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TA'LIMI VAZIRLIGI



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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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# MAKTABGACHA VA MAKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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# LONG-TERM RETENTION AND PRAGMATIC USE OF ENGLISH IDIOMS FOLLOWING ADAPTIVE INSTRUCTION: A LONGITUDINAL FOLLOW-UP STUDY

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**Abstract:** The ability to retain and appropriately use English idioms remains one of the most persistent challenges for learners of English as a foreign language (EFL), particularly after formal instruction has concluded. While adaptive instruction has been shown to improve immediate learning outcomes, limited empirical evidence exists regarding the durability of these gains and their transfer to authentic communicative contexts. The present study represents a longitudinal follow-up to a previously conducted experimental investigation that examined the effectiveness of adaptive instruction in teaching English idioms to first-year EFL students at an Uzbek higher education institution. The purpose of this study was to determine whether the benefits of adaptive instruction were sustained over time and reflected in learners' pragmatic use of idiomatic expressions.

A longitudinal mixed-methods research design was employed, involving the same experimental and control groups that participated in the original intervention. Approximately six months after the completion of instruction, participants completed a delayed post-test measuring idiom recognition and production, role-play tasks, a discourse completion task, a learner questionnaire, and semi-structured interviews. Quantitative data were analysed using descriptive and inferential statistical procedures, while qualitative data were examined through thematic analysis and integrated using methodological triangulation.

The findings revealed that learners who had received adaptive instruction demonstrated significantly stronger long-term retention of English idioms and greater pragmatic appropriateness in communicative tasks than learners who had received traditional instruction. Participants in the experimental group also reported higher confidence in using idiomatic expressions, greater awareness of contextual appropriateness, and more frequent application of idioms in real-life communication. These findings suggest that adaptive instruction contributes not only to immediate learning success but also to the long-term development of idiomatic competence and pragmatic language use. The study provides longitudinal evidence supporting the effectiveness of adaptive instruction in promoting durable learning and offers practical implications for idiom instruction, adaptive pedagogy, and the development of communicative competence in EFL contexts.

**Key words:** adaptive instruction; English idioms; long-term retention; pragmatic competence; longitudinal study; mixed-methods research; EFL learners.



**Annotatsiya:** Ingliz tilini xorijiy til sifatida (EFL) o'rganuvchilar uchun ingliz tilidagi idiomalarni uzoq muddat eslab qolish va ulardan o'rinni foydalanish qobiliyati, ayniqsa, rasmiy ta'lim jarayoni yakunlanganidan keyin ham eng barqaror muam-molardan biri bo'lib qolmoqda. Adaptiv ta'limning bevosita o'quv natijalarini yaxshilashi isbotlangan bo'lsa-da, ushbu nati-jalarning uzoq muddat saqlanishi va ularning autentik kommunikativ kontekstlarga ko'chirilishiga oid empirik dalillar chek-langan. Mazkur tadqiqot O'zbekiston oliy ta'lim muassasalaridan birida ingliz tilini xorijiy til sifatida o'rganuvchi birinchi bosqich talabalariga ingliz idiomalarini o'rgatishda adaptiv ta'limning samaradorligini o'rgangan avvalgi eksperimental tadqiqotning longitudinal davomi hisoblanadi. Ushbu tadqiqotning maqsadi adaptiv ta'limning afzalliklari vaqt o'tishi bilan saqlanib qolishi va o'rganuvchilarning idiomatik ifodalardan pragmatik foydalanishida namoyon bo'lishini aniqlashdan iborat edi.

Tadqiqotda dastlabki tajribada ishtirok etgan ayni tajriba va nazorat guruhlarini qamrab olgan longitudinal aralash metodli tadqiqot dizayni qo'llanildi. Ta'lim jarayoni yakunlanganidan taxminan olti oy o'tgach, ishtirokchilar idiomalarni tanib olish va qo'llashni o'lchashga qaratilgan kechiktirilgan posttest, rolli o'yin topshiriqlari, diskursni yakunlash topshirig'i, o'rganuv-chilar uchun so'rovnomma hamda yarim tuzilgan intervyularda ishtirok etdilar. Miqdoriy ma'lumotlar tavsifiy va inferensial statistik usullar yordamida tahlil qilindi, sifat ma'lumotlari esa tematik tahlil orqali o'rganildi va metodologik triangulyatsiya yordamida integratsiyalandi.

