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SCIENTIFIC-RESEARCH WORK IN EFFECTIVE ENGLISH LANGUAGE TEACHING METHODS AS AN INTEGRAL PART OF PROFESSIONAL ACTIVITY FOR UNIVERSITY TUTOR FOR ENGLISH COURSES

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Abstract. *This article explores the symbiotic relationship between scientific-research activity and pedagogical proficiency among university English language tutors. The author argues that research is not merely an administrative requirement but a foundational component of modern academic labor that informs classroom practice, enhances student outcomes, and facilitates professional growth. By bridging the gap between theoretical linguistics and practical methodology, tutors can integrate innovative technologies and evidence-based strategies to ensure high-quality educational results. Drawing on the concept of "Action Research," the study posits that educators who systematically investigate their own practices exhibit higher levels of adaptability and job satisfaction. Research serves as the engine for adopting cutting-edge frameworks such as Content and Language Integrated Learning (CLIL), Flipped Classrooms, and Task-Based Language Teaching (TBLT). Professional Competencies: Engagement in research fosters lifelong learning, cognitive development regarding sociolinguistic shifts (e.g., English as a Lingua Franca), and analytical skills for diagnosing learning gaps. Institutional Impact: Beyond the classroom, research contributions through publications and conferences elevate institutional rankings and ensure curriculum rigor. The article categorizes 25 priority areas for research, emphasizing: AI & digital innovation; cognition & instruction; socio-cultural pedagogy; specific purposes; critical skills for the researcher-tutor. The author outlines essential competencies required to bridge the research-teaching gap: traditional skills; pedagogical-specific skills; modern adaptive skills in particular ICT literacy for evaluating AI tools and collaborative networking across intercultural perspectives. The study concludes that scientific-research work moves the teaching profession from "intuition-based" to "evidence-based," reducing pedagogical burnout by transforming repetitive tasks into ongoing scientific inquiry. Future exploration is recommended regarding institutional support systems and the use of AI tools for "Micro-Research" within the classroom.*

Keywords: *higher education; pedagogical research; English language teaching (ELT); professional development; methodology; academic excellence; scientific-research work; pedagogical methodology; University tutor; teaching effectiveness; academic research integration; lifelong learning; didactic competence.*

In the contemporary landscape of Higher Education, the role of an English language tutor has transcended the mere transmission of linguistic knowledge. As globalization and digitalization reshape communication, the demand for innovative instructional strategies has intensified. However, a gap often exists between theoretical pedagogical advancements and practical classroom application (Bond et al., 2018).

The problem lies in the perceived dichotomy between “teaching” and “researching”. For a university tutor, scientific-research work regarding teaching methods is frequently viewed as an administrative

burden rather than a tool for professional survival and excellence (Brew, 2003).

Analysis of Recent Research and Publications. Recent studies in Applied Linguistics and Pedagogy highlight the concept of the "Teacher-Researcher". Research suggests that educators who engage in Action Research – the systematic investigation of their own teaching practices – exhibit higher levels of adaptability and job satisfaction. Furthermore, publications in the TESOL Quarterly and ELT Journal – emphasize that evidence-based practice is the gold standard for language acquisition. Despite this, there remains a need to further define how specific research activities integrate into the daily workload of university faculty to ensure "Effective English Language Teaching" (EELT) (Das, 2017).

Purpose and Tasks of the Article. The purpose of this article is to substantiate the necessity of scientific-research work as a core element of a university tutor's professional identity.

The tasks include:

• Identifying the impact of research activity on the quality of ELT.

• Outlining the primary forms of research engagement for language tutors.

• Proposing a framework for integrating research into the pedagogical cycle.

Scientific-research work (SRW) serves as the engine for methodological evolution. In the context of English language instruction, this work manifests in three primary dimensions:

1. Methodological Innovation and Evidence-Based Teaching

Tutors who engage in research are more likely to adopt and refine cutting-edge methodologies such as Content and Language Integrated Learning (CLIL), Flipped Classrooms, and Task-Based Language Teaching (TBLT). Rather than following a textbook blindly, the researcher-tutor evaluates the efficacy of these methods through empirical observation and data collection (García-Peñalvo, 2021).

2. The Development of Professional Competencies

Research activity forces the tutor to remain a "lifelong learner". This involves:

• Cognitive Development: staying updated with the latest linguistic theories and sociolinguistic shifts (e.g., the rise of English as a Lingua Franca).

• Analytical Skills: developing the ability to diagnose student learning gaps using qualitative and quantitative metrics (Gupta, 2017).

• Reflective Practice: critically evaluating one's own performance to eliminate outdated or ineffective instructional habits.

3. Contribution to the Academic Community

A tutor's research work extends beyond the individual classroom. By publishing findings, attending conferences, and participating in peer reviews, the tutor contributes to the collective knowledge of the university. This elevates the institutional ranking and ensures that the curriculum remains academically rigorous and globally competitive (Åkerlind, 2011).

