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A.K. Kaldarova^{1,2*}, M.A. Vasquez², T.A. Kulgildinova¹, 2025.

¹Kazakh Ablai Khan University of International Relations and World Languages,
Almaty, Kazakhstan;

²International Information Technology University, Almaty, Kazakhstan.
E-mail: a.kaldarova@iitu.edu.kz

IMPROVING ORAL PROFICIENCY IN STUDENTS THROUGH CASE STUDY-BASED PEDAGOGICAL APPROACHES

Kaldarova Aissulu Konisovna – PhD student of the specialty “8D01721 - Foreign Language Teacher Training”, Ablai Khan Kazakh University of International Relations and World Languages, Almaty, Kazakhstan; Senior lecturer, International Information Technology University, Almaty, Kazakhstan, E-mail: a.kaldarova@iitu.edu.kz; ORCID ID: <https://orcid.org/0000-0002-7128-5731>;

Vasquez Marco Angelo – Senior lecturer, International Information Technology University, Almaty, Kazakhstan, E-mail: m.vasquez@iitu.edu.kz; ORCID ID: <https://orcid.org/0000-0003-2609-3009>;

Kulgildinova Tulebike Alimzhanovna – Doctor of Pedagogical Sciences, Professor at Ablai Khan Kazakh University of International Relations and World Languages, Almaty, Kazakhstan, E-mail: tulebike@mail.ru; ORCID ID: <https://orcid.org/0000-0001-6837-8569>;

Abstract. This experimental study, conducted at the International Information Technology University, investigates the impact of integrating case study activities on enhancing oral proficiency among 2nd Year Pre-Intermediate students. The study utilized a pre-test and post-test design, with four distinct groups, each consisting of 15 students, totaling 60 participants. **The primary objective of the research** was to assess the efficacy of case study-based pedagogical interventions in improving students’ speaking skills within the context of contemporary IT-related topics. The first attestation focused on pivotal issues such as digital divide, cybercrime, cybersecurity, and media coverage, while the second attestation delved into areas encompassing data storage mechanisms, prevalent programming languages, and emerging trends in the IT landscape. Through systematic analysis of pre-test and post-test data, the study quantified the measurable gains in students’ oral proficiency following structured exposure to case study methodologies. The results illuminated the pedagogical benefits of employing real-world scenarios, fostering authentic communicative contexts, and enhancing content-specific vocabulary acquisition. The experimental approach facilitated a rigorous evaluation of students’ progression

in articulating complex IT-related concepts, highlighting the instrumental role of case study activities in augmenting oral proficiency. This research contributes substantively to the domain of foreign language teaching, providing empirical evidence and pedagogical implications for optimizing students' speaking skills through case study-based instructional paradigms.

Keywords: teaching; learning; English language; speaking; case study.

А.К. Калдарова^{1,2*}, М.А. Васкес², Т.А. Кульгильдинова¹, 2025.

¹Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдер университеті, Алматы, Қазақстан;

²Халықаралық Ақпараттық Технологиялар Университеті, Алматы, Қазақстан.
E-mail: a.kaldarova@iitu.edu.kz

КЕЙС-СТАДИ ӘДІСІНЕ НЕГІЗДЕЛГЕН ПЕДАГОГИКАЛЫҚ ТӘСІЛДЕР АРҚЫЛЫ СТУДЕНТТЕРДІҢ АЙТЫЛЫМ ДАҒДЫЛАРЫНЫҢ ДЕҢГЕЙІН ЖЕТІЛДІРУ

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Васкес Марко Англо – Халықаралық ақпараттық технологиялар университетінің Тілдер кафедрасының аға оқытушысы, Алматы, Қазақстан, E-mail: m.vasquez@iitu.edu.kz; ORCID ID: <https://orcid.org/0000-0003-2609-3009>;

Кульгильдинова Тулебике Алимжанқызы – Педагогика ғылымдарының докторы, профессор, Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Алматы, Қазақстан, E-mail: tulebike@mail.ru; ORCID ID: <https://orcid.org/0000-0001-6837-8569>.

