



Yana ARUSTAMYAN,

DSc, professor National University of Uzbekistan named after Mirzo Ulugbek Department of Translation Studies and Comparative Linguistics

E-mail: [y.arustamyan@nuu.uz](mailto:y.arustamyan@nuu.uz)

O‘zMU professori, f.f.d N.Sadullaeva taqrizi asosida

### LINGUISTIC MODELLING IN DEVELOPING MULTICULTURAL ISSUES IN EFL CLASSROOM

Annotation

In the era of globalization, intercultural communication has become a cornerstone of social, economic, and political interactions. As borders blur and societies become increasingly interconnected, the ability to communicate across cultures is essential. Linguistic modeling, which involves the systematic study of language use in intercultural contexts, provides a framework for understanding and facilitating effective communication. The article explores the role of linguistic modeling in intercultural communication, with a focus on multiculturalism and its trends in the context of globalization.

**Key words:** Intercultural communication, multiculturalism, communication gap, EFL, language and culture integration.

### ЛИНГВИСТИЧЕСКОЕ МОДЕЛИРОВАНИЕ И МУЛЬТИКУЛЬТУРАЛИЗМ НА ЗАНЯТИЯХ ПО АНГЛИЙСКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

Аннотация

В эпоху глобализации межкультурная коммуникация стала краеугольным камнем социальных, экономических и политических взаимодействий. Поскольку границы размываются, а общества становятся все более взаимосвязанными, способность общаться между культурами становится необходимой. Лингвистическое моделирование, которое включает в себя систематическое изучение использования языка в межкультурных контекстах, обеспечивает основу для понимания и содействия эффективной коммуникации. В статье исследуется роль лингвистического моделирования в межкультурной коммуникации с акцентом на мультикультурализм и его тенденции в контексте глобализации.

**Ключевые слова:** Межкультурная коммуникация, мультикультурализм, коммуникационный разрыв, EFL, интеграция языка и культуры.

### CHET TILINI O‘QITISH (EFL) JARAYONIDA TURLI MADANIY MASALALARINI RIVOJLANTIRISHDA LINGVISTIK MODELLASHTIRISH

Аннотация

Globallashuv davrida madaniyatlararo muloqot ijtimoiy, iqtisodiy va siyosiy hamkorlikning asosiy poydevoriga aylandi. Chegaralar borgan sari yo‘qolib, jamiyatlar tobora ko‘proq o‘zaro bog‘lanib borar ekan, turli madaniyat vakillari bilan samarali muloqot qilish qobiliyati muhim ahamiyat kasb etadi. Madaniyatlararo sharoitlarda tildan foydalanishni tizimli o‘rganishga asoslangan lingvistik modellashtirish samarali muloqotni tushunish va qo‘llab-quvvatlash uchun nazariy hamda amaliy zamin yaratadi. Ushbu maqolada lingvistik modellashtirishning madaniyatlararo muloqotdagi o‘rni tahlil qilinadi, xususan, ko‘p madaniyatlik (multikulturalizm) va uning globallashuv kontekstidagi rivojlanish tendensiyalari yoritiladi.

**Kalit so‘zlar:** Madaniyatlararo muloqot, ko‘p madaniyatlik, muloqotdagi uzilish (communication gap), EFL (chet tili sifatida ingliz tili), til va madaniyat uyg‘unligi.

**Introduction.** Linguistic modeling seeks to analyze how language functions in diverse cultural settings. It examines the ways in which language shapes and is shaped by cultural norms, values, and practices. In a globalized world, linguistic modeling helps bridge communication gaps by identifying commonalities and differences in language use across cultures. For instance, E.Hall’s distinction between high-context and low-context cultures provides a useful framework for understanding how communication styles vary [8]. Moreover, “modeling of natural language and speech became the issues of particular importance. It encourages researchers to develop a variety of linguistic models that could solve practical problems of linguistics, namely, information retrieval, machine translation, natural language understanding, knowledge extraction and localization from text, etc.” [10]

High-context cultures, such as those in Central Asia, rely heavily on implicit communication and shared cultural knowledge, while low-context cultures, such as the United States, prioritize explicit and direct communication. By modeling these differences, educators and communicators can develop strategies to foster mutual understanding.

Globalization has intensified the need for linguistic modeling, as it has led to increased contact between people from different linguistic and cultural backgrounds. English, as the lingua franca of globalization, plays a pivotal role in this process.

However, the spread of English is not without challenges. While it facilitates communication, it also raises concerns about linguistic imperialism and the erosion of local languages and cultures [14]. Linguistic modeling can help address these challenges by promoting a balanced approach to language learning that respects cultural diversity and multiculturalism.

