



MODERN METHODS OF TEACHING A FOREIGN LANGUAGE TO REPRESENTATIVES OF DIFFERENT NATIONALITIES

Rasulov Shakhzod

2nd year master's student of the
Faculty of Foreign Languages of
Navoi State Pedagogical Institute

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ABSTRACT

It may be difficult to treat all students equally at schools where foreign languages are taught if they come from different cultural backgrounds. Students' varying levels of comprehension, prior information, learning styles, cognitive abilities, difficulties with pronunciation, vocabulary, and general difficulties with language acquisition could all pose potential issues. In this paper I will examine how English is taught in schools to pupils from various cultural backgrounds. The results revealed significant variations in terms of learning and acquiring English, as evidenced by the following factors: difficulty learning vocabulary, frequent code switching, and cognitive difficulties. According to the findings, attitudes toward learning and motivation among students are related. The data showed that culturally diverse kids in elementary school are more engaged and talkative in English language lessons, however those in high school experience more challenges with motivation, pronunciation, and speaking in front of big groups. At the university level, students from other cultures tend to become more reclusive and less intelligent. With the right teaching strategies, students' accomplishments can be improved, which will eventually affect their ability to grasp the English language.

As the amount of students enrolling in colleges worldwide has expanded dramatically, both instructors and students must overcome the problems of a new educational environment. In this article I identify challenges associated with educating non-native English speakers from various cultural backgrounds and

recommend ideal solutions for overcoming linguistic and cultural barriers through English lessons. The current paper's goal is to get to the bottom of the issue and address the most important factors that would provide the most accurate answers to how different understanding, background knowledge, learning abilities,



and cognitive skills, as well as challenges related to comprehension, pronunciation, vocabulary, and language acquisition in general, affect the teaching process in multilingual language classrooms. When teaching English in such a setting, a teacher should consider the students' experiences and learning styles when selecting strategies to utilize with all of them in order to assist them grasp properly and without difficulty.

Many study reveals that managing multiculturalism is a really interesting topic. We looked into the benefits and drawbacks of including kids from different cultural backgrounds in a classroom and how it affects their academic performance, mental health, cognitive growth, socialization, and interactions with peers and teachers. Language learning is influenced by a person's social background, environment, and culture. Students differ in terms of background, learning styles, and a variety of other aspects, all of which have an impact on their behavior. As a result, effective and qualified instructors employ a range of instructional strategies to motivate learning in all of their pupils. For instance, using assumptions about one's race or ethnicity as the basis for a lesson plan for kids from that culture is improper.

One of the challenges faced by overseas students who enroll at the university is that, occasionally, their level of English proficiency does not meet the prerequisites for admission to the first year of study. According to the Common European Framework of Reference for Languages, in order to be able to handle the English lessons students attend in their first two years of study, their level should typically be at least B1. This language proficiency is

required since they require a strong command of English, particularly when the study of ESP is required. The majority of foreign students who enroll in oil and gas engineering faculties must know the specialized vocabulary for their English classes as well as for their future academic and professional pursuits. In reality, teachers confront a significant problem because student groups are not homogeneous, necessitating the employment of varied teaching methods and tactics to assist learners in achieving an appropriate level of language knowledge that allows them to pass their examinations. Aside from their lack of language competency, teachers must consider challenges linked to students' adaptation to a new cultural setting, which can have a significant impact on the teaching process. As a result, the role of teachers is complex and difficult since, when teaching English, they must manage psychological and cultural differences in order to establish an acceptable instructional environment.

Researchers in numerous studies have emphasized the fundamental premise that in order for educators working with multiethnic learners to be successful and give their students «responsive learning experiences,» they must «understand different values, beliefs, and traditions» (Carrasquillo, 1994, p. 53). Teaching effectively in a multicultural setting is impossible without «an awareness, comprehension, and acceptance of cultural and language diversity» (Carrasquillo, 1994, p. 58). To put it another way, only educators who «embrace the rewarding experience of learning about culture» can guide their students toward linguistic and academic success. This is possible if



teachers put the knowledge they have learned in the classroom to use and expose pupils to «intercultural communication» on a regular basis (Cushner, McClelland & Safford, 1991)

Another part of establishing a friendly relationship between a teacher and students in a multicultural classroom should be based on the fact that students in authoritarian classrooms are more inclined to give negative criticism or may feel threatened for being different. To avoid this, a teacher should behave in the classroom as a facilitator rather than an instructor. Creating a survey to determine what is most interesting for students and what meets their needs may be a good way to demonstrate to them that they are the ones who help the teacher decide and gives them motivation to learn, once they had the opportunity to choose and be recognized as an important factor in making decisions.

