

The Problems Of Teaching Multinational Classes In Efl

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Tayanch so'zlar: *Madaniy ma'sul, sezgir, ko'p millatli, ko;p tillik, har xil, o'rgatuvchi kurslar, pedagogik yunalishlar, texnikalar, integrallashtirish, tushunmovchilik, tushuncha.*

Ключевые слова: *культурно ответственные, чувствительные, многонациональный, многоязыковой, разные, обучающие курсы, педагогическое направление, техники, методы, интегрировать, недопонимание, осознание.*

This article is dedicated to the management of multinational groups in EFL classes. It discusses challenges teachers deal with, how to be culturally responsive and ways of increasing teachers' awareness towards students' with diverse background.

Ushbu maqola Ingliz tili darslarida har xil millat vakillari bilan to'g'ri muloqot qilishga bag'irlangan. Bu maqolada o'qituvchi dars jarayonida qanday qiyinchilikla bilan duch kelishi va har xil millatli o'quvchilarga nisbatan yondashuvlarni yaxshilashga qaratilgan.

Данная статья посвящена преподаванию английского как иностранного языка со студентами разных национальностей. Она обсуждает сложности с какими сталкиваются преподаватели, как правильно реагировать на культурные различия и способы улучшения подходов к студентам с разными культурными особенностями.

Classrooms in many countries are becoming more multilingual and multinational due to the undeniable effect of globalization. This situation drastically increases need for culturally responsive and sensitive teachers.

Yet, despite it is so up to date and culture is one of the most important elements of language learning process, and everywhere it is being mentioned that teachers should highlight cultural awareness, majority of language teachers never been taught in any formal training courses or gained special education in this field.

Gollnick and Chinn forwarded the same idea: "...a growing number of students from culturally diverse backgrounds populate modern language classrooms today and efforts mount to identify effective methods to teach those students while the need for pedagogical approaches that culturally responsive intensifies". MohamedPourmahmoudHesar states the following about

culture: “Though the definitions vary, there is eminent reality that culture is composed of various elements, each vitally necessary to be able to see the full picture of the culture of a society. These elements include traditions, myths, values, norms, customs, legends, history, religion, civilization and the geographical location”.

These elements put forward some ideas of how multinational classes could be conducted and what especially could a teacher emphasize during EFL classes within multinational groups.

The issue of how to manage multinational classes remains. However, most teachers are accepting the challenge and trying to help students to fit in.

Rachel Coombe, from the Voyager Academy, Peterborough: “I have Roman, Hungarian, Czech, Lithuanian, Slovakian, Russian, African, Portuguese, Afghan, British, and Asian students in my classes... As we teach, we try to use a lot of visuals, a lot of student discussion, translated key words, sentence writing frames and so on to help those multinational students”.

Jess Hancer science teacher at Lampton school in Hounslow: “I wouldn’t use the word “manage” – it is great to have such a diverse range of nationalities and cultures as students bring their different backgrounds and experiences to the classroom as a school we celebrate many different festivals from around the world and there is a real sense of understanding between students more celebrations – more fun. It’s reassuring and heart – warming to see that the prejudices that exist in the adult world and virtually non – existent in the classroom’.

Mark Hughes teacher, Christchurch Primary school in Ilford: “I think you need to be open about how little you know; be curious; learn some words and customs and most importantly show and interest in them”.

Christopher Waugh, secondary English teacher, London National School: “The range of nationalities in my room is an asset. The differing use of language is something we study and examine, their differing cultural perspectives provide a dynamic and vivid form for debate and the need for mutual respect adds to the general dignity of the environment”.

These examples illustrate that majority of instructors are not indifferent towards students’ feelings of bearing different nationalities and trying to create positive atmosphere so that students do not feel segregated.

The main solution of increasing teachers’ awareness and confidence on how to “manage” multinational classes and be more responsive and sensitive is it to launch special training courses which will focus on exact situations of these kinds. This will help instructors to conduct EFL classes on professional level with certain approach in order to avoid conflicts during classes.

Culture and language teacher Gay claims that teacher trainer programs should prepare their trainees to work with diverse students in multinational classrooms within five important areas that need to be involved. These areas are the following:

- Developing culturally diverse knowledge;
- Designing culturally relevant curricula;
- Demonstrating cultural caring and building a learning community;
- Building effective cross- cultural communications;
- Delivering culturally responsive instructions.