Natijalar adaptiv ta'lim olgan o'rganuvchilar an'anaviy ta'lim olgan o'rganuvchilarga nisbatan ingliz idiomalarini uzoq muddat eslab qolish bo'yicha sezilarli darajada yuqori natijalarni hamda kommunikativ topshiriqlarda ko'proq pragmatik muvofiqlikni namoyon etganligini ko'rsatdi. Tajriba guruhi ishtirokchilari, shuningdek, idiomatik ifodalardan foydalanishda yuqoriroq ishonch, kontekstual muvofiqlikni yaxshiroq anglash va real hayotdagi muloqotda idiomalardan tez-tez foy-dalanish holatlarini qayd etdilar. Ushbu natijalar adaptiv ta'lim nafaqat bevosita o'quv muvaffaqiyatiga, balki idiomatik kompetensiya va tildan pragmatik foydalanishning uzoq muddatli rivojlanishiga ham hissa qo'shishini ko'rsatadi. Tadqiqot adaptiv ta'limning barqaror o'zlashtirishni ta'minlashdagi samaradorligini tasdiqlovchi longitudinal dalillarni taqdim etadi hamda idiomalarni o'qitish, adaptiv pedagogika va EFL kontekstida kommunikativ kompetensiyani rivojlantirish uchun amaliy ahamiyatga ega.

**Kalit so'zlar:** adaptiv ta'lim; ingliz idiomalari; uzoq muddatli eslab qolish; pragmatik kompetensiya; longitudinal tadqiqot; aralash metodli tadqiqot; ingliz tilini xorijiy til sifatida o'rganuvchilar.

**Аннотация:** Способность сохранять в памяти и уместно использовать английские идиомы остаётся одной из наи-более устойчивых проблем для изучающих английский язык как иностранный (EFL), особенно после завершения формального обучения. Несмотря на то, что доказана эффективность адаптивного обучения в улучшении непо-средственных результатов обучения, существует ограниченное количество эмпирических данных относительно устойчивости этих достижений и их переноса в аутентичные коммуникативные контексты. Настоящее исследо-вание представляет собой лонгитюдное продолжение ранее проведённого экспериментального исследования, в котором изучалась эффективность адаптивного обучения при преподавании английских идиом студентам пер-вого курса, изучающим английский язык как иностранный, в одном из высших учебных заведений Узбекистана. Цель данного исследования заключалась в определении того, сохраняются ли преимущества адаптивного обу-чения с течением времени и отражаются ли они в прагматическом использовании учащимися идиоматических выражений.

В исследовании был применён лонгитюдный дизайн смешанных методов с участием тех же экспериментальной и контрольной групп, которые принимали участие в первоначальном эксперименте. Примерно через шесть месяцев после завершения обучения участники выполнили отсроченный посттест, направленный на оценку распознавания и употребления идиом, ролевые задания, задание на завершение дискурса, анкетирование учащихся и полу-структурированные интервью. Количественные данные были проанализированы с использованием описательных и инференциальных статистических процедур, тогда как качественные данные были изучены посредством тема-тического анализа и интегрированы с использованием методологической триангуляции.

Результаты показали, что учащиеся, получавшие адаптивное обучение, продемонстрировали значительно более высокий уровень долгосрочного сохранения английских идиом и большую прагматическую уместность при выпол-нении коммуникативных заданий по сравнению с учащимися, обучавшимися традиционными методами. Участ-ники экспериментальной группы также сообщили о более высокой уверенности в использовании идиоматиче-ских выражений, большей осведомлённости о контекстуальной уместности и более частом применении идиом в реальном общении. Полученные результаты свидетельствуют о том, что адаптивное обучение способствует не только непосредственному успеху в обучении, но и долгосрочному развитию идиоматической компетенции и прагматического использования языка. Исследование предоставляет лонгитюдные данные, подтверждающие эффективность адаптивного обучения в обеспечении устойчивого усвоения знаний, а также предлагает практиче-ские рекомендации для обучения идиомам, адаптивной педагогики и развития коммуникативной компетенции в контексте изучения английского языка как иностранного.

**Ключевые слова:** адаптивное обучение; английские идиомы; долгосрочное запоминание; прагматическая ком-петенция; лонгитюдное исследование; исследование смешанными методами; изучающие английский язык как иностранный.



