

EFFECTIVE STRATEGIES FOR TEACHING ENGLISH IN A MULTILINGUAL CLASSROOM

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Tayanch soʻzlar: koʻp tilli taʼlim, til oʻzlashtirish, oʻqitish strategiyalari, madaniy xilma-xillik, inklyuziv taʼlim muhiti.

Ключевые слова: многоязычное образование, усвоение языка, стратегии обучения, культурное разнообразие, инклюзивная образовательная среда.

Key words: multilingual education, language acquisition, teaching strategies, cultural diversity, inclusive learning environments.

Introduction. In an era characterized by globalization and increased migration, multilingualism has become a common phenomenon in educational settings worldwide. Classrooms are increasingly populated by students who speak multiple languages, each bringing their unique linguistic resources and cultural experiences. While this diversity enriches the educational landscape, it also presents distinct challenges for educators tasked with teaching English as a second language (ESL). Understanding the complexities of multilingualism is essential for developing effective teaching strategies that meet the needs of all learners.

Multilingual students often face various cognitive and emotional challenges when learning English. These challenges arise from differences in language proficiency, cultural backgrounds, and prior educational experiences. For instance, a student who speaks Arabic at home may encounter difficulties with English phonetics and syntax due to the structural differences between the two languages. Additionally, students may feel anxious or isolated if they struggle to communicate effectively in English, which can hinder their overall academic performance and social integration. Therefore, it is crucial for educators to adopt a holistic approach to teaching that considers both linguistic and emotional factors.

Understanding Multilingualism involves recognizing the complex interplay of cognitive processes and social interactions that shape how individuals acquire and use multiple languages.

Multilingualism encompasses a range of cognitive processes and social interactions that influence how individuals acquire and use language. Research indicates that multilingual individuals often have varying degrees of proficiency in their languages, which can significantly affect their learning experiences [1]. For example, a student who is fluent in their native language may find it easier to grasp certain concepts in English if they can draw parallels between the two languages. However, if a student has limited exposure to English outside the classroom, they may struggle with vocabulary acquisition and comprehension.

The concept of “language transfer” plays a vital role in multilingual education. Language transfer occurs when a learner applies knowledge from their first language to their second language. This phenomenon can be both positive and negative; for instance, a student might successfully transfer grammatical structures from their native language to English, facilitating understanding. Conversely, negative transfer can lead to errors and misunderstandings in language use. Teachers must be aware of these dynamics and provide tailored support to help students navigate the complexities of language transfer.

Cognitive factors play a significant role in how multilingual students acquire new languages, shaping their ability to process, understand, and integrate English alongside their existing linguistic knowledge.

Cognitive factors significantly influence how multilingual students acquire new languages [2]. Distinguishes between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS refers to the everyday language used in social interactions, while CALP involves the academic language necessary for success in school settings. Multilingual students often develop BICS more rapidly than CALP, leading to potential misunderstandings in academic contexts where advanced language skills are required.

To address this disparity, educators should focus on creating opportunities for students to engage with academic language in meaningful contexts. This can involve using content-based instruction, where language learning is integrated with subject matter content. For example, teachers can design lessons that incorporate vocabulary relevant to science or history while simultaneously teaching language skills. By embedding language instruction within academic content, educators can help multilingual students develop CALP more effectively.

The role of metacognition in language acquisition cannot be overlooked. Metacognition refers to an individual's awareness and understanding of their own thought processes. Encouraging students to reflect on their learning strategies can empower them to take control of their language development. Educators can teach metacognitive strategies such as self-monitoring and goal-setting, which enable students to assess their progress and adjust their learning approaches accordingly.

The social and cultural dimensions of multilingual students play a crucial role in shaping their learning experiences and outcomes, influencing both their engagement and success in acquiring English.

The social and cultural backgrounds of multilingual students significantly impact their learning experiences and outcomes. According to [8:], culturally relevant pedagogy fosters student engagement by connecting academic content to students' cultural contexts. This approach recognizes that students' identities are shaped by their cultural backgrounds and that these identities should be acknowledged and valued within the classroom.

Creating an inclusive environment requires teachers to implement culturally responsive teaching practices that honor students' languages and cultures. For instance, incorporating literature from diverse authors or discussing historical events from multiple perspectives can help students see themselves reflected in the curriculum. Additionally, encouraging students to share their cultural experiences fosters a sense of belonging and community within the classroom.

Moreover, peer interactions play a critical role in language development for multilingual learners. Collaborative learning environments provide opportunities for students to practice their language skills while working together on projects or assignments. Group activities promote communication and social interaction, allowing

students to use English in authentic contexts. By fostering a sense of collaboration among students, educators can enhance language acquisition while also building social connections.

