service of meaningful outcomes rather than isolated formal practice [18; 19]. Ellis [18] demonstrated that TBLT engages cognitive processes including attention, memory, and meaningful engagement, all of which are implicated in durable language acquisition.

The cognitive-communicative nexus: Levelt's speech production model. A productive theoretical bridge between cognitive processing and communicative output is provided by Levelt's psycholinguistic model of speech production [20]. Levelt identifies four sequential stages in spoken language generation: conceptualization (forming the preverbal message), formulation (encoding the message grammatically and phonologically), articulation (executing the motor plan), and self-monitoring (checking the output against the intended message). In L2 contexts, the conceptualization stage places particular demands on the speaker's ability to map intended meanings onto available target-language resources, a process that benefits substantially from prior cognitive scaffolding [21]. Skehan [22] argued that L2 speech production imposes competing demands on fluency, accuracy, and complexity, and that task design should aim to balance these demands by reducing cognitive load at the conceptualization stage through pre-task planning and schema activation.

The present study draws on this tripartite theoretical foundation — cognitive linguistics, communicative language teaching, and the psycholinguistic model of speech production — to formulate an integrative methodology that addresses both the cognitive prerequisites and the communicative objectives of FL instruction at non-linguistic universities.

Methods.

Research design and participants. A quasi-experimental mixed-methods design was adopted, combining pre-test/post-test quantitative assessment with qualitative data from classroom observation and semi-structured interviews. The study involved 86 second-year undergraduate students at the Uzbek State University of World Languages enrolled in non-linguistic programmes (International Relations, $n = 29$; Economics, $n = 31$; Information Technology, $n = 26$). Students were distributed across two conditions: an experimental group (EG, $n = 44$) receiving the integrative cognitive-communicative methodology, and a control group (CG, $n = 42$) following the standard communicative syllabus. The groups were matched for initial FL proficiency using a placement test calibrated to CEFR levels; the mean entry level was B1 in both groups (EG: $M = 54.6$, $SD = 7.2$; CG: $M = 53.9$, $SD = 6.8$; $t(84) = 0.47$, $p = .64$).

Instruments. Four instruments were used for data collection. First, a CEFR-aligned communicative competence test comprising spoken interaction (a paired discussion task scored for fluency, accuracy, pragmatic appropriateness, and lexical range) and written production (an argumentative essay scored analytically). Second, an adapted version of the Strategy Inventory for Language Learning (SILL) [23], recalibrated to foreground cognitive and metacognitive subscales (schema activation, conceptual mapping, inferencing, and self-regulation). Third, structured classroom observation protocols recording instances of cognitive strategy deployment during

communicative tasks. Fourth, semi-structured interviews ($n = 18$, purposively selected from the EG) conducted at the end of the experiment to elicit qualitative perceptions of the methodology.

Experimental procedure. The intervention spanned two academic semesters (32 weeks, 4 contact hours per week, yielding 128 contact hours per group). In the EG, instruction followed a three-stage model:

Stage 1 — Cognitive Orientation (approximately 25% of each lesson): activation of background knowledge through concept maps and graphic organizers; explicit attention to cross-linguistic conceptual differences (e.g., metaphorical framing of professional concepts in L1 versus L2); schema-building exercises drawing on students' disciplinary knowledge [12; 14].

Stage 2 — Guided Communicative Practice (approximately 50%): structured tasks channeling cognitive insights into communicative output. Tasks included role-plays simulating professional scenarios (e.g., negotiating contracts, presenting project proposals), case studies requiring collaborative problem-solving, and information-gap activities with embedded conceptual contrasts [18; 19].

Stage 3 — Autonomous Communicative Production (approximately 25%): project-based tasks requiring independent conceptualization and sustained FL production (oral presentations, report writing, simulated conference participation), followed by reflective journals and metacognitive self-assessment questionnaires [23; 24].

The three stages form a cyclical sequence linked by a metacognitive feedback loop, as illustrated in Fig. 1. The loop ensures that insights gained during autonomous production inform subsequent cognitive-orientation activities, thereby creating a self-reinforcing cycle of conceptual deepening and communicative refinement.

