

---

# THE ROLE OF SOCIOLINGUISTIC COMPETENCE IN TEACHING VOCABULARY

Shaymuratova Nodira Aman Qizi  
The student of Termez State University

Ruziyev Khusniddin Bakhritdinovich  
Teacher of English Language and Literature Department  
Termez State University, Uzbekistan  
Email: ruzievx@tersu.uz

Abstract:	Keywords
Language teaching is connected with sociolinguistics in many ways. Different social factors affect language teaching and language learning. This paper investigates the relationship between sociolinguistics and language teaching by the help of some teaching resources.	language teaching, social factors, and sociolinguistics, the technology pyramid, socio-cultural context.

## Introduction

Language is a centre to social interaction in every society, regardless of location and time period. Language and social interaction have a reciprocal relationship: language shapes social interactions and social interactions shape language. Learning language is getting through the teaching learning process indoor, outdoor, formal or non formal education. Teaching, learning language, sociocultural contexts and variations of language should be considered because it is influenced by the success of the learning a language. The teacher may not neglect the influences of a variety of languages and sociocultural contexts of the participants, especially in mother tongue or foreign language. This is due to the roles to easier the learners to gain the purposes of teaching learning language. The terms of sociocultural contexts and variations of language may be covered in sociolinguistics study. In order to understand the phenomenon, broad knowledge of the process of language acquisition, second or foreign language education, sociolinguistics, linguistics, psycholinguistics, and specific knowledge of foreign language teaching techniques and methods of measurement and evaluation have become especially important. Sociolinguistics has become a very important role recent, and we have become aware the role of language not just as a means of communication, but also a creator of social identity. Sociolinguistics is an interesting and important area of language for teachers because it deals with how the language is used and thought of in the real world. The educators should have a huge view of sociolinguistics to help their teaching, learning language process can be implemented well because sociolinguistics covers a tremendous variety of approaches. They have

---

---

to know the variations of each learners' language and social background in order to be able to select the appropriate approaches for teaching language. A central problem for sociolinguistics approaches to language is nationhood. Being the defining framework for much discussion of both language and culture in popular and academic domains, the concept of the nation has had a huge influence on the ways in which languages and cultures have been defined.

The teacher often disregarded the sociolinguistics aspects in teaching language. They are more focus to teach the language either second or foreign language words, grammar, and pronunciation (speaking). Learning language with sociolinguistics can help the speakers able to distinguish where, whom, when they speak. Therefore, the teacher should associate the materials to social contexts.

### **Literature Review**

Ofodu conducted research into sociolinguistics input in language acquisition and used of English as Second Language in classroom, revealed that gender, age and religion have insignificant input on secondary school students' use of English. It was concluded that the family still remains a major source and most potent place for language learning; therefore, parents should give more attention to students language use at home and provide all the necessary impetus. The research by Irene wherritt to find relation some specific examples of sociolinguistic principles as they affect language teaching. Although the examples are taken from Portuguese, the situations are intended to apply to the teaching of foreign languages in general. The first part of the study treats practical matters of gathering sociolinguistic data. In the ensuing sections on phonology and syntax the discrepancy between actual language use and typical learning materials is presented and suggestions for improvement are offered. The part on interactional rules purports to show one area of neglect in traditional teaching materials. The final section summarizes ideas on the importance of broadening language learning to include research from sociolinguistics.

Stephen Van Vlack reviewed review some of the basic ideas underlying language use by looking at language from three different but overlapping theoretical viewpoints. He looked at sociolinguistics, discourse analysis (a wee bit) and interlanguage pragmatics. Based on this, he expected the students to be exposed to and to generate a full picture of how language use develops and is to be assessed and taught and specifically in subsequent language learners. He combined necessary theories in SLA with practical outcomes related to language use. Students was encouraged to come up with real-world applications of the theories discussed in class for use in their own teaching.

---

**Methods and Materials**

There are several researchers or linguists give the definition of sociolinguistics in different perspective. Yasemin defined sociolinguistics as the science that investigates the aims and functions of language in society. It attempts to explain how language differs from one context to another across geographical borders and how people in one context communicate with people in other contexts (e.g., non native-nonnative speakers; nonnative-native speakers; and so on). He's prone to learn language based on the sociocultural contexts, how the learners can communicate in one context with the others. Sali, sociolinguistics is the interaction between language, culture, and society. Depending on the focus, virtually any study of language implicates a social connection because without this human component language itself would not exist. The language is linked to the interaction between language and culture, language and social phenomenon.