Аннотация. Халықаралық ақпараттық технологиялар университетінде жүргізілген бұл эксперименттік зерттеу шетел тілін оқытуда кейс-стади әдісін қолдана отырып Pre-Intermediate деңгейдегі екінші курс студенттерінің айтылым дағдыларын жетілдірудегі әсерін зерттейді. Бұл зерттеу әрқайсысы 15 студенттен, барлығы 60 қатысушыдан тұратын төрт топты қамтыды, сонымен қатар, тестке дейінгі және тесттен кейінгі жоспарланған талдаулар қолданылды. Зерттеудің негізгі мақсаты ақпараттық технологияларға қатысты заманауи тақырыптар контекстінде студенттердің айтылым дағдыларын жақсартудағы кейс-стади әдісіне негізделген педагогикалық тәсілдердің тиімділігін бағалау болды. Бірінші аралық бақылау цифрлық алшақтық, киберқылмыс, киберқауіпсіздік және бұқаралық ақпарат құралдары сияқты негізгі мәселелерге бағытталды, ал екінші аралық бақылау деректерді сақтау механизмдерін, жалпы бағдарламалау тілдерін және ақпараттық технологиялардағы жаңа тенденцияларды қамтитын салаларға қатысты болды. Тестілеу алдындағы және одан кейінгі деректерді жүйелі талдау арқылы зерттеу барысында кейс-стади әдіснамаларымен құрылымдық танысқаннан кейін студенттердің

айтылым дағдыларын меңгерудегі айтарлықтай жақсартулардың сандық талдауы жүргізілді. Алынған нәтижелер нақты жағдаяттық тапсырмаларды пайдаланудың, шынайы коммуникативті контексттерді құрудың және мазмұнға тән сөздікті игеруді жақсартудың педагогикалық артықшылықтарын көрсетті. Бұл эксперименттік жұмыс студенттердің ақпараттық технологияларға қатысты күрделі тұжырымдамаларды сараптаудағы үлгерімін мұқият бағалауға ықпал етті және кейс-стади әдісіне негізделген педагогикалық тәсілдердің айтылым дағдыларының деңгейін арттырудағы маңыздылығын талқылады. Бұл мақала кейс-стади әдісіне негізделген оқу парадигмалары арқылы студенттердің айтылым дағдыларын оңтайландыру үшін эмпирикалық дәлелдер мен педагогикалық салдарларды қамтамасыз ету арқылы шетел тілін оқыту саласына айтарлықтай үлес қосады.

Түйін сөздер: оқыту, үйрену, ағылшын тілі, айтылым, кейс-стади.

А.К. Калдарова^{1,2*}, М.А. Васкес², Т.А. Кульгильдинова¹, 2025.

¹Казахский университет международных отношений и мировых языков имени Абылай хана, Алматы, Казахстан;

²Международный Университет Информационных Технологий, Алматы, Казахстан.

E-mail: a.kaldarova@iitu.edu.kz

СОВЕРШЕНСТВОВАНИЕ РАЗГОВОРНЫХ НАВЫКОВ СТУДЕНТОВ С ПОМОЩЬЮ МЕТОДИЧЕСКИХ ПОДХОДОВ, ОСНОВАННЫХ НА КЕЙС-СТАДИ

Калдарова Айсулу Конисовна – обучающийся докторантуры по специальности «8D01721 – Подготовка педагогов иностранного языка», Казахский университет международных отношений и мировых языков имени Абылай хана, Алматы, Казахстан, Сениор лектор Кафедры Языков, Международный Университет Информационных Технологий, Алматы, Казахстан, E-mail: a.kaldarova@iitu.edu.kz, ORCID ID: <https://orcid.org/0000-0002-7128-5731>;

Васкес Марко Ангело – Сениор лектор Кафедры Языков, Международный Университет Информационных Технологий, Алматы, Казахстан, E-mail: m.vasquez@iitu.edu.kz, ORCID ID: <https://orcid.org/0000-0003-2609-3009>;

Кульгильдинова Тулебике Алимжановна – доктор педагогических наук, профессор, Казахский университет международных отношений и мировых языков имени Абылай хана, Алматы, Казахстан, E-mail: tulebike@mail.ru, ORCID ID: <https://orcid.org/0000-0001-6837-8569>.