Students from diverse cultural backgrounds, as well as non-native speakers of the language spoken in that country, may feel disoriented and unaccepted, causing them to abandon their home language and view English as their primary language. In a culturally responsive classroom, it is critical to promote variety and help non-native speakers understand that diversity is advantageous and enriches the entire classroom. That is the ideal way for assisting pupils in achieving fluency in English while being comfortable. Even using students' native language in some products may be beneficial to English learning. Teachers should understand how to include information relating to their students' diversity into ordinary classes while making them feel accepted, thereby encouraging students to create a sense of

identity based on their uniqueness. Teachers play a crucial role in ensuring that kids do not feel isolated and that they have a friend in their teacher.

Teachers should use various grouping tactics, such as grouping pupils based on qualifications/programs. This assists in tending to their demands, such as language use, grammar, and language skills in English language acquisition. In other cases, a teacher may split students based on their ability if the learning outcome necessitates it. When pairing pupils together, group dynamics must also be taken into account. Furthermore, when classifying students, background and competency level play an important influence. A curriculum is frequently undervalued in terms of its usefulness in teaching, although it is critical for a strong pedagogical approach to academic performance. Even the simplest basic curriculum is significant since it determines what is considered the best literature, writers, and texts for students to read, as well as what is ideal to employ to teach pupils value their own culture and history (Davis, 2013). What is vital is that all students in a group be active participants, cooperating with their peers in all assigned activities. This will ensure that kids are effectively learning. Balancing a group helps the teacher avoid the Halo Effect, and those who are adept are expected to assist pupils who require assistance. This diversity of students in one class is interesting, and it necessitates the teacher's innovation and creativity in order to have a «coherent» class.

Teachers with experience in multicultural classrooms have pushed for a wide range of strategies to overcome barriers to learning. George (1994), for



example, advocated and tested co-operative learning approaches and concepts that assist students in studying together in the multicultural university classroom. Co-operative learning entails groups of around four people working together on a task where members are personally accountable for their portion of an output that requires a collaborative effort to complete successfully (Johnson & Johnson, 2000).

Another specific technique is the «think-pair-share» method created by Lyman (cited in George, 1994), in which students are given time to frame their responses to questions about readings before pairing up with a partner and conferring before being randomly selected to present their class's collective response. Additionally, a «drill and review» method has been shown effective in multicultural university classrooms. Using this technique, the class is divided into dyads, with one student serving as the driller and the other taking notes and responding to the review.

Peer tutoring is another cooperative learning technique utilized in multicultural classes (Slavin, 1990). A higher performing or more advanced student and a peer student tutor each other more frequently using this approach. Through the processes of memory and explanation, the technique has been found to enhance the academic performance, attitude, and motivation of the student tutor and the student peer.

Experiential learning theory, which describes how knowledge develops through the transformation of experience, also contributes to the development of teaching skills for educators in the multicultural classroom. The range of experiences and viewpoints present in the

multicultural classroom can be tapped into and opened up by assisting students in identifying and sharing their experience connected to the themes being covered in class.

Break up and report back strategy. The teacher divides the class into smaller, culturally diverse groups of two, three, or four students as part of this straightforward method. The teacher will next give each group a question to answer or may ask all groups to respond to a list of questions. Each group would be given a deadline to finish the assignment and be told that one member would be chosen to present to the larger group. This creates a less intimidating small group setting where a student with limited language proficiency can practice understanding and responding to questions before speaking in front of a bigger group. Students who participated in the student focus group stated that the teacher's grouping of the class was generally preferable to self-selection since it creates groups with a variety of cultures and languages.

Conclusion. It is possible to draw the conclusion that there are a variety of issues with the educational process in an international classroom based on the perceptions of the focus group participants. Their root causes might be anything from the students' English proficiency, which is frequently lower than the language admittance criteria, to certain cultural aspects that obstruct learning. These issues typically include cultural differences, learning styles that may differ from those expected by teachers, and other specifics that may make it difficult for students to adjust to a new academic environment (feeling of discomfort and dislocation, difficulties in communication etc.). It is



important to note that there are no significant occurrences (conflicts, violence, racial animosity, etc.) that could impede students' advancement in their academic endeavors.

Teachers should put a lot of effort into helping their pupils live better lives. By altering their learning strategies, they can also contribute to making the multicultural classroom a more enjoyable environment to be in. One of the most crucial components of teaching pupils from different cultures is being adaptable (Doyle, 2006). It is crucial for teachers to look into any difficulties that arise in the classroom or with learning processes, to work with students to find solutions, to assist them advance academically, and to build good relationships with them.

Conflicts are likely to arise when cultural concerns are not appropriately

addressed in the classroom because values underlying every educational activity and behavior expectations are culturally embedded. That has proven to be the secret to successful English language instruction for learners from many cultural backgrounds. However, studies have shown that minority ethnic groups frequently experience challenges in academic settings because of language barriers, feelings of isolation, and issues transitioning to a new cultural milieu. It is crucial that educational institutions support minority students and promote the development of programs to promote multiculturalism in classrooms. Academic administrators' efforts to raise faculty knowledge of the influence of culture on minority students' learning should be supported by research.

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