

**KO'P TILLI 8-SINF SINIF O'QUVCHILAR SINFININHG IJTIMOYIY
LINGVISTIK PROFILI**

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Annotatsiya. Ushbu maqola Toshkent shahridagi 8-sinf sinfida 25 nafar til o'rganuvchining sotsiolingvistik xususiyatlarini chuqur o'rganishni ta'minlaydi. Muallif o'quvchilarning umumiy va farqli xususiyatlarini, jumladan, ularning til turlarini, o'rganish muhitini hamda yoshi, jinsi, ta'lim darajasi va ijtimoiy-iqtisodiy holati kabi ijtimoiy omillarning tildan foydalanishga ta'sirini o'rganadi. Maqola sinf ichidagi ikkita alohida kichik guruhni aniqlashdan boshlanadi - yuqori ijtimoiy-iqtisodiy muhitdagi ikki tilli talabalar va quyi ijtimoiy-iqtisodiy muhitdagi bir tilli talabalar. Muallif kichik guruhlar o'rtasidagi asosiy farqlarni, masalan, ikki tilli o'quvchilarning o'ziga bo'lgan ishonchi va sinfdagi faol ishtiroki bir tilli o'quvchilarning o'zini tutashgan tabiati bilan solishtirganda ta'kidlaydi. Maqolada Toshkentning rang-barang madaniy va lingvistik landshaftini hamda til va ijtimoiy-iqtisodiy maqomga ko'ra sinf tarkibini tavsiflab, o'quv kontekstining sotsiolingvistik profili to'liq ko'rib chiqiladi

Kalit so'zlar: sotsiolingvistik profil, ko'p tilli sinf, til, o'quvchilar, ikki tilli o'quvchilar, bir tilli talabalar, ijtimoiy-iqtisodiy holat, tabaqalashtirilgan ta'lim, hamkorlikda o'qitish, ichki baholash.

Abstract. This paper provides an in-depth exploration of the sociolinguistic characteristics of 25 language learners in an 8th grade classroom in Tashkent, Uzbekistan. The author examines the common and different features of the students, including their language varieties, learning environment, and the influence of social factors such as age, gender, education level, and socioeconomic status on their language use. The paper begins by identifying two distinct subgroups within the class - bilingual students from higher socioeconomic backgrounds and monolingual students from lower socioeconomic backgrounds. The author highlights key differences between the subgroups, such as the bilingual students' confidence and active participation in class compared to the more reserved nature of the monolingual students. The paper then provides a comprehensive overview of the sociolinguistic profile of the learning context, describing the diverse cultural and linguistic landscape of Tashkent and the composition of the classroom in terms of language backgrounds and socioeconomic status. The author notes how the urban location of the school offers opportunities for students to engage with the wider community and cultural institutions.

Keywords: sociolinguistic profile, multilingual classroom, language, learners, bilingual students, monolingual students, socioeconomic status, differentiated instruction, cooperative learning, technology-enhanced learning, internal assessment.

Introduction

I will explore 25 learners in depth, taking into account a variety of factors that can influence their language learning. I will examine their common and different characteristics, language varieties, and learning environment in the classroom. In addition, I will consider how students' language use is related to social factors such as age, gender, education level, and socioeconomic status.

Sociolinguistic Profile of a group of Learners

This sociolinguistic profile describes 8th-grade students who study at one of the public schools in Tashkent, known for its diverse cultural landscape. The language proficiency of the class is between B1 and B2 according to the Common European Framework of Reference for Languages (CEFR) and the class mainly comprises a mix of multicultural and multilingual students. This proficiency level indicates that students possess an intermediate understanding of the target language, allowing them to communicate effectively on familiar topics while continuing to develop their language skills. The diverse group of students, representing various language backgrounds and cultures, enriches the sociolinguistic composition of the classroom. Within this group, two distinct subgroups can be identified based on language background, **the first group comprises bilingual students with a mix of their home language and the community language, Uzbek, who belong to a slightly higher socioeconomic class. The second group consists of monolingual students from lower economic backgrounds.**

Subgroup 1

These students come from diverse bilingual backgrounds, with parents coming from countries such as Russia, Korea, and Slavic nations. Many were born into different cultures before moving to Uzbekistan during their childhood. They are fluent in their home languages and communicate in Uzbek with friends. At school, they are immersed in English language learning. According to Auer and Wei, multilingualism can help to break down barriers between people of different cultures and backgrounds, and it can facilitate the exchange of ideas and perspectives (2007).

