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## IMPLEMENTATION OF THE METHODOLOGICAL SYSTEM OF POLITICAL ENGLISH FOR DEVELOPING LEARNERS' LINGUISTIC COMPETENCE

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### ABSTRACT

English communication has become one of the most important and effective means of communication in politics where politicians come from different linguistic and cultural backgrounds. The current article examines teaching English vocabulary, grammar, and pronunciation within political contexts. The goal is to equip political professionals with the language communication skills necessary for effective communication in international political spheres and platforms. Emphasizing the importance of accurate grammar, clear pronunciation, and precise vocabulary use, the article discusses strategies for integrating these elements into English for Specific Purposes (ESP) courses focused on political studies. The article also presents the developed and tested methodological system, which aims to ensure effective performance both in learning professional language and in enhancing learners' political competence during experimental instruction, as well as improving the results of post-experimental testing.

***Keywords and expressions:** needs analysis, communicative objectives, political context, authentic materials, contextual learning, feedback, diagnostic testing, experimental teaching.*

### INTRODUCTION

In the present-day world, effective communication is the crucial element in political contexts, developing important influence over negotiations, policy-making processes and public perception, involving discussions and bargaining to achieve mutually acceptable agreements. The main purpose of any political communication is to transfer content to specific recipients. The accuracy of language within these spheres are not pure formalities but critical tools that

shape diplomatic dialogues, legislative outcomes and the public's understanding of policies. The **aim** of the current article is to examine the role of vocabulary, grammar, and pronunciation in the teaching of Political English within the framework of ESP courses and to present a methodological system designed to develop learners' communicative competence in political contexts. The study also aims to demonstrate the effectiveness of this system through experimental teaching conducted in Armenian universities.

### METHODOLOGY

The current study is based on theoretical analysis and experimental teaching. A methodological system integrating vocabulary, grammar, and pronunciation through authentic materials and interactive tasks was developed following a needs analysis. It was implemented with 164 students from three Armenian universities during 2024-2025 academic year. Diagnostic and post-experimental tests were used to evaluate learners' linguistic and communicative competence and the effectiveness of the developed system.

### DISCUSSION

#### *Developing Linguistic Competence for Effective Communication in Political English*

Teaching English vocabulary, grammar, and pronunciation in political framework demands a specialized approach. In our article, we present that exploring the critical role played by English vocabulary, grammar, and pronunciation in political settings reveals how these language components contribute to effective communication among political professionals. We can say that enhancing linguistic clarity and ensuring accuracy enable politicians and diplomats to articulate their positions persuasively and engage in meaningful dialogue on global issues.

In our research, we found out that vocabulary, grammar, and pronunciation are critical components of language learning process, particularly within the realm of ESP. **Professional vocabulary is** the set of subject-specific words and collocational patterns used in specialized contexts, enabling precise and effective communication among professionals (**Reka R. Jablonkai's**, accessed October 15, 2025 from <https://researchportal.bath.ac.uk/>). In Political English, professional vocabulary includes terminology and phraseology related to governance,

policy-making, diplomacy, and international relations, allowing learners to understand, interpret, and produce language accurately and confidently in professional political settings.

Grammar is often considered one of the most challenging aspects shared by both teachers and students. R. DeKeyser identifies factors like the complexity of meaning, form and their interrelationship (DeKeyser R., 2005).

In ESP contexts, mastery of grammar, and pronunciation is essential for grasping sentence meanings and effectively utilizing acquired vocabulary in their specialized fields, ensuring clear and precise communication, particularly in professional and academic settings where accuracy is of paramount importance.

M. Pennington and P. Rogerson-Revell suggested a balanced approach to teaching/learning pronunciation, which includes detailed instructions of teaching phonological rules using communicative practice. This dual process gives ESP learners a comprehensive understanding of English pronunciation principles and the confidence to employ these skills fluently in spontaneous speech (Pennington M., & Rogerson-Revell P., 2019).

