

SOCIOLINGUISTIC PROFILE IS RESEARCH PROFILE

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Abstract: *In this article, the sociolinguistic profile of language learners looks at the connection between social factors and language acquisition. The social identity, linguistic heritage, cultural background, and language attitudes of the individual are only a few of the components that make up this profile. Understanding students' sociolinguistic profiles is critical to language instruction because it influences their motivation, experience, and ability to learn the language. By considering these sociolinguistic factors, educators can create more inclusive and successful language learning environments that cater to the diverse needs and backgrounds of their students.*

Keywords: *linguistic background, gender/sexuality, race/ethnicity, language assessment, learning context, and pedagogical implications.*

INTRODUCTION.

Language has the main role in the field of sociolinguistics. Sociolinguistics is the study of language in its social context, discovering the communication between language and community. Sociolinguistics checks how language varies, changes, and is applied inversely in various social and cultural groups. It is essential for language teachers to comprehend the sociolinguistic profiles of our learners so that we can improve our teaching methods and techniques to offer efficient instruction. The sociolinguistic profile of my target audience is analyzed in this paper.

Moreover, the role of diversity, multilingualism, and multiculturalism are discussed in the classroom profile. Furthermore, pedagogical implications and language assessment are explained and described in this paper.

SOCIOLINGUISTIC PROFILE OF GROUP OF LEARNERS.

In my subgroup there are 15 students. According to the privacy rules, learners' names were not shown and demonstrated as numbers. Two genders are mentioned: 8 of them are females and 7 of them are males. Most of them are under the age of 15 except two students are 16 years old. Although my students live in the same region they are from different districts (Kasbi district, Chirokchi district, Kasan district, Karshi city, Shakhrisabz city and so on). In accordance with these types of races, my learners are Asian. Furthermore, their ethnicity is different in the class that is, 12 of them are Uzbek, one is Kazakh and a couple of students are Tajik. When it comes to social status of the learners, they are brought up in varied social class families such as high-income families, middle class families and low-income families. Regarding as the perspective of sociocultural identity is their language background. My all-learners' native language is

Uzbek except three of them are different from Uzbek, that is Kazakh and Tajiks. Nevertheless, they can speak Uzbek with their classmates, friends and family members. Due to the urban and rural schoolchildren they have different opportunities to learn foreign language. According to the Common European Framework of Reference for Languages (CEFR) the students' linguistic proficiency is in the range of A2 or A2+.

Moving to gender and sexuality of learners, There are two different genders like boys and girls in the class. Girls are politer and kinder than boys are. However, they usually gossip. Their voice is not loud and their laugh is not noisy. Moreover, they tend to be responsible for cleanness and freshness in the classroom. In addition, their handwriting is more beautiful than boys. On the other hand, boys are impolite and serious. Boys speak after thinking and their speech is brief and clear. They can talk in loud noise. If boys promise anything, they do that. Boys think that they are hero and protector of their girlfriends. According to Zimmerman and West (1975) discovered that disruptions can happen more in mixed-sex chatting than single-sex chatting. Zimmerman and West claimed that male learners reject to give identical rights to female learners in chatting due to the higher income families (as cited in Mesthrie et al., 2009). This case is similar to our country's case because of male's strength over females. Furthermore, the learners in the 9th grade at state school where I have been working since 2021 is my target students. While studying in the courses they have vocabulary of the topics and grammar knowledge for their age. Teaching grammar is very crucial aspect to learn the new foreign language. Acquiring high level of grammar and vocabulary knowledge students enhance their other core skills such as listening, reading, writing and speaking. Moreover, the teacher's role is the facilitator. On the other hand, deductive teaching grammar involves clear instructions and explanations of the grammar rules. In a deductive approach, the teacher is centered in the class and plays a directive role. "Inductive grammar teaching method fosters learner autonomy, critical thinking, and a deeper understanding of the underlying principle of grammar while deductive teaching grammar focuses on understanding the rules and applying them in various exercises and practice activities" (Thornbury,1998). My subgroups are from different areas: urban and non-urban. Furthermore, they are encouraged to study the subject in an extrinsically and intrinsically way. Students from high income family are motivated both above ways by their parents whereas learners from low-income family are inspired by the teacher and friends surrounding them. In both urban and rural schools, government supply the educational environment and facilities to learn the second language acquisition. Students in urban areas have a chance to attend extra courses, listen to podcasts, watch movies to acquire the foreign language knowledge. Furthermore, their parents, who are intellectual and well-educated, help them to have a practice of oral speech and interaction in English. In contrast, students from non-urban areas have limited boundaries to practice the foreign language integrated skills, lack of opportunities to attend extra subject courses and family issues such as households and

chores. If they are motivated extrinsically and intrinsically, they can find a way to gain the nature of language.

CONCLUSION

Language teachers must behave and have a relevant attitude to their learners regarding as the sociolinguistic identities. Instructors should create safety and different environment to consider all learners' identities, needs, interests, and future plans. Realizing and respecting the diverse social identities of individuals is important for creating safe learning atmosphere. Teachers should comprehend the language background, experiences, and cultural social norms they might form their learners' language identities. It comprises sexuality, gender, ethnicity, nationality, language profiling background, and nationality.

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