

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 5, May 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

THE ROLE OF PEDAGOGICAL RHETORIC IN DEVELOPING SPEECH LITERACY COMPETENCE

Nilufar Juraeva

Researcher of the National Pedagogical University
of Uzbekistan named after Nizami

e-mail: t448@tiue.uz

ORCID: <https://orcid.org/0000-0002-0911-4579>

Abstract:

This article examines the role of pedagogical rhetoric in the formation of speech literacy among future teachers. It analyzes the theoretical foundations of rhetoric, its connection with communicative competence, and its importance in professional pedagogical communication. The article emphasizes that speech literacy includes not only linguistic correctness, but also logical organization, persuasive argumentation, ethical communication, audience awareness, and reflective self-assessment. Special attention is given to rhetorical methods such as explanation, questioning, dialogue, feedback, and argumentation as effective tools for developing future teachers' professional speech.

Keywords: speech literacy, pedagogical rhetoric, future teachers, communicative competence, argumentation, professional speech.

Introduction

In the modern educational process, speech literacy is regarded as one of the essential indicators of a person's intellectual, communicative, and professional development. The ability to express ideas clearly, logically, persuasively, and appropriately is especially important in teacher education, where speech

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 5, May 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

functions not only as a means of communication but also as a powerful pedagogical tool. A teacher's speech influences students' understanding of learning material, their motivation, emotional engagement, critical thinking, and overall participation in the educational process.

In this context, pedagogical rhetoric plays a significant role in the formation of speech literacy. Pedagogical rhetoric may be understood as the art and methodology of using speech effectively in educational interaction. It includes the ability to structure ideas, select appropriate linguistic means, use persuasive arguments, maintain contact with the audience, ask meaningful questions, and create a positive communicative environment in the classroom. Therefore, rhetoric in pedagogy is not limited to eloquence; it is closely connected with didactic clarity, ethical communication, psychological influence, and the teacher's professional culture.

The formation of speech literacy through pedagogical rhetoric is particularly relevant for future teachers. In the process of professional training, students need to develop not only grammatical accuracy and vocabulary richness, but also rhetorical skills such as argumentation, explanation, interpretation, dialogue management, public speaking, and reflective analysis of their own speech. These skills enable future teachers to communicate educational content effectively, respond to students' questions, organize discussions, and use speech as a means of instruction and upbringing.

The relevance of the topic is also determined by the growing demand for teachers who are able to communicate effectively in both traditional and digital learning environments. Modern education requires teachers to conduct lessons, presentations, online discussions, feedback sessions, and academic communication in a clear, culturally appropriate, and pedagogically effective manner. In this regard, pedagogical rhetoric becomes an important methodological basis for developing speech literacy and improving the communicative competence of future teachers.

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 5, May 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

Literature review and methods

The formation of speech literacy through pedagogical rhetoric is an important issue in rhetoric, teacher education, communicative linguistics, and classroom discourse studies. In scientific literature, speech literacy is understood not only as grammatical correctness, but also as the ability to express ideas clearly, logically, persuasively, ethically, and appropriately in various communicative situations.

The theoretical basis of pedagogical rhetoric goes back to Aristotle, who defined rhetoric as the ability to find appropriate means of persuasion and distinguished three key categories: ethos, logos, and pathos [1]. In teacher education, ethos reflects the teacher's professional credibility, logos refers to logical explanation and argumentation, while pathos expresses the emotional and motivational influence of speech. Ch. Perelman and L. Olbrechts-Tyteca emphasized the audience-oriented nature of argumentation [2], while S. Toulmin's model provides a basis for developing future teachers' ability to justify ideas and support claims with evidence [3]. D. Hymes, as well as M. Canale and M. Swain, showed that communicative competence includes not only linguistic knowledge, but also the ability to use language appropriately in social and educational contexts [4; 5]. In teacher education, L. Shulman's concept of pedagogical content knowledge is especially relevant, since it highlights the teacher's ability to transform subject knowledge into forms understandable to learners [7]. N. Mercer and R. Alexander also stress the importance of classroom talk, dialogue, questioning, and collaborative meaning-making in the learning process [8; 9].

The methodological basis of this article consists of rhetorical, communicative, competence-based, dialogic, and reflective approaches. The study uses theoretical analysis, comparative analysis, generalization, pedagogical modeling, discourse analysis, and reflective analysis. These methods make it possible to examine pedagogical rhetoric as a means of developing clear, logical, persuasive, ethical, and professionally oriented speech.

