

Developing Sociolinguistic Competence of English Language Teachers

Nazmutdinova Klara Robertovna

English teacher, Uzbekistan state world language university

Abstract. *This article argues that sociolinguistic competence is a crucial component of effective English language teaching. The author defines sociolinguistic competence as the ability to use language appropriately in different social contexts. The article highlights the importance of understanding how factors like culture, gender, and social status influence language use. It emphasizes that English language teachers should go beyond grammar and vocabulary instruction and equip students with the skills to navigate the social nuances of language. The article offers several suggestions for developing sociolinguistic competence, including using authentic materials, role-playing activities, and technology. Finally, the article concludes that by integrating sociolinguistic competence into the curriculum, English language teachers can better prepare their students for communication in a globalized world.*

Keywords: *sociolinguistic competence, communication, language, shared knowledge, T=teacher, Ss=students, Linguists, sociocultural norms.*

Introduction

“... a child learning to communicate through language has to acquire ‘knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, in what manner’. In other words, there are social rules [and shared practices] of use, a dimension of language use ‘without which the rules of grammar would be useless’” (Street & Leung, 2010, p. 292)

Sociolinguistic competence – being aware of how culture(s) and the variables such as gender, age, social status, shared norms and rules, and ideologies affect the way we describe and/or interpret objects and processes. As such, different cultures interpret the same objects and processes differently. Each culture and the variables carry within themselves shared practices, experiences, rules and norms, shortly called *shared knowledge*. Shared knowledge is prior knowledge that has been constructed during previous experiences among interlocutors. Such knowledge is key in securing common interpretations of objects and processes. Even though people talk the same language and use grammatically correct sentences (form/ semantics), they may not understand each other because of knowledge that is not shared. Myths, proverbs, music, poems, tales, publications carry within themselves certain shared knowledge, which is activated in and through language itself. For example, there is a difference between shared knowledge in Uzbekistan and the United States with regard to how teachers start lessons. Read the dialogue between a teacher and student and explain how shared knowledge and practices in university education are materialized in and through language. T=teacher; Ss=students. [2. 48 p]

In the realm of language teaching, the acquisition of sociolinguistic competence stands as a critical milestone. It is not merely about mastering grammar rules or vocabulary; rather, it entails understanding the social and cultural nuances embedded within language usage. For English language teachers, fostering sociolinguistic competence among learners necessitates a multifaceted

approach, drawing insights from linguistic theories and educational practices. In this article, we delve into the significance of sociolinguistic competence in English language teaching and explore strategies informed by the works of renowned linguists and educators.

Sociolinguistic Competence is widely discussed in sociolinguistics literature. You can refer to foundational texts in sociolinguistics such as "An Introduction to Sociolinguistics" by Ronald Wardhaugh and "Sociolinguistics: An Introduction to Language and Society" by Peter Trudgill for more in-depth discussions.

Understanding Sociolinguistic Competence:

Sociolinguistic competence refers to the ability to comprehend and appropriately employ language in various social contexts. It encompasses aspects such as dialects, registers, politeness norms, and discourse strategies. As English continues to evolve as a global lingua franca, proficiency in sociolinguistics becomes increasingly vital for effective communication in diverse settings.

Insights from Linguists:

Linguists have extensively researched sociolinguistic phenomena, offering valuable insights for language educators. Deborah Tannen, through her work on conversational analysis, highlights the significance of understanding conversational styles and how they shape interpersonal interactions. Her research underscores the importance of teaching learners not only what to say but also how to say it in different contexts.[3. 52p]

Similarly, William Labov's studies on language variation and change shed light on the dynamic nature of language usage within social groups. By incorporating Labovian principles into teaching practices, educators can help students appreciate linguistic diversity and navigate between formal and informal registers effectively.[4. 23p]

Educational Strategies:

Building sociolinguistic competence necessitates immersive and experiential learning experiences. Role-playing activities, simulations, and authentic materials provide learners with opportunities to engage with language in real-world contexts. By simulating everyday scenarios such as job interviews, meetings, or casual conversations, students can develop the linguistic flexibility required for diverse social interactions.[5. 36p]

Furthermore, integrating technology into language teaching offers innovative avenues for enhancing sociolinguistic competence. Online forums, social media platforms, and virtual exchange programs enable students to interact with speakers from different linguistic and cultural backgrounds, fostering cross-cultural communication skills.

Moreover, cultivating awareness of sociocultural norms and values alongside language instruction is paramount. Exploring cultural dimensions such as power distance, individualism-collectivism, and uncertainty avoidance equips learners with the cultural sensitivity needed to navigate diverse social landscapes.

