



Students with limited or interrupted formal education

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ABSTRACT

This article examines the challenges of students with limited or interrupted formal education (SLIFE), including lexical and cultural difficulties, and the impact of family problems and low expectations on their educational experiences. Strategies for improving SLIFE instruction are discussed, including culturally responsive teaching and the use of approaches such as the Intercultural Communication Model and the Mutually Adaptive Teaching Model. It also offers personalized learning techniques, increased access to educational resources, and strengthened connections with students and their families to create a supportive learning environment that will help SLIFE succeed on a par with their formally educated peers.

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Rasmiy ta'limi cheklangan yoki to'xtatilgan talabalar

ANNOTATSIYA

Kalit so'zlar:

SLIFE,
cheklangan ta'lim,
leksik muammolari,
madaniy muammolar,
oilaviy qo'llab-quvvatlash,
kutilganliklar,
madaniyotga mos keluvchi
o'qitish,
shaxsiy o'qitish,
resurslar,
aloqalar qurish,

Maqola SLIFE (Cheklangan yoki to'xtatilgan rasmiy ta'lim olgan talabalar) deb ataladigan o'quvchilar tomonidan uchragan muammolarni ko'rib chiqadi. Bu o'quvchilar tomonidan tushuntirilgan leksik va madaniy muammolarni va oilaviy muammolarni o'z ichiga oladi. Maqolada SLIFE uchun ma'ruzalar keltirilgan, masalan, madaniyotga mos keluvchi o'qitish, "O'zaro moslashuvchan o'rganish paradigmasi" (Mutually Adaptive Learning Paradigm) va "Madaniyotlararo habarnoma tizimi" (Intercultural Communication Framework) kabi modellardan foydalanish, shaxsiy o'qitish, resurslarga

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“O‘zaro moslashuvchan
o‘rganish paradigmasi”,
“Madaniyotlararo
habarnoma tizimi”.

kirishni ta‘minlash va o‘quvchilar bilan oilaviy aloqalar
o‘rnatish kabi strategiyalarni taklif etadi. Ushbu usullar
SLIFE talabalarining maxsus talablari, ularga berilgan oldingi
bilimlarini tahlil qilish va ularni rasmiy tarbiyalangan
o‘quvchilar bilan bir xil darajaga yetishishlariga yordam
berishga qaratilgan.

Студенты с ограниченным или прерванным формальным образованием

АННОТАЦИЯ

Ключевые слова:

SLIFE,
ограниченное обучение,
лексические проблемы,
культурные вызовы,
семейная поддержка,
ожидания,
культурно-адаптивное
преподавание,
индивидуализированное
обучение,
ресурсы,
построение отношений,
Интеркультурная
коммуникационная
модель,
Модель взаимно
адаптивного обучения.

В данной статье анализируются проблемы учащихся с ограниченным или прерванным формальным образованием (SLIFE), включая лексические и культурные трудности, а также влияние семейных проблем и низких ожиданий на их образовательный процесс. Обсуждаются стратегии для улучшения обучения SLIFE, в том числе культурно-адаптивное преподавание и использование таких подходов, как «Интеркультурная коммуникационная модель» и «Модель взаимно адаптивного обучения». Также предлагаются методы индивидуализированного обучения, расширение доступа к образовательным ресурсам и укрепление связей с учащимися и их семьями для создания поддерживающей обучающей среды, что поможет SLIFE достигнуть успеха наравне с сверстниками, получившими формальное образование.

INTRODUCTION

In a classroom setting, there can be different learners with different needs and knowledge. Some learners do not have the same background knowledge because they have various lexical problems. According to DeCapua and Marshall (2011), these learners are called "SLIFE", because they do not get appropriate formal education, unlike their peers. Teaching this kind of learner differs from dealing with other students who get enough formal education and have proper literacy skills. The learners with interrupted instruction struggle with reaching their peers' levels as they have gaps in their knowledge and skills.

As mentioned by DeCapua and Marshall (2011), these kinds of learners have not only lexical problems, but also cultural problems that directly affect their learning processes. These problems include distinctions among high- and low-context cultures, the former has enough opportunity to focus on teaching their children, whereas the latter has less chance. Similarly, Valero et al., (2022) mentioned some family-related challenges that cause students to take limited instruction, such as financial problems or complex situations within families. Such social issues or less support for the learners from their families may make them drop out of their studies or prevent them from investing more in their learning. [1, 75]

DeCapua (2016) highlighted that students with limited formal education may not understand school-based rules and tasks which create more unique challenges for them. Moreover, as they have no or less formal prior instruction, they cannot easily deal with the tasks that require academic thinking, comparing, and comprehending the tasks that are common in formal education. Moreover, low expectations and motivation from the learners and parents towards their children can make the learners encounter difficulties, whereas higher expectations motivate them more and encourage them to achieve higher results and the same levels as their peers. Therefore, Valero et.al., (2022) noted that the high expectations of the families "directly impact the motivation of the SLIFE" (p. 277). As long as this solution to motivate students with limited formal instructions and helps them reach the same grade level as their peers, many researchers have given different solutions. De Capua (2016) stated that teachers are the main people responsible for helping learners with interrupted instruction and overcoming their problems. Mainly, they should use "culturally responsive teaching" while conducting the lessons for SLIFE. The reason is that students come from different families and cultures, and as mentioned above, they have varying issues, this way of teaching makes the teachers deal with the emerging problems among SLIFE. De Capua (2016) highlights two frameworks that are practical for students with limited instructions, including the "Intercultural Communication Framework" and "Mutually Adaptive Learning Paradigm" (p. 229). These two frameworks aim to meet the needs of SLIFE by analyzing their past educations and creating an environment that makes the content familiar by combining it with their past educational and cultural experiences. Moreover, this encourages students to achieve success in the academic field.

