

## PRELIMINARY SOCIOLINGUISTIC PROFILE

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**Annotation:** *This article examines the intersection of language, identity, and sociolinguistics within an educational setting. It presents a detailed learner profile from the Muhammad al-Khwarizmi specialized school, emphasizing the diverse ethnic and linguistic backgrounds of the students. The article explores key sociolinguistic concepts like dialects, code-switching, and language attitudes, highlighting how geographical and social factors influence language use and identity formation. It suggests pedagogical approaches to enhance language learning, integrating sociolinguistic theory with practical classroom applications. The article underscores the importance of interactive learning, critical thinking, and intercultural communication skills in preparing students for success in multilingual and multicultural environments.*

**Keywords:** *Learner Profile; Language Variation; Dialect and Isogloss; Code-switching and Code-mixing; Sociolinguistic Context; Regional and Ethnic Diversity; Language and Identity; Positionality and Indexicality; Language Policy; Pedagogical Implications; Critical Hypothesis Period; Task-based Learning; Communicative Approach; Peer Review and Language Mapping; Sociocultural Linguistics; Assessment Techniques in Sociolinguistics.*

**Background summary:** The article offers a thorough learner profile for English-speaking students at the specialized Muhammad al-Khwarizmi school in Uzbekistan. The students have a variety of ethnic and linguistic backgrounds, including Uzbek, Russian, Kazakh, and Karakalpak, and regional dialectal variations influence their communication styles. They have shown a strong commitment to their studies and have been accepted into prestigious universities across the world. The profile looks at regional dialects, isoglosses, and the influence of social and geographic factors on language use. It highlights that although students are mutually intelligible despite dialect differences, they still face obstacles such as regional discrimination and differing degrees of confidence in their use of English. Pedagogical implications for teaching English in a sociolinguistic context are outlined, suggesting a blend of deductive and inductive methods, interactive activities, and task-based learning. The teaching strategies aim to address sociolinguistic topics like code-switching, dialects, and language attitudes to enhance students' understanding of the relationship between language and society. The article discusses key sociolinguistic concepts like positionality, indexicality, and language variation. It also examines how factors like ethnicity, region, and social status influence students' linguistic behaviors.






Written assignments, presentations, and role-play scenarios are employed as assessment tools to gauge students' understanding of sociolinguistic phenomena. Through the use of interactive and real-world tasks, the curriculum aims to develop students' critical thinking skills and intercultural communication competencies, preparing them for multilingual and multicultural environments. The article incorporates theoretical insights from sociolinguistics literature, including works by Fought, Eckert, and Bucholtz & Hall. It emphasizes the significance of understanding language variation, identity formation, and social interaction in educational settings.

#### Learner Profile

I have been teaching the English language at a specialized school named after Muhammad alKhwarizmi for several years. Students from different parts of Uzbekistan who pass special exams are admitted to this school to study. For instance, six years ago, my eleventh-grade students aged between 16 and 15. Overall students in my group consist of 10, 6 of them are boys and the others girls. According to their gender, they are cisgenders. They came from different parts of our country to further solidify their knowledge, passed extra exams, and now, without any difficulties, they have gained admission to some of the best universities in the world. Their vernacular is Uzbek, Russian, and Kazak. Regarding their nationality, six of them are Uzbek, one of them is Kazak, 2 of them are Russian, and 1 of them is Karakalpakstan. In addition, they are from very different ethnicities such as Tashkent, Namangan Khorezm, Jizzakh, Nukus, Samarkand, and Qashqadaryo. All of them come from Islamic religious family 1 of them is from a Catholic family. According to their family position are students from middle-upper and working-class families. They have already shown strong commitment, expertise, and self-defined goals. Without their diligent work, none of this would have been possible, as we can state with certainty. Although they speak different regional dialects of Uzbekistan, their mutual intelligibility allows them to communicate with ease. The term “dialect” is used to describe the speech patterns linked to a particular geographical area. (Mesthrie, 2009) The basic linguistic structure is unaffected by minor variations in vocabulary and pronunciation. For example, Umar and Husnida from Khorezm and Nukus region pronounce words differently. Such as: they pronounce words like “geling” (instead of keeling”) as a “g” sound instead of “k” as in Tashkent. These differences, where distinct regions show similarities in specific linguistic features, are called relic areas.

