



The role of regional languages in enhancing students' overall speaking competence in English

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ABSTRACT

In today's globalized world, English has become a key means of communication, widely recognized as the common language in education, business, and technology. As a result, there is an increasing focus on developing students' English-speaking skills, which are now seen as crucial for academic achievement and future career success. However, for many students, especially in multilingual regions, achieving fluency in English can be quite challenging. These challenges often stem from differences in language structure, cultural contexts, and a lack of confidence when using English in everyday situations. Despite these obstacles, regional languages can significantly enhance students' overall English-speaking competence. By tapping into the linguistic and cultural knowledge that students bring from their native languages, educators can create more inclusive and effective language-learning environments. This article explores how integrating regional languages into English language teaching can not only improve speaking skills but also boost students' confidence and engagement. By examining the benefits, challenges, and practical strategies of this approach, the article argues that regional languages are not barriers to English proficiency but valuable resources that can enrich the language-learning experience, leading to more skilled and confident English speakers.

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Talabalarning ingliz tilida umumiy nutq malakasini oshirishda mintaqaviy tillarning roli

ANNOTATSIYA

Kalit so'zlar:

mintaqaviy tillar,
ingliz tilida so'zlashuv
kompetensiyasi,
ikki tilli ta'lim,
translanguaging,
til integratsiyasi
strategiyalari.

Hozirgi globallashtirilgan dunyoda ingliz tili asosiy muloqot vositasiga aylandi, u ta'lim, biznes va texnologiya sohalarida umumiy til sifatida keng e'tirof etildi. Natijada o'quvchilarning ingliz tilida so'zlash ko'nikmalarini rivojlantirishga e'tibor kuchayib bormoqda, bu ko'nikmalar hozirda o'quv yutuqlari va kelajakdagi martaba muvaffaqiyatlari uchun hal qiluvchi ahamiyatga ega. Biroq, ko'plab talabalar uchun, ayniqsa ko'p tilli mintaqalarda, ingliz tilida ravon gapirishga erishish juda qiyin bo'lishi mumkin. Ushbu qiyinchiliklar ko'pincha til tuzilishidagi farqlardan, madaniy kontekstlardan va kundalik vaziyatlarda ingliz tilidan foydalanishda ishonchsizlikdan kelib chiqadi. Ushbu to'siqlarga qaramay, mintaqaviy tillar talabalarning umumiy ingliz tilida so'zlash qobiliyatini sezilarli darajada oshirishi mumkin. Talabalar o'z ona tillaridan oladigan lingvistik va madaniy bilimlardan foydalanish orqali o'qituvchilar tilni o'rganish uchun yanada inklyuziv va samarali muhit yaratishi mumkin. Ushbu maqolada mintaqaviy tillarni ingliz tilini o'qitishga integratsiyalashuvi nafaqat nutq ko'nikmalarini yaxshilash, balki talabalarning o'ziga bo'lgan ishonchi va faolligini oshirishi mumkinligini o'rganadi. Ushbu yondashuvning afzalliklari, muammolari va amaliy strategiyalarini o'rganib chiqib, maqola mintaqaviy tillar ingliz tilini bilish uchun to'siq emas, balki tilni o'rganish tajribasini boyitib, ko'proq malakali va ishonchli ingliz tilida so'zlashuvchilarga olib keladigan qimmatli manbalar ekanligini ta'kidlaydi.

Роль региональных языков в повышении общей речевой компетенции студентов на английском языке

АННОТАЦИЯ

Ключевые слова:

региональные языки,
компетентность
в англоговорении,
двуязычное образование,
транслингвинг,
стратегии языковой
интеграции.