Belonging to families of higher socioeconomic status, these students benefit from access to a wide range of resources, including additional educational materials and extracurricular activities. This advantageous position often contributes to their linguistic development and academic performance.

In the classroom, subgroup 1 students are *generally direct and forthcoming with their teachers*. They actively participate in lessons, expressing their feelings and

opinions clearly without hesitation. This confidence stems from *their comfort level with the language and their familiarity with educational settings*.

Subgroup 2

The students in **Subgroup 2** primarily speak a single language and have limited exposure to linguistic diversity beyond their immediate community. Their language use is often shaped by their socioeconomic circumstances, which can impact their linguistic development and academic opportunities.

Coming from lower economic backgrounds, these students may face challenges related to access to educational resources, opportunities support systems that can impact their language learning and overall educational outcomes. Despite these challenges, they are consistently responsible and dedicated to their studies, always completing their homework on time.

In the classroom, *subgroup 2 students sometimes exhibit shyness or hesitation in expressing their opinions. This reserved nature could stem from their family environment, where children are expected to show respect and deference to adults*. As a result, **they may feel less comfortable speaking up in class without explicit permission or encouragement**.

Sociolinguistic Profile of the Learning Context

The 8th grade public school classroom in Tashkent, Uzbekistan, is situated within a diverse cultural landscape that significantly influences the teaching and learning environment. Tashkent is a major urban center with a population of over 2.5 million people. The city is home to a diverse mix of ethnic and linguistic groups, including Uzbeks, Russians, Kazakhs, Koreans, and Tajiks. This diversity is reflected in the classroom, where students come from a variety of linguistic and cultural backgrounds.

The class comprises 25 students, 10 of whom are bilingual and 15 of whom are monolingual. The bilingual students speak both their home language and Uzbek, the community language. The monolingual students speak only Uzbek. The most common home languages among the bilingual students are Russian, Tajik, and Karakalpak. In the classroom, Uzbek and Russian are spoken at the same level. The bilingual students often use their home languages to communicate with each other and with the teacher. The bilingual students in my class have varying levels of

proficiency in English and Russian, Uzbek. Some students are more proficient in Russian, while others are more proficient in Uzbek. The students' proficiency in Russian and Uzbek is likely due to a number of factors, including their country of origin, length of time in Uzbekistan, and exposure to English, Russian and Uzbek outside of the classroom (Richardson & Kim, 2018).

The rest of the class are monolingual students who speak only in Uzbek which is regarded as the majority ethnic group of the country and the national language (Deumert, 2010). The monolingual students may face challenges in keeping up with the pace of instruction, especially if they are not proficient in Russian.

The socioeconomic status of the students varies. Some students come from wealthy families, while others come from relatively middle-class families. The students from upper socioeconomic backgrounds in my class enjoy several advantages that contribute to their academic success. These advantages include multilingualism and cultural immersion, access to extracurricular enrichment, and parental involvement and support. Besides, most of them have travelled several times to different countries with their parents. This cultural immersion broadens students' perspectives, enhance their communication skills, and provide a deeper understanding of different cultures. Access to extracurricular enrichment activities supplements classroom learning, develops talents, and prepares students for future academic and career endeavors. Finally, parental involvement and support ensure that students have the resources and motivation to succeed.

However, upper-class students have caused some challenges to teach. These challenges include ignorance or dismissiveness towards classmates from lower socioeconomic backgrounds, lack of practical life experience, and attention-seeking behaviors. Ignorance or dismissiveness towards classmates from different socioeconomic backgrounds can create a divide within the classroom and hinder inclusivity.

The students from middle and lower socioeconomic backgrounds in the class exhibit different characteristics and behaviors compared to their upper-class peers. These students are more likely to display shyness and lack of confidence due to factors such as limited social exposure or perceived social barriers. However, they often demonstrate a strong work ethic and commitment to their education by their punctuality and hard work. Additionally, these students tend to treat everyone equally, regardless of socioeconomic background, fostering a positive and supportive

classroom environment. These characteristics can be valuable assets in the classroom. Shyness and lack of confidence can be overcome with encouragement and support from teachers and peers.

Another aspect related to this class is that the urban location of the school provides opportunities for students to engage with the wider community. The school is located near a number of cultural institutions, such as museums, libraries, and theaters. Teachers can leverage these opportunities to connect learning to real-world experiences and foster students' cultural awareness.