According to Valero et al. (2022), family support and their higher expectations make the learners feel motivated, and creating opportunities for their studies helps them get further instructions and achieve the same levels as their peers.

DeCapua and Marshall (2011) mentioned some other supports for SLIFE, such as giving individualized instruction and access to all sources, like bilingual dictionaries, that help them gain better knowledge. Additionally, the authors highlighted the role of building close relationships with SLIFE and their families that help the teachers create a better learning atmosphere for these types of learners.

LITERATURE REVIEW

Concerning the considered population type, it is essential to focus on the problems of SLIFE (Students with Limited or Interrupted Formal Education) learners. This reveals that such learners have lexical and cultural issues in daily learning that have negative effects. According to DeCapua and Marshall (2011) SLIFE learners they experience deficiencies in essential formal learning that have not been facilitated to them like other children, the knowledge and skills that they have is therefore lacking. Further, they enter cultural barriers such as high context and low contexts that influence their educational chances.

Valero et.al (2022) builds on these family-related issues to outline how they result in scarce instruction for children in SLIFE. These and many other factors relating to the economic aspect may decrease their instructional effectiveness and make them drop out or lack proper studying motivation. In the same way, lack of preparation from the side of learners and parents as well as their low motivation due to low expectations can also lead to complications while increased expectations will foster high motivation of learners toward achieving favorable academic results.

The teachers are key in helping support the learners with SLIFE and surmounting different barriers they face. Teaching that addresses cultural differences is pointed out as useful, given that SLIFE children may come from various cultural backgrounds and may require different approaches. DeCapua (2016) presents the Intercultural Communication Framework and the Mutually Adaptive Learning Paradigm as the applied frameworks when working with S L I F E learners. These frameworks assess the learners' past learning and academic experience and foster a learning context based on the cultural and academic traditions of learners to promote their learning.

DISCUSSION

The literature review highlights the need to not only understand the difficulties of SLIFE learners but also to offer an adequate solution in teaching environments. As found out in the discussion, some of the challenges covered are; lexical and cultural barriers, family issues, low motivation, and narrow background knowledge. These they can potentially act as barriers to limit the potentials of the SLIFE learners to achieve parity with the formally schooled children. [2, 106]

Teaching in culturally responsive manner prescribes itself as a particularly viable practice in such a context. In their context, the problems emerging among SLIFE learners can be solved only by acknowledging and appreciating the cultural diversities that define these learners. It is recommended that the Intercultural Communication Framework and Mutually Adaptive Learning Paradigm be adopted as applicable models since they address the needs of SLIFE students and assist them in achieving success in their education.

Consequently, family support and appropriately high expectations are enhanced as the factors that would ensure motivation, as well as extra instruction for SLIFE learners. As with any learners, embedding the interest and support of SLIFE learners and their families can enhance the learning environment and the performance of the learners themselves

Educational institutions facing SLIFE learners would have an idea on how to handle them. First, by building relations with families, second, through identifying prior knowledge, and, third, through the use of differentiated instructional plans and approaches, educators can overcome the usual problems of little instruction and support SLIFE learners for equality with peer group

Therefore, with respect to the SLIFE learners, the literature provides an understanding of the necessity of efforts aimed at developing focused intervention and educational practices. By incorporation of these strategies, the institutions will ensure all the intended SLIFE learners are supported in their learning process and overcome those challenges hindering Them from performing well academically.

CONCLUSION

In conclusion, it's necessary to consider that learners with limited or interrupted formal education called SLIFE encounter certain difficulties in the process of study. Although these challenges are related to lexical and cultural differences, they involve family-related and socio-economic aspects as well. SLIFE learners are unable to perform at par with the other students academically due to gaps in knowledge and skills, and they are unable to comprehend the rules and tasks of school. They lack the expectation and motivation to perform.

Assistive learning is also offered to the SLIFE learners to ensure that they succeed academically the pivotal role is played by the teachers. Kasten and McBride described the Intercultural Communication Framework and Mutually Adaptive Learning Paradigm as the possible frameworks for culturally responsive teaching to ensure that SLIFE learners' learning needs are met and their experiences in school related to their cultural context. It is also becoming clearer that support from the family and high expectations inform their motivation and educational attainment. [3, 59]

Other ways of making learning environment that can be effective are use of individual approach to students and other requirements such as using bilingual dictionaries, interacting with SLIFE students and their families. From the findings of this study it can be concluded that both the instructional relationships and antecedent knowledge of SLIFE learners and instructional practices can be managed by educational institutions so that these students can receive their education effectively.

As for our educational process and our students from different cultural and family backgrounds, similar issues may be encountered. As highlighted above, strategies like relationship building with families, prior knowledge of the students, and learning personalized are some of the needs of students with little formal education and enable them to be at par with other students.

It is crucial and highly challenging to support SLIFE learners by embracing and practicing a range of human and multifaceted approaches that address their given profile and environment. This paper has argued that by applying the right teaching practices and creating the right student learning environment then the students labeled as SLIFE can be rehabilitating back into school and easily excel.

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