В современном глобализированном мире английский язык стал ключевым средством общения, широко признанным в качестве общего языка в образовании, бизнесе и технологиях. В результате все большее внимание уделяется развитию навыков говорения на английском языке у студентов, которые теперь рассматриваются как важный фактор академических достижений и будущего карьерного успеха. Однако для многих студентов, особенно в многоязычных регионах, достижение свободного владения английским языком может быть довольно сложной задачей. Эти трудности часто связаны с различиями в языковой структуре, культурных контекстах и недостатком уверенности при использовании английского языка в повседневной жизни. Несмотря на эти

препятствия, региональные языки могут значительно способствовать повышению общей речевой компетентности студентов. Используя лингвистические и культурные знания, которые студенты привносят из своих родных языков, преподаватели могут создавать более инклюзивные и эффективные условия для изучения языка. В этой статье рассматривается, как интеграция региональных языков в преподавание английского языка может не только улучшить навыки говорения, но и повысить уверенность и вовлеченность студентов. Рассматривая преимущества, проблемы и практические стратегии данного подхода, в статье делается вывод, что региональные языки не являются барьерами для овладения английским языком, а представляют собой ценные ресурсы, которые могут обогатить процесс изучения языка, что приведет к более квалифицированным и уверенным носителям английского языка.

THE INTERPLAY BETWEEN REGIONAL LANGUAGES AND ENGLISH

The relationship between regional languages and English plays a vital role in shaping students' language learning experiences. In multilingual societies, students often switch between their native languages and English, engaging in practices like code-switching and code-mixing, where elements of both languages are used interchangeably. Rather than being detrimental, these practices can aid English language acquisition by providing a familiar linguistic bridge. When students use regional languages alongside English, they draw on their existing linguistic knowledge, making it easier to understand and internalize new English concepts.

Regional languages also bring cultural relevance to the classroom, making English learning more meaningful and engaging. By integrating regional expressions, idioms, and cultural references, teachers can create lessons that connect with students' real-life experiences. This cultural link not only helps students comprehend better but also increases their motivation to participate in speaking activities because they feel their identities and languages are recognized and valued.

Additionally, managing multiple languages can improve overall linguistic competence. Research suggests that bilingual or multilingual students often develop enhanced cognitive flexibility, problem-solving skills, and metalinguistic awareness—all of which are essential for mastering a new language like English. The phonetic aspects of regional languages can also positively affect English pronunciation and intonation as students learn to navigate different sound systems.

However, the interaction between regional languages and English must be carefully managed to ensure it remains a helpful tool rather than a crutch. Effective language teaching strategies should promote the use of regional languages as a scaffold to help students build confidence in speaking English. By acknowledging and leveraging the synergies between regional languages and English, educators can foster a more inclusive and dynamic language learning environment that supports bilingual or multilingual fluency without positioning languages in competition with each other.

BENEFITS OF USING REGIONAL LANGUAGES IN ENGLISH-SPEAKING COMPETENCE DEVELOPMENT

Incorporating regional languages into English language teaching offers numerous benefits that can significantly enhance students' speaking abilities. One major advantage is that it fosters better understanding and confidence among students. When learners use their native languages as a support tool, they can grasp complex English concepts more easily, making the transition to English smoother. This familiar linguistic foundation allows students to express their thoughts more clearly, reducing the mental effort required to process a new language and enabling them to focus on enhancing their speaking skills.

Another key benefit is the reduction of anxiety, which is a common barrier to effective language learning. Many students experience fear and apprehension when speaking English, often due to the fear of making mistakes or sounding incorrect. By incorporating regional languages into the learning process, students can express themselves more freely and gradually build the confidence needed to speak English without hesitation. This approach lowers emotional barriers that hinder language acquisition, creating a more supportive and less intimidating learning environment.

Using regional languages can also improve pronunciation and intonation in English. Regional languages often share phonetic similarities with English, which students can use to their advantage. For instance, practicing English sounds through familiar phonetic patterns in their native language can help students achieve more accurate pronunciation, ultimately enhancing their overall speaking fluency.

Moreover, the use of regional languages promotes cognitive flexibility and metalinguistic awareness, which are valuable skills for language learners. Bilingual and multilingual students are often better at switching between different linguistic systems, enhancing their ability to adapt to the rules and nuances of English. This mental agility not only aids language learning but also improves general communication skills, making students more effective and adaptable speakers.