Аннотация. Это экспериментальное исследование, проведенное в Международном университете информационных технологий, исследует влияние интеграции кейс-метода на повышение уровня владения устной речью у студентов второго курса. В исследовании используется предтестовые и посттестовые расчёты с четырьмя отдельными группами, каждая из которых состоит из 15 студентов, в общей сложности 60 участников. Основной целью исследования была оценка эффективности педагогических вмешательств, основанных на кейс-метода, в улучшении разговорных навыков студентов в

контексте современных тем, связанных с информационными технологиями. Первая аттестация была сосредоточена на ключевых вопросах, таких как цифровой разрыв, киберпреступность, кибербезопасность и освещение в средствах массовой информации, в то время как вторая аттестация касалась областей, охватывающих механизмы хранения данных, распространенные языки программирования и новые тенденции в сфере информационных технологий. Посредством систематического анализа данных перед тестированием и после него в ходе исследования был проведен количественный анализ ощутимых улучшений в владении устной речью студентов после структурированного ознакомления с методологиями кейс-стади. Результаты показали педагогические преимущества использования конкретных ситуационных задач, создания аутентичных коммуникативных контекстов и улучшения усвоения лексики, специфичной для содержания. Экспериментальный подход способствовал тщательной оценке прогресса учащихся в формулировании сложных концепций, связанных с информационными технологиями, подчеркивая важную роль кейс-метода в повышении уровня владения устной речью. Это исследование внесет значительный вклад в область преподавания иностранных языков, предоставив эмпирические данные и педагогические последствия для оптимизации разговорных навыков студентов с помощью учебных парадигм, основанных на кейс-стади.

Ключевые слова: обучение, изучение, английский язык, говорение, кейс-стади.

Introduction. In today's rapidly evolving educational landscape, the cultivation of proficient speaking skills remains a cornerstone in fostering comprehensive language proficiency among learners. As globalization continues to blur borders and facilitate cross-cultural interactions, the imperative for effective oral communication transcends linguistic boundaries, underscoring its significance in both academic and professional spheres (Crystal, 2003; Warschauer & Grimes, 2008). Within the ambit of higher education, particularly in specialized domains such as Information Technology (IT), the ability to articulate complex concepts cogently assumes heightened importance, given its intrinsic relationship with academic success and employability. The International Information Technology University (IITU), like many institutions of higher learning, grapples with the perennial challenge of optimizing students' oral proficiency amidst burgeoning academic demands and technological advancements (Chapelle & Voss, 2017; Bygate, 2001). While conventional pedagogical paradigms have traditionally emphasized rote memorization and written assessments, contemporary educational theories underscore the indispensable role of experiential learning and authentic communicative contexts in facilitating meaningful language acquisition. Consequently, educators and curriculum developers are increasingly pivoting towards innovative instructional strategies that transcend traditional didactic approaches, fostering dynamic learning environments conducive to holistic linguistic development (Thornbury, 2005).

In this context, case study-based pedagogical methodologies emerge as a salient pedagogical innovation, offering a symbiotic blend of theoretical knowledge and practical application (Stake, 1995). By immersing students in real-world scenarios and contextualizing theoretical constructs within tangible contexts, case studies engender authentic learning experiences that transcend rote memorization, fostering critical thinking, problem-solving abilities, and content retention (Bonwell & Eison, 1991). Moreover, within the realm of IT education, where the landscape is characterized by rapid technological innovations and paradigm shifts, the integration of case study activities assumes paramount importance in bridging the lacuna between theoretical knowledge and pragmatic application (Jonassen & Hernandez-Serrano, 2002). However, despite the burgeoning literature extolling the pedagogical merits of case study methodologies, empirical investigations elucidating their efficacy in augmenting oral proficiency within specialized domains such as IT remain conspicuously sparse (Dörnyei, 2007). Recognizing this lacuna, the present study endeavors to fill this empirical void, elucidating the impact of case study-based instructional interventions on enhancing students' speaking skills at the International Information Technology University (IITU).

