



Conclusion

Multilingual education is more than just an academic program; it is a vital tool that equips individuals to thrive in and contribute to a global society. By fostering bilingualism and intercultural competence, this educational approach enriches individuals' lives and enhances societal well-being. As the world grows more interconnected, the importance of multilingual education in promoting global understanding and cooperation cannot be overstated. The future of global education will increasingly depend on our ability integrate multiple languages and cultures seamlessly into our learning environments.

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TEACHING ENGLISH LANGUAGE ARTS (ELA) IN ESL CLASSES: INTEGRATING LITERATURE, POETRY, AND DRAMA FOR LANGUAGE DEVELOPMENT

Urazmetova Aygerim,
Student
UzSWLU

Scientific supervisor: Satibaldiyev Erkinjon,
UzSWLU

Abstract

Language teaching is a complex and dynamic process that requires a lot of effort in lesson planning with the integration of various innovative methods into the classroom. The pursuit of the best approaches for teaching EFL has been the focus of English experts in recent years as these elements continually evolve and shape literacy practices, positively affecting both the content and instruction within the English language arts classroom. This article investigates the integration of drama, poetry, and literature elements from English Language Arts (ELA) into EFL instruction for elementary students. It explores how ELA integration can enhance students' communicative competence, critical thinking, creativity, and expressive language use.

Keywords: ELA, authentic materials, drama, poetry, literature, Personal Growth Model



Introduction

Language, our universal tool for communication is a phenomenon that connects ideas, knowledge, and culture. The progress of humanity throughout history has been closely tied to the way we communicate. English, as an international language, plays an important role in this way by bringing people together and fostering connections between nations. In the absence of effective language communication, the current level of global interconnections and shared understanding would remain unattainable. Therefore, English is not only as a practical means of communication but also as a catalyst for cultural exchange and collaboration across nations (Kachru, 1985). Nowadays, English language training has become overspread, and main focus is directed to improving four skills that are speaking, reading, writing and listening. One way of integrating these four skills is Teaching English Language Arts (ELA), which includes literature, drama, and poetry. In the domain of English language teaching, the approach involves the integration of English Language Arts (ELA) into ESL and EFL classes (Cummins, 2000).

Literature review

The historical trajectory of integrating literature into language teaching is rich and complex. Schmitt and Rodgers (2002) note the longstanding use of British Literature in non-English speaking countries which aimed to expose students to different civilizations and cultures. However, dissenting voices, such as Topping (1968), argued against the inclusion of literature due to its perceived complexity and lack of connection with standard grammar. As a result, integration of the literature has been disregarded for many years, and traditional methods outnumbered in curriculum. Despite this, scholars like Widdowson (2014), Brumfit and Carter (1986), and others have advocated for the integration of ELA into language teaching, highlighting its potential for enhancing language learning outcomes.

Various theoretical frameworks and teaching models have been proposed to guide the integration of ELA components into language instruction. Carter and Long



(1991) present the Cultural Model, Language Model, and Personal Growth Model, providing valuable insights into different approaches to ELA integration. Additionally, Maley (1989a) discusses the role of literature in promoting critical thinking and empathy among language learners while Van (2016) offers practical strategies for incorporating drama and role-playing activities into language classrooms, enhancing students' communicative competence and confidence.

Poetry, often overlooked in language teaching, holds immense potential for enhancing language proficiency and creativity. Despite historical misconceptions about its effectiveness, researchers like Arthur (1968) and Khansir (2012) argue for its inclusion in language classrooms. Teaching poetry not only enriches students' vocabulary and literary language but also fosters their ability to express themselves poetically, thus contributing to a deeper understanding of the language. Similarly, drama is seen as a great tool for active communication, creativity, and personal development. Through role-play, mime, simulation, scripted plays, and improvisation, students not only practice language in meaningful contexts but also develop essential life skills such as collaboration, problem-solving, and self-confidence.

Methodology, discussions and findings

The study aimed to identify effective practices for integrating English Language Arts (ELA) into EFL teaching, particularly focusing on the use of authentic materials and their impact on elementary-level students. The experiment involved 16 students split equally between control and experimental groups, and the participants were primarily in grades 5-7. Using quantitative research method, both groups underwent the same pretest, with the experimental group exposed to Roald Dahl's "George's Marvelous Medicine" while the control group received traditional instruction. Activities such as reading aloud, crafting poetry, and role-playing improved their confidence, expressive language use, and skimming skills. While the control group also engaged with the material, their experience lacked



immersion in an authentic environment, resulting in less active participation. Main findings are as follows:

Authentic language use

As the literary material is not tailored to the level of the student, it elaborately combines the elements of authentic language usage, motivating students to learn more useful vocabulary in everyday contexts. Compared to traditional classroom settings, where artificial classroom situations remain, students can enjoy the original material and discover new ideas, phrases, and word combinations that boost their confidence in further settings.

Expressive language use

One of the models of Carter and Long (1991), the Personal Growth Model which directs attention to the nuanced use of language within texts and specific cultural contexts was applied. After each chapter, students discussed the main theme and wrote their ideas on the actions of characters in the book, which later on showed positive outcomes in their ability to express ideas. Exchanging different perspectives, and debating over critical analysis of the plot enabled the students to deliver thoughts expressively and think in the target language. As for the creative side, as a group and individual task, students crafted poems with the help of target vocabulary.

Understanding the main theme

Norton (2009) asserts that reading novels can facilitate the meaning-making process of students. Even though students cannot understand some words in the text which is inevitable in elementary classrooms, after reading more, they developed skimming techniques and learned to grasp the main idea of the text.

Conclusion

The application of ELA components into language teaching offers a comprehensive approach to language instruction, fostering language proficiency, cultural understanding, and critical thinking skills. The inclusion of literature in ESL and EFL classes goes beyond improving language skills; it becomes a tool for learners



to learn about diverse cultures, historical contexts, and varied perspectives. By drawing on historical perspectives, theoretical frameworks, and practical insights, educators can develop engaging and interactive methodologies that empower students to become fluent and culturally competent communicators in English.

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SIMULTANEOUS INTERPRETATION AS A MEANS OF DEVELOPING SPEAKING SKILLS

Saidova Gulyora,
Senior teacher
UzSWLU
Urunbaeva Sharifa,
MA student
UzSWLU

Abstract

This article discusses simultaneous translation as a means of developing oral communication skills. Simultaneous translation not only helps to overcome language barriers but also serves as a powerful tool for developing oral communication skills. During simultaneous translation, participants learn to quickly switch attention between two languages, which improves multitasking and concentration. Additionally, simultaneous translation requires a deep