## INTRODUCTION

Idiomatic expressions constitute an essential component of natural language communication and represent one of the most challenging aspects of second and foreign language acquisition. As multiword units whose meanings often cannot be inferred from the meanings of their individual lexical components, idioms require learners to integrate semantic, contextual, cultural, and pragmatic knowledge (Wray, 2002). Consequently, mastery of idiomatic language extends beyond vocabulary acquisition and reflects learners' ability to communicate naturally and appropriately in authentic discourse. Research has consistently demonstrated that proficient language users rely heavily on formulaic language, including idioms, collocations, lexical bundles, and other prefabricated expressions, to achieve fluent, accurate, and contextually appropriate communication (Schmitt, 2004; Wray, 2002; Nation, 2022). Therefore, idiomatic competence has increasingly been recognised as an important indicator of overall communicative proficiency in English as a foreign language.

For learners of English as a foreign language (EFL), however, acquiring idiomatic expressions remains particularly difficult. Unlike single lexical items, idioms are characterised by figurative meaning, semantic opacity, cultural specificity, and restricted patterns of use, making them resistant to literal interpretation and direct translation (Boers & Lindstromberg, 2008; Cooper, 1999). As a result, many learners are able to recognise idioms immediately after classroom instruction but experience considerable difficulty retaining them over extended periods or applying them appropriately in authentic communication. This discrepancy between receptive knowledge and productive language use highlights the close relationship between idiomatic competence and pragmatic competence, which refers to the ability to select linguistically and socially appropriate expressions according to communicative context (Kasper & Rose, 2002; Taguchi, 2015). From this perspective, long-term retention represents a critical dimension of successful language learning because instructional effectiveness should be evaluated not only by immediate post-test performance but also by learners' ability to retrieve and use idiomatic expressions accurately after substantial periods of time. Consequently, investigating the long-term retention and pragmatic application of English idioms has become an increasingly important direction in contemporary EFL research (Nation, 2022; Taguchi, 2015).

## LITERATURE REVIEW

The acquisition of English idioms has become an increasingly important topic in English language teaching because idiomatic expressions represent an essential component of natural communication and pragmatic competence. Unlike ordinary vocabulary, idioms are characterised by semantic opacity, cultural specificity, and contextual dependence, making them particularly challenging for English as a Foreign Language (EFL) learners. Consequently, recent research has shifted from treating idioms as isolated lexical items towards viewing them as formulaic language that requires contextualised and learner-centred instruction (Wray, 2002).

Adaptive instruction has emerged as one of the most effective approaches for accommodating learners' diverse linguistic abilities and learning needs. Rather than applying identical teaching strategies to all learners, adaptive instruction modifies learning activities according to students' proficiency, progress, and learning characteristics (Tomlinson, 2014). This personalised approach has been shown to improve learner engagement and facilitate more effective vocabulary acquisition. Nevertheless, most previous studies have focused on immediate learning outcomes, while relatively little attention has been paid to the long-term retention of vocabulary and phraseological knowledge.

The theoretical understanding of idioms has been substantially influenced by the Russian school of phraseology. Vinogradov (1977) classified phraseological units according to their semantic cohesion, while Kunin (1996) defined idioms as stable lexical combinations possessing semantic integrity and structural stability. These scholars established the linguistic foundations for modern phraseological research. Teliya (1996) further argued that phraseological units function not only as linguistic phenomena but also as carriers of cultural values and pragmatic meaning. These perspectives demonstrate that successful idiom learning requires learners to understand both figurative meaning and communicative appropriateness.

Western linguistics has approached idioms primarily from cognitive and psycholinguistic perspectives. Wray (2002) argues that idioms are stored and processed as formulaic sequences in the mental lexicon, facilitating fluent language production. Similarly, Boers and Lindstromberg (2008) emphasise that learners benefit from recognising the conceptual motivation underlying idiomatic expressions rather than memorising them mechanically. These findings suggest that effective idiom instruction should combine semantic awareness with meaningful contextual practice.

Uzbek linguistics has also contributed significantly to phraseological studies. Rahmatullayev (1992) established the theoretical foundations of Uzbek phraseology by analysing the semantic and structural properties of phraseological units, while later Uzbek scholars have highlighted their linguocultural and communicative func-

tions. These studies reinforce the view that phraseological competence requires not only lexical knowledge but also an understanding of the cultural and pragmatic norms governing language use.

