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EMERGING CHALLENGES OF TEACHING FOREIGN LANGUAGES IN NON-NATIVE ENGLISH-SPEAKING COUNTRIES.

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Abstract

This article delves into the most significant challenges that non-native speakers encounter while deign foreign languages. Drawing upon scholarly research and empirical evidence, I looked for five key areas of difficulty: language ability, cultural competence, self-esteem and building trust, anxiety, and teaching delicate matters. The article implies that thorough analysis of the problems mentioned can be the pre-condition to be able to improve the efficiency of second language instruction. This article, through acknowledging the challenges that characterize the teaching of foreign languages to a non-speaker and the potential mitigation techniques, provides a pivotal insight for language teachers, researchers and language-teaching practitioners who want to improve language teaching outcomes. The fact that foreign language teaching teachers might be the first to experience the challenges of learning a foreign language increases the risks for both teachers and learners. This piece tries discuss multifarious problems of NNE students. These problems start from linguistic and cultural but ends with learner expectation Tackling those challenges is one of the main policy objectives that the course will focus on, where cultural sensitivity, effective communication, and ongoing professional development are of the highest priority. Hence, through solving these problems, educators can strengthen the quality of language aid service and create an atmosphere that is compatible to all.

Key words: non-native language teachers, pronunciation, accent, cultural understanding, grammar and syntax, confidence, credibility, challenges, solutions, language teaching.



Effective English teaching is essential in the 21st century, but measuring its effectiveness is a complex task. It involves subjective viewpoints and can be analyzed through two lenses: intrinsic and extrinsic factors. Intrinsic factors focus on the teacher's personal qualities, like motivation, passion, and their rapport with students. Extrinsic factors concentrate on the teacher's skills and expertise gained through training. These skills include proficiency in instructional design, lesson planning, creating supplementary resources, employing various teaching strategies, managing classrooms effectively, and adapting their approach based on student needs. This study aims to understand the challenges English teachers face in non-native English-speaking countries.

We ask two key questions:

1. What hurdles do teachers encounter when teaching English in contexts where it isn't the primary language? This investigates the specific difficulties they face, considering their unique environments and perspectives.

2. What solutions, if any, are being implemented to overcome these challenges? This explores the strategies, initiatives, and resources utilized to improve the quality of English language instruction and empower teachers to succeed. By delving into these questions, the study seeks to reveal the realities of teaching English in non-native environments. The goal is to identify potential solutions and best practices that can enhance teacher effectiveness and lead to better learning outcomes for students. Communicating in many languages is more crucial than ever in the linked world of today. In order to promote global competency, create cross-linguistic understanding, and dissolve barriers between individuals with diverse linguistic backgrounds, foreign language instruction is essential. Foreign language instruction does, however, come with a number of drawbacks that need to be resolved if it is to remain relevant and successful in the future. A nonnative speaker may find learning a foreign language as a valuable experience but there are some languages where learning process may be a tough task. Here, I investigate some of the essential issues that non-native teachers encounter and, finally, present remedies. Firstly, pronunciation and accent: a big



challenge for the instructors who are not native language speakers is the way of speaking, especially the pronunciation and circle of words. Even in they have a good knowledge of grammar and vocabulary, mastering their accent might be much harder than that of a native speaker. This, in turn, may result in student being unable to differentiate acceptable pronunciation. Well, one way to solute this would be that the non-native language teachers can polish their pronunciation skills with the help of native speakers by listening to them, participating in language exchanges partnering with those who are native speakers, and using pronunciation tools that could be in the form of language learning applications. Secondly, cultural understanding: language simply could not be detached from the culture, and naturally language teachers easily get entangled in the complexities of the cultural aspects in language they teach. The above can result to miscommunication or inappropriate interpretations owing to culture specific language usages and colloquialisms. An effective strategy would be that non-native language instructors may doubly their cultural wisdoms by spending their free time on the culture of the target language through books, films, music, or talking to native speakers. Besides traditional methods, the teacher can also put cultural activities during lessons to make the students acquire a more lot of experience. Thirdly, grammar and syntax: it is true that the tutors of foreign languages may be very knowledgeable about how to make sentences and rules of grammar, but they may fail to explain these things to the students correctly and appropriately. As a consequence, lengthy and complicated instructions become a source of inconvenience and irritation for learners. Additionally, research suggests that natives of the second language can enhance their grammar and sentence composition by going through courses of practice in the language teaching methodology, by using workshops and conferences as a source of learning, and having their colleagues or mentors give advice and feedback. Visuals and examples can also come in handy to illustrate complex grammar concepts. Besides these visual aids, demonstrations from real-life situations can be applied as well. Last but not least, confidence and credibility: non-native language teachers are likely to



experience bouts of insecurity or imposter syndrome mainly where their native language is not well- understood.

