

QO‘QON UNIVERSITETI XABARNOMASI

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9-SON

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**QO‘QON
UNIVERSITETI
XABARNOMASI
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HERALD
VOLUME 9**

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XABARNOMASI

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Tahrir kengashi mas'ul kotibi:

A.A.Yusupov

Sahifalovchi muharrir:

T.M.Umarov

Texnik muharrir:

D.Z.Solidjonov

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Qo'qon universiteti xabarnomasi

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HOW DOES A PERSON BECOME MULTILINGUAL?

Mamatqulova Marhabo

Teacher of Kokand University

mamatqulovamarhabo7@gmail.com

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ANNOTATION

This article, based on case study, presents information about the process of becoming multilingual of a female. This research is investigated focused on different types of methodologies like interviewing, questionnaire. Today, knowing one particular foreign language is not enough. One should know at least two or three languages in order to communicate or collaborate without any barriers. Several studies suggest that bilingual education has cognitive, social and health benefits, so it is beneficial that many schools integrate bilingual instructions. Also acquiring multiple languages have benefits not only inside the classroom. In addition, it is clear that, learning a second (or third) language is an investment in learners' future achievements.

Introduction. In order to learn how to link new words in an effective way, one needs to use her brain in a way similar to usage of her mind to construct creative thoughts. A good illustration for this is that mastering the language requires finding new ways of expressing ideas and feelings. One study found that bilinguals were more creative than monolinguals, who rated dexterity, flexibility, originality, and elaboration on the Torrance Tests of Creative Thinking. It is also interesting to learn a language. One becomes more creative when she is interested in a thing, which she does.

With this in mind, mastering a new language also improves your analytical skills. Anyone who speaks more than one language can process the information more logically. Those who had to consider decisions in a foreign language made smarter decisions based on analytical reasoning without the influence of emotion. It can be the reason why bilingual students tend to do better results.

Moreover, learning a new foreign vocabulary increases your native vocabulary. For example, if one speaks English and learns Japanese, her English skills will improve as she works on learning the rules of the Japanese language. As during the learning process, she definitely compares both languages and analyses them, in order to find similarities and differences. During this process, grammar and structure of both languages understood more clearly. This works to all languages. Studies have shown that learning another language promotes cultural awareness and acceptance. Students who learn another language are also aware of cultures of learnt language. Learning a new language is not just learning new words. A person who learns a language also needs to know the people, customs, traditions and values of the countries where this language is used.

After all, one of the most important reasons to learn multiple languages is to build global relationships. Instead of living in a bubble where everyone lives in the same place and speaks the same language, multilingual people can build relationships with people from all over the world. Furthermore, global thinking is developing during the process of making global relationships. You think in another way, while you learn a language.

Literature Review. Nowadays, existence of approximately 6000 or 7000 languages is known. The number of those who speaks more than one language is increasing day by day. It means that more than a half of the people around the world uses several languages, while 40 percent speaks only on their native language. Another research proves that each fourth child grows learning more than one language. In order to understand the terms multilingualism or bilingualism we should firstly understand what is language for itself, what we understand under the term "language"? Firstly, we should differentiate link between the usage of the language and ability of mastering it. (Baker, 2011).

Language is not only the tool for communicating but also it is the way of expressing thoughts and the way of interaction with the help of systematic signs and syntax. Actually, language represents a communication. Baker (2011) believes that usage of the language is linked with the context. Using a language depends on geographical areas and on people they cooperate with.

There are as many exclusive languages with inside the global as there are exclusive approaches of seeing it. Through records till now, languages are rooted with nationhood, position, strength and cultural questions. Cultural codes of a collection are embedded of their languages. That is why languages are not fixed, they evolve. Chris Livaccari stated that language is "a center a part of any person's education, cultural identity, and feel of self". Garcia, quoted Heller, pointing out that "Language is surely a social belief that can't be described without connection with its audio system and the context wherein it is used."

Language capacity is related to a stage of mastery with languages. While students agree that language cannot be received due to the fact it is far a process, additionally they agree that one of a kind tiers of proficiency are hard to categorize with a pointy limit. Language capacity is difficult to outline due to the fact one of a kind ranges of proficiency exist relying at the conventional four language competencies. We can divide those skills into categories. Without forgetting the fifth skill, that's the interplay skill.

First, there are the receptive skills, which includes listening and analyzing. Second, there are effective skills that are speaking and writing. The four language capabilities also can be labeled into different companies relying at the oracy (listening and speaking) and the literacy (analyzing and writing). It suggests that language ability is complicated and cannot be measured as a whole. Competencies are connected to every different and are interrelated.

