

MULTILINGUAL APPROACHES AND THEIR STRATEGIES TO TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Abstract. This paper explores the use of multilingual approaches and strategies in teaching English as a foreign language. Multilingualism has been recognized as a valuable resource in language learning, and recent research has shown that integrating students' native languages in the English classroom can improve learning outcomes. The paper discusses various strategies, such as translanguaging, code-switching, and language awareness, and their effectiveness in promoting multilingualism in the classroom.

Key words: multilingual approaches, strategies, code switching, language learning, activities.

Introduction. There are several ways to use multilingual approaches in learning English in Kazakhstan. Here are some suggestions: Bilingual instruction: Incorporate bilingual instruction in the classroom, where teachers use both Kazakh and English to deliver content. This can help students to understand difficult concepts and vocabulary more easily, and can also promote the use and preservation of the Kazakh language [1]. This approach can help students to develop language skills in context, and also deepen their understanding of other subjects. Dual-language programs: Offer dual-language programs where students learn both Kazakh and English. This can be done through separate classes or through immersion programs where instruction is delivered in both languages. Use of technology: Use technology to support multilingual learning. For example, provide online resources, such as videos, games, and podcasts, in both Kazakh and English. Teachers should be trained to effectively use multilingual

approaches and to support students who may come from different linguistic backgrounds.

Here are some examples of multilingual approaches in English learning [2]:

Code-switching: This is the practice of alternating between two or more languages in a conversation or text. Teachers can use code-switching in the classroom to help students understand difficult concepts or to provide examples in their native language. For example, a teacher could explain a new vocabulary word in Kazakh and then provide an English translation.

Translation: Teachers can use translation as a tool for language learning by providing written translations of classroom materials, such as worksheets, readings, or instructions. This can help students to understand the material more easily and also support their development of English language skills.

Bilingual instruction: Teachers can use bilingual instruction in the classroom by using both Kazakh and English to deliver content. This approach can help students to understand difficult concepts and vocabulary more easily and also promote the use and preservation of the Kazakh language [3].

According to Honigfeld, "Equity for multilingual learners (MLLs) means that students' cultural and linguistic identities, backgrounds, and experiences are recognized as valued sources of knowledge" [4]. Respect must be shown for the backgrounds that MLL students bring to the classroom. These crucial instructional techniques for educating multilingual students are based on concepts from Honigfeld's book on discussion that the book inspired.

It is important to note that these multilingual approaches should be used in a way that is appropriate for the level and needs of the students and should be integrated with other teaching strategies to support English language learning.

Teaching English in multilingual classrooms can be challenging, but there are some strategies that can be used to support language acquisition and ensure that all students have access to the curriculum. Here are some suggestions:

1. Use visuals

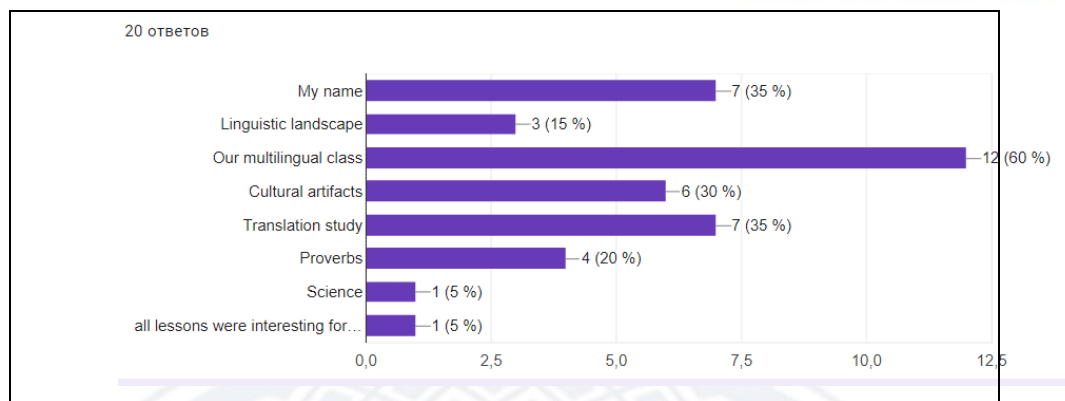
2. Encourage interaction
3. Use real-life situations
4. Incorporate students' home languages
5. Use scaffolding techniques
6. Provide individualized support [6].

Overall, it's important to create a supportive and inclusive learning environment that recognizes and values linguistic diversity. By using these strategies, teachers can help students to develop their English language skills and achieve academic success.

To sum up, these strategies can be used to facilitate, multilingual learning. They include immersion, language exchange, language classes, language learning apps, watching movies and TV shows, reading books and articles, practicing regularly, and travelling. These strategies can be adapted to suit the needs of both language learners and teachers, and can be used to create an immersive, engaging, and effective learning environment. While the effectiveness of each strategy may vary depending on individual circumstances, combining multiple strategies and tailoring them to individual needs can help maximize the benefits of multilingual learning.

Practical application. There was a survey about activities for multilingual learners. 20 first year bachelor students from Eurasian National University took place in the study. They all Kazakh nationality, and they all speak Kazakh and Russian and study English as a foreign language. The aim of the survey was to investigate students' opinions and preferences towards multilingual activities.

According to the Bar chart 1, respondents' answers vary. Thus, the majority responded for activity "Our multilingual class" its 60%. The least preferable was activity connected with "Science" – only 1 voice.



Bar chart 1 – What is your favourite multilingual activity?

The next question was aimed to find out what skills do these activities help them to acquire best. For the question - “What skills do multilingual activities help you to improve?”, the big number of responses were for improving speaking skill – 85 % of students voiced for this answer.

There are many activities that are effective for multilingual learners. Here are some examples:

Language games: Language games can be a fun way for students to practice their language skills. Examples of language games include word games, guessing games, and role-playing games.

Storytelling: Storytelling is a great way for students to practice their language skills while also learning about different cultures and traditions. Students can share stories from their own cultures, or learn about stories from other cultures [8].

Group discussions: Group discussions can provide opportunities for students to practice their speaking and listening skills, while also sharing their perspectives and ideas with others [9].

Cultural projects: Cultural projects can help students to learn about different cultures and traditions, while also practicing their language skills. Projects can include creating cultural displays, researching and presenting on different cultures, or preparing and sharing traditional foods.

These activities can be tailored to meet the needs of multilingual learners at different proficiency levels and can help to foster a supportive and inclusive learning environment.

Conclusion. In conclusion, teaching multilingual learners requires a range of activities that engage them in meaningful language practice and development. Effective activities for teaching multilingual learners should be communicative, interactive, and culturally responsive. Teachers can design activities that provide opportunities for students to use and practice their language skills in a variety of contexts, such as role-plays, group discussions, and collaborative projects. Games and puzzles that reinforce language learning can also be effective. Additionally, activities that integrate cultural elements of the students' backgrounds can help foster a positive learning environment and support their sense of identity. By providing a range of activities that are tailored to the needs and interests of multilingual learners, teachers can create a supportive and engaging learning environment that promotes language development and academic success.

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