The importance of family involvement cannot be understated in supporting multilingual learners. Engaging families in the educational process helps bridge the gap between home and school environments. Schools can organize workshops or informational sessions for parents that focus on how they can support their children's language development at home. Providing resources in multiple languages can empower families to be active participants in their children's education.

Effective Teaching Strategies for supporting multilingual students in acquiring English involve implementing evidence-based approaches that consider their diverse linguistic backgrounds, fostering an inclusive and engaging learning environment.

To support multilingual students in acquiring English effectively, educators can implement several evidence-based teaching strategies:

Differentiated Instruction: Tailoring lessons to meet the diverse needs of students enhances engagement and understanding. This may involve using visual aids, group work, and hands-on activities that cater to various learning styles [10]. For example, teachers might provide graphic organizers to help students visualize relationships between concepts or use multimedia resources to reinforce vocabulary learning.

Scaffolding Techniques: Scaffolding involves providing temporary support structures that help students build on their existing knowledge while gradually increasing the complexity of tasks. Techniques such as modeling, think-aloud, and guided practice can facilitate comprehension [11]. For instance, during a reading lesson, a teacher might model how to annotate a text before asking students to practice the skill independently.

Collaborative Learning: Encouraging peer collaboration allows multilingual students to practice their language skills in a supportive environment. Group activities promote communication and social interaction while providing opportunities for authentic language use [7]. Teachers can structure collaborative tasks that require students to discuss ideas, solve problems together, or present findings as a team.

Language Integration Across the Curriculum: Integrating language instruction across subjects ensures that multilingual students receive consistent support in developing their English skills while engaging with academic content [3]. For example, science lessons can include vocabulary related to scientific processes alongside hands-on experiments that allow students to apply their knowledge practically.

Use of Technology: Incorporating technology into language instruction can enhance learning experiences for multilingual students. Digital tools such as language learning apps, interactive whiteboards, and online resources can provide additional support for vocabulary acquisition and grammar practice. Educators can leverage technology to create engaging multimedia presentations or virtual collaborative projects that connect students across different cultures.

Culturally Relevant Resources: Utilizing culturally relevant materials not only engages multilingual learners but also validates their experiences and backgrounds. Selecting texts that reflect diverse cultures allows students

to see themselves represented in the curriculum while also introducing them to new perspectives [4]. This practice fosters an appreciation for diversity and encourages critical thinking about cultural issues.

Formative Assessment Practices: Continuous assessment is crucial for understanding student progress and areas needing improvement. Formative assessments such as observations, peer feedback, and self-assessments provide valuable insights into student learning [5]. Furthermore, incorporating student reflections on their learning experiences can help teachers adjust instruction based on individual needs.

Assessment Considerations Assessment considerations for multilingual students require careful attention to their unique linguistic backgrounds, ensuring that evaluation methods are inclusive and reflect their diverse language skills.

Assessing multilingual students requires careful consideration of their unique linguistic backgrounds. Traditional assessment methods may not accurately reflect students' abilities due to language barriers. Therefore, educators should employ alternative assessment strategies that focus on language development rather than solely on content knowledge [9].

Formative assessments such as observations and peer feedback can provide insights into students' progress over time. Additionally, portfolios showcasing a student's work can demonstrate growth in both language proficiency and academic achievement. By utilizing diverse assessment methods, educators can create a more comprehensive understanding of each student's capabilities.

Another important aspect of assessment is providing timely feedback that is constructive and specific. Feedback should be geared towards helping students understand their strengths and areas for improvement while encouraging them to take ownership of their learning journey [6]. Moreover, involving students in self-assessment fosters metacognitive awareness and encourages them to reflect on their learning processes.

Conclusion. Teaching English to multilingual students presents both challenges and opportunities for educators. By understanding the cognitive, social, and cultural factors influencing language acquisition, teachers can implement effective strategies that promote language development and academic success. Creating an inclusive learning environment that values diversity is essential for fostering positive outcomes for multilingual learners.

As classrooms continue to grow more diverse, it is imperative for educators to adapt their teaching practices to meet the needs of all students. By recognizing the rich linguistic resources that multilingual learners bring to the classroom and providing targeted support through differentiated instruction, scaffolding techniques, collaborative learning opportunities, technology integration, culturally relevant resources, and thoughtful assessment practices, educators can empower these students to thrive academically while developing their English language skills.

Ultimately, fostering an environment where multilingual learners feel valued and supported will contribute significantly to their overall educational experience and future success. The journey towards becoming proficient in English is not merely about mastering a new language; it is about building confidence, fostering connections with peers, and developing a sense of identity within a multicultural society.