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 5, May 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

Speech literacy is assessed according to the following criteria: linguistic correctness, logical coherence, rhetorical organization, clarity of explanation, argumentation quality, audience awareness, ethical tone, dialogic interaction, and reflective self-assessment. These criteria allow speech literacy to be considered not as a narrow language skill, but as an integrated professional competence of future teachers.

Results and discussion

The formation of speech literacy is one of the key conditions for the professional development of future teachers. In pedagogical activity, speech does not function merely as a means of transmitting information; it also serves as a tool for explanation, persuasion, motivation, emotional regulation, classroom management, and the formation of students' cognitive activity. For this reason, pedagogical rhetoric occupies a special place in the development of speech literacy, since it connects linguistic accuracy with communicative effectiveness, logical reasoning, ethical influence, and audience-oriented expression.

Pedagogical rhetoric may be understood as a system of principles, methods, and techniques that enable the teacher to organize speech in accordance with educational goals, the characteristics of the audience, the content of instruction, and the communicative situation. Unlike ordinary eloquence, pedagogical rhetoric is not limited to beautiful or expressive speech. Its main purpose is to make the teacher's speech clear, convincing, ethically appropriate, psychologically effective, and didactically meaningful. In this sense, rhetoric becomes not only an art of persuasion but also a methodological basis for organizing educational communication.

The classical foundations of rhetoric go back to Aristotle, who considered rhetoric as the ability to discover available means of persuasion in a given situation. In his rhetorical theory, three basic modes of persuasion are distinguished: ethos, logos, and pathos [1]. These categories are highly relevant

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 5, May 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

to pedagogical communication. Ethos refers to the speaker's credibility, moral authority, and professional image. In the classroom, the teacher's ethos is formed through competence, fairness, consistency, respect for students, and responsible use of speech. Logos refers to the logical structure of explanation, argumentation, evidence, and reasoning. In teaching, logos is expressed through coherent presentation of material, clear definitions, examples, comparisons, and conclusions. Pathos refers to the emotional dimension of speech, including the ability to motivate, inspire, encourage, and create a positive learning atmosphere. Thus, pedagogical rhetoric contributes to speech literacy by integrating correctness, logic, expressiveness, and ethical responsibility. A future teacher who possesses speech literacy should not only avoid grammatical and lexical mistakes, but also be able to select appropriate arguments, structure an explanation, adapt speech to students' level of understanding, and maintain productive interaction. This means that speech literacy in teacher education should be interpreted as a complex competence that includes linguistic, communicative, rhetorical, discursive, pragmatic, and reflective components.

The linguistic component of speech literacy includes knowledge of phonetic, lexical, grammatical, spelling, and stylistic norms. However, linguistic correctness alone is insufficient for effective pedagogical speech. A grammatically correct statement may still be unclear, unconvincing, emotionally inappropriate, or unsuitable for a particular pedagogical situation. Therefore, the communicative and rhetorical components are equally important. The communicative component enables the future teacher to use speech according to the purpose, context, audience, and conditions of interaction. The rhetorical component ensures that speech is logically organized, persuasive, expressive, and pedagogically influential.

The connection between speech literacy and communicative competence is supported by D. Hymes's theory, according to which language competence should be understood not only as knowledge of grammatical rules but also as the

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 5, May 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

ability to use language appropriately in social contexts [4]. This idea is especially important for teacher education because pedagogical speech is always situation-bound. The teacher speaks differently when explaining a new topic, giving feedback, encouraging a student, organizing a discussion, resolving a conflict, or communicating with parents. Therefore, speech literacy must include the ability to choose the appropriate tone, genre, vocabulary, argument, and rhetorical strategy for each communicative situation.

M. Canale and M. Swain further developed the concept of communicative competence by identifying grammatical, sociolinguistic, and strategic components [5]. Later, discourse competence was also emphasized as an essential element of communicative language ability. These components can be applied directly to pedagogical rhetoric. Grammatical competence helps the teacher construct correct utterances. Sociolinguistic competence helps the teacher choose forms of address, levels of formality, and culturally appropriate expressions. Discourse competence supports the logical and coherent organization of extended speech, such as explanation, lecture, discussion, or feedback. Strategic competence allows the teacher to overcome communicative difficulties, clarify meaning, reformulate complex ideas, and maintain interaction.

Pedagogical rhetoric develops these components through purposeful speech practice. For example, when future teachers prepare a short classroom explanation, they must define the purpose of speech, select key concepts, arrange information logically, choose examples, anticipate students' questions, and formulate a conclusion. This process requires not only language knowledge but also rhetorical planning. The same applies to classroom questioning. A well-formulated question can stimulate thinking, diagnose understanding, open discussion, or guide students toward independent conclusions. Poorly formulated questions, on the other hand, may create confusion or reduce students' cognitive engagement.