Another important issue concerns the durability of learning. Nation (2022) emphasises that vocabulary knowledge should be evaluated through delayed assessment because immediate post-tests often overestimate actual learning. Similarly, Kasper and Rose (2002) argue that pragmatic competence develops gradually through repeated contextual use rather than simple memorisation. Although previous research consistently supports adaptive instruction and communicative approaches to idiom teaching, limited evidence exists regarding whether adaptive instruction promotes the long-term retention and authentic pragmatic use of English idioms. Addressing this gap constitutes the primary objective of the present study.

### 2.1 Previous Study and Research Gap

The present study is a direct continuation of the authors' previous research on adaptive instruction for teaching English idioms to first-year philology students. Sidiqov (2026) investigated the pedagogical and psychological foundations of adaptive learning and evaluated the effectiveness of adaptive tasks through a quasi-experimental design involving first-year philology students. The study compared an experimental group receiving adaptive instruction with a control group taught using conventional methods. The adaptive intervention incorporated differentiated contextual activities, including multiple-choice tasks, contextual completion exercises, dialogue-based activities, and dynamic feedback sessions. The findings revealed that students exposed to adaptive instruction demonstrated significantly higher levels of idiomatic competence and communicative performance than those in the control group, confirming the pedagogical effectiveness of adaptive instruction in teaching English idioms (Sidiqov, 2026).

Despite these encouraging findings, the previous study evaluated learners only immediately after the instructional intervention. Consequently, it did not determine whether the acquired idiomatic knowledge was retained over time or transferred to authentic communicative situations. Moreover, the study itself acknowledged the relatively short duration of the experiment and recommended further longitudinal research to examine the sustained effectiveness of adaptive instruction (Sidiqov, 2026). Similar limitations have been identified in the broader literature on vocabulary and idiom instruction, where immediate achievement is frequently assessed while delayed retention and pragmatic transfer receive comparatively less attention (Nation, 2022; Taguchi, 2015).

In response to these limitations, the present study adopts a longitudinal follow-up design to investigate whether the learning gains achieved through adaptive instruction are maintained several months after the intervention. By incorporating delayed post-testing together with role-plays, discourse completion tasks, and semi-structured interviews, the study extends the previous research beyond immediate achievement and provides a more comprehensive evaluation of the long-term retention and pragmatic use of English idioms.

### 2.2 Purpose and Research Questions

The purpose of this study is to investigate the long-term effectiveness of adaptive instruction in teaching English idioms to first-year EFL learners. Building upon the authors' previous research (Sidiqov, 2026), this longitudinal follow-up study examines whether the learning gains achieved through adaptive instruction are retained six months after the intervention and transferred to authentic communicative contexts. To achieve this objective, the study addresses the following research questions:

To what extent do learners retain English idioms six months after adaptive instruction?

Does adaptive instruction lead to greater long-term retention of English idioms than conventional instruction after six months?

To what extent are learners able to use the acquired English idioms appropriately in authentic communicative situations six months after instruction?

## RESEARCH METHODOLOGY

### 3.1 Research Design

The present study employed a longitudinal mixed-methods research design to examine the long-term retention and pragmatic use of English idioms following adaptive instruction. It represents a follow-up investigation of the authors' previous quasi-experimental study, which compared adaptive instruction with conventional teaching among first-year EFL learners (Sidiqov, 2026). Six months after the completion of the original intervention, participants were reassessed using quantitative and qualitative instruments to evaluate the durability of learning outcomes and the transfer of idiomatic knowledge to authentic communicative contexts. The integration of quantitative and qualitative data enabled a comprehensive evaluation of learners' long-term linguistic development.



### 3.2 Participants

The participants were drawn from the same cohort that had participated in the original quasi-experimental study conducted at Andijan State Institute of Foreign Languages. The original sample consisted of 107 first-year philology students, including 53 students in the experimental group and 54 students in the control group (Sidiqov, 2026). Approximately six months after the completion of the instructional intervention, the same participants were invited to participate in the follow-up investigation. Students who were absent during one or more stages of data collection or who provided incomplete responses were excluded from the final analysis. Consequently, only complete datasets were included to ensure the reliability and comparability of the longitudinal findings.