I will apply the term "linguaging" that Garcia (2014) utilized in her e-book to designate the movement of the use of language. Garcia and Baker (2011) display that linguaging is a lifelong process. Individuals are capable of talk thru productions and receptions of codes. They produce oral (speaking) or visible codes (signing or writing) and obtain auditory or literacy information. These approaches of manufacturing or receiving languages are made through a man or woman. It is concern to external (contexts) and inner factors. Each man or woman has their very own history, interpretation, subjectivity, emotions, and cultural identity, with a view to have an effect on their competencies to research a language. Because of this, comparing their diploma of proficiency, in detail, is complex.

Cummins (1984) become interested by this venture for bilingual students. He distinguishes among sorts of language ability referred to as BICS and CALP. This difference relies upon at the context of wherein and with who the language is used. According to Cummins, emergent bilinguals will first want approximately years to gather the fundamentals of conversational language. Cummins referred to as the primary step: BICS as Basic Interpersonal Communicative Skills. It describes social, conversational languages used for oral conversation additionally defined as social language. During this conversation, the listener can use assist from cues as its miles context-embedded language. For example, emergent bilinguals can observe nonverbal behavior. This consists of gestures, facial expressions, eye actions, reactions, voice cues, phrasing, intonations, and stress. Emergent bilinguals also can interpret language via way of means of looking at pictures, concrete

objects, and different contextual recommendations that are present. It is likewise not unusual place to invite statements to be repeated.

Cummins demonstrates that emergent bilinguals can also additionally take 5 to seven years or longer, to obtain what he called "CALP or Cognitive Academic Language Proficiency". It is a degree of educational linguistic talent similar to a proper scholarly language wanted for educational success. This degree is extra hard for emergent bilinguals, as they cannot use cues to assist them. For example, this type of talent takes place at some point of a telecell smartphone call, in which there are not any face-to-face interactions, or in the lecture room whilst educational language is regularly summary and literacy needs are high. In those verbal exchange situations, cultural and linguistic information are crucial, so that you can completely apprehend the message. Many studies initiatives deal with BICS/CALP as a key factor for his or her studies and activities. Not all of the studies, however, comply with this trend. Some authors declare the difference is simply too linear and binary and have to be expanded. Cummins and different scholars, like Baker, used those phrases with inside the dialogue of bilingual education. Scholars, specifically in Europe, have built gear to assist professionals, like teachers, to categorize European scholars, in particular, will note that multilingualism refers to a geographic area or social group in which different languages coexist. A territory can be multilingual and a society can be multilingual. Countries such as Canada, Switzerland and the Philippines are multilingual countries, since different languages coexist in a territory. It can also be the use of more than one language within a society. A society can be multilingual and a school can be multilingual if different languages coexist in them.

The holistic view of multilingualism focuses on the characteristics of multilingual people that differ from those of monolinguals. Multilingual speakers use the languages available to them as a means of communication, and since their repertoire is broader, they tend to have more resources at their disposal than monolingual speakers. As Block (2007) suggested, multilingual people appear to be more hyper-linguistic than semi-linguistic. Research on third language acquisition has shown that bilinguals can also use these resources to learn additional languages (Cenoz, 2009) communication needs. While people who speak a single language in all spheres, multilingual learners or people navigate between languages and do not use each of their languages for the same purposes in all communicative situations, or with the same people (Moore & Gajo, 2009). A multilingual person can read the newspaper in one language but a technical report in another language. The same multilingual person can chat on the Internet in two languages, depending on who they are talking to, but they can only watch movies in one of these languages. Grosjean (2010) said that it is a myth to believe that bilingual people have exactly the same and perfect knowledge of two languages.

Despite these differences between monolingual and multilingual people, the communication skills of multilingual people are traditionally measured from a monolingual perspective against the criterion of the ideal native speaker of each of the languages involved. This monolingual bias in multilingualism research does not take into account the characteristics of multilingual people at the cognitive level (Cook & Bassetti, 2011; Kecskes, 2010; Pavlenko, 2011). It does not take into account the fact that multilingual speakers can use their languages as a resource for languages to reinforce each other, nor the way multilingual speakers navigate the actual communication between languages. As pointed out by Cruz Ferreira (2010), the monolingual norm focused on languages and native speakers who use monolingual norms to see how they differ from language learners who are considered deficient.

Participant profile. For this case study, I used a participant, whose name is Musurmonova Mukhlisa aged 23 as an example for the Case Study Project. Mukhlisa is currently enrolled in the international TOYO university in Japan, where she is also working. She is enthusiastic in learning new languages. She had the capacity to study languages when she was a youngster. She is fluent in English, Japanese, and Russian. Learning languages is fun activity for her despite of difficulties in pronunciation, spelling mistakes, fear and memorizing vocabulary.