Key Finding: the integration of research into teaching reduces "pedagogical burnout" by transforming repetitive instructional tasks into an ongoing scientific inquiry.

Here is a list of 25 actual areas for scientific-research work in effective English Language Teaching (ELT) methods, categorized by modern pedagogical trends for 2025–2026:

I. Artificial Intelligence & Digital Innovation

• Large Language Models (LLMs) for Feedback: the actionability of automated feedback on student writing and speaking (Henderson et al., 2017).

• AI-Powered Speech Scoring: using tools like Whisper to analyze and score learner phonetic realizations.

• Conversational AI Tutors: enhancing fluency through real-time, dynamic interactions with AI chatbots (Le, 2016).

• Immersive VR/AR Environments: simulating real-world scenarios to practice listening and speaking in context.

• Gamification Strategies: impact of interactive games, rewards, and social learning features on student motivation.

• Adaptive Learning Platforms: effectiveness of personalized learning paths driven by Big Data and machine learning (Lidell & Lundin, 2022).

II. Cognition & Instructional Techniques

• Spaced Retrieval Practice: long-term memory retention of English vocabulary and grammar through interval testing.

• Interaction + Corrective Feedback: researching the negotiation of meaning and its impact on grammar accuracy (Lynova & Bulvinska, 2020).

• Input Flood & Focus on Form: strategies for enhancing grammar awareness and noticing in learners.

• English for Employability: Aligning language instruction with modern workforce-aligned learning goals.

Scientific-research work in English Language Teaching (ELT) requires a unique fusion of pedagogical expertise and rigorous scientific inquiry. To effectively bridge the gap between classroom practice and scientific advancement, researchers must master a specific set of competencies (Pettersson, 2021).

Core Scientific Research Skills: The foundation of effective ELT research lies in traditional scientific methodologies adapted for educational settings.

Analytical and Critical Thinking: Essential for evaluating existing literature, spotting gaps in current methodologies, and interpreting complex linguistic data without bias.

Data Collection and Management: Proficiency in both quantitative (surveys, experiments, corpus linguistics) and qualitative (interviews, case studies, field observations) methods is vital for gathering credible evidence (Savchenko & Terzi, 2023).

Pushed Output Tasks: encouraging syntactic restructuring and output accuracy through challenging production tasks.

• Task Repetition with Variation: effects of repeated tasks on proceduralization and fluency.

III. Modern Methodologies & Frameworks

• Flipped Classrooms: comparing student engagement and outcomes in hybrid vs. traditional models.

• Project-Based Learning (PBL): integrating English with non-linguistic problem-solving to build cognitive skills.

• Multimodal Literacy: teaching students to interpret and create meaning across text, audio, video, and interactive media.

• Microlearning: the effectiveness of bite-sized lessons in higher education for students with busy schedules.

• Argument Mapping: using structured visuals to improve academic reasoning and writing in English.

IV. Socio-Cultural & Inclusive Pedagogy

• Inclusive Language Practices: researching the integration of pronoun awareness and culturally sensitive terminology.

• Global Issues in ELT: The role of "taboo" topics (politics, social justice) in fostering critical thinking.

• Translanguaging & Inclusivity: celebrating linguistic diversity by allowing the use of native languages to bridge learning.

• Teacher Well-being & Professionalism: the impact of teacher sustainability and mental health on instructional quality (Machado-Taylor et al., 2023).

• Soft Skills Integration: embedding communication, empathy, and emotional intelligence into the English curriculum.

• ILC International Language Centres.

V. Specific Purposes & Assessment

• English for Academic Purposes (EAP): strategies to bridge the proficiency gap for international students in higher education (Nemorin & Selwyn, 2023).

• Forensic Phonetics: researching how bilingual speakers change voice quality when switching languages.

• Remote Proctoring & Skill-Based Testing: transitioning from rigid exams to real-world language use assessments.

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Ethical Judgment: researchers must navigate the ethical implications of conducting studies with human participants, ensuring privacy and adherence to institutional protocols.

Technical Writing and Dissemination: the ability to draft scientific articles using specific citation styles (such as APA for social sciences) is necessary for sharing findings with the global academic community (Sutherland & Ho, 2020).

Pedagogical-Specific Competencies: for research to be “effective” in an ELT context, it must be grounded in classroom reality.

Action Research Skills: practitioners must be able to conduct research within their own classrooms to solve immediate teaching challenges, often using the “Five Cs”: commitment, collaboration, concern, consideration, and change.

Disciplinary Knowledge: deep mastery of English language mechanics (grammar, phonetics) and pedagogical theories (Communicative Language Teaching, Task-Based Learning) is required to design valid experiments (Visser-Wijnveen, 2025).

Technology Integration (ICT Literacy): with the rise of digital learning, researchers must be skilled in using and evaluating AI tools and digital platforms for language acquisition.