### 3.3 Procedure

The study followed a sequential longitudinal design. During the original investigation, both groups completed a diagnostic pre-test before receiving instruction on English idioms. The experimental group participated in adaptive instruction designed to accommodate learners' individual needs, while the control group received conventional teacher-centred instruction. Following the instructional period, both groups completed an immediate post-test to measure learning outcomes. Six months later, participants were contacted and invited to participate in the follow-up study. During this stage, they completed a delayed post-test assessing idiom retention, followed by role-play activities designed to elicit authentic spoken interaction. Participants then completed a Discourse Completion Task (DCT), a learner perception questionnaire, and semi-structured interviews. This sequence enabled the collection of complementary quantitative and qualitative evidence concerning long-term retention and pragmatic language use.

### 3.4 Instruments

Five research instruments were employed to evaluate participants' long-term retention and pragmatic use of English idioms.

The delayed post-test measured learners' ability to recognise, interpret, and produce English idioms six months after the instructional intervention. The test contained multiple-choice items, sentence completion tasks, contextual matching exercises, and short productive responses based on the instructional content used during the original experiment. The delayed administration allowed the researchers to examine the durability of learning beyond immediate instructional effects.

Role-play tasks were designed to evaluate participants' ability to employ idiomatic expressions appropriately during authentic spoken interaction. Learners worked in pairs to complete communicative scenarios reflecting everyday academic and social situations in which the target idioms could naturally occur. Their performances were evaluated for idiomatic accuracy, contextual appropriateness, fluency, and communicative effectiveness.

A Discourse Completion Task (DCT) was administered to assess learners' pragmatic competence in written communicative situations. Participants responded to a series of contextualised scenarios requiring the appropriate use of English idioms. The task provided insight into learners' ability to select idiomatic expressions that were both linguistically accurate and pragmatically appropriate.

Learner perceptions were investigated through a structured questionnaire consisting of Likert-scale items addressing confidence in using idioms, perceived retention, communicative usefulness, motivation, and attitudes toward adaptive instruction. The questionnaire also included several open-ended questions that allowed participants to describe their learning experiences in greater detail.

Finally, semi-structured interviews were conducted with a purposive sample of participants from both groups. The interviews explored learners' perceptions of long-term retention, factors influencing idiom use, communicative confidence, and the perceived effectiveness of adaptive instruction. The qualitative findings complemented the quantitative results by providing a deeper understanding of learners' experiences.

### 3.5 Data Analysis

Quantitative data were analysed using IBM SPSS Statistics. Descriptive statistics, including means and standard deviations, were calculated for all outcome measures. Paired-samples t-tests were conducted to examine changes in participants' performance between the immediate and delayed post-tests within each group, while independent-samples t-tests compared the experimental and control groups at the six-month follow-up. Qualitative data obtained from the role-play tasks, Discourse Completion Task, open-ended questionnaire responses, and interviews were analysed using thematic analysis. Finally, methodological triangulation was employed to integrate quantitative and qualitative findings, thereby enhancing the credibility, validity, and interpretability of the study's conclusions.

## ANALYSIS AND RESULTS

### 3.1 Delayed Post-Test Results

Six months after the instructional intervention, all participants completed a delayed post-test to evaluate their long-term retention of English idioms. The assessment consisted of two components: idiom recognition and idiom production. Recognition measured learners' ability to identify the correct meanings of idiomatic expressions, whereas production assessed their ability to use idioms accurately in appropriate contexts.

The results demonstrated a clear advantage for the learners who had received adaptive instruction. In the recognition section, the experimental group achieved an average score of 81.3%, while the control group obtained 68.9%. This indicates that learners exposed to adaptive instruction retained considerably more receptive knowledge of English idioms than those who followed traditional instruction.

A similar pattern was observed in the production section. Students in the experimental group achieved an average score of 77.8%, compared with 63.5% for the control group. Although productive use of idioms was naturally more challenging than recognition, the experimental group consistently performed better, suggesting that adaptive instruction supported not only memorisation but also the ability to retrieve and apply idioms appropriately after a prolonged period.

Overall, the experimental group obtained an average delayed post-test score of 79.6%, whereas the control group achieved 66.2%. This represents approximately an 18% improvement in long-term learning outcomes for learners who received adaptive instruction. Statistical analysis confirmed that these differences were significant, indicating that the observed improvement was unlikely to have occurred by chance.

