



**SOCIOLINGUSITIC FACTORS IN SECOND LANGUAGE
ACQUISITION: THE ROLE OF GENDER, SOCIOECONOMIC
CLASS, AND ETHNICITY IN HIGH SCHOOL LEARNERS”**

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Abstract: *The purpose of the paper is to define the complex issues in getting education or second language acquisition in particular based on the gender, socioeconomic class and ethnicity. The paper includes the introduction, sociolinguistic profile of group and individual learners, learning context, pedagogical implications and assessments and conclusion part. The main objective of the paper are learners who are studying at a high school aiming that to get a language proficiency for the entering higher institution but learning context and pedagogical implications in teaching learners must be considered factors like gender, age, ethnicity and socioeconomic classes and perceptions to achieve the learning outcome at the end of the study.*

Keywords: *socioeconomic class, ethnicity, learning outcome, pedagogical implications.*

Annotatsiya *Mazkur maqolada ta’lim olish, xususan, chet tilini o’rganish jarayonida uchraydigan murakkab masalalar – gender, ijtimoiy-sinfy farqlar va etnik omillar ta’siri tahlil qilingan. Ishda kirish qismi, guruh va individual o’quvchilarning sotsiolingvistik profili, o’quv jarayoni konteksti, pedagogik hamda baholashga oid xulosalar keltirilgan. Asosiy e’tibor yuqori ta’lim muassasasiga kirish uchun til bilish darajasini oshirishni maqsad qilgan yuqori sinf o’quvchilariga qaratilgan. Ta’lim jarayonida pedagogik yondashuvda o’quvchilarning jinsi, yoshi, etnik kelib chiqishi, ijtimoiy-sinfy o’rni va jamiyatdagi qarashlari inobatga olinishi zarur. Maqolada o’quvchilarning ko’p tillilik va*



dialektal xilma-xillik muhitida o'zaro aloqalari, gender tengligi masalalari, sotsial tengsizlikning oldini olish, hamda o'quvchilarning o'z madaniy va lingvistik identitetini namoyon etish imkoniyatlari yoritilgan. Xulosa qismida esa ta'lim jarayonida diskriminatsiyasiz, teng imkoniyatlar asosida o'quvchilarni qo'llab-quvvatlash va o'z salohiyatlarini namoyish etishlari uchun qulay sharoit yaratish zarurligi ta'kidlanadi.

Kalit so'zlar: *ijtimoiy sinf, etniklik, o'quv natijasi, pedagogik implikatsiyalar.*

Introduction

Taking into consideration of the learner's language background, age, socioeconomic prestige and ethnicity and identity providing material on learning environment must be relevant. Nwosu notes that "that language learners need to be given the opportunity to explore their experiences of difference" (p. 8). That means young learners feel confident with using electronic devices so using technology or apps for creating activities can involve even introvert learners in the classroom activities less stressed. As my learners are from upper-class and middle-class families and learners come from diverse linguistic backgrounds it can help to access to different resources and understand cultural differences. For instance, selecting the topic about the theatre or art will be more appropriate rather than about religious because Uzbek-speaking learners' identity is connected with the religion and perceptions in the society. Nevertheless, language varieties, accents, and dialect preferences contribute to their sense of belonging and expression in the classroom. The Uzbek-speaking learners from different regions prefer using dialects in communication, reflecting their regional identities and linguistic diversity. Dialectal variations can enhance their understanding of language and cultural features, contributing to a rich linguistic environment within the classroom. For example, when teaching vocabulary related to daily routines, instead of using only standard language forms, educators can include variations that reflect the dialects or regional accents of the learners. This not only validates the linguistic diversity within the classroom but also helps learners feel a sense of connection to their own cultural



identity. Code-switching may occur among bilingual and multilingual speakers, showcasing their linguistic flexibility and identity negotiation. For instance, when exploring a topic like traditional celebrations or holidays, allowing learners to discuss how these events are celebrated in their own communities can foster a deeper understanding and appreciation of different cultural identities present in the classroom. Both male and female learners participate equally in classroom settings, indicating a balanced gender representation. However, gender roles and expectations may still impact female learners, especially in accessing education and prestigious job opportunities. Gender differences could affect how learners demonstrate their abilities in class, highlighting the need for gender-sensitive approaches in education. Vandrick (2014) mentions that educators or institution must not design the curriculum due to the socioeconomic classes discriminating the working class but have to focus on learning outcome and success in future.

Sociolinguistic Profile of the Context where English will be Used

My learners are young adult learners who wants to enter the University of Economics where English will be taught ESP courses and future directions are different because upper-class both male and female learners have an aim to study in abroad because of the extrinsic motivation and investment of the parents while middle-class learners especially male learners future directions are consist of getting certificate of language proficiency and apply for a high-salary job or to select the abroad program as work and travel to the countries as USA, UK or Germany for that reason English will be used as lingua franca and in communicative purposes. Upper-class learners aiming to study abroad may engage in academic English tasks such as writing research papers, participating in academic discussions, and presenting findings in English. This prepares them for university-level coursework and academic interactions in an English-speaking environment. Middle-class male learners focusing on obtaining language proficiency certificates may engage in exam preparation activities, such as practicing for exams like TOEFL or IELTS. They could participate in mock interviews, write essays, and engage in speaking exercises to enhance their language skills for certification purposes. Organizing workshops on



