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EXPLORING THE ROLE OF SOCIOLINGUISTICS IN TEACHING ENGLISH AS A SECOND LANGUAGE

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ABSTRACT

This article explores the significance of incorporating innovative educational methodologies to enhance teaching and learning processes in order to achieve positive educational outcomes. Specifically focusing on the role of language instructors in promoting linguistic diversity in the classroom, the research delves into the connection between language learning and sociolinguistics. The study conducted at Tashkent Medical University among freshmen from various racial and ethnic backgrounds highlights the importance of sociolinguistics in creating an inclusive learning environment that supports students' unique experiences and requirements. Through a learner profile analysis, the research aims to shed light on the challenges students face in transitioning between educational levels and how language instructors can offer effective support to ensure their success.

KEYWORDS

Learner profile, gender, identity, multilingual, bilingual, linguistic profiling, race.

INTRODUCTION

Since education is regarded as a significant investment for any nation and its citizens, many nations today attempt to improve their educational systems through of innovative educational methodologies in order to keep up with the latest advancements and produce good educational outcomes. To improve teaching and learning and advance the educational process, it is

imperative to make effective use of innovative educational strategies in the development of curricula, teacher preparation, and teaching methods.

Language instructors play a critical role in promoting linguistic and cultural diversity in the classroom. By increasing learners' conscious understanding of

fundamental sociolinguistic concepts, teachers can assist their students in recognizing and producing systematic variation of language forms according to their variable appropriateness across diverse contexts and conditions of use.

METHODS AND METHODOLOGIES

The work which is reported in the following pages concerns the connection between language learning and teaching to the sociolinguistics. We will discover that not only mental ability of the human but also social factors like race, gender, ethnicity, language background contribute language acquisition.

I will look at the reasons why students differ in learning process and how to approach methods, assessment to fulfill their needs. As Schilling suggest that Women and men differ not only in physical attributes but also in the way in which they use language (women's language , gay Englishes). Descriptive methods offer an effective way of obtaining possible effects to current L2 learning process of the students. The finding about the difference between social classes encourage me to identify my students' reason for choosing different language versions and their desire to speak in over prestige(urban dialect).

The second advantage of using the descriptive method is results and debates are mostly based on surveys, observations, case study that contains the means used by the groups to compare and contrast the identity, gender and language background. In this research paper, we explore the importance of sociolinguistics in teaching English as a second language. We examine how language instructors can create an inclusive and supportive learning environment that values the

unique needs and experiences of all learners. We also discuss the challenges that students face as they transition from one level of education to another and how language instructors can provide appropriate support to ensure their success. Through our research, we aim to highlight the crucial role of sociolinguistics in promoting equitable and effective language education.

RESULTS AND ANALYSIS

Learner profile

The learners in this context are attending Tashkent Medical University in large urban city with a large multilingual and multicultural population. The university is located in a high-income neighborhood and serves a predominantly middle and upper- class population. The data were collected from total ten 18 and 20-year-old freshmen of the university. The participants are composed of the students from various racial and ethnic backgrounds, including Uzbek, Kazakh, Russian and Tajik. The country is included in the Expanded as many students come from homes where English is not spoken as official language.

The first part of the questionnaire revealed that the primary aim of attending EFL class is to understand scientific articles related to medicine and to pass language proficiency level test (IELTS).

Subgroups

The participants are divided them into multilingual and bilingual groups according to language they use and understand (Figure 1.1).

Subgroups	multilingual	bilingual
Number of students	6	4
languages	Russian, English, Uzbek, Tajik,	Uzbek, Kazakh
family/home domain	Russian, Uzbek	Uzbek
education/school domain	Uzbek	Uzbek
Peer neighborhood domain	Tajik, Russian	Kazakh
government offices domain	Uzbek	Uzbek
linguistic profiling	urban dialect	rural dialect
race	Christian, Muslim	Muslim

Figure 1.1. multilingual and bilingual groups of the participants.

Multilingual group consists of six students whose nationalities are different: Uzbek (2), Russian (2), Turkish (2) and Tajik (1). Many of them come from Tashkent city (5) where Russian and Uzbek languages are considered as diglossia as they exist side by side in a society and people use them in different purposes [3]. Russian is regarded as High variety in contrast Uzbek is Low variety which is spoken by middle and working class members. Three of Uzbek students acquire Russian as their first language (broad diglossia). It also depends on the social class of these students as their family members come from upper class and are well- educated as Deumert (2011) mentioned that “high variety is commonly used as normal conversational language by elite”. They are also passive multilingual even they understand Uzbek language they cannot produce utterance in this language. Based on the auditory cues (linguistic profiling) they sound like native Russian speakers and their rational profiling is controversial to their linguistic profiling. Even they speak Russian in their daily basis their family members are solidarity to keep their culture and race.