The use of “men” by Lola and Asadbek from Tashkent instead of “men” is an example of an isogloss between these regions. A dialect boundary is formed when several language features coincide in a specific region. At that point, we might differentiate between speakers of one dialect on one side of the boundary and speakers of a different dialect on the other. (Wardhaugh and Fuller, 2014) It denotes a tiny geographical boundary where word





pronunciation varies. Teachers and students at this school can interact in a variety of languages depending on the circumstances because there are no language barriers between them.

### Subgroups

All students are significant when it comes to the positionality of regional factors; however, they also exhibit a high degree of self-confidence and enthusiasm to speak up and interact in class activities, even if they are not yet ready for every topic. Islom, Husnida, Xilola, Sardor, Umor, and Bekhruz are bragging and attempting to assume control of the entire class. They also often discriminate against other students from the region in which they were born based on their dialects and accents; however, occasionally they treat themselves so kindly that there is no prejudice in the classroom. More consideration is shown to group members and teachers both within and outside of the classroom by the other district students, Usman and Malika. In class activities, they participate less and are far more reluctant to talk about any subject. Perhaps it is because they feel embarrassed about the prejudice they experience from other students in the group. Malika, who is less confident and can not speak English fluently as her groupmates, is the only member from the Tashkent region who is unable to participate in some themes.

Indexicality group: Age is an important element in sound alteration and is recognized as a primary social factor in sociolinguistics studies, as noted by Mesthre et al. (2009). There are 10 students in the class; I contemplate splitting them into two groups based on their character. The highly motivated students are in the first group, and they are inquisitive learners, goal-oriented achievers, and creative thinkers. They consist of five pupils- 2 males and three females – and the second group is made up of moderately motivated students to study (the quiet observer, the social butterfly, and the practical learner) 5 students, 4 males, and 1 female. Based on age-related factors, students are between 15 and 16 years old, and highly motivated students always eager to gain what they are studying and ask reasonable questions. They actively participate in class discussions; look for additional resources relax when researching new topics. Furthermore, moderately motivated students are generally attentive in class but they are most of the time hesitant to participate actively. They prefer to opt for listening and acquire through observation and may require support to share their thoughts and ideas.

Students who speak more than one language, as my students provide insight into how geographical influences affect language acquisition. According to Loup et al. (1994), these people have made good use of their Critical Hypothesis period, which has made it easier for them to learn new languages and terminology through comparative analysis. Nonetheless, elements like positionality' and recklessness could marginally impair how effectively they learn.





Although there are some little differences in vocabulary and pronunciation, the pupil's language background allows for a basic level of mutual comprehension. There is a fair amount of consistency in the overall linguistic structure. Different positionalities are present in the learners' interactions at the same time in terms of learners' positionality. Some people –Sardor, Bekhruz, Islom, Asadbek, and Lola for example- work hard yet are reluctant to use English in conversations in class. Others, such as Umor, Usmon, Malika, Hilola, and Husnida, on the other hand, exhibit higher levels of activity but could not have adequately prepared for the tasks that they were given.

Indexicality has a significant role in learners' linguistic habits. There are no bilingual students in my class; they can speak the language fluently. In casual settings, Bekhruz uses Uzbek as a colloquial language and alternates between Uzbek and Russian. The reminder students engage in three – or more language conversations code-switching, tending to use more English vocabulary than Russian outside of the class.

Ethnicity group: According to Mestre et al. (2009), language can vary depending on the region or social group a person belongs to. I split them into four groups based on their ethnicity and geography: Kazak, Qarakalpag`istan, Uzbek, and Russian. Members of the Qarakalpag`istan, Russian, and Kazak groups speak more plainly than Uzbek do, although despite sharing the same holidays, their roots and values are the same. The biggest difference between them is in language and speech patterns. Their family rules and manners are similar.