On the other hand, teaching in a place where the mother tongue is spoken profoundly makes matters worse. When the teachers lack such confidence they may not achieve much desired outcomes and the relationship with the students will also be affected. It is crucial to acknowledge that non-native speakers can get a boost of confidence and authority when they focus on getting the improvement through both their own strengths and rapport with students achieved by empathy and understanding. They can keep on improving their language skills and teaching techniques at the same time. They could also talk to their friends, supervisors or join some program of professional training which can help them pass through the stage of self-doubt. It can be difficult to teach foreign languages in non-native English speaking nations because of cultural differences and differing perspectives on language acquisition. Government rules and policies, such as financial restrictions for language programs or a preference for studying English over other foreign languages, may also make it more difficult to teach foreign languages effectively in non-native English speaking nations. Students may find it difficult to acquire foreign languages that differ greatly from their home tongue because non-native English speakers may speak distinct languages and use different phonetic systems. Lack of exposure to native speakers or real-world language contexts is one of the main issues facing foreign language teachers. Students could find it difficult to become proficient and confident in the language if they don't regularly engage with native speakers or have the chance to immerse themselves in it. The potential advantages of learning a language can be undermined by this disconnection from the real-world uses of the language, which can cause indifference and disinterest.

The belief that some languages are hard or difficult to learn is another barrier to foreign language instruction. If students think learning a new language will be too difficult or time-consuming, they may be discouraged from doing so. Limited resources or support for language learning may intensify this view, impeding students' motivation and advancement even more. Additionally, the way society views foreign



languages can have a big influence on language teaching programs. There may be differences in the resources and possibilities available for schooling depending on which language is considered more significant or prestigious in a given society. Promoting diversity and inclusivity in language education can sometimes be hampered by unfavorable perceptions or biases against particular languages or language speakers. Increasing awareness of the value of multilingualism and cultural diversity is crucial in order to solve these issues and advance foreign language teaching. It is imperative that educators collaborate with politicians and communities to establish a welcoming and inclusive language learning environment, guaranteeing that every student has access to top-notch language education initiatives. Students should also be given the chance to participate in cultural exchange programs and immersion experiences, which enable them to interact with native speakers and use the language in authentic settings. Students are more likely to be motivated and involved in their study when there is a sense of relevance and connection to the language. In the end, learning a foreign language is essential to equipping children for success in a world that is becoming more interconnected. Encouraging self-directed learning, providing opportunities for language practice outside the classroom, and connecting language learning to students' interests and aspirations.

Addressing these challenges effectively is crucial for empowering students with the language skills they need to succeed in an increasingly interconnected world. We can enable students to interact effectively across linguistic and cultural barriers, creating mutual understanding and collaboration on a worldwide scale, by overcoming the obstacles facing language instruction and promoting cultural diversity and global competency. It's possible that a large number of teachers lack specialized training in teaching English as a foreign language (TEFL), which results in outmoded approaches and poor teaching strategies. Furthermore, a lot of schools struggle with funding, which makes it harder for them to hire qualified native speakers and provide modern teaching materials and technology. Adequate internet connection, restricted computer use, and



a lack of audio-visual resources can impede the adoption of creative pedagogical approaches.