According to Spolsky sociolinguistic is the study of the link between language and society, of language variation, and attitudes about language. It is supported by Hudson defined as a study of the relationship between language and social factors such as class, age, gender and ethnicity. Whereas Bell said it is a branch of anthropological linguistics that examines how language and culture are related, and how language is used in different social contexts. The study of stylistic and social variation of language. The study of language in relation to its social-cultural context. Sociolinguistics is the study of the effect of any and all aspects of society, including cultural norms, expectations, and context on the way language is used. In all these definitions, it is clear that sociolinguistics is a discipline that makes a link between sociology and linguistics. It is a branch of sociology and as a concept, it is concerned with how language use is a determinant of a given society's linguistic requirements. Every society has its linguistic codes that are acceptable for interaction. Sociolinguistics shows how groups in a given society are separated by certain social variables like ethnicity, religion, status, gender, age and level of education and how adherence to these variables is used to categorize individuals in social classes. The social study of language is a modern linguistic paradigm because it was the modern linguist who first acknowledged and accepted that language by its nature is totally a social phenomenon. All definitions mentioned above demonstrate that sociolinguistics is related to language use and a society's response to it. Sociolinguistics can enhance our perspective related to language with the phenomenon. The basic premise of sociolinguistics is that language is varied and ever-changing. As a result, the language is not uniform or constant. Rather, it is varied and inconsistent for both the individual user and within and among groups of speakers who use the same language. Hence sociolinguistic phenomenon cannot be separated with discussing about teaching language because when we want to know more about language, we learn it with all of the issues including relationship styles, users, the time, and socioculture.

=====

**Teaching and learning activities to promote sociolinguistic competence.** Richards states that the CBLT course design does not require any specific methodology unless it follows main goal of competency enhancement. However, it follows a holistic nature of language in using listening, speaking, reading and writing activities as complementary. In respect to speaking and writing as a means of acquiring communicative competence, they can be interconnected with the content that would help to develop sociolinguistic competence. One of such themes mentioned in Richards relates to culture. And specifically, how is language associated with this area of human interaction. Providing pupils with abundance of space for activities focusing on development of communicational interchange aiding relevant information about sociolinguistic aspects this procedure can represent one of the patterns for teaching. Offering different ways of dividing students into groups combined with materials presenting various social real-life situations with teacher assistance can become a valuable source for development of sociolinguistic awareness. Respecting different learning styles, information regarding the above mentioned cultural and social aspect of life can be transferred in other ways, e.g. writing, listening and reading ensuring a wide selection of topics that will be motivational and authentic. Materials on culture should be prepared in order to encourage pupils to learn more about different cultures and the life of children or teenagers of the same age. Real contact with their peers may have been proved as the strongest motivation. Besides activities focusing on communication, Richards lists some activities that lead learner to expand their cognitive abilities in analysis, synthesis and evaluation. These higher level thought processes lay foundations for the use of the critical thinking as a tool for the problem-solving in situations that may occur in their lives. This way of thinking should be inevitably interlinked with moral attitudes and values in order to seek actively for meaningfulness standing behind cultural differences or social reactions. The author of the definition describes the three syllabus strands: Further Study, Vocational English and Community access that belong to the main areas in which students at the Stage 3 set their personal learning goals. Pupils should be guided to reflect upon their own learning goals during the whole process of language acquisition adequately their level of understanding because their dreams, wishes or intentions can be transformed into the goals in learning and become the valuable source of their inner motivation.

### **Teaching Resources**

At this point we can discuss a whole range of options like educational technology and other learning resources.

**The technology pyramid.** Jill and Charles Hadfield in Harmer points out the question that can help to consider what kind of teaching resources are really necessary for teaching. Those resources are presented in the technology pyramid the final arrangement of which showed importance of each segment starting at the bottom with Language laboratories, videos, computers and Powerpoint presentations. The next segment consists of recorders

=====

(replaced by CD players or mp3 nowadays), photocopiers and the Overhead Projectors. The mentioned technology serve as tools for different ways of teaching that on one hand are very easy to use if they are available to reflect differing needs of pupils in terms of their various learning styles. Books and whiteboard are included the third segment. However, the authors of the pyramid considering the worldwide situation mention more widely affordable tools as paper and pens that occupy the four level of the pyramid that is followed by next-to-last is real life. And the top of the pyramid constitutes of people themselves. Although, the 'hi-tech' tools have plenty of advantages, Jill and Charles Hadfield in Harmer discuss importance of each segment individually with the reference to the fact that the lack of hi-tech devices has not forestalled people around the world from learning English successfully. Considering the development of sociolinguistic competence point of view, each type of the technology can be used to increase the ability depending on a teacher's knowledge and willingness. Teacher is the one who decides on direction of teaching and learning efforts within a frame of school curriculum. Therefore, teachers' training plays decisive role in the course of pupils' progress.

