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## EXPLORING COLLOQUIAL ENGLISH PROFICIENCY IN AZERBAIJANI SECONDARY SCHOOLS

### ДОСЛІДЖЕННЯ РІВНЯ ВОЛОДІННЯ РОЗМОВНОЮ АНГЛІЙСЬКОЮ МОВОЮ В ЗАГАЛЬНООСВІТНІХ ШКОЛАХ АЗЕРБАЙДЖАНУ

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#### ABSTRACT

**Purpose.** Expertise in colloquial English is important for effective communication, and it has become increasingly important in our rapidly changing world. This article examines how Azerbaijani secondary schools teach colloquial English and focuses on the differences between private and public institutions.

**Methodology.** This study employed a comparative analysis, integrating both qualitative and quantitative research methods. Data collection involved a combination of approaches, including interviews, observations, surveys, and demographic analysis, to provide a comprehensive understanding of the subject matter.

**Results.** Educators confront difficulties when teaching colloquial English. This study's findings improve the discussion about language expertise in non-native

**Мета.** Володіння розмовною англійською мовою є важливим для ефективної комунікації, воно набуває все більшого значення в світі, який швидко змінюється. У статті розглядається, як в азербайджанських загальноосвітніх школах викладають розмовну англійську мову, увага акцентується на відмінностях між приватними та державними установами.

**Методологія.** У дослідженні використано порівняльний аналіз, який поєднує якісні та кількісні методи дослідження. Збір даних включав поєднання підходів, зокрема інтерв'ю, спостереження, опитування та демографічний аналіз, щоб забезпечити всебічне розуміння предмета дослідження.

**Результати.** Вчителів стикаються з труднощами під час викладання розмовної англійської мови. Результати дослідження поглиблюють дискусію про мовну експертизу

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English-speaking situations and provide useful recommendations for improving language teaching methods in Azerbaijan.

**Conclusions.** This article shows how to improve language education for many Azerbaijani students while meeting global communication standards.

**Keywords:** Azerbaijani secondary schools, Colloquial English, comparative analysis, language proficiency, language teaching, private vs. public schools.

в неангломовних ситуаціях; надано корисні рекомендації щодо вдосконалення методів викладання англійської мови в Азербайджані.

**Висновки.** Стаття пропонує покращення мовної освіти для багатьох азербайджанських школярів, щоб відповідати світовим комунікативним стандартам.

**Ключові слова:** азербайджанські загальноосвітні школи, розмовна англійська, порівняльний аналіз, володіння мовою, викладання мови, приватні та державні школи.

## INTRODUCTION

The importance of English as a global lingua franca is extended beyond its formal structure and an important aspect of mastering the language includes: colloquial usage. To communicate effectively in multiple social and professional situations today, one must master colloquial English, including slang, idioms, regional expressions, and everyday conversation, because our connected world greatly depends on this skill (Canagarajah, 2013).

Many people benefit from navigating the nuances of colloquial language as it makes their interactions smoother, improves their understanding of ethnic references, and increases their overall communication skills. To master colloquial English, and grasp how it evolves in informal settings, one must practice and engage with real-life language use, as it frequently reflects the dynamic nature of communication. Formal English, which often zeroes in on grammar and syntax, contrasts with the more flexible and less rigid style found in everyday communication (Canagarajah, 2013).

Thus, colloquial English plays an important role in many scenarios including international business meetings, social gatherings and casual conversations, and, generally, the everyday communication process (Richards & Rodgers, 2014). This article is focused on studying the challenges in teaching colloquial English in Azerbaijani secondary schools and examining differences in teaching outcomes between public and private schools.

### Challenges in Azerbaijani Secondary Education

In many non-native English-speaking countries, including Azerbaijan, teachers face many special challenges when they try to incorporate ample colloquial English into their school curricula. Challenges must be addressed in secondary education so that many students can prepare for real-world interactions.

In educational settings, teachers actively teach students about colloquial English and integrate informal language into a curriculum that usually concentrates on formal English (Murshudzada, 2024).

Azerbaijan faces many challenges in education and urgent improvements are important for all students' opportunities (Gilmore, 2007). Teachers confront difficulties because they have little training in colloquial English and struggle with a shortage of teaching materials and lack of standardized resources for teaching colloquial language.

It is difficult to provide students with the exposure and practice needed to develop colloquial English skills. This challenge arises from the scarcity of appropriate materials.