The nationality of students is also various and one of students is grown up multinational environment: her mother is Kirgiz and her father is Turkish. Both of her parents speak in their vernacular languages (double non-dominant languages), both of these languages are used in her neighborhood [3]. She learned socially dominant language (Uzbek) after starting her education. Even though Kirgiz, Turkish, and Uzbek are recognized as different languages they are mutual intelligible each other so she did not face any problem while learning Uzbek language.

According to the linguistic profiling students speak in urban dialect. A raciolinguistic perspective seeks to comprehend the interplay of language and race within the historical production of colonial governmentality and the Russian colonial distinctions continue to shape contemporary linguistic formation of Tashkent even today. As urban citizens tend to use code switching conducting with people while upper class members are used sound like Russian in order to show their social status. As Rosa & Flores (2017) points out this mixing is considered as a sign of inferiority and superiority. Even some government institution or private workplace

requires employees to have language proficiency level either in Russian or English and some regional people can be discriminated for their dialect and lack of bilingual ability. These are historical colonial production, in short raciolinguistic ideologies [7].

The bilingual students can speak Kazakh and Uzbek languages. They have their own idiolect (individual's way of speaking) that is in the form of mixture two languages. There are different varieties of Uzbek and Kazakh languages that are considered dialect continuum each other. The speakers of these languages are mutual intelligibility that the user of the languages can understand each other fluently [10].

Even they are currently living in Tashkent, they come from regions and they speak in regional dialect. From the first day when they came to the city they faced housing discrimination as the owners of the accommodations refused to let them rent house while conducting through the phone call because of their linguistic profiling. Or they are informed that the expensive ones are available if they want. One of them

started to adopt Tashkent dialect for their linguistic adoration. However, their peers criticize her for imitating like citizens (like Blacks Americans criticizing their peers “talking” and “sounding white”) (1). Some of them feel a sense of linguistic shame, when discriminated by some urban citizen. Sharing different linguistic profiling within one city may cause dissatisfaction or discrimination, however it also can encourage people to unite under one linguistic similarity [1].

Gender factor

The class includes 5 male and 5 female students. The way of using language are different in each group as girls tend to use formal language (woman's language) more while boys speak in gay English. The speech of the female shows the ‘weakness’ as weak language items like hedges, question tags appear in the speech of girls while boys utilize nicknames, slangs in communicating with their peers [8]. As Calder (2020) mentioned that male are tended to use fat talk in their speech rather than female.

subgroups	male	female
number	5	5
style	formal	formal, consultative

Figure 1.2. The subgroups of students according to gender.

If we look at the geographical identity of students the boys who come from region speak rough and emotional compared to urban boys. This presents how dialect can identify different recognized masculinity [2]. Fischer(1958) had discussed social implication of the use of –in and –ing. The data demonstrated that Girls speak more formal way compared to boys. The researcher concluded that the choice of formality of

the conversation is related to the gender, sex, personality, mood of the speakers [6].

Learning context.

The age factor is also important in language acquisition. Half of my multilingual students learning Russian and English languages at their early teens have any problem with pronunciation. Their current level is

B2 (CEFR). They can understand the propositionally and linguistically complex discourse on both familiar and unfamiliar topics. She can communicate fluently and accurately in academic, leisure, professional topics.

The finding reveals that the SLLs who start learning language later in their childhood tend to have difficulties with morphology and syntax. My students make subtle grammatical mistakes in their speech. Their current level is B1 (CEFR). They would like to take IELTS in order to earn master degree in medical science.

The content where English will be used.

This study set out with the aim of assessing the importance of English in students' life. Many of the students would like to continue their study in the countries where English is considered as native or second language (Inner and Outer Circle). As Phillipson (1992) claimed that English has spread to the point that 'any literate educated person is in a very real sense deprived if he does not know English'[9]. Nonstandard varieties of English may pose challenges when it comes to understanding the real communication. Exploring language diversity from the distance could be limited because of the linguistic adoration of Standard English by government and mass media. Teachers must be mindful of these differences and provide appropriate support to help students succeed.

Pedagogical implication.