**Pupils as resources** Pupils themselves are useful resources because they can participate on lesson not only as they can act out situations but they can also share particular events describing people's reactions giving themselves as well as their classmates opportunity to evoke and make various associations that when guided by a teacher can become strong connection and help pupils to understand and remember ideas. If they are appreciated for such endeavour we can expect them to improve their motivation for learning thereafter. Sometimes pupils themselves are able to explain meaning of concrete situation to other pupils using teenage slang which is beneficial for both, speaker and hearer. This improves their ability of social tactfulness which is basically one of the primal goals of developing moral qualities and attitudes that will provide foundations for further development of sophisticated mechanism of sociolinguistic competences as it has been mentioned in previous chapters.

**Objects, pictures and things.** Objects, pictures and things a teacher brings may be miscellaneous and of different size, weight and colour. These materials are picked either intentionally or accidentally, nevertheless, even those chosen at random may be used for improvement of sociolinguistic skills if teacher has them in mind a priori. The following example adopted from Harmer illustrates how it can work. Objects chosen for activity can be: a napkin, a telephone number written on a piece of paper, a key and padlock, broken mobile (not used anymore), a pen, an elastic band, few coins and an earring. Pupils will be asked to take one of 'evocative' objects out of a non-transparent bag and invent a story using particular speech act/acts. They can either write it down or get ready to act the story out. Pictures as a means of teaching are very effective and flexible. They can be found in magazines or books, teachers can draw them or take a picture of something real. Another option is to use them to create flashcards with different types of text added either front or

=====

back side and there are even sequences of pictures available online or as a comic stories the texts of which may be erased in order to give opportunity to pupils to fill them in with their own ideas. The above-mentioned flashcards are especially relevant for drills according Harmer and they can be used also for sociolinguistic markers (vocabulary, phrases, speech acts etc.); register differences; social conventions and habits. Pictures in general possess a great potential to initiate speaking and writing activities that integrate productive skills needed for interpersonal and intercultural communication. Pictures immediately decode message respecting relationships between people providing non-verbal information about their mimics, posture, mutual distance, gestures and other features etc. that illustrate the message, hence, they are very helpful in learning meaning. Besides the drills, pictures can be used for initiation of discussions or communication games, etc. The only task for teacher is to link them with appropriate sociolinguistic item. Cards related to the subject matter are also suitable for matching, ordering or selecting and so they improve higher thinking processes that support pupils ability to analyse situations.

**Course Books** Course books have been occupying the most probably the number one in methodologists' discussions as regards their usefulness and for this reason, it is indispensable for teachers to become aware of their pros and cons. Course books of good quality are designed with coherent syllabus and sufficient language control as well as audio CDs and CD-ROMs providing audio and extra resource material. Another significant attribute is ascribed to motivation and appeal of the book. Considering the lower secondary level, texts and their content, pictures and symbols allowing orientation and overall layout etc. influence pupils' motivation and encourage them to use them. They have an intrinsic need to experience success and the perception of their own progress. The discernment of success and progress have an impact on pupils' motivation and personal aspirations. Disadvantages of the course books according Harmer lie in the way they are designed and used. The teaching sequence usually follow Presentation, Practice and Production (PPP), despite the fact that there have been other options complying with needs of learners and respecting the nature of language. An alternative submitted by Harmer comprises of three elements Engage, Study and Activate (ESA) named 'Straight arrows' (2012, p. 66) that seem to be similar to the PPP, especially, when they are used with fixed and inflexible approach. The third teaching practice implies the use of learner's own words to 'Activate' the new language. Nonetheless, ESA enables two more combinations of teaching procedures. The 'Boomerang' procedure can be likened to task-based or deep-end approach. Learners are asked to do some task or play a game which will make them engaged and will show their educational needs that they will focus on afterwards. The third procedure listed by Harmer named 'Patchwork', is the most variable as it can follow several courses of actions. The purpose of this variability was to offer teachers versatile tool to be used for differing functions of teaching aims. Harmer explains that it is useful for "teaching grammar points but not for analysing their own language use after communicative task". Although, the ESA is more flexible than the PPP, it is not solution for every possible situation. An idea is to



