

## **Sociolinguistic Profile Research Paper**

*Abdumurodova Dilnoza Azimjon qizi*

*Master's student of the Webster University in Tashkent*

**Abstract.** This research paper provides a comprehensive sociolinguistic analysis of a group of English language learners in Uzbekistan. It delves into various aspects of the learners' backgrounds, motivations, and language proficiency levels. The paper examines the cultural, linguistic, and gender dynamics within the classroom, as well as the broader context in which English is used..

**Key words:** Cultural Influences, Gender Dynamics, Pedagogical Implications, Multilingualism, Language variation, Code-switching and Dialectology

### **Introduction**

This paper explains the different kinds of people who want to learn English. It explains why they want to learn, what languages they already know, how good they are at English now, and their background. This background includes things like their culture, race, gender, and social status. This area of study understands that language isn't just learned on its own, but is also shaped by things like race, social class, background, and who you're attracted to (Mesthrie, 2009).

### **Sociolinguistic Profile of a Group Learners**

#### **Outline of Learners**

Students are studying at the Uzbekistan State World Language University (UzSWLU) in Tashkent. This university specializes in teaching international languages and preparing future language teachers. Fourteen students, both boys and girls, are between 17 and 18 years old. The group consists mostly of girls, with 10 female students. UzSWLU offers two curriculum groups: Russian (ESL) and Uzbek (L1). This particular group focuses on the Russian curriculum. This group is a Russian curriculum group that includes regional, international, and local students. Their level is B2, inasmuch as the university required students to enter the university with a score of at least 5.5 to 7 on the IELTS exam.

Students are different in comparison with language skills. Nozima is good at listening and speaking however she has difficulty with writing. She cannot write essays on time because she has to spend much more due to lack of grammar. She is interested in singing song that is why her listening and speaking skills are improving day-by-day. Moreover, Anvar is good at writing inasmuch as he is keen on reading novels, undoubtedly reading skills help to get ideas to write not only idea but also

grammar we can learn from the books.

This explores how boys and girls use language differently in this particular classroom setting. It's important to remember that sexual orientation isn't relevant here. We're focusing on how boys and girls typically communicate based on their gender roles, not who they're attracted to. In this class, the boys tend to be better at talking and interacting than the girls. This makes the girls see them more positively when they chat together. The female students tend to speak more cautiously and avoid using rough or colloquial language due to being interrupted by their male counterparts during class debates (Roebly, 2007).

### **Preliminary Sociolinguistic Profile**

#### **Non-native speakers of Uzbek**

This subgroup includes non-native students who are Russians, Kazakhs, or Tajiks. Their nationality differs in comparison with Uzbekistan. Russian students have Western viewpoints and cultures. They can easily learn English because of similar grammar structures. Neighboring countries like Tajikistan and Kazakhstan help understand their potential strengths and challenges in learning languages. Their age is appropriate to their language background in middle school and secondary school in Uzbekistan. They have been living in Uzbekistan for more than 10 years. Despite the fact that Russians are not Muslims, Kazaks and Tajiks are Muslims who follow Islamic faith. They respect each other's culture and religion.

#### **Native speakers of Uzbek**

This subgroup is made up of native speakers of Uzbek who follow Uzbek traditions and values in their lifestyle. Although they are Muslims, they follow both eastern and western elements of life. They communicate partly in Uzbek during the lessons. There are 12 regions of students that have different Uzbek dialects. According to Lippi-Green, there's a common misconception that the standard language is completely uniform, while in reality, some regional differences might be acceptable. This affects their pronunciation as well as English as a foreign language (EFL).

### **Racial Composition of the Class**

The number of girls (10) is much higher than the number of boys (4) in the group. The girls in this class might be more susceptible to feeling the pressure of gender roles. It is obvious in the lesson, such as the debate about feminism with some topics. They think that girls should be treated equally with boys in society; however, in Uzbek traditions, girls can be treated equally in society but not in family. Girls are first and foremost mothers, daughters, and wives in our culture; it has an effect on discussions. Boys are only 4; they cannot manage 10 girls in debates, but they respect each other. Girls behavior is that men are respectful people anywhere without hesitation.