Globalization and the variety of learner demands are further issues. More individualized teaching strategies are needed because students have varying backgrounds, learning preferences, and aspirations. Tailored curriculum and examinations are necessary due to the necessity for specific language abilities (e.g., scientific English, business English). Teaching English to non-native speakers comes with its own set of difficulties. English teachers face a demanding task that requires not only language proficiency but also the ability to effectively impart that knowledge to students. Research highlights three main challenges encountered by teachers in this context: inadequate textbooks, oversized classes and less than ideal school environments, and a lack of student motivation. Textbooks play a crucial role in language acquisition, serving as a primary resource alongside teachers and other materials. Many educators find existing English textbooks to be outdated and unsuited to the current needs of students. Creating effective, student-centered textbooks involves time-consuming processes of development and revision. High-quality textbooks significantly contribute to the instructional process and can directly impact student achievement. This underscores the importance of collaborative efforts, such as those undertaken by the Cambodian government, to develop and implement standardized textbooks that effectively meet students' learning needs. Classroom size presents another significant challenge, particularly in countries like China, Japan, Senegal, and Laos. Smaller classes, ideally between 20 to 25 students, are more conducive to effective English language instruction. The interactive nature of learning English, which encompasses listening, speaking, reading, and writing, necessitates a learning environment where individualized attention and participation are possible. However, this ideal scenario is often unattainable in countries like Senegal, where limited educational infrastructure results in overcrowded classrooms. This issue persists in both developing and developed countries that are non-native English speaking.



Addressing this challenge necessitates the implementation of adaptive teaching strategies, methodologies, and supplementary materials specifically designed for larger class sizes. Student motivation consistently emerges as a critical challenge across all countries studied. Education ministries in nations like Japan, Laos, and China recognize this as a pressing issue. Collaborative initiatives involving government bodies, schools, universities, and even native English-speaking entities have been implemented to address this challenge. These programs, including initiatives like Assistant Language Teacher (ALT), Voluntary English Teacher (VET), and partnerships with student teachers, aim to ignite student motivation and provide teachers with opportunities for professional development. Recognizing that student motivation forms the foundation for effective teaching and learning, these initiatives strive to create a more engaging and stimulating learning environment. Furthermore, evaluation and assessment are crucial elements of successful language instruction. They inspire students, give insightful data on student development, and guide instructional decisions. But conventional methods, which mostly rely on standardized testing, frequently fail to capture the entire range of linguistic abilities and cultural competencies, particularly for languages that are less frequently taught and in non-native English-speaking nations. Although standardized examinations are helpful for broad comparisons, their reach can be constrained as they tend to concentrate mostly on vocabulary and grammar skills. There are some solutions and innovations for this challenge. Self-assessment and peer-assessment can be helpful to create a collaborative team. Encouraging students to assess their own work and providing feedback to their peers promotes metacognitive awareness and fosters a collaborative learning environment. Online language proficiency assessments are now widely used in the world to assess students' knowledge. Utilizing online platforms and tools for interactive language assessments allows for more engaging and personalized testing experiences.

Digital portfolios and e-portfolios are now recommended to use for teachers. Utilizing digital platforms for portfolio creation allows for multimedia integration,



facilitating creative expression, and demonstrating a wider range of skills. Computer-adaptive testing is also a good way to assess. Tailoring test difficulty based on individual student performance provides a more accurate and individualized assessment of their abilities. Focusing on formative assessment can be also helpful for learners. Regular feedback and observation are also important. Providing ongoing feedback through observation, informal assessments, and student-teacher conferences helps monitor progress and address individual learning needs. Performance-based tasks that simulate real-world communication scenarios, such as role-plays, presentations simulations, and projects, allow students to demonstrate their language skills in context. Portfolio assessment is also one of the solutions for this problem. Having students compile a portfolio of their work over time showcases their progress and allows for individual expression and reflection on their learning journey. They frequently overlook evaluating pragmatic competency, cultural awareness, or effective communication in the actual world. Many evaluations are not authentic, failing to capture language use and situations found in everyday life. Students may become demotivated as a result of their inability to understand the significance of the material being tested on. Conventional testing formats frequently limit students' capacity to communicate their knowledge and abilities in a variety of ways, which may disadvantage students who possess particular strengths and shortcomings. Assessment instruments and procedures may unintentionally include cultural biases that penalize students from particular backgrounds, resulting in assessments of students' actual skills that are not correct. Employing a variety of assessment tools and techniques, such as quizzes, presentations, debates, and projects, caters to diverse learning styles and provides a more holistic view of student understanding.