So, if educators integrate vocabulary, grammar, and pronunciation into ESP curricula as interdependent skills, learners can communicate more effectively in their specialized fields. By doing this educators can equip ESP learners with the linguistic competences needed for the successful professional communication.

We have explored some strategies for integrating vocabulary, grammar, and pronunciation into ESP courses, especially in the context of political studies. Since political discourse demands precision and clarity, these strategies need careful planning and a focused approach. These strategies help learners develop the precise language skills needed to communicate clearly in international political settings. By emphasizing vocabulary, grammar, and pronunciation accuracy, educators help learners take part in diplomatic talks, policy-making, and global discussions, improving their communication and persuasive skills in different political settings. To develop learners' linguistic competences in Political English, the

following methodological strategies are applied to integrate vocabulary, grammar, and pronunciation.

1. **Needs analysis and curriculum design.** It is obvious that a comprehensive needs analysis is fundamental in distinguishing the specific language requirements of learners engaged in political studies. First, the educators assess learners' proficiency levels and describe their communicative objectives in political contexts, such as policy interactions, and then they concentrate on designing a curriculum. Curriculum design includes an accurate examination of pronunciation needs to ensure clarity and intelligibility in spoken communication and it also focuses on integrating relevant grammatical structures essential for political discourse, including complex sentence constructions and formal language registers (Hutchinson T., & Waters A., 1987).
2. **Authentic materials and contextual learning.** Utilizing authentic materials such as political speeches, debates and policy documents provides learners with real-world examples of vocabulary, grammar, and pronunciation in action. Contextual learning enhances learners' understanding of how language functions within political settings.

*The following tasks focus on vocabulary, grammar, and pronunciation in authentic political discourse.*

### **Task 1. Vocabulary, grammar, and pronunciation analysis in political discourse.**

**Objective 1:** Analyze the grammar structures and discuss pronunciation nuances used in an authentic political speech.

**A paragraph from speech:** *"As we gather here today, we should take actions which will determine the future of our planet for generations. This is why it is often said that it is long-view leadership that will save the world. It is a form of leadership that looks beyond the short-term and views everything with a long-term perspective".* (accessed October 10, 2025 from <https://theelders.org/news/actions-we-take-today-will-determine-future-our-planet-generations-come>).

✓ **Complex sentence:**

- The paragraph contains one complex sentence: *"As we gather here today, we must*

*take actions which will determine the future of our planet for generations".*

<p>✓ <i>Main Clause: "We must take actions which will determine the future of our planet for generations".</i></p> <ul style="list-style-type: none"> <li>○ Subject: "We" (first person plural)</li> <li>○ Verb: "must take" (modal verb + main verb)</li> </ul>	<p>✓ <i>Dependent clause: "As we gather here today,"</i></p> <ul style="list-style-type: none"> <li>○ Conjunction: "As"</li> <li>○ Subject: "we" (first person plural)</li> <li>○ Verb: "gather" (main verb)</li> <li>○ Adverbial phrase: "here today" ("gather")</li> </ul>
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**Objective 2:** Using at least five professional vocabulary words (*e.g., leadership, policy, diplomacy, governance, accountability*), write a 5–6 sentence political speech on international relations.

✓ **Pronunciation nuances:**

- **Stress and intonation:** The speaker emphasizes certain key words to show importance conviction, such as "gather here today," stressing on "gather" to draw attention to the action's urgency and significance.
- **Rhythm and flow:** The sentence is naturally put together, making it easy for the speaker to deliver the message smoothly and keep the audience's attention while ensuring clarity.

✓ **Impact on Communication:**

- **Clarity and persuasiveness:** It is obvious that using complex sentence structures with right stress and intonation enhances the speaker's ability to communicate urgency to the audience. The way words are spoken also strengthens the message, making it more convincing and memorable.