Multiculturalism, the coexistence of diverse cultural groups within a society, is a defining feature of globalization. It reflects the increasing mobility of people, ideas, and goods across borders. However, multiculturalism is not without its tensions. As A.Appadurai notes, globalization creates “scapes” – ethnoscap, mediascapes, technoscapes, finanscapes, and ideoscapes – that shape how cultures interact and evolve [1]. These scapes highlight the fluid and dynamic nature of cultural identities in a globalized world. A.Appadurai’s five dimensions of global cultural flow provide a useful framework for understanding the complexities of multiculturalism in a globalized world. The interplay of these scapes can lead to both cultural hybridization and cultural conflict, as different groups negotiate their identities and interests in the context of globalization.

**Literature review.** Multiculturalism has become an essential component in the field of education, particularly in English language teaching (ELT). Scholars argue that integrating multicultural perspectives in ELT fosters inclusivity, enhances cultural awareness, and improves language acquisition [2].

According to S.Nieto, language learning is deeply intertwined with cultural understanding, and incorporating diverse cultural contexts in English instruction promotes more meaningful engagement for learners [13].

Research highlights that multicultural education helps develop students' intercultural competence, equipping them with the necessary skills to communicate effectively in global settings [3]. Additionally, educators play a crucial role in fostering a multicultural learning environment through culturally responsive teaching practices [6]. Studies indicate that teachers who incorporate multicultural content into their lessons create a more inclusive classroom atmosphere, which positively impacts student motivation and engagement [7].

However, challenges persist in implementing multicultural approaches in ELT, including language barriers, teacher preparedness, and curriculum limitations [4]. Some studies suggest that despite growing awareness, there is still a gap in teacher training programs regarding multicultural education in language teaching [9].

**Methodology.** This study employs a mixed-methods research approach, combining both qualitative and quantitative methodologies to examine the role of multiculturalism in English language teaching. The study integrates surveys, classroom observations, and semi-structured interviews to gather comprehensive insights into the influence of multiculturalism on language acquisition and pedagogical approaches.

The study involves English language learners and educators from diverse cultural backgrounds across various educational settings in 2 universities. A total of 150 participants were selected, including 100 students and 50 teachers. Participants were chosen through a stratified random sampling method to ensure a diverse representation of cultures, learning environments, and teaching experiences.

Surveys, as a data collection method, was primarily exploited. These are structured questionnaires, which were distributed to both students and teachers to assess their perceptions of multiculturalism in English language teaching. The survey included Likert-scale questions and open-ended responses to collect both quantitative and qualitative data. Classroom observations were conducted in multilingual and multicultural classrooms to analyze teaching strategies, student interactions, and the integration of multicultural elements in lesson plans. Semi-structured interviews were conducted with selected teachers and students to explore their experiences, challenges, and attitudes toward incorporating multicultural perspectives in English language learning.

**Results.** The overall positive perceptions of multiculturalism in EFL classes were observed. A majority of students and teachers agreed that multicultural content enhances language learning, fosters inclusivity, and improves intercultural communication skills; they highlighted improved empathy, global awareness, and motivation when learning English through multicultural lenses. University students and teachers showed stronger support for multicultural approaches compared to secondary school participants, possibly due to greater exposure to diverse perspectives at higher education levels. Observations revealed that teachers who incorporate multicultural texts, discussions on cultural norms, and comparative language studies foster higher student engagement. Both surveys and interviews could emphasize that educators with formal training in multicultural education implement such approaches more effectively. However, some teachers reported difficulties in integrating multicultural materials due to curriculum constraints, lack of resources, or insufficient training. Some classrooms also still rely on monocultural or English-centric materials; limiting students' exposure to diverse perspectives was also observed. Key challenges could include resistance from traditional curricula, time constraints, and the need for professional development on multicultural pedagogy.

**Discussion.** One trend in multiculturalism is the rise of hybrid identities, where individuals navigate multiple cultural frameworks. For example, Uzbek students learning English may develop a hybrid identity that incorporates elements of both their native culture and the global culture associated with English. This

process, known as "glocalization", involves adapting global influences to local contexts[15]. Linguistic modeling can help educators understand and support this process by creating learning environments that value students' cultural backgrounds while fostering their ability to communicate in a globalized world.

Uzbekistan, a country with a rich cultural heritage and a rapidly globalizing economy, provides a compelling case study for examining the role of linguistic modeling in intercultural communication. As English becomes increasingly important for education, business, and diplomacy, Uzbek students are under growing pressure to master the language. However, teaching English in Uzbekistan is not merely a matter of imparting linguistic skills; it also involves navigating cultural differences and fostering intercultural competence.

One challenge in teaching English to Uzbek students is the difference between Uzbek, a Turkic language, and English, a Germanic language. These differences extend beyond grammar and vocabulary to include cultural concepts and communication styles. For example, Uzbek culture places a strong emphasis on respect and hierarchy, which is reflected in the use of formal language and honorifics. In contrast, English often favors informality and egalitarianism. Linguistic modeling can help teachers address these differences by incorporating cultural awareness into their lessons.