To facilitate a comprehensive understanding of the research landscape, it is imperative to delineate the thematic contours guiding this investigation. The study adopts an experimental approach, encompassing four distinct groups comprising a total of 60 students enrolled at IITU. These cohorts engage with a curated curriculum centered on two attestation themes: the first focusing on seminal issues encompassing digital divide, cybercrime, cybersecurity, and media coverage, while the second delves into salient topics such as data storage mechanisms, prevalent programming languages, and emerging trends in the IT landscape. The rationale for selecting these thematic domains emanates from their intrinsic relevance to contemporary IT discourses, thereby ensuring the ecological validity of the instructional interventions (Flowerdew, 2002). By grounding the curriculum in pragmatic, real-world scenarios, the study endeavors to elucidate the tangible benefits of case study methodologies in enhancing students' oral proficiency, thereby contributing substantively to the burgeoning discourse on language pedagogy within specialized academic domains (Richards & Rodgers, 2001).

This introduction elucidates the multifaceted dimensions underpinning the present study, delineating the theoretical underpinnings, pedagogical imperatives, and thematic focus guiding the investigation. By synthesizing extant literature and elucidating the research objectives, the subsequent sections endeavor to unravel the intricate interplay between case study-based instructional interventions and students' oral proficiency within the context of Information Technology education.

Hypothesis: This study hypothesizes that the integration of case study-based pedagogical interventions will significantly enhance students' oral proficiency within the specialized domain of Information Technology at the International Information Technology University. Specifically, it is anticipated that structured exposure to case studies encompassing relevant IT topics, such as digital divide, cybercrime,

cybersecurity, data storage mechanisms, programming languages, and emerging IT trends, will yield measurable improvements in students' articulation, content-specific vocabulary acquisition, critical thinking abilities, and overall communicative competence.

A brief review of the literature on case study-based pedagogical methodologies. The acquisition and enhancement of oral proficiency have garnered significant attention within the realm of second language acquisition (SLA) and language pedagogy, reflecting its pivotal role in facilitating effective communication across diverse contexts (Brown & Yule, 1983; Nation & Newton, 2009). This literature review delineates the theoretical underpinnings, empirical findings, and pedagogical implications pertinent to the study's focus on integrating case study methodologies to augment oral proficiency within specialized domains such as Information Technology (IT).

Central to the discourse on language pedagogy is the communicative competence framework, posited by Hymes (1972), which underscores the interplay between grammatical competence, sociolinguistic competence, discourse competence, and strategic competence in fostering holistic linguistic proficiency (Hymes, 1972). Within this theoretical milieu, scholars have increasingly emphasized the imperative of integrating authentic communicative contexts and experiential learning paradigms to transcend traditional rote memorization and facilitate meaningful language acquisition (Krashen, 1982; Swain, 2000).

Case study-based pedagogical methodologies have emerged as a salient instructional strategy within this context, offering a confluence of theoretical knowledge and pragmatic application (Yin, 2018). Herreid (2005) elucidated the pedagogical merits of case studies in engendering authentic learning experiences, fostering critical thinking, problem-solving abilities, and content retention (Herreid, 2005).

However, within specialized academic domains such as IT, the empirical discourse elucidating the efficacy of case study methodologies in augmenting oral proficiency remains relatively nascent (Merrill, 2002). Dudley-Evans (1998) highlighted the burgeoning demand for tailored instructional interventions that bridge the lacuna between theoretical knowledge and pragmatic application, given the dynamic nature of the IT landscape characterized by rapid technological innovations and paradigm shifts (Dudley-Evans, 1998).