## Socio-Economic Factors and Student Attitudes

Socioeconomic factors strongly influence how students view colloquial English. These factors shape their attitudes. In Azerbaijan, the attitudes among multiple students are varied based on different socio-economic backgrounds and types of schools and these differences have been noted by Huseynova (2023).

For instance, it is commonly believed that many resources and a wide variety of English media are often available to students in private schools, which promotes a generally more positive attitude towards colloquial English; however, students in public schools are frequently found to experience fewer resources, which can limit their exposure and understanding (Jenkins, 2015).

How students feel about learning languages is importantly shaped by socioeconomic factors, including family income, the education levels of parents, and the availability of extracurricular learning opportunities, while the importance of educational support is drawn to attention by these elements. Wealthier students see colloquial English as a key skill for global success, while less privileged students often concentrate on mastering formal English for academic achievement.

In Azerbaijani secondary schools, this article seeks to thoroughly explore how colloquial English is taught, concentrating specifically on the differences between private institutions, and public ones. The researcher's objective is to achieve multiple important goals, as they focus on effectively solving many problems in their study.

- 1. Identifying Teacher Challenges:** Teacher challenges and obstacles in teaching colloquial English are investigated.
- 2. Understanding Student Attitudes:** Students' views of colloquial English are influenced by socio-economic factors and we objective to understand these attitudes.
- 3. Examining Stakeholder Perceptions:** We examined how parents, students, and teachers view the importance of colloquial English expertise and we analyzed its effect on language teaching practices.
- 4. Analyzing the Role of Technology:** The role of technology in language instruction is analyzed to evaluate its effectiveness in improving colloquial English skills.
- 5. Comparative Analysis:** Teaching strategies and their effectiveness in promoting colloquial English skills differ between private and public schools and we compare them.

## Challenges in Teaching Colloquial English

Teaching colloquial English poses special challenges, and the literature documents these issues (Jiang, 2022). The lack of standardized resources and materials specifically designed for colloquial English presents one of the most important difficulties and this challenge affects learners trying to understand everyday language.

Teachers find it difficult to locate suitable teaching resources for colloquial English, which lacks standardized guidelines, unlike formal English that uses well-created frameworks, and textbooks. In Azerbaijani secondary schools, the gap in resources is important, as outdated textbooks and curricula often fail to effectively incorporate colloquial language elements, which drew attention to the findings of Anderson and Smith (2021).

Colloquial English complicates the instructional process further, as it is characterized by its idiomatic expressions, regional dialects, and evolving slang. Without the benefit of structured training concentrated specifically on colloquial language, teachers must skillfully navigate these linguistic nuances.

Most teacher-training programs in Azerbaijan focus on formal English grammar and literature, so educators feel unprepared for the subtleties of colloquial English. The scarcity of resources and the lack of specialized training block effective colloquial English instruction. These issues create a major barrier for learners.

### **Regional Variations and Sociolinguistic Context**

The teaching of colloquial English in Azerbaijan is influenced by the country's ethnic and linguistic diversity, presenting various challenges. Teachers navigate these complexities as they guide students in learning. In this rich multicultural and multilingual environment, learning English has become a unique and enriching experience that many appreciate. The country's regional dialects and language variations cause varying levels of exposure to English, especially its colloquial forms, to be experienced by students in different areas (Huseynova, 2023). Students in rural areas often lack access to multiple English media and many native speakers. This limited access seriously obstructs their ability to learn and practice colloquial English as noted by Murshudzada (2024).

Students' attitudes toward English also feel the effect of this regional variation. In some areas, people see colloquial English as less prestigious and they think it is not necessary for success. Many views are shaped by socio-economic factors and most students from higher-income families show more favorable attitudes towards colloquial English. Students from higher socio-economic backgrounds often develop a positive attitude due to their frequent exposure to English media and international cultures, which is a sharp difference from the experiences of students from lower socio-economic backgrounds (Crystal, 2003).

### **Role of Technology**

Technology acts as a powerful tool. It helps to address challenges in teaching colloquial English (Council of Europe, 2001). Many online learning platforms and multiple multimedia resources, along with many interactive tools, give both students and teachers access to a wide variety of authentic English materials, such as video clips, podcasts, and plenty of social media content that represent real-life colloquial usage (Jiang, 2022). Students can use these resources to improve their understanding of slang and they create fun learning experiences.