In the framework of non- specially trained teachers, Gay states that teachers need to utilize the three dimensions within culturally responsive teaching:

- 1) Academic achievement: to focus on meticulous, exciting and challenging learning;
- 2) Cultural competence: to facilitate various range of students' cultural and linguistic groups in the learning process;
- 3) Sociopolitical consciousness: to assist students' understanding of education and school is not vacuumed.

While setting EFL in multinational classes various methods can create target language acquisition without causing drastic misunderstandings. Basically, the instructor needs to make integration of some elements of the learners' cultures in their teaching. These elements can be taken from speeches, images, and/or fragments of movies, or short videos – that would illustrate some familiarity to the students. This technique may encourage students to be more active during the lesson being the representatives of the certain fragment pieces.

Another strategy that would help to deliver exciting and educative classes is to arrange various national holidays' celebrations. An instructor can establish every week as one cultural or national celebration festival. These festivals can bear names after different nations: British week, Uzbek week, Indian week, Russian week and so on. Subjects of the celebrations need to be dedicated to national costume contests, national cuisine, national movies and songs' concerts and etc. Such attention to each individual nation's bearer will foster mutual respect among “global citizens” and build culturally responsive pedagogy.

During speaking skill focused EFL classes classroom teacher may design culturally relevant discussion topics. In accordance with Gay's statement about building learning community and managing mutual respect among diverse students an instructor can bring out a number of discussion topics which will correspond with interests, learning preferences and abilities of those in the class. An example for culturally responsive discussion topic can be: “How to be a global citizen?” As prominent, one of the great advantages of multinational groups is having wide range of points of view which vary a lot and may lead to multidimensional prospective of target. Along with motivation on expressing individual ideas instructor should encourage diverse students to be mutually tolerant towards other religions and consider all members of the group and emphasize that no religion or nation is superior to another.

While developing skills in writing an instructor can offer audio – visual list of proverbs taken from diverse cultures. Students may be asked to be working with one of the provided proverbs different from their own culture and develop expository pieces of writing. This task engage students in other cultural certainties as well as out – bring some cultural awareness. While discussing the proverbs mates can compare and notice coexisting similarities in their cultures, all combined in target EFL class.

Additionally, in order not to implement the same activities all the time, an instructor may deal with history time by time. Concentration on history may be utilized in the way of emphasizing certain national origins, where they come from, what they have been through. Such exhibits may involve cultural “caring” and expand students horizons in this area as well. To make such performances more vivid and colorful an instructor should incorporate technological devices and show off twenty first century's advantages in EFL classes.

Culturally responsive task should be maintained during developing reading skills too. Task may seem challenging yet, solvable. An instructor transmits the opportunity to guide students with diverse background to discover famous authors and their masterpieces. Motivating to facilitate puzzles of the cultural heritage may pay off in students' great gratitude in the end. Some adopted extracts from well – known novels, poems or plays can be read and further implemented in other sort of activities. Making students to act out roles of heroes from books may help to imagine different cultural treasures and simply cause fun and unforgettable experiences.

EFL class program cannot be imagined without the focus on listening skills. Seeking ways to acculturate listening class a teacher comes across with certain difficulties. One of the possible activities to be brought to the public of diverse students is songs with the translation of lyrics. While looking through the lines an instructor can enhance specific words and incorporate them in educative purposes: to illustrate the meaning, bound with other culture and push forward the idea that most songs in any culture are united under similar issues. Except for joy which every student is going to experience, designing this kind of task puts forward the idea that across any culture people possess almost equal feelings and concerns.

Lately, in the classroom of any kind case – study method is being widely used. As it has become known that working on case – studies increases students' critical thinking ability and creates effective interactive process this method may give positive reflection while managing multinational groups too. Sorting out an imaginary or real life issue may play a great role in visualizing it and seek for more considerate solutions. Here, diverse students should regard not only situation, but also

Feelings of the classmates and form in themselves tolerance and understanding. Inaccurate tone or word may be disapproved by other members of the group, therefore diplomatic skills will be addressed to reduce the tension and meet the compromise. However, an instructor needs to keep constant control over discussion, so that boundaries are not cut.

After all, as the world is changing and the concept of “global citizen” is becoming more spread, language learning process is in need of regarding culturally responsive and sensitive atmosphere. Teaching multinational students demand inevitable awareness of cultural competence and mutual respect as well as culturally responsive interaction is to foster in EFL. Despite the fact that most instructors do not acquire proper/formal input of how to manage diverse classes, concerned teachers are promoting methods of conducting classes targeting on intellectual, cultural and academical achievements of their students with diverse background.

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