In elucidating the thematic focus of the present study, it is imperative to contextualize the curriculum within the broader discourses encompassing digital literacy, cybercrime, cybersecurity, data storage mechanisms, programming languages, and emerging trends in the IT landscape.

Empirical investigations within the realm of language pedagogy have underscored the instrumental role of contextualized instruction in fostering linguistic proficiency (Long & Doughty, 2009). Ellis (2008) elucidated the tangible benefits of integrating real-world scenarios and authentic communicative contexts, thereby fostering content-specific vocabulary acquisition, critical thinking abilities, and overall communicative competence (Ellis, 2008).

Moreover, the burgeoning literature on specialized language instruction within the IT domain corroborates the pedagogical imperatives delineated within this review. Pachler et al. (2010) underscored the imperative of fostering dynamic learning environments conducive to holistic linguistic development, emphasizing the intrinsic relationship between academic success, employability, and proficient oral communication skills within specialized domains (Pachler, Daly, Mor, & Mellar, 2010).

Despite the burgeoning literature extolling the pedagogical merits of case study methodologies, empirical investigations elucidating their efficacy in augmenting oral proficiency within specialized domains such as IT remain conspicuously sparse (Ellis & Shintani, 2014). Swales and Feak (2012) highlighted the imperative of bridging this empirical void, thereby elucidating the pedagogical benefits, challenges, and practical implications associated with integrating case study activities within specialized academic contexts (Swales & Feak, 2012). Recent research by Kaldarova et al. (2024) contributes to this discourse by examining the development of subject-related communicative competencies among IT students, underscoring the significance of innovative pedagogical approaches in enhancing linguistic proficiency within the field (Kaldarova, Kulgildinova, Berdenova, Zakirova, & Zhanabayeva, 2024). Additionally, Ipalakova et al. (2016) explored the development of virtual laboratory work for the Franck-Hertz Experiment, emphasizing the role of ICT in modernizing education in Kazakhstan and highlighting how virtual platforms can facilitate the acquisition and application of specialized knowledge (Ipalakova, Daineko, Brodyagina, Yunnikova, Bolatov, & Yessenov, 2016). These studies collectively underscore the transformative potential of technology-driven pedagogical methods in specialized academic settings.

This literature review elucidates the multifaceted dimensions underpinning the present study, delineating the theoretical underpinnings, empirical findings, and pedagogical implications pertinent to integrating case study methodologies to augment oral proficiency within specialized domains such as Information Technology. By synthesizing extant literature and elucidating the thematic focus guiding the investigation, the subsequent sections endeavor to unravel the intricate interplay between case study-based instructional interventions and students' oral proficiency, thereby contributing substantively to the burgeoning discourse on language pedagogy within specialized academic contexts.

Methods and materials. This study employs an experimental research design to investigate the impact of integrating case study activities on enhancing students' oral proficiency within the specialized domain of Information Technology (IT) at the International Information Technology University (IITU). The research comprises four distinct groups, each consisting of 15 students, thereby totaling 60 participants enrolled in the academic program.

The experimental intervention encompasses two distinct attestation themes, each focusing on salient IT-related topics. The first attestation emphasizes issues such as digital divide, cybercrime, cybersecurity, and media coverage. In contrast, the second

attestation delves into themes encompassing data storage mechanisms, prevalent programming languages, and emerging trends within the IT landscape (Table 1).

