

Revealing the Sociolinguistic Environment: Investigation of the Profiles of Business English Learners

Nargiza Djurayeva¹ and Abdulkhay Djuraev²

¹English Language, International School of Finance Technology and Science, Tashkent, Uzbekistan

²English Language Department, University of World Economy and Diplomacy, Tashkent, Uzbekistan

Keywords: Sociolinguistic Profile, Business English, Pedagogical Implication, Assessment Implication, Ethnicity, Social Factor.

Abstract: This research paper examines the sociolinguistic profiles of students in a Business English course at “International School of Finance Technology and Science” (ISFT) institute in Tashkent, Uzbekistan. It analyzes social factors like ethnicity, gender dynamics, socioeconomic status, and the linguistic context of English usage. The diverse student population, made up of young adults of Uzbek descent, provides a unique opportunity to explore how these sociolinguistic variables affect language learning. The study's goal is to discover language acquisition problems and opportunities in Business English education by categorizing students into subgroups based on these variables. The paper also discusses pedagogical and assessment implications based on these sociolinguistic profiles, with a focus on improving students' language proficiency and adaptability in local and global settings. Additionally, drawing on insights from sociolinguistics, education, and language acquisition theories, this study contributes to the ongoing discussion on language education by highlighting the importance of considering social factors in effective pedagogical practices. Ultimately, the research aims to create inclusive and fair learning environments that empower students to navigate diverse sociocultural landscapes and succeed in an interconnected world.

1 INTRODUCTION

It is crucial to understand the sociolinguistic profiles of language learners in order to create effective teaching methods that meet their individual needs. This study examines the sociolinguistic profiles of students taking a Business English course at ISFT institute in Tashkent, Uzbekistan. The student population is diverse, consisting of young adults of Uzbek descent, which allows for an exploration of how different social factors intersect with language learning. This study examines the ethnicity, gender dynamics, socioeconomic backgrounds, and language context of students in relation to their use of English.

The main objective of this research paper is to categorize students into different groups based on various social aspects and to use the information provided while addressing social factors to facilitate and enhance their learning process. The research report consists of numerous sections which include:

- sociolinguistic profile of group learners;
- sociolinguistic profile of the learning context;

- sociolinguistic profile which involves classifying students according to various socioeconomic factors and analysing these groups;
- sociolinguistic profile of the context where English will be used;
- pedagogical implication;
- assessment implication.

The main objective of each section is to determine the most effective pedagogical methodology and assessment based on students' social factors, improve their capacity to adapt to various societies when learning English in the future, provide them with an appropriate and convenient environment for language learning, and, based on the results of research, test this technique on them.

2 METHODOLOGY

This Business English (ESP) course at International School of Finance Technology and Science (ISFT) in International Business Administration faculty is

comprised of students of Uzbek descent ranging in age from 18 to 22, all of whom are currently enrolled. ISFT, which is private international university, is located in Tashkent. The students are the first year students with major of International Business Administration. Students in this age group are typically considered to be young adults because they are just entering the beginning stages of adulthood. This indicates that they are at a crucial point in the development of their language proficiency as well as their communication abilities, both of which are significant for their academic and professional development (Muñoz, 2019).

Every week, class lasts for a total of three hours. There are a total of twenty-five students enrolled in this English language class, and their existing skill levels in the language range from elementary to intermediate.

Learners who are currently enrolled in a Business English class most likely have specific linguistic requirements and objectives connected to the occupations they hope to pursue in the future. For instance, Nasirova (2021) claims that students need to acquire the language skills required to be able to communicate in business, write professional emails, and deliver speeches in English. As a result, it is absolutely necessary to devise a curriculum that is pertinent and appropriate to the occupations they will pursue in the future. These students come from all over Uzbekistan, including Andijan, Namangan, Tashkent, Bukhara, and Samarkand to name among others and their nationality and ethnicity background are Uzbek. Therefore, it may be impossible to divide these learners into subgroups according to this social factor. When it comes to organizing language education, it is vital to take into account the ethnic and geographical diversity of this group. This is because each region holds its own unique cultural traditions, customs, and linguistic traits, and each region also has its own set of traditions and customs. Since Uzbek is the learners' native tongue, there is a chance that their dialects and accents will sound very different from one another (Khasanova, 2023). Despite this, there is mutual intelligibility among the learners, as they comprehend one another despite speaking distinct dialects of the same language.

As concerned ethnicity, in every country if the person has particular dialects in their own mother tongue, either with the pronunciation of vowels or consonant sounds, this will also have an effect when learning other foreign languages. Although everyone in my target group belongs to Uzbek nationality, students from Samarkand and Bukhara know and can speak Tajik, and half of the group can communicate

in Russian. However, the ability to speak these languages does not result in different accents in English. Instead, the accent formed in their own mother tongue is represented. For instance, there is a student from Samarkand in this group; he pronounces the sound [i :] in his own mother tongue more vaguely by pronouncing [ɪ], which is distinct from the actual pronunciation, that also sounds the same way in English words. Fought (2011) states that an accent is a way of pronouncing words that is unique to a particular person, place, or country. A person's accent is the way they say things. According to Hofweber and Marinis (2023), these various sociocultural circumstances and various uses of the language in culturally different international situations have led to the creation of the several world accents of English.

A dialect, on the other hand, is a regional or social variety of a language that can be recognized by its pronunciation, grammar, or vocabulary. So, dialects are much closer to the idea of language than accents are. In fact, many scholars now use the word "variety" instead of these two words because they have messy meanings. As Wigdorowitz et al. (2022) state that the word refers to variations in language, and it is used to put together groups of languages in a more precise way. In the above-mentioned case, the teacher should not focus too much on the dialect and accept this accent as normal, since these days discriminating against people because of their accents or correcting them in their pronunciation is not observed. Instead, the instructor needs to pay attention to the learner's other achievements in language learning and slowly fix this pronunciation mistake by demonstrating various videos and podcasts for the learner to listen to without pointing out the learner's mistake too harshly.