✓ **Reflection:**

- When learners analyze vocabulary, grammar, and pronunciation in political discourse, they get a deeper understanding of how language components work together to create effective communication. Recognizing these details helps learners not only comprehend political speeches more clearly but also use similar strategies in their own communication, whether in professional or academic settings.

In this exercise, learners will discover how these elements interact in political speeches, highlighting how their collaboration makes communication effective both in public and professional contexts.

3. **Interactive learning activities:** For developing learners' critical thinking, negotiation skills and the ability to articulate ideas clearly and persuasively within political contexts, we can conduct role-plays, political simulations and mock debates. These activities encourage active participation and practical language application.

### **Task 2: Role-play: Climate Change**

**Objective:** Practice using formal language registers, complex sentence constructions and effective pronunciation in diplomatic scenarios.

#### **Instructions:**

##### ✓ **Preparation:**

- Divide learners into pairs or small groups, giving roles, for example, as representatives from different countries. For example, one pair could represent a developed country and another pair a developing country.
- Provide each pair with background information on a climate change conference. Include details such as the agenda (e.g., agreeing on emission reduction targets), key issues and the position each country represents.

<b>Authentic Texts</b>	
<p><b>Developed country's position (sample text):</b></p> <p>In his speech, the Prime Minister stated, "Our government recognizes the urgent need for global action on climate change. Our representatives propose reducing greenhouse gas emissions by 20% by 2032, with clear monitoring and reporting mechanisms</p>	<p><b>Developing country's position (sample text):</b></p> <p>In his speech, the Prime Minister stated, "As a developing country, we prioritize sustainable development connected with climate challenges. We ask for financial and technological support from developed nations to help us reduce emissions gradually, without slowing down our progress (Responding to the Climate Change Committee's (CCC) 2023 Annual Progress</p>

to ensure transparency."

Report to Parliament, accessed February 25, 2025 from <https://www.gov.uk>).

✓ **Negotiation process:**

- Give each pair or group time to discuss their country's position and prepare arguments and contrary views based on the provided texts.
- Encourage them to use formal language structures, such as the subjunctive mood, passive voice, and appropriate political terminology (environmental policy, sustainability, adaptation, strategy, restoration).
- Emphasize clear pronunciation, effective stress patterns, and intonation to convey authority and clarity in communication. Practice the pronunciation of key political terms and phrases.

✓ **Role-play execution:**

- Conduct the negotiation parts where pairs or groups present their positions, negotiate, and aim to reach a consensus on emission reduction targets.
- Facilitate discussions on potential compromises and solutions, encouraging diplomatic language and dialogue.
- Monitor and provide feedback on pronunciation clarity, coherence in arguments, and the use of complex sentence structures.

✓ **Debriefing:**

- After the role-play, organize a debriefing session where participants can reflect on the negotiation process.

This role-play exercise integrates professional vocabulary use, pronunciation practice with formal language and complex sentence constructions.

4. **Pronunciation and intelligibility:** Clear pronunciation is indispensable for effective oral communication, particularly in international political interactions. Pronunciation drills, phonetic training, and emphasis on correct pronunciation of political terminology enhance learners' intelligibility and confidence in delivering speeches and presentations (Roach P., 2009).

5. **Feedback and assessment:** Providing constructive feedback and continuous assessment is vital for monitoring learners' progress in mastering vocabulary, grammar, and pronunciation skills. Feedback sessions focus on lexical accuracy, pronunciation errors, grammatical inaccuracies encourage learners to enhance their language proficiency through self-reflection and targeted practice.