Importance of Sociolinguistic Competence for English Language Teachers:

Understanding Diverse Learner Needs: English language teachers often work with students from various linguistic and cultural backgrounds. Sociolinguistic competence enables teachers to understand the language needs, preferences, and communication styles of diverse learners, thereby facilitating more effective instruction.

Fostering Intercultural Communication: Language is deeply intertwined with culture, and sociolinguistic competence allows teachers to navigate cultural differences sensitively. By promoting intercultural communication skills, teachers can create inclusive learning environments where students feel valued and understood.

Teaching Language in Authentic Contexts: Sociolinguistic competence enables teachers to incorporate authentic language use into their instruction. By exposing students to real-life language

situations, such as informal conversations, professional settings, or digital communication platforms, teachers help learners develop practical language skills for everyday use.

One day a head of the English Language department attended a class conducted by one of the best CLT teachers at the Uzbekistan State University of World Languages. The head was particularly interested in the types of CLT activities that this teacher (she) employs to teach sociolinguistic competence. The teacher's class was exceptionally interesting on that day: at the beginning of the class, the teacher asked the class to write on a sheet of paper how they interpret/understand the concept of love. The students (Ss) wrote the following: Love is...

S1 (she): "...passionate feeling toward someone who steals your peace days and nights";

S2 (she): "...addiction. Sacrifice your life for the sake the sake of others"; S3 (she): "...quicksilver";

S4 (she): "...understanding each other all your life";

S5 (he): "...emotion which comes of knowledge and understanding, as knowledge changeable, feeling changeable as well";

S6 (she): "...mutual understanding, respect, sympathy";

S7 (he): "...the attitude towards somebody who feels appealing";

S8 (she): "...abstract feeling. We have many kinds of love: to motherland, to children, to a family" [2. 53p]

After this, the teacher asked the class to look in the dictionary and find out the meanings of "love". The class found the following dictionary meanings of love: (i) "a strong feeling of deep affection for sb/sth, especially a member of your family or a friend"; (ii) "a strong feeling of affection for sb that you are sexually attracted to"; (iii) "the strong feeling of enjoyment that sth gives you"; (iv) "a person, a thing or an activity that you like very much" [8.128p]. The head was surprised why these differences between the dictionary meanings and the students' interpretations happened.

Promoting Language Awareness: Sociolinguistic competence involves awareness of language variation, including dialects, registers, and sociocultural norms. Teachers who possess this competence can guide students in critically analyzing language usage and understanding the social implications of linguistic choices.

Enhancing Teacher-Student Rapport: Effective communication between teachers and students is essential for successful language learning. Teachers with sociolinguistic competence can build rapport with students by adapting their language and communication style to suit the needs and preferences of individual learners.

Strategies for Developing Sociolinguistic Competence:

Professional Development: English language teachers can engage in ongoing professional development activities to enhance their sociolinguistic competence. Workshops, seminars, and courses focusing on sociolinguistics, intercultural communication, and language variation provide valuable insights and practical strategies for effective language teaching.

Reflective Practice: Reflective practice involves critically examining one's teaching practices and experiences to identify areas for improvement. English language teachers can reflect on their interactions with students, classroom dynamics, and language usage patterns to enhance their sociolinguistic competence over time.

Collaborative Learning Communities: Joining professional learning communities, such as teacher associations, online forums, or peer support groups, allows English language teachers to exchange ideas, resources, and best practices related to sociolinguistic competence. Collaborative learning environments provide opportunities for teachers to learn from each other's experiences and perspectives.

Incorporating Authentic Materials: English language teachers can enrich their instruction by

incorporating authentic materials that reflect real-life language use in various social contexts. Authentic texts, videos, and audio recordings expose students to diverse linguistic features, cultural nuances, and communicative styles, thereby enhancing their sociolinguistic competence.

Cultivating Cultural Awareness: Developing sociolinguistic competence goes hand in hand with cultivating cultural awareness and sensitivity. English language teachers can engage in cross-cultural experiences, such as travel, cultural exchange programs, or interactions with speakers from different linguistic backgrounds, to broaden their understanding of language and culture.

By prioritizing the development of sociolinguistic competence, English language teachers can better meet the needs of their students and foster meaningful language learning experiences that extend beyond the classroom.

The principle of communication involves the use of its inherent features in the classroom. Let us dwell on the most interesting features within the framework of this work:

- situationality presupposes the correlation of the statement with the communication situation;
- functionality - the content of the utterance determines the selection and introduction of language units in the learning process.
- problematic - the selection of educational material and setting of tasks should be problematic, which contributes to the formation of cognitive independence of students, the development of their logical, critical and creative thinking. The use of problem situations and role-playing games contributes to the implementation of a problem-based approach to learning.