Since 2016, she has been studying in Japan. She started studying English from a behavioral standpoint. She memorized words by repeating them, acquired grammatical rules to construct sentences, and properly completed tests. She utilized a variety of techniques to improve her listening, speaking, writing, and reading abilities. For example, with the goal of improving and retaining vocabulary she used brightly colored papers and stuck them to the walls and furniture all around the place. In Uzbekistan, she received a 5.5 band score after 6 months. "Every day, I built the English atmosphere for myself," she explained. Mukhlisa made the decision to pursue her education in Japan. She did not have a great command of the Japanese language. It was very hard to locate a tutor who could teach Japanese in Kokand at the time. As a result, she had no choice but to learn Japanese through social media. She has had several challenges in learning Japanese. Because Japanese has three distinct alphabets. Hiragana, Katakana, and Kanji are the three characters. Hiragana and Katakana are less difficult to learn than Kanji. Japanese, like Chinese, has several hieroglyphs. My sister presently has two Japanese levels. She received her TOEIC certificate. She interacts with hundreds of foreigners while working, and her profession requires her to converse with them in both English and Japanese. She picked up Russian via movies and conversations with her pals. "It is critical to pay attention in class and have self-confidence," she adds. I've never gotten bored of learning new languages. To widen my vision, I enjoy traveling and learning about different cultures, traditions, and politics." She has also begun to study Chinese and Arabic.

Research design. I designed the Case study with following steps:

- ✓ pre-interview
- ✓ post-interview

Initially, she was observed during this time to learn about her challenges and apply learning strategies. At the beginning of the research, a preliminary test (interview) was carried out and in this part about ten questions were formulated about her learning experience and her learning process. In this pre-test interview, I analyzed the percentage of languages she used in a typical day. In questions, I asked the participant's age and about how long she has been learning English, Japanese and Russian. Knowing the year of exposure was necessary for Critical Period Hypothesis. According Lennenberg, CPH affected L1 and L2 and he considered that acquiring a new language too challengeable after puberty while opponents thought language acquisition could be possible for talented language learners. My sister began learning languages at the age of fourteen, however she could manage to acquire three languages (English, Japanese, and Russian) and communicate like a native person.

In post-interview, I asked five questions about multilingualism:

1. *importance of being multilingual*
2. *influence of being multilingual to her education*
3. *her goal of learning several languages*
4. *basic problems*
5. *positive sides*

Data Collection and Findings. Although the data collection process is often complicated, I collected the data with curiosity. The participant used different sorts of strategies like repetition, resourcing, note-taking, cooperation, questioning for clarification, inference and elaboration, self-talk to learn languages simultaneously she had to overcome problems such as lack of vocabulary, fear, spelling mistakes, pronunciation. As a researcher of this case study, I aimed to discover the reasons for language learning process. I collected all the necessary data using pre and post-interviews and I created a table with the aim of determining the percentage of language levels used by the participant. All steps are described as follows:

This table was created to know the percentage of language levels (English, Russian, Japanese) used by a participant.

English	Grammar	Vocabulary	Reading	Writing	Speaking	Listening
	25%	25%	25%	25%	25%	25%
	50%	50%	50%	50%	50%	50%
	75%	75%	75%	75%	75%	75%
	100%	100%	100%	100%	100%	100%

Russian	Grammar	Vocabulary	Reading	Writing	Speaking	Listening
	25%	25%	25%	25%	25%	25%
	50%	50%	50%	50%	50%	50%
	75%	75%	75%	75%	75%	75%
	100%	100%	100%	100%	100%	100%
Japanese	Grammar	Vocabulary	Reading	Writing	Speaking	Listening
	25%	25%	25%	25%	25%	25%
	50%	50%	50%	50%	50%	50%
	75%	75%	75%	75%	75%	75%
	100%	100%	100%	100%	100%	100%

According to the chart, I have made my own views in order to count on which way she masters the foreign languages. The results are as follows:

		Grammar	Vocabulary	Reading	Writing	Speaking	Listening
1	English	100%	75%	75%	50%	100%	100%
2	Russian	50%	75%	50%	50%	75%	75%
3	Japanese	75%	75%	75%	50%	100%	100%