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 5, May 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

The role of argumentation is central in pedagogical rhetoric. Stephen Toulmin's model of argumentation, which includes claim, data, warrant, backing, qualifier, and rebuttal, provides a useful framework for developing students' and future teachers' argumentative speech [3]. In teacher education, this model may be used to teach future teachers how to justify pedagogical decisions, explain theoretical positions, defend methodological choices, and organize classroom discussion. For instance, when a future teacher explains why a particular learning strategy is effective, the statement should not remain at the level of opinion. It should include a claim, supporting evidence, reasoning, and possible limitations. Such rhetorical organization develops both speech literacy and professional thinking.

The theory of "new rhetoric" proposed by Ch. Perelman and L. Olbrechts-Tyteca also has methodological significance for teacher speech. Their approach emphasizes the audience-oriented nature of argumentation [2]. From a pedagogical perspective, this means that the effectiveness of speech depends not only on the correctness of the content but also on its relevance to the audience. A teacher must consider students' prior knowledge, age, cultural background, level of motivation, emotional state, and learning difficulties. Therefore, pedagogical rhetoric teaches future teachers to adapt speech without simplifying it excessively or losing scientific accuracy.

One of the most important functions of pedagogical rhetoric is didactic clarity. The teacher's speech should transform complex content into understandable educational material. L. Shulman's concept of pedagogical content knowledge is relevant here because it emphasizes the teacher's ability to transform subject matter into forms accessible to learners [7]. This transformation is largely rhetorical. It includes explanation, analogy, comparison, sequencing, questioning, reformulation, and summarizing. A teacher who knows the subject well but cannot explain it clearly lacks an essential part of professional competence. Therefore, rhetorical training should be included in the preparation

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 5, May 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

of future teachers as a means of developing both speech literacy and pedagogical mastery.

Pedagogical rhetoric is also closely connected with dialogic teaching. N. Mercer argues that language is a tool through which people think together, construct shared understanding, and coordinate intellectual activity [8]. In the classroom, this means that teacher speech should not be reduced to monologue. It should create conditions for dialogue, questioning, collective reasoning, and collaborative meaning-making. R. Alexander's concept of dialogic teaching also stresses the importance of classroom talk for engaging students, stimulating thinking, expanding ideas, and developing arguments [9]. From this point of view, speech literacy includes not only the ability to speak correctly but also the ability to listen, respond, ask productive questions, and support students' speech activity.

The formation of speech literacy through pedagogical rhetoric therefore requires a shift from reproductive speech tasks to active rhetorical practice. Traditional exercises such as correcting mistakes, memorizing definitions, or retelling texts are useful but insufficient. Future teachers also need tasks that develop explanation, argumentation, interpretation, persuasion, questioning, summarizing, and feedback-giving. Such tasks may include preparing a mini-lecture, conducting a classroom discussion, defending a methodological position, explaining a difficult concept through analogy, giving constructive feedback to a student, or moderating a debate.

A particularly effective method is the microteaching format. In microteaching, future teachers present a short fragment of a lesson and then receive feedback on the clarity, logic, expressiveness, and pedagogical appropriateness of their speech. This method allows students to connect theoretical knowledge with practical speech behavior. During microteaching, attention may be paid to several rhetorical indicators: the structure of the introduction, the clarity of the main idea, the logic of explanation, the use of examples, the quality of questions, the ability

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 5, May 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

to maintain contact with the audience, the tone of speech, and the effectiveness of the conclusion.

Another important method is rhetorical analysis of classroom discourse. Students may analyze transcripts of teacher speech, video fragments of lessons, or their own recorded presentations. The purpose of such analysis is to identify how speech functions in a pedagogical situation. For example, students may determine whether the teacher's explanation is coherent, whether questions stimulate thinking, whether feedback is constructive, whether the tone is respectful, and whether the speech supports students' participation. Such reflective analysis develops critical awareness of pedagogical communication.

Pedagogical rhetoric also plays a major role in the formation of written speech literacy. Future teachers need to write lesson plans, feedback comments, methodological recommendations, academic essays, reports, digital instructions, and official messages. K. Hyland emphasizes the importance of genre, audience, purpose, and context in writing instruction [10]. This is directly related to pedagogical rhetoric because every written text produced by a teacher has a communicative purpose and an intended audience. A lesson plan requires clarity and methodological structure; feedback requires tact and developmental orientation; an academic text requires argumentation and evidence; a message to parents requires formality, accuracy, and ethical responsibility.