Modern Adaptive Skills: in the current research landscape, "soft" and digital skills have become equally important.

Responsible Adaptability: the research environment is rapidly evolving with AI; successful researchers must remain open to new tools and shifting societal needs.

Collaboration and Networking: high-impact ELT research often involves working in teams and respecting diverse intercultural perspectives (Xiao, 2021).

This article examines the symbiotic relationship between scientific-research activities and pedagogical proficiency among university English language tutors. It explores how systematic engagement in methodological research informs classroom practice, enhances student outcomes, and facilitates professional growth. The study emphasizes that research is not a supplementary task but a foundational component of modern academic labor in the field of Higher Education.

The article examines the symbiotic relationship between scientific-research activities and the pedagogical effectiveness of university English language tutors. The author argues that research work is not merely a formal requirement but a critical component of professional growth that directly enhances instructional methods. By analyzing modern approaches to language acquisition, the study highlights how continuous investigative practice allows tutors to integrate innovative technologies and evidence-based strategies into the classroom.

The findings suggest that the professional identity of a contemporary university tutor must bridge the gap between theoretical linguistics and practical classroom methodology to ensure high-quality student outcomes.

Scientific-research work is not an adjunct to teaching; it is the very mechanism that ensures teaching remains effective, relevant, and engaging. For the university tutor, research provides the empirical backbone for pedagogical decisions, moving the profession from “intuition-based” to "evidence-based." The synergy between investigating language acquisition and facilitating it creates a superior learning environment for students and a more sustainable career path for educators.

Future research should focus on the institutional support systems required to foster this research-teaching nexus. Specifically, exploring how AI-driven analytical tools can assist tutors in conducting “Micro-Research” within their classrooms would be a valuable next step in evolving the professional activity of university English instructors.

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НАУКОВО-ДОСЛІДНА РОБОТА В ГАЛУЗІ ЕФЕКТИВНИХ МЕТОДІВ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ЯК НЕВІД'ЄМНА СКЛАДОВА ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ УНІВЕРСИТЕТСЬКОГО ВИКЛАДАЧА АНГЛІЙСЬКОЇ МОВИ

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Анотація. *У статті представлено результати дослідження симбіотичного зв'язку між науково-дослідною діяльністю та педагогічною майстерністю викладачів англійської мови у закладах вищої освіти. Обґрунтовано, що наукова робота є не лише адміністративною вимогою, а основоположним компонентом сучасної академічної праці, який безпосередньо впливає на навчальний процес, покращує результати студентів та сприяє професійному зростанню.*

Долаючи розрив між теоретичною лінгвістикою та практичною методологією, викладачі можуть інтегрувати інноваційні технології та стратегії, засновані на доказах, для забезпечення високої якості освіти. Спираючись на концепцію «Action Research» (дослідження дією), у дослідженні стверджується, що педагоги, які систематично вивчають власну практику, демонструють вищий рівень адаптивності та задоволеності роботою.

Дослідницька діяльність виступає рушійною силою для впровадження передових моделей навчання, таких як: CLIL (предметно-мовне інтегроване навчання); Flipped Classroom («перевернутий клас»); TBLT (завдання-орієнтоване навчання).

Розкриваються ключові аспекти дослідження:

Професійні компетентності: Участь у дослідженнях сприяє безперервному навчанню (lifelong learning), когнітивному розвитку в контексті соціолінгвістичних змін (наприклад, англійська як мова міжнародного спілкування — ELF) та формуванню аналітичних навичок для діагностики прогалин у знаннях.

Інституційний вплив: Публікації та участь у конференціях підвищують рейтинги університетів та забезпечують ґрунтовність навчальних програм.

Пріоритетні напрями: Автор виокремлює 25 напрямів досліджень, акцентуючи увагу на ШІ та цифрових інноваціях, когнітивістиці, соціокультурній педагогіці та спеціальних цілях навчання (ESP).

Окреслено необхідні компетенції для подолання розриву між теорією та практикою: від традиційних і суто педагогічних до сучасних адаптивних навичок, зокрема цифрової грамотності для оцінки інструментів ШІ та мережевої взаємодії в міжкультурному середовищі.

У висновках зазначається, що науково-дослідна робота переводить професію викладача з рівня «інтуїтивного» на рівень «доказового» навчання, запобігаючи професійному вигоранню шляхом трансформації рутинних завдань у постійний науковий пошук. Перспектива подальших досліджень вбачається у вивченні систем інституційної підтримки та використання інструментів ШІ для проведення «мікродосліджень» безпосередньо в аудиторії.

Ключові слова: *вища освіта; педагогічні дослідження; викладання англійської мови (ELT); професійний розвиток; методологія; академічна досконаліть; науково-дослідна робота; педагогічна методологія; університетський викладач; ефективність навчання; інтеграція академічних досліджень; навчання протягом життя; дидактична компетентність.*

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