



THE APPLICATION OF PHENOMENON-BASED LEARNING IN
TEACHING ENGLISH TO HIGHER EDUCATION STUDENTS (NON-
PHILOLOGICAL DEPARTMENTS)

Suyunbek Nazarov

The independent researcher of UzSWLU

suyunbek.nazar@gmail.com

Orcid-ID: 0009-0001-3992-8039

Annotation. The study reinforces the theoretical understanding of PhenoBL as not merely a teaching method but a new way of thinking that promotes relevant, innovative, substantive, and timely learning of non-philological departments. Its successful implementation relies on teachers' collaborative efforts, theoretical understanding, and adaptability, with positive outcomes for both educators and learners. The study underscores the need for continued exploration into integrating foreign languages within this innovative pedagogical framework.

Key-words: Communicative skills, PhenoBL approach, High school students, Creativity, Autonomous learning.

Phenomenon-based learning (PhenoBL) is a widely researched pedagogical approach in many European countries, recognized for its effectiveness in promoting learning, improving student achievement, fostering a stronger interest in science, and even contributing to higher happiness indices (Lonka et al., 2018).

PhenoBL aims to develop key soft-skill competencies, often referred to as the '4Cs': creativity, critical thinking, collaboration, and communication (Thornhill-Miller et al., 2023). It transforms the learning goal from merely acquiring facts to a process of applying knowledge, thereby promoting active



learning through the investigation of real-life phenomena (Kangas & Rasi, 2021; Bărbuleț, 2022).

This concept emerged from students' natural curiosity, self-motivation, autonomy, and individual efforts to explore and explain holistic, real-world phenomena around them (Roiha & Polso, 2021). These phenomena encompass practical and realistic life topics, such as human relations, media and technology, natural resources, and socio-cultural issues, making learning accessible, concrete, and meaningful for learners.

Research indicates that PhenoBL is more successful in providing effective learning, better student achievement, increased interest in science, and even a higher happiness index (Lonka et al., 2018). It has been applied in various contexts, including teaching Russian as a foreign language (Makarova et al., 2020), English as a foreign language in Finland and Vietnam (Nguyen, 2018), and implemented in Abu Dhabi (Valanne et al., 2017).

During PhenoBL classes, students focus on the message rather than solely on grammatical and lexical accuracy, fostering collaborative investigations and knowledge creation (Marsh et al., 2019). This process helps students overcome communication barriers, such as the fear of making grammatical mistakes, which is often ingrained in traditional education (Ciuciulkiene & Stankeviciene, 2014).

The research was conducted following ethical principles of qualitative research.

The study involved 315 Uzbek high school students of non-philological departments (n=315) who had experience applying PhenoBL in their work (Fusch & Ness, 2015). Purposive sampling was used to select participants who were best able to address the research questions based on their personal experiences. Thus to visualize more clear and concrete results, we choose to

select students of Information and Communication (IT) departments as on one of ESP directions.

Semi-structured interviews were the primary data collection method. This method was chosen for its flexibility and ability to gather detailed information from the group of 315 informants. Ten main questions were prepared for the interviews, based on an inductive approach, operationalizing key theoretical concepts, scientific analysis, and lesson observation (Elo & Kyngäs, 2008). These questions were derived from theoretical and practical insights (Elo & Kyngäs, 2008).

The study's findings highlight that the success of Phenomenon-Based Learning (PhenoBL) is significantly influenced by teachers' preparation, the involvement of experts, and the high school's flexibility in adapting schedules and educational spaces. Uzbek teachers emphasized the importance of didactic contexts that foster students' metacognitive awareness, curiosity, and creativity (Lonka et al., 2018). The core uniqueness of the phenomenon method, lies in its ability to transcend traditional subject boundaries, enabling students to solve real-life problems and integrate various skills, such as public speaking and global perspectives, for application beyond the classroom (Symeonidis & Schwarz, 2016). This approach helps students connect with the real world, solve authentic problems, and communicate in a foreign language within a supportive environment (Bercasio & Adornado, 2023).

Phenomenon-based learning (PhenoBL) is highly influenced by teachers' preparation, the involvement of experts, and the High school's flexibility in adapting schedules, which allows for changes in learning spaces. Research data emphasize the importance of a pedagogical environment that is accessible, concrete, and meaningful for learners (Lonka et al., 2018).



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