Many Azerbaijani schools lack developed technology in language education, despite its benefits (Seidlhofer, 2011). Many public schools typically don't have enough technical infrastructure and resources to effectively use digital tools in their teaching practices (Jiang, 2022). Private schools often provide better access to technology, giving students improved chances to use colloquial English online (Murshudzada, 2024). To bridge the gap in colloquial English instruction, improved technical support in public schools is highlighted as necessary, and dealing with this issue is important for improving students' learning experiences.

### **Student Attitudes and Perceptions**

The important role of students' attitudes toward colloquial English in influencing their language learning outcomes has been recognized by many researchers. Many different

factors, such as socioeconomic background, ethnic identity, and gender, strongly influence these attitudes, according to research findings by Huseynova (2023). In Azerbaijan, colloquial English is often viewed by students from wealthier households, especially those in private schools, as a key skill for achieving future professional success. Many of these students often encounter multiple English media and varied international cultures and this exposure helps shape their positive views of colloquial English (Anderson & Smith, 2021).

Students in public schools may concentrate on formal academic language. They often do this instead of using colloquial English. Different views can greatly affect many teaching strategies and these strategies lead to multiple outcomes. Students with positive attitudes toward colloquial English engage more actively in learning activities using colloquial language, while less favorable attitudes may lead those students to need targeted teaching methods to increase their interest and skills (Duff, 2014).

### **Comparative Analysis: Private vs. Public Schools**

This study mainly compares multiple ways that private and public schools teach colloquial English. Teachers in private schools have many resources, so they often access multiple instructional materials, and advanced technology to improve their lessons. These schools can give students extra chances to practice English outside the classroom. This practice can happen through extracurricular activities or international travel. Students can also interact with native speakers.

Public schools battle with delivering effective English language instruction, especially in colloquial English, facing several challenges. Many public schools face important challenges in preparing students for real-world English communication, as tight budgets and a lack of qualified teachers cause overcrowded classrooms. Many private schools have more resources than public schools. This difference leads to a clear gap in students' language skills. Typically, students from private schools achieve higher skills in colloquial English. This trend contrasts with the abilities of their peers in public schools.

### **METHODOLOGY**

This study explains how researchers designed the research, selected participants, collected data, and analyzed techniques, all to investigate colloquial English expertise in Azerbaijani secondary schools (Braun & Clarke, 2006). Researchers adopted a mixed-methods approach to gain a complete understanding of the challenges involved in teaching colloquial English (Labov, 2019).

They included both quantitative and qualitative data in their study. This decision helped them identify the special opportunities present in different school settings as created by Creswell and Creswell, 2018. It allows to explore the subject matter in detail and to perceive it better.

### **Research Design**

This study compared private and public schools to examine how they teach and learn colloquial English, using a framework for analysis. The design was chosen to explore the differences that existed in multiple pedagogical approaches. These differences included student outcomes and resource availability between the two types of institutions.

### **Comparative Analysis Framework**

A structured approach for exploring teaching and learning dynamics was offered by the comparative analysis framework in some private and public schools. This framework

actively identified many important variables and multiple differences. It concentrated on different teaching methods resource use and levels of student engagement. The study targeted to identify special challenges and opportunities for each type of school and it concentrated on specific needs within those schools. The researchers compared these elements across multiple school settings, and as a result, they identified important differences in how each environment affected student performance.

### **Concurrent Triangulation Design**

Researchers employed a concurrent triangulation design to gather a variety of quantitative and qualitative data simultaneously, and they subsequently analyzed a greater amount of both types of data in parallel (Gee, 2014). The design aims to all-encompassing grasp multiple measurable results, like language skills and many subjective views, such as teachers' thoughts and students' feelings.

By gathering data from multiple sources, researchers improve the findings' reliability, and validity through triangulation, which cross-verifies results and gives a broader understanding of the research topic.

### **Research Questions and Objectives**

In Azerbaijani secondary schools, the teaching and learning of colloquial English is guided by research questions that focus on understanding the differences observed between private schools and public schools. Many key objectives involved assessing how well multiple teaching strategies worked, finding some challenges teachers faced, and evaluating several students' skills and attitudes toward colloquial English. The study sought to improve English language education in Azerbaijan and it addressed these objectives.

### **Participants**

Many participants gathered in the large conference hall. Some were excited to share their ideas while others listened attentively to learn from experiences.