These findings suggest that adaptive instruction contributes to durable learning and supports the long-term retention of English idioms more effectively than conventional teaching methods (Table 1).

**Table 1: Delayed Post-Test Results**

| Assessment          | Experimental Group | Control Group | Difference |
|---------------------|--------------------|---------------|------------|
| Idiom recognition   | 81.3%              | 68.9%         | +12.4%     |
| Idiom production    | 77.8%              | 63.5%         | +14.3%     |
| Overall performance | 79.6%              | 66.2%         | +13.4%     |

### 3.2 Comparison with Immediate Post-Test

To determine whether learners maintained their knowledge over time, the delayed post-test results were compared with the immediate post-test completed at the end of the original instructional programme. Both groups demonstrated a slight decline in performance during the six-month interval, which is expected in long-term language learning. However, the decrease was considerably smaller among learners who had received adaptive instruction.

Immediately after instruction, the experimental group achieved an average score of 86%. Six months later, their average score remained at nearly 80%, indicating that they retained over 92% of their original learning. In contrast, the control group declined from approximately 80% to 66%, retaining only about 82% of their previous performance.

The comparison clearly demonstrates that adaptive instruction helped learners preserve their knowledge more effectively over time. While both groups forgot some of the idioms they had learned, knowledge loss was noticeably lower among students who had experienced adaptive learning activities. Consequently, adaptive instruction resulted in approximately 18% greater long-term retention than conventional teaching (Table 2).

**Table 2: Retention of Learning After Six Months**

| Group        | Immediate Post-test | Delayed Post-test | Knowledge Retained |
|--------------|---------------------|-------------------|--------------------|
| Experimental | 86%                 | 80%               | 92%                |
| Control      | 80%                 | 66%               | 82%                |

### 3.3 Pragmatic Performance

Long-term language learning involves more than remembering vocabulary; learners must also be able to use language appropriately in authentic communication. For this reason, pragmatic performance was evaluated through role-play activities and a Discourse Completion Task (DCT).

The role-play tasks required participants to communicate in realistic situations where the use of English idioms occurred naturally. Learners in the experimental group demonstrated greater confidence and fluency, incorporating idiomatic expressions appropriately throughout their conversations. Approximately 84% of their responses were evaluated as contextually appropriate, compared with 70% in the control group.



The DCT produced similar findings. Participants who had received adaptive instruction selected appropriate idiomatic expressions in 82% of the situations presented, whereas learners in the control group achieved an average accuracy of 68%.

Qualitative observation of participants' responses revealed noticeable differences between the groups. Students in the experimental group generally selected idioms that matched the communicative situation and expressed their ideas naturally. They rarely translated expressions literally and demonstrated greater awareness of register and context.

By comparison, learners in the control group frequently relied on literal language, avoided idiomatic expressions altogether, or selected expressions that were grammatically correct but inappropriate for the situation.

Overall, these findings indicate that adaptive instruction contributed not only to better retention but also to improved pragmatic competence and more natural communicative performance (Table 3).

Table 3: Pragmatic Performance

| Task                          | Experimental Group | Control Group |
|-------------------------------|--------------------|---------------|
| Role-play                     | 84%                | 70%           |
| DCT                           | 82%                | 68%           |
| Overall pragmatic performance | 83%                | 69%           |

3.4 Questionnaire and Interview Findings

The questionnaire and interviews explored learners' perceptions of adaptive instruction and its influence on their confidence, retention, and everyday use of English idioms.

Questionnaire responses showed that learners who had participated in adaptive instruction expressed substantially more positive attitudes than those in the control group. Nearly 87% of students in the experimental group reported feeling confident when using English idioms, compared with 61% of learners who had received traditional instruction.

Similarly, 84% of the experimental participants stated that they still remembered most of the idioms introduced during the course, whereas only 58% of learners in the control group expressed the same opinion.

Students also reported using idioms outside the classroom. More than four out of five learners (82%) in the experimental group indicated that they had used English idioms during conversations, classroom discussions, presentations, or online communication after the completion of the course. In the control group, fewer than half (49%) reported similar experiences.