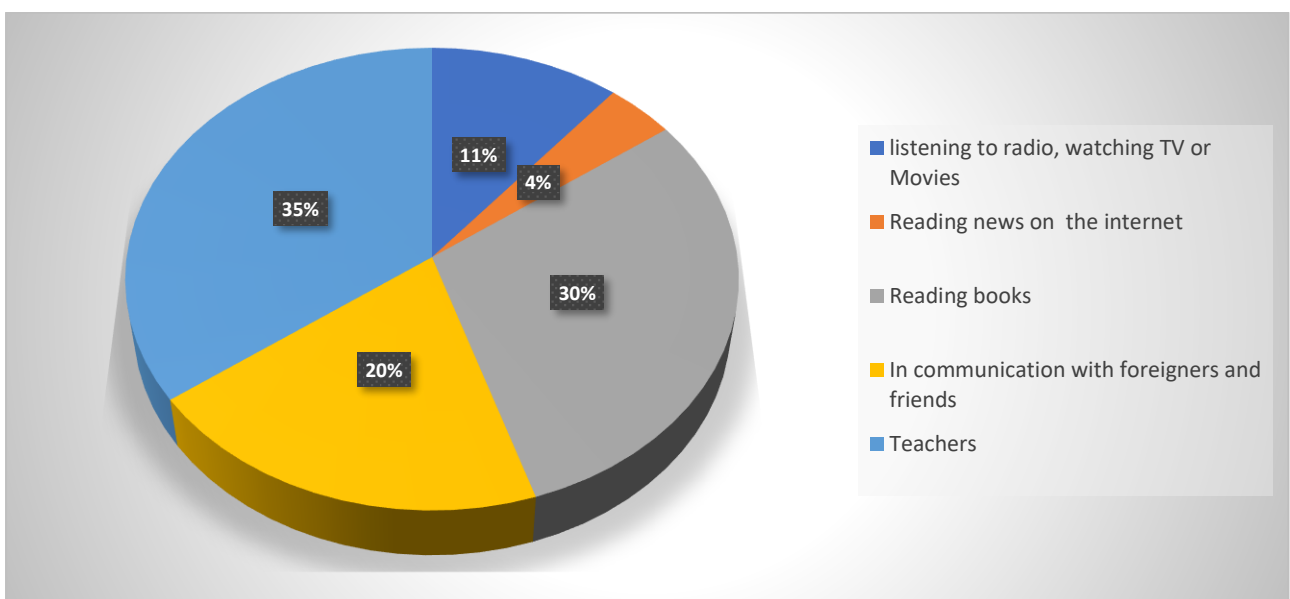
It is clear that her grammar competence of the English language is perfect, within the speaking and listening. However, the lowest skill is writing, where she showed only half of the result. Vocabulary and Reading should be learnt a little deeply as the results both of them are 75%. The results prove that her level of knowing English language is Upper-intermediate, thus if she works harder on her vocabulary, reading, and especially writing she can reach an advanced level.

Russian language results show that she is an intermediate student. As her knowledge on grammar, reading and writing shows 50%, while,

the way she learns vocabulary, develops her listening and speaking skill, in that language depicts 75%. All skills, which are related to the mastering the Japanese show that she is an advanced user of that language. Except, the writing skill, where she circled 50%. As all results show, she could develop all skills in learnt languages. However, writing is her weak point in each one.

In order to analyze the ways of language learning used by her, I created diagrams for English, Japanese, and Russian according to questionnaires.

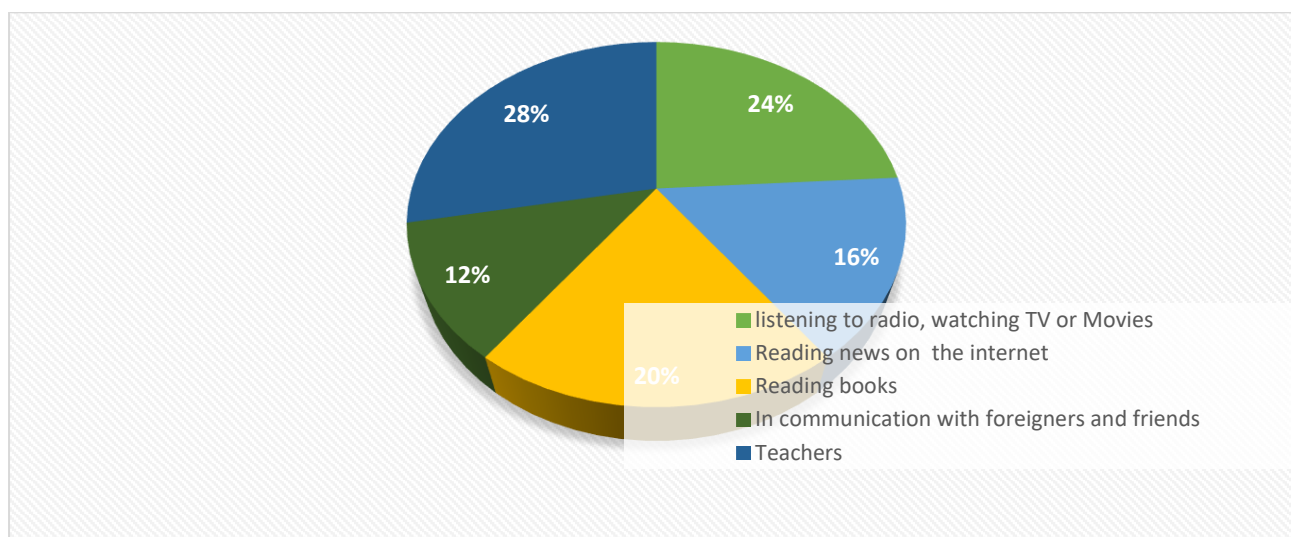
Figure I. English language.