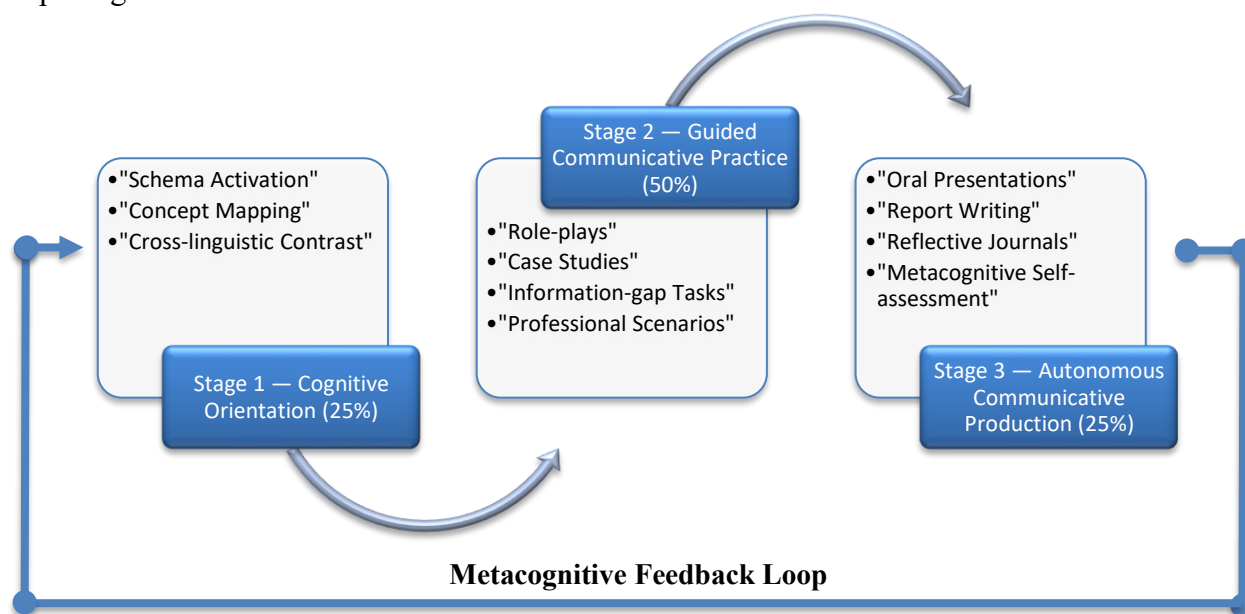


Fig. 1. The Integrative Cognitive-Communicative Model: three instructional stages with a metacognitive feedback loop

The CG received instruction based on the same textbook materials but without the explicit cognitive-orientation stage; lessons focused on vocabulary presentation, grammar explanation, and communicative practice without systematic schema activation or metacognitive debriefing.

Data analysis. Quantitative data were analyzed using SPSS (v.26). Pre-test and post-test scores were compared via independent-samples t-tests and repeated-measures ANOVA. Effect sizes were calculated using Cohen's d . Correlational analysis (Pearson's r) was used to examine the relationship between cognitive strategy frequency and communicative competence gains. Qualitative interview

data were transcribed verbatim and subjected to thematic analysis following the six-phase protocol of Braun and Clarke [25].

Experimental Part. The experimental intervention was implemented across four parallel groups (two EG, two CG) between September 2024 and May 2025. Lessons in the EG were delivered by two instructors who had undergone a 20-hour training programme on the cognitive-communicative methodology. Lessons in the CG were delivered by two instructors following the standard departmental syllabus without access to the experimental materials.

Each EG lesson began with a cognitive orientation phase designed to activate relevant schemata. For instance, in a unit on international trade, students first constructed bilingual concept maps linking L1 and L2 terminology for key economic concepts (e.g., *supply/demand*, *inflation*, *trade deficit*), discussed metaphorical framing differences between languages (e.g., the metaphor *THE ECONOMY IS A LIVING ORGANISM* in English versus mechanistic metaphors in Russian), and identified potential conceptual transfer errors [4; 7]. This stage was followed by a guided communicative phase in which students engaged in structured tasks: a role-play simulating a bilateral trade negotiation, a group discussion on the merits of protectionist versus free-trade policies, or a jigsaw reading activity requiring the synthesis of multiple authentic texts.

The autonomous production phase required students to prepare and deliver a five-minute oral presentation on a self-selected topic within their professional domain, followed by a question-and-answer session with peers. Written production took the form of reflective journals in which students documented the cognitive strategies they had consciously deployed during the communicative tasks. The journals served a dual function: they provided qualitative data for the researcher and simultaneously promoted metacognitive awareness among students [23; 24].

Fidelity of implementation was monitored through bi-weekly classroom observations using a structured checklist. Observers recorded the presence and duration of each instructional stage, the types of cognitive scaffolding provided, and the nature of student-student and student-teacher interaction. Fidelity rates exceeded 90% in both EG sections.

Results and Discussion

Quantitative results. Pre-test scores revealed no statistically significant differences between the EG and CG on any of the four communicative competence subscales (spoken fluency, spoken accuracy, pragmatic appropriateness, written production; all $p > .05$). Post-test analysis, however, demonstrated significant between-group differences favouring the EG on three of four subscales.