Promoting cultural sensitivity by culturally appropriate materials can faster and ease learning process. Ensuring that assessment materials are culturally sensitive and relevant to the learners' backgrounds. Contextualized assessment tasks: Designing assessment tasks that reflect the cultural contexts in which the target language is used, promoting deeper understanding and appreciation. Conducting oral interviews allows



for direct assessment of speaking skills, fluency, pronunciation, and interactive communication abilities Task-based assessments: Engaging students in tasks that require real-time communication and problem-solving, such as collaborative projects or debates, assesses their ability to use language effectively in real-world situations. By embracing innovative assessment practices, we can move beyond the limitations of standardized testing and create a more inclusive and effective evaluation system. This will empower learners with a realistic understanding of their language proficiency and cultural competency, fostering a love of language learning and promoting success in a globalized world.

Thus, the last word, it will not be an exaggeration to make a conclusion that to teach a foreign language as a non-native speaker is a profession that bears only a few issues, and if you are devoted, persistent and keep on improving yourself to be a high-quality teacher, you will be able to provide students not only with necessary but also valuable information. By not only dealing with the problems of the accent, the level of cultural understanding, the steps to boost learner's grammatical skills but also the confidence, teachers of language will be even more efficient and wonderful educators. In non-native English-speaking nations, the field of teaching other languages is diverse and ever-changing. The growing acknowledgement of linguistic diversity and the intrinsic benefit of international understanding, despite the particular problems posed by English's dominance, is opening the door for a more inclusive and comprehensive approach to language teaching. In order to overcome established paradigms, proactive measures to handle new issues must be taken. Investing in teacher training, embracing innovative technologies, varying curricula, and introducing more authentic and culturally aware assessment techniques are all essential steps in equipping students with the language and cultural competencies they'll need to prosper in a globalized society. We can provide students the tools they need to overcome cultural barriers, seize global opportunities, and contribute to a more peaceful and interconnected future by cultivating a love of language learning and offering significant chances for language acquisition and cultural engagement. Overall, teaching languages that are not native to



you requires learning how to do many things, these being going from proficiency in language to cultural competence, to coping with stereotypes and so much more. Nevertheless, the challenges encountered by non-native language instructors are still valid and only by recognizing them as well as implementing the appropriate strategies such as emphasizing professional development and the practice of inclusive teaching, non-native language instructors can use the current situation as a chance to develop the quality of language education and create an inspiring environment for all students. Through this article, I will illuminate the delicate nature of foreign language teaching and will also offer insights and tips to help the educators and students to overcome these difficulties. Thus, the potential for a more successful foreign language teaching scenario will be made possible. Along with this, understanding the viewpoints and experiences of non-native teachers and the classroom is different, can improve the training scenario because it offers the different cultural perspectives and increases the empathy levels among the students. Also, the non-native lecturers' command of experiential knowledge of the problems that learners of a foreign language face plus their art of adaptability to various instructional needs of their students makes it possible for them to provide customized instruction. Through appreciating cultural diversity and welcoming the expertise of immigrant educators educational learning institutions are equipped to pass multilingual values and cultural appreciation to students.

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EXPLORING LANGUAGE VARIATIONS IN MULTILINGUAL COMMUNITIES

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Abstract

This article investigates language change within multilingual communities, emphasizing how sociolinguistic factors such as linguistic variation, code-mixing, and language policies contribute to the dynamics of language evolution. Through a comprehensive literature review and a questionnaire-based methodology, the study explores the interrelations between language use, social factors, and linguistic diversity. Findings suggest significant regional and age-related variations in language use, including preferences for standard versus non-standard dialects and the prevalence of code-mixing and code-switching practices. The research underscores the need for inclusive language policies that recognize and support linguistic diversity, highlighting the role of sociolinguistic research in understanding and managing language change in multilingual contexts.

Key terms: Sociolinguistics, language variation, code-switching, code-mixing, language policy, multilingualism, language attitudes, linguistic identity.

Sociolinguistics examines the interactions between language and society, focusing on how elements like gender, race, class, and culture influence language use and variation. It investigates how language reflects, reproduces, and challenges social hierarchies, identities, and power relations (Canagarajah, 2020). Incorporating insights from linguistics, sociology, anthropology, psychology, and education, sociolinguistics engages both in the descriptive analysis of language use and variation and in the prescriptive formulation of language policy and education programs sensitive to social and cultural diversity.

Sociolinguistics, at the crossroads of language and society, serves as a captivating lens through which we can explore the intricate connections between