

MECHANISMS OF HOW SOCIOLINGUISTIC FACTORS INFLUENCE UZBEK EFL LEARNERS' ENGLISH LANGUAGE ACQUISITION

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In multilingual countries like Uzbekistan, English language learning is shaped by sociolinguistic factors including region, gender, ethnicity, race, and multilingualism. These influence learners' pace, motivation, and communicative competence. Understanding these factors helps teachers design more inclusive and effective lessons. This thesis outlines mechanisms by which such factors influence language acquisition and proposes pedagogical strategies to address them.

Mechanisms of forming English language competence in Uzbek EFL learners through a sociolinguistic approach:

1. Theoretical knowledge: Sociolinguistic theory explains that learners' identities, language contact, and social backgrounds affect how they acquire a second language. Multilingual learners benefit from cross-linguistic transfer, while monolingual learners rely on explicit grammar instruction. Regional dialects, gender norms, and ethnic identity shape pronunciation, accuracy, and willingness to communicate.

2. Practical activities: Activities are adapted to address diverse learner needs. Rural students practice conversational fluency through role-plays, while urban students engage in academic presentations. Code-switching tasks are included to strengthen connections between known languages and English.

3. Experience sharing: Students exchange cultural and linguistic experiences, fostering mutual respect and intercultural understanding. Sharing code-switching practices and regional dialect features helps learners develop metalinguistic awareness.

4. Interactive methods: Communicative Language Teaching (CLT) and Task-Based Learning (TBL) promote active participation. Pair and group tasks, debates, and simulations create authentic communication opportunities reflecting real sociolinguistic contexts.

5. Practice: Learners apply skills in academic and informal contexts. University students practice seminar discussions and essay writing, while high school students conduct interviews and interactive games. This supports development of both formal and informal registers.

6. Promotion: Awareness of sociolinguistic diversity is promoted through thematic events, intercultural days, and community projects, encouraging positive attitudes toward different dialects and accents.

7. Improving pedagogical skills: Teachers integrate sociolinguistic insights into lesson planning, assessment, and feedback. This includes translanguaging strategies, inclusive materials, and fair evaluation methods for learners from varied linguistic backgrounds.

In general, the sociolinguistic approach provides a comprehensive framework for developing English language competence among Uzbek EFL learners. This framework integrates theoretical knowledge, practical activities, experience sharing, interactive methods, practice, promotion, and pedagogical skill development. It creates a learning process in which learners actively participate in shaping their own linguistic growth. The introduction of targeted sociolinguistics-focused modules into the curriculum; increasing the role of independent work through culturally relevant tasks and communicative projects;

incorporating creative assignments that encourage learners to draw on their multilingual and multicultural backgrounds; using information and communication technologies at all stages of language acquisition; and actively involving students in project-based, collaborative, and real-life communication tasks all contribute to building confident, culturally aware, and linguistically capable English speakers.

Summary: Integrating theoretical knowledge, practical activities, experience sharing, interactive methods, and teacher skill development ensures that EFL instruction in Uzbekistan meets the needs of learners from diverse sociolinguistic backgrounds. Such an approach promotes not only linguistic competence but also intercultural awareness and learner confidence.

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