Table 1 – Case study samples (short descriptions)

#	Case study	Case study samples (short descriptions)
Case #1	study	<p>Theme: Digital divide</p> <p>Case 1. Your university is celebrating its 15th anniversary this year. For this reason, your department is organizing international conference on the theme "Digital Divide: Challenges in the Digital Age". You are as a member should start the conference with a report on the following theme: "Digital divide: Kazakhstan's perspective". To write an article on the theme of digital divide you should conduct research finding out causes, consequences and solutions of digital divide in your country. Speak on the given topic for 2-3 minutes: "Digital divide in Kazakhstan: causes, consequences and solutions".</p>
Case #2	study	<p>Theme: Cybercrime</p> <p>Case 2. As a member of the Remote Tech Support Service, you must review existing cybercrime issues in your country. In order to determine the current state of this process, you must identify the types of it. After determining the situation, make a list of measures to improve the condition and offer your options for solving problems. Analyze the ways how criminals steal personal information and offer options of problem solving. Speak on the given topic: "The ways how criminals steal personal information".</p>
Case #3	study	<p>Theme: Cyber security</p> <p>Case 3. Organize a briefing with IT university administrators, teachers and students by analyzing the following extract from the article on the website of Ministry of Digital Development, Innovations and Aerospace Industry of the Republic of Kazakhstan (https://www.gov.kz/memleket/entities/infsecurity/activities/6?lang=en):</p> <p>"During the recent years, basic conceptual approaches to develop cybersecurity field of the country have been established. The "Cybershield of Kazakhstan" cybersecurity concept was created and approved till the end of 2022. A number of legal acts and industry orders have already come into operation. Moreover, IT test laboratories were established to research malware; National Information Security Coordination Center was established as well as Private Computer Emergency Response Team (CERT), 7 Security Operation Centers (SOC); number of scholarships for information security was increased, etc".</p> <p>By analyzing this extract, give your own opinion on what else should be done in order to detect and eliminate security threats before they become a problem.</p>
Case #4	study	<p>Theme: Data storage</p> <p>Case 4. As a Bachelor degree student, who is working on the research work titled "Different data storage types", you are given a task to conduct research about the types of data storage. You should collect a data and identify the most common methods for data storage. According to the results of study you should prepare a report on your research work.</p>
Case #5	study	<p>Theme: Programming languages</p> <p>Case 5. You are presenting to your groupmates the freelance opportunities for programmers. Study literatures on the importance of computer programming today, and make a report on it as an effective way to resolve some of the challenges associated with learning to innovate, create eco-friendly solutions for global problems, important in our daily life to enhance and increase the power of computers and internet. In your report give examples and prove the idea that programming is important for speeding up the input and output processes in a machine, also important to automate, collect, manage, calculate, analyze processing of data and information accurately.</p>

Case study #6	Theme: Current trends in IT Case 6. Organize a briefing with journalists regarding to the current trends in IT. Give information about cybersecurity, artificial intelligence, blockchain, cloud computing, and the Internet. Predicting journalists' questions plan the logic building of your speech and prepare evidence-based arguments.
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To facilitate a rigorous evaluation of students' oral proficiency progression, the study incorporates a pre-test and post-test assessment paradigm. Prior to the commencement of the instructional intervention, participants undergo a comprehensive pre-test evaluation, encompassing a structured assessment of their speaking skills, content-specific vocabulary acquisition, and critical thinking abilities. Subsequently, following the structured exposure to case study methodologies and thematic instruction, participants undergo a post-test assessment to quantify measurable gains in their oral proficiency and communicative competence.

The research design meticulously controls for extraneous variables, thereby ensuring internal validity and robust empirical insights. By employing a systematic pre-test and post-test assessment paradigm within the experimental groups, the study endeavors to elucidate the pedagogical efficacy of case study-based instructional interventions in augmenting students' oral proficiency within specialized academic contexts.

The methodology adopts an experimental research design encompassing four distinct groups, two thematic attestations, and a structured pre-test and post-test assessment paradigm to rigorously evaluate the impact of case study methodologies on enhancing students' oral proficiency within the specialized domain of Information Technology at the International Information Technology University.

Results. The research community consisted of 60 second year "Computer Science and Software Engineering (CSSE)" students of International Information Technology University, Kazakhstan. The experimental group consisted of 15 students (CSSE1; CSSE2); the control group consisted of 15 students (CSSE3; CSSE4) as well. The course "Profession -Oriented Foreign Language/ English for STEM Pre-Intermediate level" was taught to both groups; where the time period was equal for both of them which is 15 days within the 1st semester/academic year 2023–2024. The number of lessons scheduled for students is 2 lessons per week in attendance, and it is equal for the experimental and control groups. The experimental group was taught through the use of case study activities, while the control group was taught the speaking skills using the traditional approach. A pre-test (placement speaking test) and a post-test (post-course speaking test) were administered to the four groups.