Sociolinguistic Profile of the context where English will be used

The future contexts where English will be used by my students are primarily academic and professional. Most of these students are preparing to enter academic lyceums after graduating from 9th class, and many of these lyceums require IELTS certification for admission in Uzbekistan. Therefore, English proficiency is essential for their academic success. Additionally, some students are learning English to communicate with the international community when they travel with their parents. English is the lingua franca of global communication, and it is becoming increasingly important for individuals to be able to speak and understand English in order to participate in international travel and business. Finally, some students are interested in IT and computer programming, and they recognize that English is the primary language of instruction and communication in these fields. By learning English, these students are preparing themselves for future careers in the tech industry.

Expectations for Language Use

In academic settings, such as lyceums and universities, students are expected to use standard English for all academic purposes, including reading, writing, speaking, and listening. They are also expected to be able to use English to communicate with professors and classmates. However, for students who want to use English when they are travelling, they can use informal versions of English. This is because in informal settings, such as when speaking to friends or family, it is more common to use informal language.

My class comprises both bilingual and monolingual students. The bilingual students speak both their home language and Uzbek, the community language. The monolingual students speak only Uzbek. The most common home languages among the bilingual students are Russian, Tajik, and Karakalpak.

The linguistic diversity of your class means that the students have different experiences with language use (Baugh,2005). The bilingual students may be more comfortable using English than the monolingual students. Additionally, Faught says that the bilingual students may be able to use their home languages to help them learn English (2011).

Pedagogical Implication

The teaching context has a significant influence on the selection of language features and texts used for instruction. The following factors should be considered when making these selections:

The language features and texts used for instruction should be appropriate for the students' language proficiency level. Students who are new to English will need to start with basic language features and texts, while more proficient students can be challenged with more complex language and texts. The language features and texts used for instruction should be aligned with the students' learning goals. For example, if the students are learning English for academic purposes, then the language features and texts used for instruction should focus on academic language and discourse. The teaching context also influences the selection of language features and texts. For example, if the students are learning English in a classroom setting, then the teacher will need to select language features and texts that are appropriate for the classroom environment. However, if the students are learning English in an online setting, then the teacher will have more flexibility in selecting language features and texts.

Based on the sociolinguistic profile of my students, the following classroom methodologies and approaches are likely to be necessary:

1. “Differentiated instruction is a teaching approach that designs instruction to the individual needs of students” (Tomlinson, 2001). This approach is particularly important for the students, who have diverse linguistic backgrounds and learning needs.
2. Cooperative learning. Cooperative learning is a teaching approach that encourages students to work together in small groups. This approach can be beneficial for my students, as it can help them to develop their language skills and their social skills.
3. Technology-enhanced learning. Technology-enhanced learning is the use of technology to support teaching and learning. According to Chapelle, this approach can be beneficial for your students, as it can provide them with access to authentic language materials and interactive learning activities (2015).

Assessment Implications

Assessment is essential for measuring students' progress and understanding of the material being taught in the classroom. It allows teachers to identify areas where students may need additional support and to make adjustments to their teaching accordingly. Depending on the task, there will be different types of assignment. The sociolinguistic profile of my students has implications for both internal and external assessment.

Internal Assessment

Internal assessment refers to assessments that are conducted by the classroom teacher or school. These assessments can be used to monitor student progress and to provide feedback to students and teachers. For my students, internal assessment should be designed to be inclusive and equitable. This means that the assessments should be appropriate for students with diverse linguistic backgrounds and learning needs. For example, you could use a variety of assessment formats, such as portfolios, projects, and presentations. I could also provide students with scaffolding and support to help them complete the assessments successfully.

It is important to consider the ethical implications of internal assessment for my students. For example, I should make sure that the assessments are fair and unbiased. I should also make sure that the assessments are not used to discriminate against students based on their linguistic background or learning needs.

External Assessment

External assessment refers to assessments that are conducted by an external organization, such as a testing company or a government agency. These assessments are often used to make decisions about students, such as admission to college or placement in a particular program. For my students, external assessment can be a challenge. This is because these assessments are often standardized and may not be appropriate for students with diverse linguistic backgrounds and learning needs. For example, many standardized tests are designed for native speakers of English. This can put my students at a disadvantage.

Conclusion

The analysis of my learners has shown that they are a diverse group of individuals with unique language needs. I have identified a number of factors that can influence their language learning, including their social background, their learning environment, and their individual learning styles. I have also provided a number of

pedagogical implications and assessment types that can be used to address the needs of our learners. I believe that this paper has provided a comprehensive overview of our learners' language use and learning needs. I hope that this information will be useful to other educators who are working with similar populations of learners.

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