Therefore, written speech literacy should be developed through genre-based tasks. Future teachers should learn to write different types of pedagogical texts: explanatory notes, reflective essays, lesson objectives, assessment comments, classroom instructions, academic abstracts, and professional correspondence. Each genre has its own rhetorical structure, vocabulary, tone, and communicative purpose. By mastering these genres, future teachers develop the ability to express professional ideas accurately and appropriately.

Pedagogical rhetoric also strengthens ethical communication. Teacher speech has a powerful influence on students' self-esteem, motivation, and emotional safety.

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 5, May 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

Therefore, speech literacy must include ethical sensitivity. A teacher should avoid humiliating, aggressive, ambiguous, discriminatory, or emotionally harmful expressions. Instead, pedagogical speech should be respectful, constructive, supportive, and oriented toward development. Ethical rhetoric is especially important in feedback. A teacher can point out mistakes without discouraging the learner, formulate criticism as a path to improvement, and maintain students' confidence in their ability to progress.

In this regard, speech literacy is closely related to pedagogical tact. Pedagogical tact means the ability to choose words, tone, and communicative behavior appropriate to the situation. For example, the teacher's response to a wrong answer may either discourage the student or turn the mistake into a learning opportunity. A rhetorically competent teacher may say: "This answer shows an interesting direction, but let us clarify one point," instead of simply saying that the answer is wrong. Such speech preserves the student's dignity and supports further participation.

The digital transformation of education also expands the role of pedagogical rhetoric. Teachers increasingly communicate through online lessons, video lectures, learning platforms, emails, chats, forums, and digital feedback systems. In these contexts, speech literacy requires new rhetorical skills: concise instruction, clear written explanation, audience engagement at a distance, appropriate tone in digital messages, and the ability to organize online discussion. Digital communication lacks many non-verbal signals that exist in face-to-face interaction, so clarity and rhetorical precision become especially important.

In digital learning environments, future teachers should practice preparing video explanations, writing online instructions, moderating forum discussions, giving written feedback, and creating presentation scripts. These tasks help them adapt rhetorical competence to modern educational conditions. The teacher's digital speech should be accurate, concise, polite, accessible, and pedagogically

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 5, May 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

purposeful. Thus, pedagogical rhetoric becomes a bridge between traditional classroom communication and contemporary digital pedagogy.

Assessment of speech literacy formed through pedagogical rhetoric should be complex. L. Bachman's work on language testing emphasizes that language ability must be assessed in relation to communicative use, context, and task conditions [11]. Therefore, future teachers' speech literacy should not be evaluated only by grammatical correctness. Assessment should include rhetorical organization, logical coherence, audience adaptation, argumentation quality, clarity of explanation, ethical tone, interaction management, and reflective self-analysis.

The following criteria may be used to assess speech literacy in the framework of pedagogical rhetoric: linguistic correctness; logical structure; clarity of explanation; persuasiveness of argumentation; appropriateness to the pedagogical situation; ability to ask and answer questions; expressive but controlled use of intonation; ethical and respectful tone; ability to summarize and conclude; and capacity for reflection. Such criteria make it possible to evaluate speech as an integrated professional competence rather than as a set of isolated language skills. Reflective practice is essential in this process. Future teachers should regularly analyze their own speech, identify strengths and weaknesses, and plan ways of improvement. Reflection may be organized through speech portfolios, self-assessment forms, peer feedback, video analysis, and teacher commentary. A speech portfolio may include written texts, lesson fragments, recorded presentations, feedback samples, rhetorical analyses, and self-reflective notes. This allows students to observe their own progress and gradually develop professional speech identity.

The formation of speech literacy through pedagogical rhetoric should also be integrated across the teacher education curriculum. It should not be limited to courses in language, speech culture, or rhetoric. Pedagogical rhetoric can be developed in methodology courses, psychology, pedagogy, academic writing,

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 5, May 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

practicum, and subject-specific teaching methods. For example, in pedagogy courses, students may argue about educational principles; in methodology courses, they may explain teaching strategies; in practicum, they may conduct real classroom communication; in academic writing, they may develop evidence-based professional texts. Such integration ensures continuity and practical relevance.

In methodological terms, the development of speech literacy through pedagogical rhetoric may be organized in several stages. The first stage is diagnostic: students' initial level of speech literacy, rhetorical awareness, and communicative difficulties are identified. The second stage is theoretical: students learn basic concepts of rhetoric, communication, argumentation, discourse, and pedagogical speech. The third stage is practical: students perform rhetorical tasks such as explanation, debate, questioning, feedback, presentation, and written communication. The fourth stage is reflective: students analyze their speech and receive feedback. The fifth stage is integrative: students apply rhetorical skills in real pedagogical practice.