In Baku, Azerbaijan, 80 students and 20 English teachers participated in this study from four secondary schools. Participants were chosen based on their accessibility, their willingness to participate was important and a reputation for delivering quality English language instruction was needed.

### **Selection Criteria**

#### **– Schools**

Two private institutions were among the selected schools, while the other two were public ones. Based on accessibility to the research team, the schools chose to participate because of their strong reputations in quality English education. By including multiple private, and public schools, we enabled a detailed comparison of many different educational environments.

#### **– Students**

Forty students from private schools and forty from public schools took part in the study. The school placed students in grades 9 to 11 evenly and this made sure different academic levels were represented. The selection criteria for students included several enrolled in English courses and many were willing to participate in the study. Students aged 14 to 17 took part in the study. They learned English for an average of six years.

## – Teachers

Twenty teachers with experience in teaching English as a foreign language and knowledge of colloquial English instruction were selected to participate. Applicants needed at least five years of teaching experience, and a university degree in English language teaching or a related field. The teachers offered varied perspectives on teaching colloquial English. Their understanding of the challenges and practices provided costly information for the study.

### **Demographic Information**

Most students in the study came from middle-income families. However, some students from private schools had different economic backgrounds than those from public schools. The teachers came from different backgrounds and they brought special perspectives to teaching colloquial English. The demographic information provided an understanding of how socioeconomic factors influence language learning experiences. This information helped to contextualize the study's findings and shaped our understanding of the overall effect on learners.

### **Data Collection Methods**

Through surveys, interviews, and classroom observations, we collected data for this study. Researchers used this multi-method approach to create a reliable dataset, and gather information from many sources.

### **Surveys**

Surveys collected data from students, and they collected data from teachers. The survey asked many students about their exposure to colloquial English. It also included several questions about their attitudes toward learning it. Finally, students reported on how skilled they felt with colloquial English expressions and idioms. The survey conducted by the teacher examined the different teaching strategies used in the classroom, looked at the available resources for teaching colloquial English, and gathered teachers' views on how well their students are progressing in their studies.

### **Survey Design**

Researchers designed several surveys with a five-point Likert scale, catching attitudes and views from many participants. Students were asked to rate statements. The statements included "I feel confident using colloquial English with native speakers", and "My school provides enough resources for learning colloquial English". The rating scale was from 1 to 5. This scale let researchers quantify attitudes and views, so they could perform statistical analyses.

### **Open-Ended Questions**

The surveys not only featured Likert scale items for participants to rate their opinions but also included open-ended questions that encouraged them to elaborate on their answers and provide further context for their responses. Students described specific challenges they faced in learning colloquial English and teachers shared their experiences and understandings about how effective their teaching strategies were.

### **Interviews**

To gain qualitative data, both teachers and students took part in semi-structured interviews. Participants discussed their experiences, attitudes, and views about learning colloquial English, and the interviews were targeted to explore these understandings.

## **Interview Design**

Flexible questioning allowed for key topics to be covered during the semi-structured interviews. Teachers discussed their teaching strategies and classroom resources and they shared the challenges of teaching colloquial English. Students shared their views on colloquial English through interviews. They explained their reasons for wanting to master colloquial expressions. They also discussed the support provided by their schools.

## **Language and Recording**

We conducted interviews in English, and Azerbaijani based on each participant's language preference, so could express themselves comfortably. The duration of each interview was recorded with the participant's consent, lasting between 30 and 45 minutes, indicating the importance of obtaining permission. They recorded interviews and later transcribed them for analysis.

## **Thematic Analysis**

Researchers coded the transcripts for patterns and themes. They used thematic analysis to analyze the interview data. Key themes about students' feelings on colloquial English, teachers' challenges with colloquial expressions, and resource differences between private and public schools were identified by many researchers.

## **Classroom Observations**

In the classroom, as students actively participate, and engage in their lessons, we conduct observations to understand their learning behaviors and interactions with peers. To gain a first-hand understanding, we observed many classrooms teaching colloquial English. Classroom dynamics, student engagement, and instructional methods were clarified by precious information from observations.

## **Observation Procedure**

Many observations were made during more than two weeks. In each school, teachers conducted and presented four engaging lessons that fascinated the students' attention, and improved their learning experience. Covering a broad range of teaching methods, a blend of lessons concentrated on grammar and classes for conversational English effectively engages students with varied learning styles. While I observed the learning environment, I took many field notes to document multiple interactions that occurred between students, and teachers. I targeted tracking the different types of activities used in the classroom. I also noted the application of several teaching materials throughout the lessons.

