



4. Invite students to report “on behalf” of their group. Conclusions can include differences in thought process and whether or not the group has reached agreement (Sokhiba, R. 2023).

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PROBLEMS OF TEACHING FOREIGN LANGUAGES AS WELL AS WRITTEN TRANSLATION

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Abstract

This paper explores the challenges that may face by non-native speakers (NNS) in two key areas: first one is foreign language teaching and another one is written translation. It delves issues related to language proficiency, cultural nuances, learner expectations, and professional development. Moreover, the article examines the difficulties of written translation for NNS, including the potential for cultural misunderstandings and the need for in-depth knowledge of both target and source languages. The deliberation highlights the importance of recognizing the unique strengths of NNS, and also providing them with targeted support and training to excel in these demanding fields.

Keywords: Non-native speaking teachers, foreign language teaching, written translation, language proficiency, accent, cultural background, learner expectations, professional development.



Today in an increasingly interconnected world, the demand for foreign language expertise and accurate translation continues to grow. While native speakers often dominate in these fields, non-native speakers (NNS) bring valuable skills and perspectives that enrich language learning and cross-cultural communication. However, Non-native professionals face distinct challenges that require specific support and strategies to ensure their success.

Challenges in Foreign Language Teaching:

Accent and Language Proficiency: Similar to the concerns encountered by non-native teachers and translators may also face scrutiny regarding their language skills and accent, particularly in situations where clients only expect native-like fluency.

Cultural Understanding: Non-native teachers may not possess the same level of cultural immersion as native speakers, potentially leading to misinterpretations of cultural nuances and idiomatic expressions in the target language.

Learner Expectations: Some learners may hold biases towards native-speaking teachers, assuming they possess superior language knowledge and cultural understanding. This can create additional pressure for non-native speaking teachers to prove their competence.⁵

Professional Development: Access to targeted professional development opportunities specifically designed for non-native speaking teachers can be limited, leaving them to navigate challenges on their own.

Challenges in Written Translation:

Cultural Nuances and Idioms: Conveying accurately the cultural nuances and idiomatic expressions of the source language into the target language can be particularly challenging for non-native speaking translators, as it requires a deep understanding of both cultures indeed.⁶

⁵ <https://www.linkedin.com/pulse/navigating-linguistic-landscape-language-acquisition-speakers-anand-noeff/>

⁶ <https://www.linkedin.com/pulse/mastering-art-translation-closer-look-skills>



Subject-Specific Terminology: Depending on the field of translation, non-native speaking translators may need to learn specialized vocabulary and knowledge, that can be a time-consuming process.

Maintaining Accuracy and Fluency: Striking the balance between accuracy and natural-sounding fluency in the target language can be somehow difficult for non-native speaking translators, requiring a strong command of both languages.

Building Credibility: Similar to non-native speaking teachers and translators may face challenges in establishing credibility and gaining the trust of clients who prefer native-speaking translators.

Strengths of Non-native speaking Professionals:

Language Learning Experience: Having personally navigated the complexities of language acquisition, non-native speaking teachers and translators often possess a deep understanding of the learning process and can effectively identify and address learners' needs.

Linguistic Awareness: Non-native speaking professionals tend to have a high awareness of language structures and rules, enabling them to provide clear explanations and guidance.⁷

Cultural Sensitivity: Their own experiences navigating cultural differences can make non-native speaking professionals more attuned to potential cultural misunderstandings and better equipped to bridge cultural gaps.

Dedication and Motivation: Driven by their passion for languages and intercultural communication, non-native speaking professionals often demonstrate exceptional dedication and motivation in their work.

Supporting Non-native speaking Professionals:

Targeted Language Training: Providing non-native speaking teachers and translators with opportunities to further enhance their language proficiency through specialized training programs and immersion experiences.

⁷ <https://www.sciencedirect.com/science/pii/S0024384119300828>



Cultural Competency Development: Offering workshops and resources that deepen non-native speaking professionals' understanding of both the source and target cultures, including their values, customs, and communication styles.⁸

Mentorship and Networking Opportunities: Connecting non-native speaking professionals with experienced mentors and creating networking opportunities to foster professional growth and community support.

Promoting Awareness and Recognition: Raising awareness about the valuable contributions of non-native speaking professionals and advocating for greater recognition of their skills and expertise in the language education and translation industries.

Overall, non-native speakers play a crucial role in both foreign language teaching and written translation. While they face unique challenges, their strengths and diverse perspectives enrich these fields. By acknowledging the value of non-native speaking professionals and providing them with the necessary support and opportunities, we can foster their success and ensure the continued advancement of language education and intercultural communication.

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TEACHING CULTURAL COMPETENCE THROUGH ENGLISH- LANGUAGE MOVIES: STRATEGIES AND IMPLEMENTATION IN HIGH SCHOOL CLASSES

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Abstract

This article explores the strategies and implementation of teaching cultural competence through English-language movies in high school classes. It examines the potential of films as a medium to enhance cultural understanding and empathy among students. By integrating movies into the curriculum, educators can provide a dynamic and engaging way to discuss and reflect on diverse cultural perspectives and social issues. The article highlights practical methods for selecting films, structuring discussions, and aligning these with educational objectives to foster a comprehensive understanding of global cultures. This approach not only enriches students' linguistic skills but also broadens their worldviews, making them more informed and empathetic global citizens. The global interconnectedness of today's world demands an educational approach that not only teaches language but also instills cultural competence. The integration of English-language movies into the high school curriculum represents a novel approach to address this need, aligning with the Republic of Uzbekistan's educational reforms and international standards like the CEFR.

Key words: Cultural competence, English-language films, high school education, intercultural learning, movie-based learning, educational strategies, global awareness, empathy development