The effectiveness of this process depends on the systematic combination of theory and practice. If rhetoric is taught only theoretically, it may remain abstract and disconnected from classroom communication. If it is taught only through practice without conceptual understanding, students may develop habits but not conscious rhetorical competence. Therefore, the optimal model combines theoretical knowledge, practical exercises, situational tasks, peer interaction, teacher feedback, and reflection.

In summary, pedagogical rhetoric plays a fundamental role in the formation of speech literacy because it transforms language knowledge into professional communicative action. It helps future teachers speak and write correctly, clearly, logically, persuasively, ethically, and appropriately. It develops their ability to explain, argue, question, motivate, respond, and reflect. In teacher education, pedagogical rhetoric should therefore be considered not as an additional

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 5, May 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

decorative skill, but as a core component of professional competence. Through rhetorical training, future teachers acquire the ability to use speech as an effective instrument of teaching, learning, and educational influence.

Conclusion

In conclusion, pedagogical rhetoric plays a significant role in the formation of speech literacy, especially in the professional training of future teachers. Speech literacy should not be understood only as grammatical correctness or the ability to use language norms accurately. It is a complex professional competence that includes clarity of expression, logical organization of ideas, persuasive argumentation, ethical communication, audience awareness, and the ability to adapt speech to different pedagogical situations.

The analysis shows that pedagogical rhetoric helps future teachers transform language knowledge into effective educational communication. Through rhetorical skills, future teachers learn to explain complex material clearly, ask meaningful questions, organize classroom dialogue, provide constructive feedback, motivate students, and manage communication in both traditional and digital learning environments. Therefore, rhetoric becomes an important methodological basis for developing not only speech culture but also pedagogical mastery.

The development of speech literacy through pedagogical rhetoric requires a systematic approach. It should include theoretical knowledge of rhetoric and communication, practical exercises in explanation and argumentation, microteaching, classroom discourse analysis, genre-based writing tasks, peer feedback, and reflective self-assessment. Such methods allow future teachers to improve their oral and written speech, develop communicative flexibility, and use speech as a purposeful instrument of teaching and educational influence.

Special attention should also be paid to the ethical dimension of pedagogical speech. A teacher's words can support, motivate, guide, and inspire students, but

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 5, May 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

they can also discourage or create psychological barriers if used carelessly. For this reason, speech literacy must include pedagogical tact, respect for learners, constructive criticism, and responsibility for the emotional impact of speech. Thus, pedagogical rhetoric should be regarded as an essential component of teacher education. Its systematic integration into the educational process contributes to the formation of future teachers who are able to speak and write clearly, logically, persuasively, ethically, and professionally. As a result, the development of speech literacy through pedagogical rhetoric strengthens the communicative, methodological, and professional competence of future teachers.

References

1. Aristotle. *On Rhetoric: A Theory of Civic Discourse*. Translated by George A. Kennedy. 2nd ed. Oxford: Oxford University Press, 2007.
2. Perelman, Ch., and Olbrechts-Tyteca, L. *The New Rhetoric: A Treatise on Argumentation*. Notre Dame: University of Notre Dame Press, 1969.
3. Toulmin, S. *The Uses of Argument*. Cambridge: Cambridge University Press, 1958.
4. Hymes, D. "On Communicative Competence." In J.B. Pride and J. Holmes, eds. *Sociolinguistics*. Harmondsworth: Penguin Books, 1972.
5. Canale, M., and Swain, M. "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing." *Applied Linguistics*, 1980, Vol. 1, No. 1.
6. Canale, M. "From Communicative Competence to Communicative Language Pedagogy." In J.C. Richards and R.W. Schmidt, eds. *Language and Communication*. London: Longman, 1983.
7. Shulman, L.S. "Knowledge and Teaching: Foundations of the New Reform." *Harvard Educational Review*, 1987, Vol. 57, No. 1.
8. Mercer, N. *Words and Minds: How We Use Language to Think Together*. London: Routledge, 2000.

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 5, May 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

9. Alexander, R.J. *Towards Dialogic Teaching: Rethinking Classroom Talk*. 4th ed. York: Dialogos, 2008.
10. Hyland, K. *Second Language Writing*. Cambridge: Cambridge University Press, 2003.
11. Bachman, L.F. *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press, 1990.
12. Richards, J.C., and Rodgers, T.S. *Approaches and Methods in Language Teaching*. 3rd ed. Cambridge: Cambridge University Press, 2014.