



TEACHING ENGLISH LANGUAGE AS A FOREIGN LANGUAGE IN DIVERSE CLASSROOM

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Abstract: *In contemporary educational settings, the increasing diversity of classrooms presents both challenges and opportunities for English language teaching. This article explores effective strategies and methodologies for teaching English in diverse classrooms, aiming to foster an inclusive learning environment that caters to the varied linguistic and cultural backgrounds of students.*

Key words: *different social background, diversity, cultural differences, material choosing, classroom, effective strategies, methodologies*

Introduction

Diversity in the classroom encompasses a range of factors, including ethnicity, culture, language, socio-economic status, and learning abilities. Teachers must recognize that students bring their unique experiences, perspectives, and skills to the learning environment, which can enrich the educational experience for everyone. In this globalized world in one classroom there might be students from different cultural, social, and economic background. In these types of classrooms lessons are always interesting. But there are some challenges as well.

One of the primary challenges in diverse classrooms is addressing the varying levels of English proficiency among students. Teachers often encounter students who are native speakers, bilingual, or English language learners (ELLs) at different stages of language acquisition. This disparity can create difficulties in ensuring that all students engage with and understand the curriculum. Although some students are brilliant at grammar and vocabulary, they often face problems with pronunciation. When it comes to textbooks or reading materials, many students do not feel comfortable.

Another challenge is cultural differences that may affect communication styles, learning preferences, and classroom behavior. Students from different cultural backgrounds may have distinct approaches to learning and interaction, which requires teachers to be culturally sensitive and adaptable in their teaching methods.

Effective Strategies for Teaching English in Diverse Classrooms



1. Differentiated Instruction: This approach involves tailoring teaching methods to meet the diverse needs of students. By using a variety of instructional strategies, such as visual aids, group work, and hands-on activities, teachers can ensure that all students have access to the curriculum in a way that suits their learning styles and language proficiency levels.

2. Collaborative Learning: Group activities and peer interactions can promote language development and cultural exchange. Collaborative learning encourages students to work together, share ideas, and support each other, fostering a sense of community and mutual respect.

3. Scaffolded Instruction: Providing support structures, or scaffolds, helps students build on their existing knowledge and skills. Examples of scaffolding include using simplified language, providing visual supports, and offering step-by-step guidance. As students become more proficient, these supports can be gradually removed.

4. Culturally Responsive Teaching: This pedagogical approach emphasizes the importance of recognizing and valuing students' cultural backgrounds. Teachers can incorporate culturally relevant materials and examples into their lessons, create an inclusive classroom environment, and demonstrate respect for diverse perspectives.

5. Use of Technology: Technology can be a powerful tool for supporting English language learners. Educational software, online resources, and language learning apps can provide additional practice and reinforcement, catering to individual learning needs and preferences.

An inclusive classroom environment is one where all students feel valued, respected, and supported. Teachers can foster inclusivity by setting clear expectations for respectful behavior, celebrating cultural diversity, and promoting positive relationships among students.

Additionally, involving families and communities in the educational process can enhance students' learning experiences. Engaging with parents and community members provides valuable insights into students' backgrounds and helps build a supportive network for learners.

Conclusion

Teaching English in a diverse classroom requires a multifaceted approach that acknowledges and embraces the differences among students. By employing strategies such as differentiated instruction, collaborative learning, scaffolded instruction, culturally responsive teaching, and the use of technology, teachers can create a



supportive and effective learning environment for all students. Embracing classroom diversity not only enhances language learning but also prepares students to thrive in a multicultural world.

Since English language has been very popular around the world. As we have been living in globalized world, it is very common to see students from different cultural background. Because of this reason choosing materials is vital. Most students of Uzbekistan learn English language as foreign language. However, in some parts of Uzbekistan people learn French and German languages. Because of this reason they have got French and German accent in their pronunciation. Some students of universities are the students of Russian class and their grammar is good. Despite this many Russian students have their first language evidence in their accent. Sometimes many students who have Russian accent feel uncomfortable, when they give speech or presentation. When it comes to their course book, they use Road Map`s updated version. As this book has its online app my students can do online practices. In a week they use it about 2 hours and that is why their listening and grammar skill is better than the other skills. They are learning English in order to enter bachelors. Their target level is B2. As they have got extra lesson with support teachers, they may receive feedback from them.

Students will learn about “Education “which they can see in their textbook Road Map and watch a short video about Finland`s secondary schools and do the listening activity and they are given multiple choice questions.

While reading the short passage about school, students highlight the keywords about school and education and write 200-words summary about the passages.

The teacher shows the videos twice and first students watch it without its subtitle but weaker students are given subtitle and word list and they try to write some parts of the video themselves. After watching it for the second time they will check their spelling mistakes but if some students cannot understand some words translation, teacher gives their definition or shows the video from YouEnglish.com” website and then, they will give 3 minutes speech about its main idea and tell some key points of the video.

According to Beacher (2011), process adaptations will help the learners to learn easily and show their strong skills. That is why I have chosen this style. The main reason why I have provided tape script of the video is to improve their vocabulary and listening comprehension. Sometimes, even normal speed might be difficult for them to understand each information clearly.



As Tomlinson (2011), students have different abilities and weak and strong skills. Providing different types of tasks help them to show their strong skills. That is why I have chosen both productive and receptive skills. Furthermore, some weak students they use scripts or dictionary and it help them to do this tasks in a short time. Adoption to the video allows students to catch everything. (Beatcher, 2011) .

Selecting interesting materials is vital to make the students active in the classroom. I should also add, students activeness based on their understanding the topic very well. Since , classrooms consists of a variety of students who has got very good background knowledge or with some special needs or introvert and etc. If the student do not feel and understand what is going on in the classroom or do not understand clearly the aim of the activity, they cannot engage the lesson (Davis, 2006, p.8). That is why, I always check my students activeness during the lesson and if they are not able to do activities very well , I will explain the task again and while they are doing activities I usually tell “ *Do you need some help* “ . Students` needs are also very essential (Nunan,1988). Some want to improve only their speaking or some students are not good at writing. If one lesson teacher focuses on only oral activities , the other students might be bored passive in the lesson. If student cannot be active during the lesson, its main reason might be lacking of group works or participation (Nunan, 1988). In my lesson I have added many group work and individual activities. Time management is also important factor in teaching. If activity takes more time , the pace of the lesson will not be fast and interesting enough.

B, Y. Grave Jonathan“ *Road Map* “ (2020). UK. Pearson Press

Activity 2. Watch the video and highlight key points and tell the main idea

<https://youtu.be/ceWelKLfgv?si=ySp7JW-pTcz5fb>

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