Due to the first pie chart, the participant learned English through reading books (30%) and by teacher (35%) while the percentage of

listening to radio, watching videos or TV shows 11% and 20%, respectively.

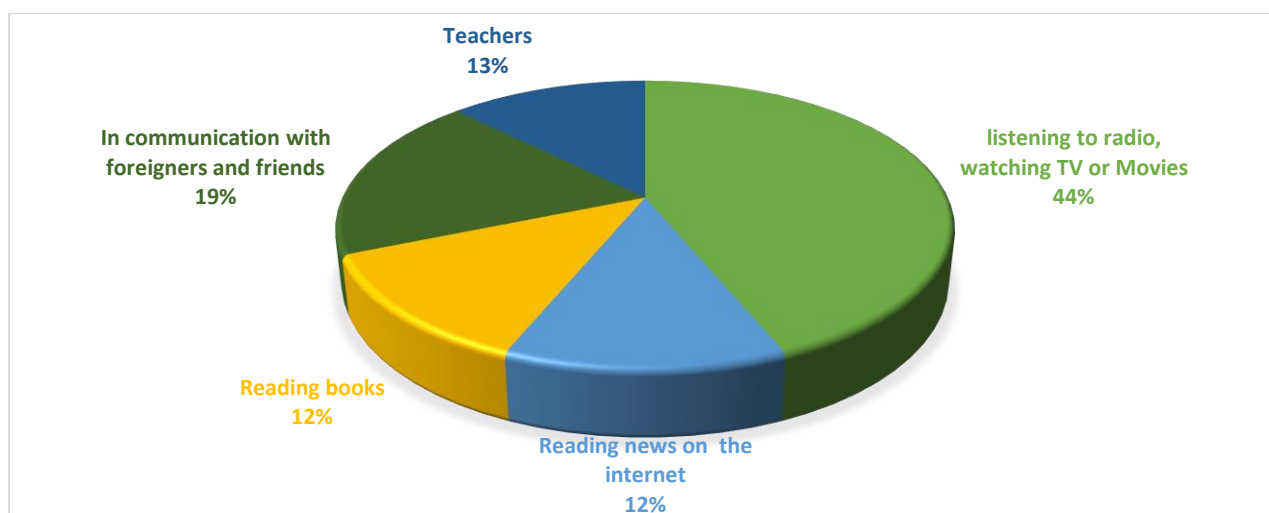
Figure II. Japanese language.



In the second graph, it is clearly seen that the Japanese language was acquired by listening to radio, watching movies or TV (30%), reading news on the internet and interacting with foreigners (20% and

15%) in contrast the part of teacher is at the lowest level. It means that she learned languages independently.

Figure IV. Russian language.



According to the last pie chart, the learner used mostly the ways of listening or watching, interacting with overseas people and friends show the highest proportion (35%) comparing with other parts for learning Russian.

Conclusion. To conclude, multilingualism is seen as much more positive today comparing with the past. Today, many researchers defend the effects of multilingualism. In fact, this is supported by the widerange of essential benefits found in Case Study above, ranging from individual cognitive benefits to work and social benefits. Cultural awareness and acceptance are promoted by learning another language, according to studies. Students learning a second language are also aware of the cultures of the countries in which they are studying. It takes more than

just learning new words to learn a new language. A person learning a language should also be familiar with the people, cultures, traditions, and values of the nations in which it is spoken.

After all, developing global contacts is one of the most essential reasons to learn different languages. Multilingual people may form relationships with people from all over the world, rather than living in a bubble where everyone lives in the same location and speaks the same language. In addition, global thinking is becoming increasingly prevalent. As growing research on multilingualism continues to show advantages, multilingualism is likely to become more important in society in the future.

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