Another challenge is the risk of cultural alienation. As Uzbek students learn English, they may feel torn between their native culture and the global culture associated with English. To mitigate this risk, educators can adopt a culturally responsive approach to teaching. This approach emphasizes the importance of valuing students' cultural backgrounds and integrating them into the learning process [5]. For example, teachers can use materials that reflect Uzbek culture or encourage students to share their experiences and perspectives in class.

Cross-cultural competence, the ability to effectively communicate and interact with people from different cultural backgrounds, is an essential skill in today's globalized world. For the learners of English as a foreign language (EFL), developing this competence goes beyond mastering grammar and vocabulary; it involves understanding cultural nuances, perspectives, and communication styles. In the classroom, teachers can use a variety of activities to foster cross-cultural competence. These activities should encourage students to explore their own culture, learn about other cultures, and reflect on cultural differences and similarities.

Following activities can be suggested to develop cross-cultural competence in EFL classroom.

**Cultural exchange projects.** A cultural exchange activity can open up the world to students, giving them a chance for new experiences and to meet other students from different backgrounds. With technology, virtual exchanges are an excellent way for students to experience other cultures right from their classrooms [16]. Cultural exchange projects allow students to share their own cultural backgrounds while learning about others. Cultural presentations and Pen pal programs are usually enjoyed by both teachers and students as they are not too much time assuming, but give excellent results in developing cultural competence.

**Role-playing and simulations.** Roleplay and simulations are forms of experiential learning that allow students to explore concepts, practice skills, relate to others, see multiple perspectives, and engage in various modes of learning in the classroom. With a role-play, students assume different characters and act out scenarios, typically without any scripts. These spontaneous scenarios can be situated in reality or ones they are unfamiliar with. Students must use creativity and critical thinking to further get "into" their role. Depending on the context and setup, role play may take days to or even an entire semester to complete. A simulation is a form of role play, but more structured. In simulations, scenarios are much more complex and more situated in real life. Also, students may assume other characters, or play themselves. Role-playing activities help students practice navigating cross-cultural interactions in a safe environment through active usage of linguistic models learned at the lesson.

Multicultural literature and Media. Using literature and media from diverse cultures can broaden students' perspectives and deepen their understanding of global issues. Moreover, "in addition to reading different texts and refiguring the grounds on which knowledge is produced, border pedagogy takes up the important tasks of establishing conditions for dominant and subordinate texts to be read differently" [12]. Scholars also insist that literary text have more positive impact on learners through its accessibility: "to promote multiculturalism and promises a hope to change the framework of our current educational institutions to all students, male or female, gifted or impoverished, major ethnics or minorities, without any exceptions will have an equal chance to achieve academic support in a school. For multicultural education endorsement, reading materials embedded in a classroom should be able to represent the diverse member of that said classroom" [11]. The students are usually offered to read the texts reflecting English culture, behaviour, and way of life. However, the objectives of such activities are extended beyond ordinary reading and retelling the text. The students should be focused on certain situations described in the text, which reflect culturally-specific behaviour and may differ from the national culture of students. Another activity is to watch films of documentaries that depict life in other cultures. Afterward, a discussion about the cultural practices, values, and challenges portrayed in the media can be facilitated. At the same time the teacher should always be ready to give additional explanation to some issues, which are beyond the linguistic issues and unclear for students.

**Conclusion.** In general, linguistic modeling plays a crucial role in facilitating intercultural communication. By analyzing how language functions in diverse cultural contexts, it provides a framework for understanding and addressing the

challenges of multiculturalism. Meanwhile, developing cross-cultural competence in an EFL classroom is a multifaceted process that requires intentional and engaging activities. By incorporating cultural exchange projects, role-playing, multicultural literature, cultural comparison, and other interactive activities, teachers can help students build the skills and awareness needed to navigate a globalized world. These activities not only enhance language learning but also foster empathy, respect, and appreciation for cultural diversity. In the context of teaching English to Uzbek students, such activities can help bridge cultural gaps and prepare students for meaningful intercultural communication in their personal and professional lives. Teaching English to Uzbek students illustrates the complexities of this process, as it involves not only imparting linguistic skills but also fostering intercultural competence and respecting cultural diversity. As globalization continues to reshape the world, linguistic modeling will remain an essential tool for promoting mutual understanding and cooperation across cultures.

In general, the study is likely to demonstrate that multiculturalism positively influences English language teaching by enhancing engagement, inclusivity, and intercultural competence. However, structural challenges (rigid curricula, lack of resources) and attitudinal barriers (resistance to change) may hinder its full implementation.

While this study provides valuable insights, it is subject to limitations such as potential bias in self-reported data and the challenge of generalizing findings across different educational systems. Future research may expand the sample size and include more diverse educational settings to enhance the validity of the findings.

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