Spoken fluency improved significantly more in the EG (pre: $M = 12.4$, $SD = 2.7$; post: $M = 17.8$, $SD = 2.3$) than in the CG (pre: $M = 12.1$, $SD = 2.9$; post: $M = 14.6$, $SD = 2.8$), with $F(1,84) = 28.74$, $p < .001$, $d = 1.25$. Pragmatic appropriateness showed a similar pattern (EG post: $M = 16.2$, $SD = 2.1$; CG post: $M = 13.5$, $SD = 2.6$; $F(1,84) = 22.31$, $p < .001$, $d = 1.14$). Written production scores were also significantly higher in the EG (post: $M = 18.1$, $SD = 3.0$ vs. CG: $M = 15.7$, $SD = 3.4$; $F(1,84) = 11.83$, $p = .001$, $d = 0.74$). Spoken accuracy differences approached but did not reach conventional significance (EG post: $M = 15.9$, $SD = 2.5$; CG post: $M = 14.8$, $SD = 2.7$; $F(1,84) = 3.79$, $p = .055$, $d = 0.42$).

The distribution of pre-test and post-test scores across all four subscales is presented visually in Fig. 2. The bar chart reveals a consistent pattern: whereas both groups showed modest improvement from pre-test to post-test, the magnitude of gains in the EG substantially exceeded those in the CG on all subscales except spoken accuracy, where the differential was narrower.

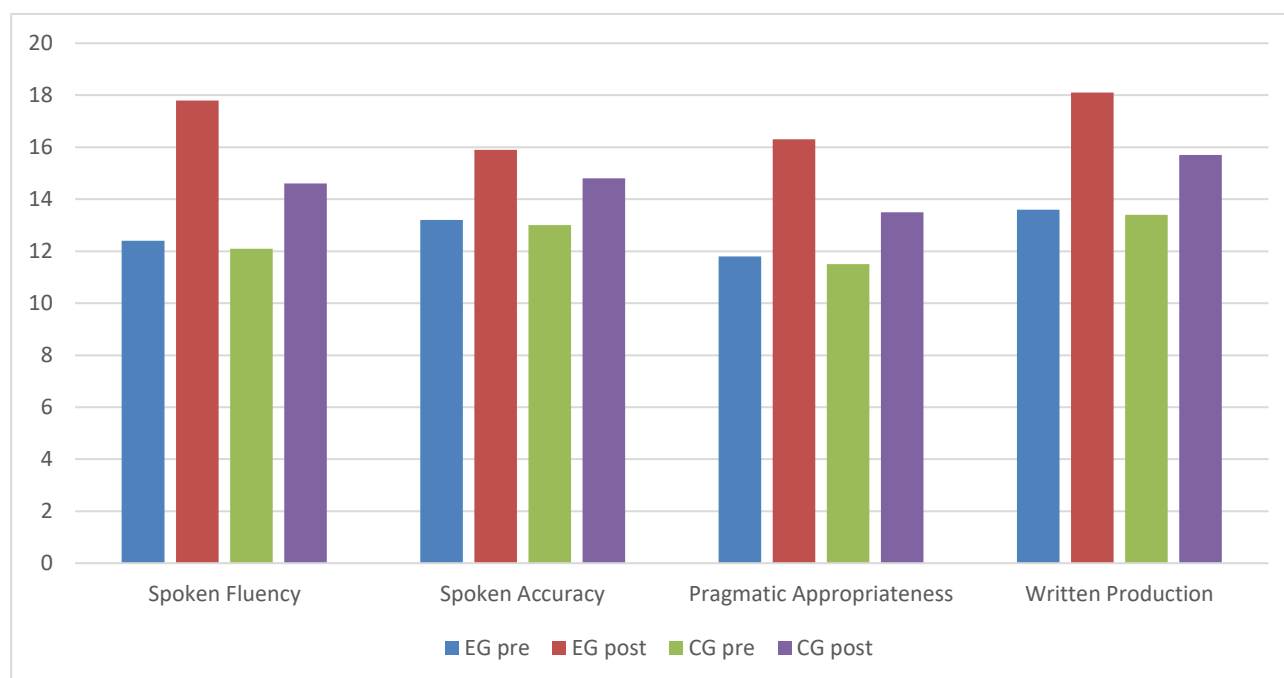


Fig. 2. Pre-test and post-test communicative competence scores across four subscales (EG vs. CG)

These results align with the findings of Evtugina et al. [7], who reported substantial gains in communicative competence among non-linguistic university students following a cognitive-conceptual intervention. The pronounced effect on fluency and pragmatic appropriateness, coupled with the more modest effect on grammatical accuracy, is consistent with Skehan's [22] trade-off hypothesis, which predicts that task conditions promoting fluency and complexity may constrain attentional resources available for accuracy monitoring.