## **Observation Checklist**

To ensure consistency in data collection, several checklists were created for structured observation. Categories concentrating on teaching strategies filled the checklist. The study concentrated heavily on the importance of student engagement, and it specifically drew attention to multiple ways students use colloquial English in their everyday interactions. Frequently, a large number of teachers led multiple activities using colloquial English and in return, many students actively participated in many exercises with everyday language while happily enjoying lessons that featured authentic materials. Through testing, they guaranteed the checklist's validity and reliability in a pilot study.

## RESULTS

This study shows important understanding concerning teaching and learning colloquial English in Azerbaijani secondary schools. An impressive finding reveals that Azerbaijani students, especially in urban schools, understand everyday English to some extent, but they struggle with the importance of using idioms, phrasal verbs, and conversational structures effectively in real-life situations. The educational system places a strong focus on grammar, vocabulary, and standardized testing and this focus creates a gap that overlooks practical communication skills as a broader issue. In today's linked world, meaningful engagement in global conversations can be obstructed for students by an imbalance in focus that limits their ability to interact with native speakers.

The study shows that students frequently find it difficult to use their understanding of colloquial English in real-life situations, and this difficulty may impede their overall communication skills. Students often understand the rules that control how to use colloquial expressions. However, they can struggle to twist these expressions into their everyday conversations in a natural way. The curriculum does not concentrate on using language skills and this shows a bigger problem. Many students struggle to connect theoretical knowledge with real-life applications, which often hurts their confidence and effectiveness when using colloquial English in multiple settings.

Teachers recognize some importance of teaching colloquial English, but they face many challenges in including it in lesson plans. A lack of resources and few chances for professional growth exist, but standardized curricula pressure teachers to focus on formal grammar instead of practical communication skills. Teachers noted that when they lack special materials and training for teaching colloquial English, they often depend on old-fashioned formal methods that fail to cover the subtle differences found in everyday, informal spoken English. This situation shows that we must create a teaching environment that supports teachers. Such an environment helps integrate colloquial English into classroom instruction effectively.

### Student Proficiency in Colloquial English

**Key Findings:** Landau School students display importantly higher colloquial English skills than approximately 70% of their counterparts at 132-134 State School, as revealed by an expertise score analysis. Landau School students achieved a substantially higher average skill score, thereby showing that an important number of private school pupils exhibit superior colloquial English skills than many of their state school peers.

**Detailed Analysis:** This expertise test really assessed how well students grasped and actually employed everyday English expressions and quite informal language structures. Experts created the test, incorporating items that ranged from really basic slang comprehension right through to outstandingly complicated idiomatic expressions. Landau School students importantly outscored 132-134 State School students, achieving an average of 85% compared to approximately 65% respectively. A marked difference in skill levels is shown by this 20% gap.

**Table 1**

*Average Proficiency in Colloquial English by School*

School	Average Proficiency Score (%)
Landau School	85%
132-134 State School	65%

**Interpretation:** It is strongly suggested that noticeably better engagement with colloquial English is demonstrably shown by Landau School students, owing to greatly increased exposure, curriculum flexibility, plus plentiful resources. Higher skill in English results from private school students’ access to English-speaking environments, media and interactive learning opportunities. Less opportunity to develop colloquial skills is, however, afforded to public school students, owing to an importantly more structured as well as formal English curriculum.

**Students’ Attitudes Towards Colloquial English**

**Key Findings:** Landau School students showed dramatically greater confidence, along with substantially more interest, in using colloquial English than their counterparts at 132-134 State School, according to survey data on student attitudes. Landau School students averaged a confidence score of 4.3, compared to 3.2 for 132-134 State School students, on a 1-to-5 Likert scale. Landau students achieved an importantly higher average interest score of 4.5, while roughly two-thirds of public-school students scored an average of only 3.4.

**Table 2**

*Comparison of Confidence and Interest in Colloquial English*

Metric	Landau School (out of 5)	132-134 State School (out of 5)
Confidence Score	4.3	3.2
Interest Score	4.5	3.4

**Interpretation:** Importantly higher confidence levels, coupled with increased interest scores amongst Landau School pupils, strongly suggest private schools cultivate a far more nurturing atmosphere for informal language acquisition. The observed interactive teaching styles at Landau School, with many students encouraged to practise many colloquial expressions through group discussions alongside role-playing activities, could account for this. English media, along with language clubs in private schools, could importantly increase pupils’ interest in and confidence with, the language.