Students used to learn language as a part of curriculum in order to pass exam. Under the influence the globalization demand for communicating with foreigner is increasing and communicating in L2 is becoming vital skill. Sometimes it is not enough to

produce perfect grammatical structure to make text comprehensible for the listener. The speaker should also convey the social meaning of the text. Language learners should practice of sociolinguistic competence as part of communicative competence in language classrooms. It may be possible to enhance students to learn and acquire this competence by increasing their awareness in the forms of sociolinguistic usage of language.

It is important to build "bridges for cross-fertilization between cultures" for language teachers [10]. The lesson should cover topic like religious and cultural festivals, traditions, the way of expressing emotions residing the country that show the similarities and differences between multilingual societies. They will be informed how the different nations live and what languages they will use.

In order to motivate students teacher will present the borrowings taken from English with the influence of globalization. Some technical words or set of phrases related to the modern technology can occur in the context of multilingual community. They may feel the importance of the English in their society by usage of the language in normal life. In order to do it the list of words can be presented to the audience and they will discuss whether the terms are used in language they know or not and compare different languages as well. Teacher should use code switching in order to make the specific terms more comprehensible and let their student to use their domain language in discussion and questionnaire until they fully express their opinion in English confidently.

As it is mentioned above Kazakh and Uzbek languages are close to each other. The map can be provided in which the languages are divided with isoglosses and

dialect boundaries like “sakkiz”, “ceriz” is presented explicitly. After getting overall view about how languages and dialect vary from place to place, student can identify the English dialect and varieties. They can comprehend the dialect map of the USA.

Teacher should take into consideration the identity of the students when they select materials. The language is interconnected with the race as people define traditions and perspective in different ways. Teacher should avoid to choose the topic which different race representatives cannot express as in the article it is mentioned that European colonizers discriminated indigenous language as animal-like form of communication as it was incapable of defining the worldviews represented by European language like Christian doctrine [7]. The topic related to the race is unending discussion and it can cause the quarrelsome between students. The material should be neutral and should not be bias one particular racial group.

I will try to relate level of the formality to gender and age factors of the students. I will use formal style while communicating with girls and a register as a teacher help me to construct an identity at specific time and place. While conducting with boys it will be beneficial to use both formal and consultative styles as formal language may seem boring and misunderstanding for some students and I can control varieties of registers as I can be teacher, friends of my students as well. It is not necessarily socialization into particular group of the students but rather acquiring particular certain norms of language in their contexts and specific functions as well as sharing speech style with the learners [10].

Language Assessment.

In my formative assessment I would like to join different race groups, and regional and urban students together in order to teach them how collaboration can effect positively to exchange ideas. However in final project works I sometimes let them to choose their own group as when people converse people who share similar linguistic backgrounds, most of them feel comfortable and at ease [1].

Moreover rural students are sometimes shy and introvert as from their early age they have not been given a chance to speak freely in front of audience. In contrast urban students are open- minded and they can express their language more than two languages (multilingual). Based on their experience it is easy to respond the question immediately. While testing my student language proficiency, especially productive skills I give my rural students extra time to think and respond and avoid using corrective feedback in front of the class instead I use written form of the feedback.

Female students may underperform exam day due to test anxiety, in contrast this negative impact of anxiety is appeared only in female students and only exam days. Anxiety do not effect male students or females performance on in-class and out of-class activities. Students should take at least one practice test to enhance learners become testwise who is able to apply effective strategies according to test format. The incoming preparation help female students to control anxiety in real exam day and increase their interest to subject matter.

Because of these factors teacher should take into consideration the active participation and formative assessment scores of the student while assessing student's performance.

DEDUCTION

As language instructors, we play a crucial role in advocating for our students in this complex and diverse sociolinguistic context. We must recognize and value the linguistic and cultural diversity of our students, while also providing appropriate support to help them succeed academically. This includes being mindful of nonstandard varieties of English and providing inclusive and culturally responsive instruction that takes into account the unique needs of students based on their socioeconomic status, race, ethnicity, gender, and sexual identity.

Furthermore, as students transition from one level of education to another, we must be aware of their specific needs and provide appropriate support to ensure their success. We must also balance the need for students to learn academic English with respect for their home languages and encourage them to maintain and develop their multilingualism.

In advocating for our students, we can create an inclusive and supportive learning environment that values the diverse backgrounds and experiences of all learners. By doing so, we can empower our students to achieve their full potential and become successful members of society.

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