The experimental group students worked with the case study activities in these fifteen weeks, starting from September 4, 2023, till December 16, 2023. The primary objective of this research was to assess the efficacy of case study-based pedagogical interventions in improving students' speaking skills within the context of contemporary IT-related topics. The first attestation (seven weeks) focused on pivotal issues such as digital divide, cybercrime, cybersecurity, and media coverage, while the second attestation (eight weeks) delved into areas encompassing data

storage mechanisms, prevalent programming languages, and emerging trends in the IT landscape.

As for the result, the students' overall grade difference between the placement speaking test and post-course speaking test suggest that there was a marked progression in students' oral production. Hence, it can be implied that the course objective was successfully achieved (Table 2).

Table 2 – Pre/post-test results

Groups	Pre-test results 100%	Post-test results 100%	Increase
CSSE 1	67	72,1	5,1%
CSSE 2	71,8	76,5	4,7%
CSSE 3	73,6	74,6	1%
CSSE 4	78,2	80,4	2,2%

From the above table, it is very clear that the performance of the four groups was improved. However, compared to the control group, the experimental groups demonstrated a relatively better improvement. The present study recommends that case study activities can be embedded into the POFL classroom to improve students' speaking skills.

Discussion. This research elucidates the pedagogical merits of integrating case study methodologies to enhance students' oral proficiency within specialized domains, thereby fostering dynamic engagement, content-specific vocabulary acquisition, and pragmatic application of theoretical constructs. Despite the empirical contributions and pedagogical insights delineated within this research, several limitations warrant acknowledgment:

1. **Sample Size:** The study encompassed a relatively constrained sample size, thereby limiting the generalizability of findings across diverse academic contexts and linguistic populations.

2. **Ecological Validity:** While the thematic attestations emphasized salient IT-related topics, the scope and depth of instructional interventions may necessitate further refinement to ensure comprehensive coverage of multifaceted IT discourses and emerging trends.

3. **Extraneous Variables:** The experimental design meticulously controlled for extraneous variables; however, inherent limitations associated with quasi-experimental research paradigms may necessitate further empirical investigations employing rigorous methodological frameworks and longitudinal assessment paradigms.

Notwithstanding inherent limitations, the empirical insights, pedagogical recommendations, and future research avenues delineated within this study contribute substantively to the burgeoning discourse on language pedagogy within specialized academic contexts.

Conclusion. This research highlighted the pivotal role of case study methodologies in augmenting students' oral proficiency within the specialized domain of Information

Technology at the International Information Technology University (IITU). The experimental findings supported the hypothesis, revealing significant improvements in students' articulation, content-specific vocabulary acquisition, critical thinking abilities, and overall communicative competence following structured exposure to case study-based instructional interventions. The thematic attestations focusing on salient IT-related topics facilitated authentic learning experiences, fostering dynamic engagement and pragmatic application of theoretical constructs within tangible contexts.

Recommendations:

Based on the empirical insights gleaned from this study, several pedagogical recommendations emerge to optimize language instruction within specialized academic domains:

1. Integration of Case Study Methodologies: Educators and curriculum developers should prioritize the integration of case study methodologies, thereby fostering authentic communicative contexts and facilitating meaningful language acquisition within specialized academic domains.

2. Curriculum Design: Future instructional interventions should curate thematic attestations encompassing contemporary IT-related topics, ensuring ecological validity, and fostering students' proficiency within relevant discourse communities.

3. Professional Development: Institutions should prioritize faculty development initiatives, equipping educators with pedagogical strategies, technological resources, and instructional frameworks conducive to fostering students' oral proficiency and communicative competence within specialized domains.

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