

SOCIOLINGUISTIC FACTORS THAT IMPACT THAT STUDENTS' LANGUAGE LEARNING

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Abstract

The research includes social factors that impact language learning. It considers the learning environment and the characteristics of the learners from a sociolinguistic perspective. Various sociolinguistic terms are used to describe the proficiency, acquisition, and use of language by learners in society. In this term, we gained a mass of valuable information from several articles. The articles that explore sociolinguistics and its various aspects enhance our comprehension of language usage in society. Teachers consider the sociolinguistic factors of learners and find methods, approaches, and techniques in a classroom. Having knowledge of sociolinguistics enhances communication effectiveness and fosters the learning process. In this research, the groups are divided into subgroups based on gender and ethnic factors. It briefly describes these subgroups and appropriate pedagogical implications. Understanding sociolinguistic factors is crucial for teachers and learners as it allows them to grasp the impact of language variations and social identity, multilingualism and language context, regional, ethnic, and social factors on language use and language policy, all of which contribute to effective communication skills. Incorporating social network and solidarity theories is essential in sociolinguistics in order to foster social connection and respect for different dialects and variations. Additionally, developing sociolinguistic competence and a positive language attitude are important for using language appropriately in various social settings.

Keywords: sociolinguistic factors, pedagogical implications, ethnicity, cultural norms socioeconomic status, gender.

Introduction

The classroom consists of 16 students. They are freshman students at Tashkent Medical Academy. Five of them are Russian students; the others are Uzbek. Half of them are male and half are female students. According to Fought (2011), "gender has a powerful role in affecting the use of linguistic features associated with a minority ethnic identity" (p. 246). Their vernacular languages are Russian and Uzbek. When it comes to their previous schooling, the majority of my students graduated from public school, while others studied in private school. The lessons were conducted deductively based on CLT, GTM, and ALM at both schools. The level of students is pre-intermediate, and they are targeted for intermediate. The learning styles of my learners are various: audiolingual, visual, and kinesthetic. They learned grammar and vocabulary through drilling techniques. They had sufficient grammar knowledge; they could



make compound sentences and do grammar tests. Although their productive skills are not good enough because of limited practice, they have high potential to improve their skills, and they are learning the English language for occupational purposes. They are future doctors; they should communicate and write prescriptions for their patients in multicultural settings and attend international conferences in English. Many of them are going to work as doctors and pursue their studies abroad for a master's degree after graduating with a bachelor program. Students divided into two subgroups according to sociolinguistic factors such as gender and ethnicity. Gender: there are 8 male and 8 female students. Male students use a more assertive and direct communication style in their speeches. In terms of vocabulary choice, they utilize vocabulary related to masculine domains such as sports, politics, and technology. Male students display more interruptions and overlapping speech in conversation among their classmates. In addition, they use more nonverbal cues, gestures, and physical contact in their language. Boys utilize more non-standard language than girls. "Nor is gender seen simply as a fixed, a priori category related to language use but as something that is refashioned, in various ways, in the course of everyday language use." (Mesthrie, Swann, Deumert, & Leap, 2009, p. 240). On the other hand, female students display different linguistic patterns according to their socialization and gender norms. They use lexicons related to their feminine domains, such as relationship, emotion, dress, and shopping. Also, they utilize more facial expressions and gestures to show their empathy and agreement. Female students use more backchanneling, such as *hmm*, *yeah*, *oh*, than male students. Girls use standard language while interacting with other group mates. Ethnicity: Uzbek students show distinct characteristics and perspectives while learning languages in the English classroom. Uzbek students come to the English classroom with their cultural values, such as always trying to be respectful to the teachers and elders. Uzbek students use politeness and formality in their interactions with their classmates, reflecting the cultural norms of Uzbek society. During classroom discussions, they provide strong and various viewpoints from Uzbek literature, history, and cultural traditions. But Uzbek students may initially struggle with written expression in English, particularly in terms of organizing their thoughts and structuring essays or written assignments according to English academic conventions, due to the differences between sentence structures or word order in Uzbek and English. Sometimes Uzbek students tend to be more shy and lack the motivation and determination to succeed in their language learning. One of the main reasons for shyness is cultural influence; Uzbek ethnicity means modesty and humanity. Russian students have a strong language foundation in their native language, which can be advantageous when learning English. Their knowledge of grammar, vocabulary, and complex sentence structures can help them grasp certain aspects of English more easily. However, the Russian students use the Cyrillic alphabet, which differs from the Latin alphabet used in English. They may face challenges adapting to the new writing system and pronunciation rules. In pronunciation, Russian students come across potential challenges such as sounds like "th," "r," or certain vowel sounds that may require extra practice and attention. Because of the different phonetic systems in both languages. In reality, variation is a natural part of all human languages, a point that bears repeating in the language classroom. Rather than labeling certain variants as "the correct way to say things," acknowledge forms that are used differently (and legitimately) by



different speech communities both inside and outside of the inner circle. (Bailey & Villarreal, 2018, p. 5) Many Russian students exhibit a strong drive to learn languages. They often approach their English studies with dedication, persistence, and a desire to achieve high levels of proficiency.

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