Overall, leveraging regional languages in English education is more than just a supportive tool; it's a powerful strategy that enriches the learning experience. It values and acknowledges students' linguistic backgrounds, turning potential language barriers into strengths. By thoughtfully integrating regional languages, educators can help students become more skilled, confident, and engaged English speakers who are well-equipped to navigate both their native and second languages.

CHALLENGES IN INTEGRATING REGIONAL LANGUAGES IN ENGLISH LANGUAGE TEACHING

While the integration of regional languages into English teaching offers significant benefits, it also presents several challenges. One major issue is the negative attitudes and biases toward regional languages from both educational institutions and society at large. English is often seen as a superior or more valuable language, leading to the undervaluation of regional languages in academic settings. This bias can discourage the use of students' native languages in the classroom, as they are often viewed as obstacles rather than assets.

Another challenge is the lack of teacher training and preparedness to effectively incorporate regional languages into English instruction. Many teachers lack the necessary skills or strategies to balance the use of multiple languages in the classroom. Without proper training, teachers may struggle to create a cohesive learning environment where both English and regional languages work together.

Balancing language use is another significant difficulty. Overreliance on regional languages might shift the focus away from English proficiency, potentially hindering students' progress. Teachers must find the right balance, allowing regional languages to support English learning without overshadowing it. Addressing these challenges requires a change in attitudes, improved teacher training, and thoughtful, context-sensitive approaches to language integration.

STRATEGIES FOR EFFECTIVELY LEVERAGING REGIONAL LANGUAGES IN ENGLISH LEARNING

Educators can adopt several effective strategies to maximize the benefits of regional languages in English learning while maintaining a balanced, inclusive approach. One key strategy is bilingual teaching methods like translanguaging, which encourages students to use both English and their regional languages interchangeably during lessons. This approach allows students to draw on their full linguistic resources to express ideas, ask questions, and engage more deeply with learning materials. Translanguaging not only aids understanding but also validates students' linguistic identities, making the classroom a more inclusive space.

Another effective strategy is integrating local contexts and cultural references into teaching materials. By incorporating familiar stories, idioms, and examples from students' regional languages, educators can make English learning more relatable and engaging. For instance, comparing idiomatic expressions in English and regional languages can help students understand language nuances and improve their speaking skills. This approach also reinforces the link between language and culture, helping students see English not as a distant foreign language but as a practical tool relevant to their everyday lives.

Teacher training and professional development are also crucial for effectively using regional languages. Educators should be equipped with skills to balance regional languages and English, using one to support the other. Training programs can focus on strategies like scaffolding, where teachers gradually shift from regional languages to English, helping students build confidence and competence in speaking English over time.

Creating a supportive classroom environment that encourages the use of regional languages without fear of judgment is essential. Teachers can facilitate peer discussions, group activities, and role-playing exercises that incorporate both languages, allowing students to practice English in a low-pressure setting. By strategically integrating regional languages, educators can create a dynamic bilingual learning environment that enhances English-speaking competence while valuing the linguistic strengths students bring to the classroom.

CONCLUSION

Integrating regional languages into English teaching offers a powerful approach to enhancing students' speaking competence. By drawing on students' native linguistic and cultural backgrounds, educators can create more inclusive, engaging, and effective learning environments. The interplay between regional languages and English helps bridge linguistic gaps, making English more accessible and relatable to students. This approach boosts comprehension and confidence and fosters cognitive flexibility and metalinguistic awareness, which are crucial for mastering new languages.

However, effectively incorporating regional languages into English learning is not without challenges. Overcoming societal biases, equipping teachers with the right skills, and finding a balanced use of languages in the classroom are essential steps toward maximizing this approach's potential. Addressing these challenges requires a shift in educational perspectives, where regional languages are seen not as obstacles but as valuable resources that enrich language learning.

Ultimately, using regional languages in English instruction aligns with broader multilingual education goals, where students' full linguistic repertoires are recognized and utilized. By adopting strategies like translanguaging, contextualized teaching materials, and supportive bilingual learning environments, educators can transform how English is taught. This approach enhances students' English-speaking competence and nurtures their overall language skills, preparing them to navigate an increasingly interconnected and multilingual world with confidence and competence.

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