**DISCUSSION**

This study draws attention to many important aspects of adopting a more all-encompassing approach to English language teaching and we should look ahead to its implementation in Azerbaijan. By zeroing in on both formal and informal language skills, teachers equip students to navigate the complications of a globalized world and this improves their ability to communicate effectively across different contexts. A wide range of linguistic challenges and opportunities is better prepared for students by educators through expertise in both academic and colloquial English (Kostikova et al, 2024).

Many researchers should explore how to integrate colloquial English into education and they must also find new ways, and tools for informal language learning (Jiang, 2022). Furthermore, understanding the long-term effect of colloquial English instruction on students’ language skill and communication skills could be provided by longitudinal studies and this information would be costly. Many educators, researchers, and policymakers need to unite to improve colloquial English teaching and help countless students succeed in our linked world (Gasimova & Asadova, 2020).

The educational framework should include colloquial English. This inclusion is necessary for developing well-rounded language skills. Students’ expertise in both formal and

informal English can be advanced by improved teacher training, and effective use of authentic materials in Azerbaijani secondary schools, while a balanced curriculum is maintained. By dealing with the challenges identified in this study and implementing the recommended strategies, students' ability to communicate effectively in varied settings can be improved by educators and their success in global communication can be supported.

## CONCLUSIONS

This study explores how well secondary school students in Azerbaijan speak colloquial English and examines the teaching methods used to improve their informal language skills. Through the use of multiple methods, including several surveys from teachers, countless assessments of student skills, and many observations from classrooms, this research offers a clear and balanced view of the many opportunities, and challenges faced when teaching casual English in an educational system that mainly emphasizes formal language structures. This conclusion not only summarizes many key findings, but also reflects on important methodological approaches, discusses several moral considerations, offers multiple implications and recommendations, and suggests a few future directions for research.

## CONFLICT OF INTERESTS

The author declares that there is no conflict of interest regarding the publication of this paper.

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## XÜLASƏ / ABSTRACT [in Azerbaijani]

### AZƏRBAYCAN MƏKTƏBLƏRİNDƏ İNGİLİS DANIŞIQ DİLİ BİLİKLƏRİNİN ARAŞDIRILMASI

**Məqsəd.** Danışiq dilində İngilis dili təcrübəsi effektiv ünsiyyət üçün vacibdir və bu, sürətlə dəyişən dünyamızda getdikcə daha çox əhəmiyyət kəsb edir. Bu məqalədə Azərbaycan orta məktəblərində danışiq ingilis dilinin necə öyrədilməsi araşdırılır və özəl və dövlət qurumları arasındakı fərqlərə diqqət çəkilir.

**Metodologiya.** Bu araşdırma tələbələrin danışiq ingilis dilinə münasibətini qiymətləndirir və dövlət və özəl məktəblərdə istifadə olunan tədris metodlarında fərqləri araşdırır. Bu tədqiqat hərtərəfli müqayisəli təhlil aparmaqla cari tədris təcrübələrinin nə dərəcədə effektiv olduğunu aşkar etməyə çalışır. O, həmçinin danışiq dilinin ingilis dilinin Azərbaycan təhsil sistemində inteqrasiyasının bəla başa gəlməsini təmin etmək məqsədi daşıyır.

**Tapıntılar.** Təbiiyəçilər ingilis dilini danışiq dilini tədris edərkən çətinliklərlə üzləşirlər. Bu araşdırmanın nəticələri yerli olmayan ingilisdilli situasiyalarda dil təcrübəsi ilə bağlı müzakirələri təkmilləşdirir və Azərbaycanda dil tədrisi metodlarının təkmilləşdirilməsi üçün faydalı tövsiyələr verir.

**Nəticələr.** Bu məqalə global ünsiyyət standartlarına cavab verən bir çox azərbaycanlı tələbələrin dil təhsilini təkmilləşdirməyə çalışır.

**AÇAR SÖZLƏR:** Azərbaycan orta məktəbləri, Danışiq İngilis dili, müqayisəli təhlil, dil biliyi, dil tədrisi, özəl və dövlət məktəbləri.