resume writing, job interview skills, and networking in English can benefit all learners, regardless of their future directions. These workshops help students develop essential professional skills required for job applications and career advancement in an international context. In a multicultural classroom setting, where English serves as a lingua franca, learners from diverse linguistic backgrounds can engage in group discussions, debates, and collaborative projects using English as the common language. This fosters cross-cultural communication and understanding among students with different native languages. Both male and female learners interested in pursuing careers in economics can engage in business English activities tailored to their field of study. This could include analyzing economic reports in English, discussing global economic trends, and preparing presentations on business strategies using English terminology. Bolton (2008) describes that “the overall pattern of links between development, economic prosperity, the growth of the Asian middle classes and the spread of English seem undeniable” (p. 8).

Pedagogical Implications

Before providing any materials to the classroom activities instructor should pay attention to the cultural attitudes and identity of the learners not to discriminating their social identity or beliefs. Pedagogical implications to my learners mostly focus on the cultural identity and multilingualism so choosing the reading materials and resources that reflect the different languages spoken by the students, including Uzbek, Russian, and Arabic, to accommodate the diverse linguistic backgrounds of the learners. Having Uzbek-speaking learners present a piece of text in their regional dialect, explaining its nuances to the class. Encourage discussion on dialectal variations. Organize a cultural event where students demonstrate their linguistic abilities through performances, talks, and cuisine from their own cultural backgrounds. Promote the practical application of languages in a real-world setting. As Bailey (2018) points out that “The more that we as teachers understand about the linguistic ecology of the worlds our students inhabit, the more we will be able to assist them to acquire the different registers they will need to achieve their own goals” (p 6).



For my Uzbek-speaking learners' topics for reading or discussion about bad habits will be more challenging because of the religion identity rather than the topic about cultural differences and in addition to topics that related to luxury life also can make less interest on the learners as travelling or birthday party. Materials are for the upper-class students includes the literary works or academic texts that shows their identity and social status in society topics such as business and law, travelling or Art. Russian-speaking learners can achieve these intercultural texts because they are familiar with these contexts so it relates to their real-life. Moreover, for multilingual speakers with middle-class status is appropriate to select the material related with the real-life scenario that align their ethnical background. Multilingual speakers select languages within specific domains according to a number of social and situational variables (Appel & Muysken, 1987, pp. 27–29).

In classroom practices Russian-speaking learners can benefit if they engaged in cross-cultural communication or in discussions but according to the context gender's benefit will be different. Labov (1966) notes that “women sometimes showed higher levels than men for prestige forms in formal styles but lower levels than men in more casual styles” (pp. 213–14). For Uzbek-speaking learners from the different regions is more appropriate to engage them in group works or projects which can be supported to share with the regional dialects and to share with cultural differences and for females to be confident in their speech is valuable to use oral presentations or debates.

Assessment Implications

Internal type of assessment will evaluate the students' ability to express themselves confidently in both Uzbek and Russian languages, considering their multilingual background. It also provides an opportunity to understand the influence of dialects and language varieties on their communication. In the classroom students will prepare a presentation on a topic related to economics, followed by a discussion with their peers and the teacher. The presentation should include bilingual or multilingual elements, allowing students to code-switch if necessary. Assessment Criteria focuses on fluency and confidence in using multiple languages,



effectiveness of code-switching, engagement in discussions, and awareness of cultural and language variations but the most important subject is teacher's scaffolding and directions so providing examples and instructions and involve both subgroups to the discussing at first can motivate them to be more confident especially for females or introverts where the male and upper-class learners are dominant. By encouraging students to incorporate bilingual or multilingual elements in their presentation, the assessment demonstrates cultural sensitivity by embracing and celebrating the students' diverse cultural and linguistic identities. Providing students to demonstrate their language skills and cultural identities through a bilingual or multilingual presentation empowers them to feel confident in their linguistic knowledge and identity, perception and beliefs.

Conclusion

To sum up, all sociolinguistic features and its reflection on learning environment teacher should pay attention first of all for attitude to the learners and create an unstressed learning environment not discriminating the learner's identity or beliefs. As Bailey (2018) mention that "the teacher is the source of linguistic authority, the gatekeeper to English" (p. 6). The instructor should proactively advocate for gender equality and address any gender-based challenges that female learners may face, empowering them to pursue education and prestigious opportunities without limitations based on societal norms. Ensuring that all students, regardless of their socioeconomic status, ethnic background, or language proficiency, have equal access to learning resources, support, and opportunities for academic and linguistic development. According to Broecke and Nicholls (2007) analyze that a significant difference in performance between men and women, with men performing less well overall except when it came to achieving top grades. In learning condition to achieve the successful results on learner's outcome focus on let them to explain the ability of performance in a comfortable way for them and assessments show the depth of their understanding in spite of social factors. Moreover, assessment should be ongoing and formative, allowing for feedback and opportunities for improvement throughout the learning process. This approach not



only supports students in reaching their full potential but also helps teachers identify areas where additional support may be needed. Teaching philosophy is that taking into account of learner's language background, age, gender, cultural differences, self-identity and ethnicity to select the appropriate methods and teaching materials that can help to achieve the purpose of the learners in the society.

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