### **Learning context**

This university prepares students not only for language learning but also for careers as future teachers. The program elevates students' language skills from B2 to C1 level by the time they graduate. The program aims to improve all four language skills—listening, speaking, writing, and reading—as well as develop their teaching skills to ensure their academic success. This curriculum involves a practicum period, interactive lessons, seminar lectures, and modern methodology with technologies.

### **Sociolinguistic Profile of the Context where English will be used**

English is everywhere! It's the main language in science, airplanes, computers, international relations, travel, talking between countries, news, and the internet (Garten et al., 2019). This makes English very important. The primary use of English for students is within educational institutions,

supporting their academic goals. Additionally, many workplaces now require English proficiency certification, motivating students to actively learn English for high-paying job opportunities.

Many students want to study abroad at universities where English is common, like those in the US, England, Korea, and Indonesia. This is a big motivator for them to learn English. In these countries, they'll likely come across different forms of English that are well-established and function smoothly within their unique cultures.

## **Pedagogical Implications**

Professors might need to ensure course materials (lectures, handouts, and assignments) are clear and understandable for students with varying levels of Uzbek proficiency. Teamwork skills improve when students work together. It helps us respect each other during lessons.

### **Methods and approaches**

Communicative language teaching (CLT) is appropriate for non-native speakers of Uzbek. They can communicate and exchange ideas and knowledge while they are working, such as through teamwork, debate, and discussions. Students are at B2 level; they can speak fluently and explain their ideas correctly.

Native speakers of Uzbek can communicate both Uzbek and English with groupmates without difficulty. Creating posters with small groups is one part of the task-based language teaching (TBLT) method. The topic is improving four skills: listening, reading, writing, and speaking. There are 4 groups; each group should demonstrate their topic with visuals, words, and approaches for groupmates.

### **Materials**

Teaching materials are specialized for future teachers and improve skills such as advanced-level vocabulary, IELTS practice books, and methodology. Materials are neutral for everybody which include both western and eastern cultures, different religions, and politics. Furthermore, materials are suitable for their age, such as global problems, modern technologies, and so on. They knew these topics when they were pupils, but they could not analyze and discuss them widely. Nowadays, they can find causes and solutions to them.

### **Classroom practices**

Encourage students to analyze texts, evaluate arguments, and formulate their own opinions in English. This could involve debates, discussions, research projects, or presentations. One of them has 30 minutes to prepare their project with groupmates; after that, they present it in 7 minutes, turn-by-turn, through 4 groups. "Identity is defined as the linguistic construction of membership in one or more social groups or categories" (Kroskrity 2000, 111). Moreover, they can discuss some topics with groups, which has a positive effect on their speaking skills.

### **Assessment Implication**

Regarding the fact that many students are aiming for IELTS and CEFR exams for educational and career goals, course materials should incorporate elements from these assessments. This will help assess students' crucial language skills, including comprehension of spoken English across accents and contexts, written texts of different styles, and the ability to produce clear, organized written responses.

and effective oral communication on various topics.

Additionally, having students evaluate each other's work can boost their involvement and make them think more about their classmates' performance, as noted by Kopp (2014). This approach encourages active participation and provides valuable feedback for students, fostering a collaborative and interactive learning environment

### **Annotated Bibliography**

Deumert, A. (2011). Multilingualism. In R. Mesthrie (Ed.), *The Cambridge handbook of sociolinguistics* (pp. 262–282). Cambridge University Press.

This chapter focuses on the effects of multilingualism on both individuals and society. While acknowledging past attempts to force people to adopt a single language, it emphasizes the growing awareness of the positive impacts of multilingualism. I was interested in this article because our country has had multilingualism throughout its history. It may have been negative for society in the past, but the young generation can speak fluently in two languages, one of which is an international language, which is Russian. They can travel and work abroad without difficulty due to knowing the language of our society.

Labov, W. (1963). The social motivation of a sound change. *WORD*, 19(3), 273-309.

Labov's research delves into how social factors like class and social standing influence how people pronounce words. He argues that these social forces drive changes in pronunciation over time, ultimately leading to the evolution of sounds within a language. Some words are written differently with a sound, but the meaning is the same. I realized that it was a was a consequence of evolution.