* The principle of taking into account the native language of students involves taking into account the difficulties of the language being studied, caused by discrepancies in the system of the studied and native languages of the students.

G.K. Selevko recommends being guided by the following rules when implementing the named principle of learning in the classroom.[6. 69p]

When explaining a new lexical and grammatical phenomenon, students should be shown how they can rely on their existing knowledge, skills, and abilities in their native language. In addition, it is necessary to demonstrate the differences in pronunciation, vocabulary, and grammar that exist in two languages when expressing similar but divergent phenomena.

For example, when studying English proverbs, they are usually not translated literally, but compared with their analogues in Russian. “The early bird catches the worm” literally translates as “the early bird catches the worm,” while its Russian counterpart is “he who gets up early, God gives him.”

* The principle of interconnected teaching of types of speech activity involves teaching language with the simultaneous formation of four types of speech activity (listening, speaking, reading, writing) within the framework of their sequential-time relationship determined by the curriculum on the basis of general language material and with the help of special exercises.

* The principle of situational-thematic organization of training presupposes such an organization and conduct of classes in which the introduction and consolidation of educational material is carried out using topics and communication situations that reflect the content of the sphere of communication chosen for classes.

Achieving an elementary level of language proficiency is realized in the sphere of everyday and socio-cultural communication within the framework of five topics (a story about oneself, about friends and acquaintances, about family, about one’s working day, about free time) and communication situations that implement relevant communicative tasks. “As language teaching experience shows, the formation of speech skills and abilities is much more successful if the process of language acquisition is as close as possible to real communication conditions and is organized based on topics and situations of interest to students.[7. 42p]

* The principle of taking into account the level of language proficiency involves organizing the

learning process in accordance with the language preparation of students. The level of language proficiency is understood as the degree of formation of communicative competence, which allows solving extralinguistic communication tasks in the target language in accordance with the conditions of communication and using the necessary knowledge, speech skills and abilities.

The process of developing foreign language communicative competence in English lessons largely depends on correctly selected teaching methods, that is, on the way the teacher influences students to achieve their learning goals.

Frontal, individual and group are used as the main forms of interaction between teacher and students and the process of developing foreign language communicative competence. However, a distinctive feature of the interaction of students in the lesson with the teacher and with each other in the formation of sociolinguistic is the work in pairs of both permanent and variable composition.

The use of blog technologies makes it possible to organize interconnected joint activities of students and teachers, in which all participants in the educational process interact with each other, exchange information, jointly solve problems, simulate situations, evaluate each other's actions and their own behavior, and immerse themselves in a real atmosphere of cooperation to resolve problems. Blogging technologies are focused on broader interaction between students not only with the teacher, but also with each other and on the dominance of student activity in the learning process. When interacting, participants in the educational process jointly solve problems, simulate situations, evaluate each other's actions and their own behavior. The teacher often acts as an organizer of the learning process, a group leader, he creates conditions for student initiative, directs students' activities to achieve the goal. Blogging technologies stimulate the creative activity of students and ensure constant interaction between the student and the teacher. During joint activities, students learn to think critically, weigh alternative opinions, make thoughtful decisions, participate in discussions, and communicate with other people.

These technologies make it possible to simulate real communication situations, find a solution to a specific communication problem and feel the consequences of decisions made. Let us note that the most important condition for the effectiveness of the process of formation and development of communicative competence is the involvement of students in active speech-thinking activity through a system of conditional speech and speech exercises, role-playing games, dramatization, and situational analysis.

Thus, the introduction of blog technologies contributes to achieving the main goal of modernizing education - improving the quality of education, increasing the accessibility of education, and ensuring the harmonious development of the individual. In classrooms that use blogging technology on a regular basis, students demonstrate higher levels of motivation. The use of blog technologies helps to increase the efficiency of mastering a foreign language.

Conclusion

In the ever-changing landscape of English language teaching, nurturing sociolinguistic competence among learners is imperative for effective communication and intercultural understanding. By drawing on insights from linguists and educators, language instructors can design pedagogical approaches that empower students to navigate the complexities of language in diverse social contexts. As the boundaries of English continue to expand, equipping learners with sociolinguistic competence ensures their readiness to thrive in an interconnected world.

Sociolinguistic competence should be integrated into foreign language teaching curricula as it enriches students' communicative abilities. It aids their comprehension of culturally nuanced meanings, which extend beyond mere linguistic rules and dictionary definitions. These meanings are contextual and serve specific functions within social settings.

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