#### Learning context.


English is taught to students at the specialized school named after Muhammad al-Khwarizmi using a thorough curriculum created to improve their language skills. To meet the needs and preferences of the students, the teaching strategy used in this educational environment combines deductive and inductive methods. Over the year, the students have improved their English language proficiency through a mix of interactive activities, classroom instruction, and hands-on practice. To help them with their language acquisition process, a variety of strategies, tactics, and methods have been used, including content-based instruction, task-based learning, and communicative language teaching. All language skills- listening speaking, reading, and writing as well as grammatical, lexical, and phonetic aspects are covered in detail in their lessons.

The students are motivated by their inner love of learning English as a universal language, their ambition to achieve academic success, and the expansion of their prospects for higher education and job opportunities. Their desire to become fluent in language is also fueled by the cultural and social value of English proficiency.

The students have invested a great deal of time and energy into honing their English language proficiency. To improve their language skills, they have taken an active part in







language workshops, self-study sessions, and extracurricular activities. Their dedication is clear from their regular practice, interaction with language resources, and pursuit of chances to use their language abilities in an authentic context. These students' strong work ethic, tenacity, and eagerness to learn are their greatest assets. They exhibit a strong commitment to their education and a strong desire to become fluent in English. To improve their fluency and practical language use, they may need more exposure to real-world English language contexts, which could be a weakness. Furthermore, it could be difficult to keep all students learning at the same pace due to individual variances in learning preferences and skill levels because the individuality of students, shaped by variations in their memory, personality, intelligence, social environment, and personal encounters, caused the inevitability of every student having a distinct style. (Mesthrie, 2009).

#### Three-course reading

##### 1. Fought, C. (2011). Language and ethnicity.

Language is essential to the formation of ethnic identity, according to Fought (2011), who also found that language and ethnicity had a stronger correlation than gender, age, and socioeconomic class. According to Fought, people speak different languages depending on their ethnicity. She uses the example of a Korean-American woman who speaks both Korean and English fluently, whereas her European-American colleagues speak English. Moreover, Fought highlights the intimate relationship that exists between ethnicity and differences in language use, for example, when finishing a discussion or expressing many changing ethnic identities, demonstrating the enormous impact that language has on the expression and perception of ethnicity (Fought, 2011, p. 239).


##### 2. Eckert, P. (2003). Language and gender in adolescence.

Eckert (2003) highlights the importance of adolescence as a critical period in the study of social identity and language, especially about gender. In his book, "Language and Gender in Adolescence," he delves into how gender and language interact with the framework of teenage identity. According to Eckert, gender ideology and age-related ideology are strongly entwined, making studying adolescence a lifetime endeavor in understanding gender dynamics. The author contends that comprehension of gender dynamics in language use requires an examination of life stages, including adolescence. Eckert intends to provide insight into how language and gender interact at all phases of life, from early development to later stages, and how these elements are strongly related to people's lived experiences by investigating language and gender in adolescence.

##### 3. Baucher, M. and Hall, K (2005) Identity and interaction: a sociocultural linguistic approach

The five fundamental principles of Emergence, Positionality, Indexicality, Rationality, and Partialness are employed by researchers who examine language interaction through a





perspective of identity. These ideas can help scholars provide a more nuanced understanding of the interactive relationships between identity as a social, cultural, and interactive phenomenon. By conceptualizing agency as a more expansive notion that encompasses more than intentional and individualistic behaviors, scholars draw attention to the different ways that identity is created, shaped, and portrayed - from routine behaviors to interactional negotiations and ideological portrayals (Bucholtz & Hall, 2005). An extensive study of the formation and expression of identity in many social circumstances is made possible by this method.