---

adopt a "do-it-yourself" (DIY) approach (and to rely on teacher's own knowledge, experiences and resources. This requires they will be able to design lessons that will combine in a coherent syllabus. If school requires to follow an educational policy set by a government, a teacher may keep the main line of a prescribed syllabus and use her/his knowledge of individual needs of every class to make choices about methods, techniques and the order of teaching procedures to adjust the course of education. Specifically, development of sociolinguistic competence may need such adjustments if the course book do not deal with this area of language teaching adequately. In order to ensure proper training for teachers, it is essential to encourage teachers to develop their capability to be able to find appropriate solution to any teaching situation flexibly and not to be afraid of improvise up to certain level.

### **Conclusion**

Based on the above discussion, I sum up that sociolinguistic has an important role in language teaching because it is consist of the study of the link between language and society, of language variation, the attitudes about language. It is noteworthy in learning language because it can give the suitable perspective of language. According to Broersma 'having a good sociolinguistics competence means knowing how to "gives every person his or her due." Means when someone be quiet, talk, give compliments to others, and apologize. Sociolinguistics also ably lead the learners to speak in appropriate social context, therefore, it is very important to the teachers to introduce the sociolinguistics through teaching language materials in order the students will have knowledge of relationship language and social context. They may just not focus on how to speak fluently but speak appropriately is needed too. So much of actual communication is beyond knowing just words and grammar, and without considering communication in its entirety, the learners will never really fluent in another language. Each language is used within different contexts by different people and for different reason and when learning language, it is important to consider those factors to effectively communicate with others. Therefore, In language teaching the teachers have to determine all facets linked to use of a language either speaking or written. The teachers cannot hope to transform their students' sociolinguistic competence overnight, but by contextualize the presentation of language, regularly reviewing the impact of social and cultural factors on language and including lessons with a functional approach, teachers can hope to increase the sociolinguistic awareness of their students. These things need not be introduced as isolated exercises, but a context and social aspect could be incorporated to most exercises and examples.

---

**REFERENCE**

1. BENNETT, Christine I. Comprehensive multicultural education: theory and practice. 4th ed. Boston: Allyn and Bacon, c 1999.
2. HARMER, Jeremy. The practice of English language teaching. 4th edition. Harlow: Longman, 2007.
3. Nancy. H. H. & Sandra. L. M. (2010). Sociolinguistics and Language Education.
4. RICHARDS, Jack C. a RODGERS, Theodore S. Approaches and methods in language teaching. Third edition. Cambridge: Cambridge University Press, 2014.
5. Sali, A, T. (2013). Variationist Sociolinguistics. Change, Observation, Interpretation. 42-49
6. Stephen. V. V. (2011). Sociolinguistics in Language Teaching.
7. Yasemin. B. (2013). Current Perspectives on Sociolinguistics and English Language Education. Bogazici University, Faculty of Education, Foreign Language Education, Istanbul, bayyurty@boun.edu.tr1, 69-78.
8. Vlack, S, V. (2011). Sociolinguistics in Language Teaching: Sookmyung Women's University Graduate School of TESOL Course Policy.
9. WOLFSON, Nessa. Perspectives: sociolinguistics and TESOL. New York: Newbury House Publishers, c1989.
10. Zhuang, X. From communicative competence to communicative language teaching Sino-US English Teaching, Sep. 2007, Volume 4, No.9, ISSN1539-8072, [cit. 2018-03-20].
11. РУЗИЕВ, Х. Б. (2018). Сравнение естественных и учебных настроек для изучения языка. Наука среди нас, (4), 314-318.
12. РУЗИЕВ, Х. Б. (2018). Употребление вопросного и вопросительного предложения в устной речи в английском языке. Развитие и актуальные вопросы современной науки, (2), 69-73.
13. Рузиев, Х. Б. (2020). Возможности уроков английского языка в формировании коммуникативных навыков у младших школьников. Актуальные проблемы гуманитарных и естественных наук, (6), 125-128.
14. РЎЗИЕВ, Х. Б. (2018). Некоторые советы по использованию диалогов в устной речи. Наука среди нас, (6), 275-278.
15. Рузиев, Х. Б., & Маджидова, Н. К. К. (2019). НЕКОТОРЫЕ ПРЕИМУЩЕСТВА И НЕДОСТАТКИ ИСПОЛЬЗОВАНИЯ РОДНОГО ЯЗЫКА ПРИ ОБУЧЕНИИ И ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ. Наука среди нас, (5), 95.