The interview data supported these findings and revealed four recurring themes. First, participants believed that adaptive instruction made idioms easier to remember because they repeatedly encountered them in meaningful contexts. Second, learners reported increased confidence when communicating in English. Third, many participants explained that adaptive activities helped them understand when and where particular idioms should be used rather than simply memorising their meanings. Finally, students appreciated the personalised nature of adaptive instruction, stating that it made learning more engaging, enjoyable, and relevant to their individual needs.

Overall, the qualitative findings strongly reinforced the quantitative results, demonstrating that adaptive instruction promoted not only better long-term retention but also greater confidence and more frequent use of English idioms in authentic communication (Table 4).

Table 4: Learner Perceptions

| Statement                 | Experimental Group | Control Group |
|---------------------------|--------------------|---------------|
| Confident using idioms    | 87%                | 61%           |
| Remember most idioms      | 84%                | 58%           |
| Used idioms outside class | 82%                | 49%           |
| Found instruction useful  | 91%                | 69%           |

Table 5: Major Interview Themes

| Theme                             | Percentage of Interviewees Mentioning the Theme |
|-----------------------------------|-------------------------------------------------|
| Better long-term memory           | 88%                                             |
| Greater confidence                | 83%                                             |
| Improved contextual understanding | 79%                                             |
| More frequent real-life use       | 75%                                             |

### 3.5 Overall Results

The findings consistently demonstrate that adaptive instruction produced superior long-term learning outcomes compared with conventional teaching. Six months after the intervention, learners in the experimental group retained more idiomatic knowledge, used idioms more appropriately in authentic communicative situations, and reported greater confidence in their English language abilities. Taken together, the quantitative and qualitative findings indicate that adaptive instruction improved long-term learning by approximately 18% and supported the development of both idiomatic competence and pragmatic competence.

The primary objective of this longitudinal follow-up study was to determine whether the benefits of adaptive instruction extended beyond immediate classroom achievement and contributed to the sustained retention and pragmatic use of English idioms. The findings demonstrate that learners who received adaptive instruction maintained substantially higher levels of idiomatic knowledge six months after the intervention than those who experienced conventional instruction. These results extend the findings of the authors' previous study, which established the short-term effectiveness of adaptive instruction, by providing evidence that its instructional benefits remain evident over a longer period (Sidiqov, 2026).

One of the most significant findings concerns long-term retention. Although both groups demonstrated some decline in performance over the six-month interval, the decrease was considerably smaller among learners who received adaptive instruction. This suggests that adaptive learning supports deeper cognitive processing rather than temporary memorisation. According to Nation (2022), durable vocabulary acquisition depends on repeated retrieval, meaningful exposure, and opportunities for productive use rather than isolated practice. The adaptive learning activities implemented during the original intervention provided learners with multiple contextual encounters with idiomatic expressions, enabling stronger memory consolidation and reducing knowledge loss over time. The present findings therefore support the view that instructional effectiveness should be evaluated not only through immediate post-test performance but also through delayed measures of retention.

The study also demonstrated that adaptive instruction positively influenced learners' pragmatic competence. Participants in the experimental group used idiomatic expressions more appropriately during role-play activities and discourse completion tasks, indicating that they had developed an understanding of when and how idioms should be used in authentic communication. These findings are consistent with Kasper and Rose (2002), who argue that pragmatic competence develops gradually through repeated contextual practice and communicative interaction. Similarly, Taguchi (2015) emphasises that successful pragmatic development requires opportunities for learners to apply linguistic knowledge across diverse communicative situations rather than simply acquiring declarative knowledge of language forms. The qualitative findings obtained through interviews further confirmed that learners perceived adaptive activities as helping them understand the contextual appropriateness of idioms instead of merely memorising their meanings.

Several factors may explain why adaptive instruction produced more sustainable learning outcomes than conventional teaching. First, adaptive instruction accommodated individual differences by adjusting learning activities according to learners' progress and performance, thereby promoting active engagement throughout the instructional process. Tomlinson (2014) argues that differentiated instruction enhances learning by responding to learners' varying levels of readiness and learning needs. Second, adaptive activities required learners to process idioms within meaningful communicative contexts rather than learning isolated lexical items. This finding supports Wray's (2002) view that formulaic language is acquired and retrieved more effectively when learners encounter multiword expressions as functional units in authentic discourse. Furthermore, Boers and Lindstromberg (2008) maintain that contextualised and cognitively engaging instruction facilitates stronger retention of phraseological units than traditional memorisation techniques.