*Methodological System and Experimental Teaching Aimed at Developing Learners' Political English Communicative Skills*

Taking into account all the above mentioned features, we have developed an effective methodological system. The scientific novelty of the system lies in its design and implementation aimed at enhancing students' professional communicative competences in the process of teaching Political English. The methodological system consists of five components: *1. Methodological classification of political vocabulary, 2. Instructional tasks integrating traditional and modern teaching methods, 3. Educational posters, 4. Worksheets, 5. Interactive tasks developed through online educational tools.* The system integrates both theoretical and practical approaches focused on improving learners' ability to read and analyze professional texts, acquire and consolidate specialized political vocabulary, and strengthen their language and communication skills. It also promotes the development of analytical, creative, and critical thinking, ensures effective information transmission, reception, processing, and encourages students to present and discuss a wide range of political science issues. An important outcome of the system is the formation and advancement of intercultural political communication. The proposed methodological framework has been theoretically substantiated and empirically tested in classroom settings through comparative analysis, confirming its pedagogical effectiveness.

Then we conducted an experiment in three higher education institutions in the Republic of Armenia: the Faculty of Intercultural Communication and Political Science at **Yerevan Brusov State University**, the Faculty of European Languages and Communication at **Yerevan State University**, and the Institute of Philology and Intercultural Communication at the **Russian-Armenian University** during the **2024–2025 academic year**. Prior to the

implementation of the main experiment, a comprehensive analysis was performed on the **English language textbooks**, curriculum design, **and** program-specific learning outcomes in the fields of Political Science, International Relations, and Public Policy and Administration. The purpose of the diagnostic test was to check students' language skills (vocabulary, grammar, and pronunciation) and communication skills (reading, listening, speaking, and writing) in Political English. In line with this objective, **targeted tasks** were employed to assess students' linguistic and communicative competences.

Analysis of the **pre-experimental testing results** revealed that students' errors, as well as their ability to recognize and comprehend lexical items and grammatical structures, were influenced by the **nature of the vocabulary**, **syntactic complexity**, **semantic scope**, and the students' **individual linguistic reasoning** and **language awareness**. Systematic recording and analysis of these **errors, and difficulties** were considered essential for the development and integration of **methodological steps, strategies, and techniques** designed to enhance the **effectiveness of task performance**.

Subsequently, experimental teaching was implemented. During this phase, the teaching materials were carefully selected, the methodological approaches to be applied were defined, and a set of tasks was developed. At this stage, the developed methodological system was introduced and empirically tested. This system was specifically designed to foster and further develop students' political competence through the English language course.

The experimental teaching was carried out over one semester with 164 students from first to fourth year, distributed as follows:

- **First year:** 40 students (20 in the control group, 20 in the experimental group)
- **Second year:** 38 students (19 in the control group, 19 in the experimental group)
- **Third year:** 50 students (25 in the control group, 25 in the experimental group)
- **Fourth year:** 36 students (18 in the control group, 18 in the experimental group)

The primary objective of the experimental teaching was to evaluate the extent to which the **developed methodological system**, in conjunction with its corresponding **framework and task set**, could generate **positive outcomes**. Specifically, the experiment aimed to determine

the system's effectiveness in **correcting the errors, deficiencies, and difficulties** identified during the diagnostic testing and to assess its impact on the **development of students' professional competence in Political English**.

The results of the **post-experimental assessment** were satisfactory, indicating that the methodological system implemented during the experimental teaching produced **positive outcomes**. The system effectively contributed to the **enhancement of students' political competence** and to the **improvement of post-experimental test scores**.

### CONCLUSION

We can conclude, that integrating vocabulary, grammar, and pronunciation effectively into ESP courses for political studies requires a nuanced understanding of learners' linguistic needs and the implementation of tailored instructional strategies. By employing these scientific approaches, educators can enhance learners' language competence and prepare them to communicate proficiently and persuasively in diverse and demanding political environments. The above mentioned tasks not only focus on vocabulary, grammar and pronunciation practice but also foster the development of language competence essential for effective communication in diverse political contexts.

The experiment conducted in three Armenian universities showed that a well-designed methodological system can effectively improve students' Political English skills. Targeted teaching addressed errors in vocabulary, grammar, and syntax, enhancing both linguistic and communicative competences. Post-experimental results demonstrated significant improvements in task performance and political competencies. Thus, tailored ESP approaches positively impact students' professional and language development in political contexts.