Cognitive strategy use and its correlates. SILL data indicated that the EG demonstrated significantly higher post-test scores on the metacognitive strategy subscale ($M = 4.21$, $SD = 0.58$) compared with the CG ($M = 3.54$, $SD = 0.67$; $t(84) = 4.98$, $p < .001$). Schema activation was the most frequently reported strategy ($M = 4.38$), followed by conceptual mapping ($M = 4.12$), inferencing ($M = 3.96$), and self-regulation ($M = 3.87$). Correlational analysis revealed a strong positive association between metacognitive strategy frequency and overall communicative competence gain ($r = .68$, $p < .001$), consistent with prior research on the mediating role of metacognition in L2 development [24; 26].

Qualitative findings. Thematic analysis of the interview transcripts yielded four principal themes: (a) enhanced conceptual clarity, (b) reduced communication apprehension, (c) transfer from professional knowledge to FL production, and (d) heightened self-awareness. Students frequently reported that the concept-mapping activities helped them organize their thoughts before speaking, thereby reducing the cognitive load during the communicative phase. One participant (International Relations, female, 20) noted that constructing a concept map prior to a negotiation role-play allowed her to focus on how to articulate her ideas rather than what to say. This observation corresponds to Levelt's [20] theoretical distinction between conceptualization and formulation: by front-loading the conceptualization work through cognitive scaffolding, the methodology freed attentional resources for linguistic encoding.

Students also reported reduced anxiety during communicative tasks, attributing this to the structured cognitive preparation that gave them confidence in the accuracy and relevance of their ideas. This finding echoes the broader literature on communication apprehension in L2 contexts, which has consistently linked pre-task planning with lower levels of anxiety and higher willingness

to communicate [18; 19].

The theme of transfer from professional knowledge to FL production was particularly salient among IT and Economics students, who described activating domain-specific schemata as a bridge between their disciplinary expertise and FL output. This pattern is consistent with the schema-theoretic prediction that rich prior knowledge structures facilitate both comprehension and production in the target language [14; 12].

Limitations. Several limitations should be acknowledged. The quasi-experimental design, while ecologically valid, does not permit the same causal inferences as a true randomized experiment. The sample was drawn from a single institution, which constrains generalizability. Additionally, the relatively brief intervention period (two semesters) may underestimate long-term consolidation effects; longitudinal follow-up data would strengthen the evidence base.

Table 1. Pre-test and post-test communicative competence scores (maximum 20 per subscale)

Subscale	EG Pre-test (M±SD)	EG Post-test (M±SD)	CG Pre-test (M±SD)	CG Post-test (M±SD)
Spoken fluency	12.4±2.7	17.8±2.3	12.1±2.9	14.6±2.8
Spoken accuracy	13.2±2.4	15.9±2.5	13.0±2.5	14.8±2.7
Pragmatic appropri.	11.8±2.3	16.2±2.1	11.5±2.4	13.5±2.6
Written production	13.6±3.1	18.1±3.0	13.4±3.2	15.7±3.4

Conclusions

The present study set out to investigate the interrelation of cognitive and communicative aspects in FL teaching for non-linguistic university students. The results provide converging quantitative and qualitative evidence that an integrative cognitive-communicative methodology produces meaningful improvements in communicative competence, particularly in spoken fluency, pragmatic appropriateness, and written production.

The key contribution of this research is the empirical demonstration that cognitive scaffolding, operationalized through concept mapping, schema activation, and explicit attention to cross-linguistic conceptual differences, functions as a facilitating mechanism for communicative output. By addressing the conceptualization stage of speech production prior to the communicative task, the methodology redistributes the cognitive load that non-linguistic students typically face when attempting to produce extended discourse in the target language.

Several practical implications follow from these findings. Curriculum designers at non-linguistic universities should consider integrating cognitive orientation activities into existing communicative syllabi, rather than treating cognitive and communicative approaches as competing paradigms. Instructor training programmes should include modules on cognitive linguistic principles, schema theory, and metacognitive strategy instruction. Materials developers should design tasks that systematically link domain-specific conceptual knowledge with target-language forms, thereby leveraging the professional expertise that non-linguistic students bring to the FL classroom.

Future research should extend the present design to include longitudinal tracking of competence retention, cross-institutional replication, and the investigation of digital tools for cognitive-communicative integration, including concept-mapping software and corpus-based concordancing platforms. Comparative studies across typologically diverse language pairs would further illuminate the role of cross-linguistic conceptual transfer in the model proposed here.

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