

EXPLORING THE IMPACT OF SOCIOLINGUISTICS IN ENGLISH LANGUAGE TEACHING

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Annotation: In this article, scientists' theoretical concepts and case studies were analyzed related to the importance of sociolinguistic factors in English language teaching. Multiple recommendations, methods and teaching techniques were suggested to teach target learners effectively and efficiently.

Keywords: sociolinguistics, identity, language variation, cultural variables, ethnicity, social class, multilingualism

Аннотация: В данной статье были проанализированы теоретические концепции ученых и тематические исследования, связанные с важностью социолингвистических факторов в преподавании английского языка. Было предложено множество рекомендаций, методов и приемов обучения для эффективного и результативного обучения целевых учащихся.

Ключевые слова: социолингвистика, идентичность, языковая вариация, культурные переменные, этническая принадлежность, социальный класс, многоязычие.

Language attitudes as a main concept in sociolinguistics include different dialects and language rather than negative connotation of dialect as well as positive and negative factors for the language used in three English circles. [1] When teachers have dilemma which standard should be oriented, British or American to teach target learners, applicable recommendations given, the usage of variation in the classroom, the importance of both teachers and target learners' attitudes and also awareness learners purposes although negative language attitudes occur outside of the classroom. Obviously, the language standard would be chosen for target learners according to their needs, goals, motivation to what kind of purposes to learn language.

Some issues of learning language in sociolinguistics by using social approach and Input-Interaction-Output (ИО) model was socially mentioned approach by applying real world knowledge, the usage of authentic material for target learners. Together with this, when we begin to be aware of our target learners' identities or needs, Krashen's hypothesis being comprehensible input comes first to identify who my target learners are, what kind of motivation, intrinsic or extrinsic they have, how

they acquire or learn language, the degree of affective filter, whether they learnt via natural order.

Additional thing to above mentioned elements of sociolinguistics is that investment which is connected to identity and motivation to second language acquisition. All lessons should be invested to acquire the language rather learning by knowing their needs and prior learning context that could be rural or urban area and low or high technology learning context and deductive or inductive lessons on campus. [3] Additionally, investment is not always technology or the usage modern devices for learners, it also includes the arrangement and shape of desks based on group options, for whole class and individual work and level based, appropriate methods and approaches.

Deumert emphasized connection with multicultural and multilingual in the same society preferring civic equality and second language acquisition relating to critical or sensitive period of learners lives. [4] There are different types and features of multi language acquisition in childhood or code-switching, the mixing usage of more than one or two languages. It was useful for target learners to identify dominant or non-dominant language in the society for modification materials according to their needs and acquire second or foreign languages proficiently.

Lippi-Green (2004) stated language ideologies and language prejudice in the community and also everyone has different several ideologies. [5] The most pervasive look is the usage of both standard and non-standard languages in education. Social institutions still continue language prejudice, discrimination, a kind of stereotypes related to Hollywood movie stars' accents, sexist language or linguistic prescriptivism in the group of learners who have different identities, racial and cultural difference, even the teacher divided students based on their skin colors. In this case, several adaptations should be applied for target learners to avoid any discrimination or interaction based social stratification.

Methods and approaches of language varieties which correlate social variables namely, gender, ethnicity and different age individuals were analyzed. [6] The most pervasive point that three case studies include interviews with different social class communities by using different interview ways. The difference speech styles involving different pronunciation of the same monophthongs and diphthongs among low, middle and high class speakers. Obviously, this phenomenon occurs in my target learns speech including different dialects, accents and the speech styles of learners in the same class. Interacting with each other in the class would increase social value as well as learners are stratified based on socioeconomic features as variationist tradition mentioned.

Nussel (2010) mentioned the notion of sociolinguistics, its purpose and precise history of linguistics, the vital aspects of the field such as, pidgins, creole, bilingual and multilingual learners and other domains of sociolinguistics. [7] Moreover, the

usage of e-discourse by applying iconic emotions based on conventional orthography would be emphasized as a power for the learners in the modern global scale and it would be useful to pay attention learners language attitudes in the classroom or outside of it based on the aspects of sociolinguistic.

The beneficial phenomenon is analyzing how English became world language as a dominant and positive features of dominant language for both students and teachers. If students want to use any devices, study or work on abroad, teachers want to imitate interactive lesson methods by using electronic teaching aids to make lesson plan and curriculum, obviously the English language has connection of every domain. [8] That's why explaining to the learners the economical, social, technological role of English with mentioned examples would be pervasive to acquire the language effectively and efficiently.

All in all, Selve (2019) noted the significance of WE, EIL, ELF, GE as different English language dimensions such as, the way of its usage and methods to teach in different contexts, functions in global and local contexts by mentioning, inner, outer and expanding English circles. [9] Precisely, although my target learners' context was not included in circles, There are several recommendations which are useful for learners by focusing on GE to be appropriate for bilingual and multilingual learners, exposure to acquire multiple varieties, cultural heritage, introducing global English policy and involving critical reflection and cultural environment analysis.

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