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Մարինե Փիլիպոսյան

Սովորողների լեզվական կարողունակության զարգացումը քաղաքագիտական անգլերենի ուսուցման մեթոդական համակարգի կիրառմամբ  
Ամփոփում

*Բանալի բառեր և արտահայտություններ. կարիքների վերլուծություն, հաղորդակցական նպատակներ, քաղաքական համատեքստ, բնագիր նյութեր, համատեքստային ուսուցում, հետադարձ կապ, հայտորոշիչ թեստավորում, փորձարարական ուսուցում:*

Անգլերեն լեզվով հաղորդակցությունը դարձել է քաղաքականության մեջ ամենակարևոր և արդյունավետ միջոցներից մեկը, որտեղ քաղաքական գործիչներն ունեն տարբեր լեզվական և մշակութային ծագումներ: Սույն հոդվածում ուսումնասիրվում է անգլերենի բառապաշարի, քերականության և հնչյունաբանության ուսուցումը քաղաքական համատեքստում: Ուսումնասիրության նպատակն է քաղաքագիտությամբ զբաղվողներին միջազգային քաղաքական հարթակներում արդյունավետ հաղորդակցման համար անհրաժեշտ լեզվահաղորդակցական հմտություններով զինելը: Ընդգծելով մասնագիտական բառապաշարի, ճշգրիտ քերականության և հստակ արտասանության նշանակությունը՝ հոդվածում քննարկվում են քաղաքական ուսումնասիրությունների հիման վրա անգլերենի հատուկ նպատակների համար (ESP) դասընթացներին այս տարրերի ինտեգրման ռազմավարությունները: Հոդվածում ներկայացվում է նաև մշակված և փորձարկված մեթոդական համակարգը, որը նպատակ ունի ապահովել արդյունավետ գործունեություն՝ ինչպես մասնագիտական լեզուն սովորելու ընթացքում, այնպես էլ բարելավելու սովորողների քաղաքական կարողունակությունները փորձարարական ուսուցման ընթացքում և բարձրացնել հետփորձարարական թեստավորման արդյունքների մակարդակը:

**Марине Пилипосян**

**Развитие навыков политического английского у студентов через методическую  
систему обучения политическому английскому языку**

**Заключение**

*Ключевые слова и выражения: анализ потребностей, коммуникативные цели, политический контекст, аутентичные материалы, контекстное обучение, обратная связь, диагностическое тестирование, экспериментальное обучение.*

Английский язык стал одним из важнейших и эффективных средств общения в политике, где политические деятели являются носителями разных языков и культур.

В данной статье рассматривается преподавание английской лексики, грамматики и произношения в политических контекстах. Цель состоит в том, чтобы вооружить

студентов языковыми навыками, необходимыми для эффективного профессионального общения на международных политических аренах. Подчеркивая важность знания профессиональной лексики, грамматических умений и четкого произношения, в статье анализируются стратегии интеграции этих элементов в курсы английского языка для специальных целей (ESP), ориентированные на политологию. В статье также представлена разработанная и апробированная методическая система, которая направлена как на обеспечение эффективной деятельности при изучении профессионального языка, так и на повышение уровня политических компетенций студентов в ходе экспериментального обучения, а также на улучшение результатов постэкспериментального тестирования.

**Մարինե Փիլիպոսյան** - Վ. Բրյուսովի անվան պետական համալսարանի մանկավարժության և լեզուների դասավանդման մեթոդիկայի ամբիոնի ասպիրանտ: Գիտական հետաքրքրությունները՝ մասնագիտական (քաղաքագիտական) անգլերենի դասավանդման հիմնահարցեր: Հեղինակ է 5 հոդվածի: [marinepiliposyan@gmail.com](mailto:marinepiliposyan@gmail.com)

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