#### Pedagogical implications

At the Muhammad al-Khwarizmi specialized school, it is essential to teach a variety of sociolinguistic topics that connect with the linguistic experiences and cultural contacts of students from diverse sociolinguistic backgrounds when teaching English. As a result, students be able to know how we use language in our everyday interactions, such as casual talks and media consumption influence of regulations and societal norms on language use. (Wardhaugh and Fuller, 2014). Code-switching and code-mixing, dialects and language variation, language policies and planning, language attitudes and identity, and language contact and borrowing are some of these topics.

Students can gain a deeper understanding of the complex relationship between language and society as well as an appreciation for the richness of linguistic diversity in their surroundings by studying these subjects. Combining interactive discussions, case studies, and role-playing can be an effective way to address sociolinguistic topics. Students can actively participate in interactive discussions and share their insights, and case studies offer real-world examples to enhance understanding. Using role-play scenarios, students can apply their knowledge in real-world contexts and become fully immersed in sociolinguistic theory, resulting in a more comprehensive learning experience that blends theory with everyday language use.

Using a task-based learning approach and communicative approach helps students improve their language proficiency in a sociolinguistic context. By emphasizing meaningful communication and interaction, the communicative approach helps students apply their language skills in real-world contexts. Task-based learning encourages students in activities that call for the use of language in sociolinguistically relevant scenarios. Technique-wise, conducting peer review meetings and applying language-mapping strategies can enhance students` comprehension of sociolinguistic ideas. Language mapping helps students effectively understand the sociolinguistic landscape by visually presenting language patterns and variations, while peer feedback promotes collaborative learning and offers insightful information about language usage. Giving students the tools they need to critically analyze sociolinguistic phenomena and delicately navigate the dynamics of





intercultural communication, an emphasis is placed on critical thinking and intercultural communication skills. Students can gain a thorough understanding of language use in a variety of social contexts by connecting on register differences, politeness techniques, and other language elements relevant to sociolinguistic contexts. By enabling the gathering of information on linguistic attitudes, preferences, and sociolinguistic experiences, integrating technological tools like online polls and surveys can improve the educational process. These resources support active learning, encourage participation, and give students a place to actively investigate sociolinguistic subjects in a cutting-edge, dynamic learning environment.

#### Assessment


In my working sphere, a variety of assessment techniques customized to sociolinguistic subjects taught and the instructional strategy used are available to measure students' comprehension of how language functions within various social contexts. Written assignments can shed light on students' theoretical understanding of sociolinguistic concepts. Examples of these assignments include essays that analyze language variation and reports on language policies. Students can demonstrate their skills in articulating complex concepts related to language attitudes and identity through presentations and their ability to apply sociolinguistic knowledge practically in stimulated real-world settings can be evaluated through role-play scenarios involving language variation and planning. That aspect of evaluation can help to collect and examine information about pupils learning. (Tsagari and Banerjee, 2014) In addition to testing students' abilities to recognize and analyze sociolinguistic phenomena, assignments such as evaluating language samples that demonstrate dialectal variation or code-switching and facilitating language, and policy debates also foster a deep understanding of the societal implications of linguistic decisions.

Clearly defined criteria for assessing language analysis, the integration of sociolinguistic concepts, the application of theory to real-world situations, and critical thinking abilities are essential when creating assessment rubrics. Teachers can assess students' proficiency in language use in multicultural and multilingual environments and their depth of knowledge in sociolinguistics by using thorough and detailed rubrics that highlight students' grasp of sociolinguistic theory and their ability to critically reflect on language use in various social contexts.

#### Conclusion:

The article concludes by highlighting the complex interrelationships among language, identity, and sociocultural elements in educational settings. The significance of identifying and addressing linguistic variation and regional influences in language learning is highlighted by an analysis of the varied linguistic backgrounds of the students at the





Muhammad al-Khwarizmi specialized school. The article's pedagogical implications highlight the importance of interactive, task-based learning that incorporates sociolinguistic ideas into regular classroom instruction. Teachers can better prepare students for success in multicultural and multilingual environments by encouraging critical thinking, intercultural communication, and practical language use. In the end, the paper shows that a sociolinguistic approach to language instruction fosters inclusivity and cultural awareness in academic settings in addition to improving students' language skills.

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