Fought, C. (2011). Language and ethnicity. In R. Mesthrie (Ed.), *The Cambridge handbook of sociolinguistics* (pp. 238–257). Cambridge University Press.

This reading source helped me analyze language and ethnicity's connection in speech. Before reading this article, I did not pay attention to the ethnicity of people's speech; nevertheless, it has an effect language use and the complexities of language variation.

Baugh, J. (2005). Linguistic profiling. In S. Makoni, G. Smitherman, A. F. Ball, & A. K. Spears (Eds.), *Black linguistics: Language, society, and politics in Africa and the Americas* (pp. 155-168). Routledge.

According to the topic, I have general information about it. Nonetheless, I do not know about the discrimination of American society because we do not face this kind of discrimination, such as black and white, in Uzbekistan. I understood how people have problems in education and the workplace due to discrimination.

Bolton, K. (2008). English in Asia, Asian Englishes, and the issue of proficiency.

I learned the differences between Asian English from this source. I thought that the Asian language has some pronunciation, because our languages look like each other too much;

however, Asian countries have their own grammatical features, pronunciation styles, and vocabulary

Mesthrie, R., Swann, J., Deumert, A., & Leap, W. L. (2009). *Introducing sociolinguistics*. Edinburgh University Press.

It delves into key areas like multilingualism, language variation, code-switching, dialectology, and how language interacts with factors like gender, power, and social inequality. I learned sociolinguistic keys and differences from this article.

Lippi-Green, R. (1997). English with an accent: *Language, ideology, and discrimination in the United States*. Routledge.

Lippi-Green highlights how specific accents are often linked to particular social groups and identities. This association unfortunately leads to discrimination against individuals with non-standard accents in various areas of life, including education, employment, and even legal proceedings. Previously, I might not have been aware of the concept of "standard English." Now, I have gained knowledge about this specific variety of the language.

Labov, W. (1972). The social stratification of (r) in New York City department stores. In W. Labov, *Sociolinguistic Patterns* (pp. 43-69). University of Pennsylvania Press.

Labov's research revealed a clear link between social standing and how people pronounce the "r" sound. Employees in high-end stores like Saks Fifth Avenue used the "r" sound more often compared to those working in lower-end stores like Klein's. Based on the information presented, we can conclude that social class plays a significant role in shaping pronunciation patterns. This suggests a connection between social class and the adoption of specific pronunciation features associated with prestige and formality.

## Conclusion

Sociolinguistics is essential in language teaching as it enables teachers to understand how language is utilized in different social situations and how it varies across cultures and communities, according to Mesthrie et al. (2009). Teachers can use this information to make their language lessons more engaging and connected to what their students find interesting and important. Sociolinguistics helps us understand how social factors like dialect and language influence communication. By understanding these factors, teachers can better prepare their students to communicate effectively in diverse settings. By including ideas about how language works in different social contexts in their lessons, teachers can create a classroom that celebrates many languages and fosters respect between students from diverse backgrounds

## References

Baugh, J. (2005). Linguistic profiling. In S. Makoni, G. Smitherman, A. F. Ball, & A. K. Spears (Eds.), *Black linguistics: Language, society, and politics in Africa and the Americas* (pp. 155-168). Routledge.

Bolton, K. (2008). English in Asia, Asian Englishes, and the issue of proficiency. *English Today*, 24(2), 3-12.

Fought, C. (2011). Language and ethnicity. In R. Mesthrie (Ed.), *The Cambridge handbook of*

sociolinguistics (pp. 238–257). Cambridge University Press.

Wardhaugh, R., & Fuller, J. M. (2014). An introduction to sociolinguistics. John Wiley & Sons, Incorporated.

Mesthrie, R., Swann, J., Deumert, A., & Leap. W. L. (2009). Introducing sociolinguistics. Edinburgh University Press.

Roebl, M. (2007). Gender in Language Teaching. St John“s University.

Garten, J., & Kennedy, B. (2019). Measuring the importance of context when modeling language comprehension. Behavior Research Methods. (pp. 480-492).

Kopp, B. (2014). Improving Peer and Instructor Feedback on Writing. Colorado State University