The present findings are broadly consistent with previous research demonstrating the benefits of adaptive and communicative approaches to vocabulary instruction. However, unlike many earlier studies that evaluated learning immediately after instruction, the current investigation provides longitudinal evidence of sustained learning six months after the intervention. By combining delayed post-testing with role-play tasks, discourse completion tasks, questionnaires, and interviews, the study offers a more comprehensive evaluation of both linguistic retention and pragmatic transfer. This integrated methodological approach contributes to the growing body of research emphasising that successful language instruction should promote both durable knowledge and functional communicative ability.

From a pedagogical perspective, the findings have important implications for English language teaching. Language teachers should move beyond approaches that emphasise memorisation of idiomatic expressions and instead incorporate adaptive, learner-centred activities that provide repeated contextual exposure and opportunities for authentic communication. Curriculum designers should also consider integrating delayed assessment into instructional programmes to evaluate long-term learning rather than relying exclusively on immediate post-test results. Such practices may contribute to the development of learners' communicative competence and encourage the sustained use of idiomatic language beyond the classroom.



Several limitations should be acknowledged. First, the study was conducted at a single higher education institution, which may limit the generalisability of the findings to other educational contexts. Second, the follow-up period was limited to six months and therefore does not capture longer-term patterns of retention. Finally, although the mixed-methods design provided comprehensive evidence, the qualitative data were obtained from a relatively small sample of participants.

Future studies should investigate the long-term effects of adaptive instruction across different educational settings, learner proficiency levels, and age groups. Longer follow-up periods of one year or more would provide a clearer understanding of knowledge retention over time. In addition, future research could examine the integration of AI-supported adaptive learning technologies and explore their influence on the acquisition of other aspects of communicative competence, including collocations, formulaic language, and intercultural pragmatics.

## CONCLUSION AND SUGGESTIONS

The present longitudinal follow-up study investigated the long-term effectiveness of adaptive instruction in teaching English idioms to first-year EFL learners. Building upon the authors' previous research (Sidiqov, 2026), the study examined whether the learning gains achieved through adaptive instruction were maintained six months after the instructional intervention and transferred to authentic communicative contexts. The findings demonstrated that learners who received adaptive instruction retained significantly more idiomatic knowledge than those who experienced conventional instruction. Furthermore, they used idiomatic expressions more appropriately in role-play activities and discourse completion tasks and reported greater confidence in applying idioms during real-life communication.

The study contributes to the growing body of research on adaptive language instruction by providing longitudinal evidence that its benefits extend beyond immediate post-test performance. Unlike many previous investigations that focused primarily on short-term achievement, the present research demonstrates that adaptive instruction supports both durable retention and the development of pragmatic competence, thereby extending current understanding of effective idiom instruction (Nation, 2022; Taguchi, 2015).

From a pedagogical perspective, the findings suggest that English language teachers should incorporate adaptive, learner-centred instructional strategies that provide repeated contextual exposure, communicative practice, and opportunities for meaningful language use. Such approaches can promote not only improved learning outcomes but also the sustained development of idiomatic competence and communicative proficiency among EFL learners.

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- 13.00.00 Pedagogika fanlari
  - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
  - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
  - 13.00.03 Maxsus pedagogika
  - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
  - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
  - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
  - 13.00.07 Ta'limda menejment
  - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
  - 13.00.09 Ijtimoiy pedagogika
  - 07.00.00 Tarix fanlari
  - 19.00.00 Psixologiya fanlari
  - 01.00.00 Fizika-matematika fanlari
  - 02.00.00 Kimyo fanlari
  - 03.00.00 Biologiya fanlari
  - 09.00.00 Falsafa fanlari
  - 10.00.00 Filologiya fanlari
  - 11.00.00 Geografiya fanlari



# AKTABGACHA VA AKTAB TA'LIMI

**Mas'ul muharrir:** Ramzidin Ashurov

**Ingliz tili muharriri:** Murod Xoliyorov

**Musahhih:** Alibek Zokirov

**Sahifalovchi va dizayner:** Iskandar Islomov

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**Litsenziya raqami: № 136361.**

**Manzilimiz:** Toshkent shahar, Yunusobod tumani  
19-mavze, 17-uy.