



SOCIOLINGUISTIC FACTORS IN ENGLISH INSTRUCTION

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This paper critically examines the multifaceted sociolinguistic variables that significantly influence the acquisition and instruction of English as a foreign language (EFL) among teenage learners in Uzbekistan, a nation characterized by rich linguistic diversity and evolving sociocultural dynamics. Focusing on learners aged 15-19 who are primarily motivated by academic pursuits, including university entrance and achieving competitive scores on standardized English proficiency tests like the IELTS, the study delves into the complex interplay of individual learner backgrounds and broader societal contexts. It meticulously analyzes the learners' initial English language proficiency levels, the common linguistic challenges they encounter (such as pronunciation difficulties stemming from L1 interference, grammatical errors in sentence formation, and specific difficulties with English grammatical concepts like verb tenses and noun classifications), and the ways in which these challenges are shaped by their unique exposure to multiple languages (Uzbek, Russian, Tajik) and cultural norms.

Furthermore, the research investigates the impact of regional variations within Uzbekistan, contrasting the sociolinguistic profiles of learners from urban centers like Tashkent, characterized by higher socioeconomic status and greater exposure to diverse linguistic inputs, with those from other regions like Fergana, which exhibit more linguistic heterogeneity and potentially face socioeconomic disadvantages that affect access to educational resources. The study also considers the influence of the broader learning context in Uzbekistan, marked by the dominance of the Uzbek language in the educational system, disparities in educational infrastructure between urban and rural areas, and the pervasive effects of globalization, which introduces learners to global varieties of English and necessitates the development of intercultural communicative competence.

Ultimately, this paper advocates for a sociolinguistically informed pedagogical approach that integrates culturally relevant materials, employs multilingual teaching strategies, and implements assessment practices that are sensitive to the diverse linguistic backgrounds and socioeconomic circumstances of Uzbek learners. By providing a comprehensive analysis of the sociolinguistic factors at play, this research aims to contribute to the development of more effective and equitable





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English language education policies and practices in Uzbekistan and similar multilingual and multicultural contexts.