By embracing the principles of inclusivity and understanding the complexities of multilingualism, educators can create classrooms where every student has the opportunity to flourish-both linguistically and academically-preparing them for success in an increasingly interconnected world.

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РЕЗЮМЕ. Ushbu maqola ko'p tilli talabalarga ingliz tilini o'rgatish bilan bog'liq muammolar va strategiyalarni o'rganadi, tilni o'zlashtirishga ta'sir qiluvchi kognitiv, ijtimoiy va madaniy omillarni ta'kidlaydi. U o'qituvchilarga ushbu o'quvchilarning noyob ehtiyojlarini qondiradigan inklyuziv ta'lim muhitini yaratish uchun samarali yondashuvlarni taqdim etishga qaratilgan. Ko'p til biladigan talabalarning turli xil tilshunosligini tan olish orqali o'qituvchilar, ularning til rivojlanishi va akademik muvaffaqiyatlarini yaxshiroq qo'llab-quvvatlashlari mumkin.

РЕЗЮМЕ. В статье рассматриваются проблемы и стратегии, связанные с преподаванием английского языка многоязычным студентам, подчеркивая когнитивные, социальные и культурные факторы, которые влияют на усвоение языка. Цель статьи — предоставить педагогам эффективные подходы к созданию инклюзивной среды обучения, которая отвечает уникальным потребностям этих учащихся. Признавая различные языковые бэкграунды многоязычных студентов, учителя могут лучше поддерживать их языковое развитие и академические успехи.

SUMMARY. This article explores the challenges and strategies involved in teaching English to multilingual students, emphasizing cognitive, social, and cultural factors that influence language acquisition. It aims to provide educators with effective approaches to create inclusive learning environments that cater to the unique needs of these learners. By recognizing the diverse linguistic backgrounds of multilingual students, teachers can better support their language development and academic success.

НЕМЕЦ ТИЛИ САБАҒЫНДА БАСЛАҒЫШ КЛАСС ОҚЫҒЫШЛАРЫНА ГРАММАТИКАНЫ ҮЙРЕТИҮДЕ ОЙЫНЛАРДЫҢ ӘХМИЙЕТИ

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Таянч сўзлар: бошланғич, ўйин, хорижий тил, нутқ, услуб, таълим, расм.

Ключевые слова: первичный, игра, иностранный язык, речь, метод, обучения, фото.

Key words: primary, game, foreign language, speech, education, method, foto.

Кирисиў. Заман раўажланыўы менен инсанлардан өз ана тилинен тысқары бир қанша шет тиллерин үйрениў талап қылынбақта. Ҳазирги излениўлер бул жағдайды ерте жастан баслаў өзиниң унамлы тәрәплерин берип атырғанлығын атап өтеди. Бизиң елимизде усы мәселеге үлкен итибар берилип, шет тиллерин оқытыўда, әсиресе англис хәм немис тиллерин оқытыўда дүньяның жетекши университетлери менен биргеликте жаңа методлар тийкарында бағдарламалар ислеп шығылмақта.

Мәмлекетимиздиң билимлендириў системасының барлық баскышларында шет тиллерин үзликсиз үйрениўди шөлкемлестириў бойынша кең көлемли ислер әмелге асырылмақта.

Биз мақаламызда баслаўыш класс оқығшыларына немец тилиниң грамматикасын үйретиўде қандай заманағой технологиялардан пайдаланыўға болады хәм оны сабақ барысында қалай пайдаланамыз, усы ҳаққында айтып өтпекшимен.

Бүгинги күни оқытуғшыларға қойылатуғын тийкаргы талаплардан бири алдыңғы педтехнологиялар менен танысыў хәм сабақ процесинде қолланып усылар арқалы балаларды еркин пикирлеўге, сөйлеўге үйретиўден ибарат. Кейинги жыллары бул баскыш өз нәтийжесин бермекте.

Бүгинги күни ҳәр бир оқытуғшы өз пәниниң мазмунынан келип шығып, сабақ процесинде ҳәр қыйлы интерактив усыллардан, ойынлардан пайдаланбақта. Оқытуғшының ўазыйпасы ҳәр бир оқығшының шет тилин жақсы өзлестириўи ушын шәраятлар жаратып берий, ҳәр бир оқығшыға өз шеберлигин көрсетип берийге имканият жаратыўдан ибарат [2:14].

Материаллар хәм усыллар. Мақаланы жазыў барысында бир қанша жаңа материаллар хәм заманағой усыллар менен танысып шықтық.

Сондай-ақ ойын жәрдемінде оқытуғшы балаларды шет тилинде еркин сөйлеўге, ҳәр қандай реал жағдайларды шешиўге қайсы усыллар жәрдемінде үйретеди, усылар бойынша излениўлер алып бардық.