All of the students' first language is vernacular Uzbek, therefore, it is possible that they would experience difficulties when learning English. According to Wardhaugh and Fuller (2014), the term "vernacular" in linguistics refers to the language a person learns as a child and uses in regular, everyday social interactions. These difficulties may be connected to phonetics, grammar, vocabulary, or even cultural differences. In addition, the amount of past experience they have had learning the English language may vary, which may have an effect on the level of their proficiency (Ball & Ball, 2009).

For the target learners who are all Uzbek and come from different parts of Uzbekistan, it may be more important to talk about regional variety and cultural differences than about race and ethnicity. It is still significant to keep in mind that Uzbekistan is a country with many different ethnic groups and a long

history of cultural and language exchange. Ethnicity, much like language, is a social construction; it is formed and re-constructed in the course of everyday interaction, and it shifts both across time and across location (Fought, 2011). This means that learners' experiences and identities may be shaped by their ethnic backgrounds and where they come from. So, teachers should be aware of how these things might affect language learning and may need to change how they teach to take into account the different backgrounds and experiences of their students. For example, teachers could use examples and tools that reflect the learners' different backgrounds and regions, or they could ask students to share their own experiences and ideas about how to use and learn a language.

There are eighteen male and seven female students in the class which can be separated into two subgroups. Since there are more men than women in this case, the communication dynamics in the classroom may change. In talks, male students predominate and interrupt female students more frequently, which could result in unequal participation and possible linguistic hurdles. Additionally, female students experience pressure to use language more formally or respectfully in order to comply to gender stereotypes. Mesthrie et. al (2009) state that the interaction between female and male speakers in a range of settings, from casual chats to more official meetings, interviews, seminars, and so on, has been the subject of significant language and gender studies.

In Uzbek families, the bringing-up process of boys and girls differs from each other and hence has an effect on further stages of their lives: for instance, when choosing their future job, having their own position in society, learning a language, and overall when contacting society. It is observed that the dominance-based approach of Schilling (2011) is widely implied in Uzbekistan, arising mostly from the nature of boys; their role at home or in any educational system is valued remarkably, since in Uzbekistan these boys were brought up in a way that male people have a stronger voice and power. This assumption can be seen from the very beginning of childhood and thus can be observed in the language learning process as well. When learning their mother tongue or any other foreign language, they are confident, certain of the process of learning, do not ask extra questions, and can make up their own minds fluently without hesitation. Especially when contacting the opposite gender, their feelings of confidence boost even more; they feel the dominance over them, and this is when men clearly represent the

dominance approach theory. As in other regions of Uzbekistan, male learners in my group can also be observed in this approach of study. However, in addition to the dominance and deficit-based approaches, sociolinguists are increasingly supporting the difference-based approach, which is rapidly taking the place of the initial two approaches. In the era of globalization, the equality of male and female rights is widely spread and can also be clearly observed in Uzbekistan. This is demonstrated by the fact that women play distinctive roles in society and their families, which leads to a greater prevalence of the difference approach than the deficiency approach (Turaeva, 2015).

There is a significant disparity in gender among learners in this class, which may have consequences for sociolinguistics. Language use and communication patterns can be influenced, according to research, by the gender of an individual. There are gender-specific norms and expectations for language use in many different cultures (Schilling, 2011). These can include the utilization of certain vocabulary, intonation patterns, and nonverbal signs.

Additionally, the difference in gender has an effect on the educational strategies employed in this classroom. In order to adapt their teaching strategies, the teacher needs to be aware of gender-based disparities in communication styles. For instance, studies have shown that male students may choose more competitive and confrontational teaching methods, whereas female students may do better in collaborative and encouraging learning situations.

In conclusion, the gender imbalance may not be directly related to the level of language proficiency possessed by the students; rather, it may have significant sociolinguistic implications for the communication inside the classroom as well as the learning results. The educator needs to be aware of these potential inequalities and work toward making the classroom an inclusive and equitable place for all students, despite the fact that they may differ by gender (Ismoil kizi 2024).

There are five faculties in ISFT institute and International Business Administration is considered to be the national faculty where all the subjects are taught in Uzbek, except for Business English (ESP) that is taught in English. There are also other faculties that are taught completely in English: International Applied Accounting and Finance, International Business Administration and Management and Managerial Accounting. For the admission of university student needs to take entrance exam or have an IELTS certificate with at least band score of 5.0. Overall, students study for four years in credit

system. If they have less than 60 points in each of the subjects, they cannot collect the credit. If they graduate the term with honour, they can be awarded with extra scholarship. This gives them huge motivation to study. Students participate in various local and international fair trades, conferences and meetings, thus increasing the experience in their field of study. Business English (ESP) is only taught in first year. In the national faculty, students need to get at least 85% on their Business English test or have an IELTS band of 6.0 in order to transfer to other faculties that are taught in English.

The Business English (ESP) program at ISFT institute is the group's learning environment. The curriculum is developed to help students improve their language abilities for usage in work settings, with a particular emphasis on business-related vocabulary, grammar, and communication techniques. Due to the topic matter, requiring for a specific vocabulary and communication skills, the course content is likely to be more formal than in a general English class.

Since they are prepared for future jobs in business or international relations, the students' language learning objectives are probably more sophisticated than those of students in a regular English class. To ensure that the students are ready for these circumstances, the teacher needs to include business-related language and communication techniques into the course content (Esseili, 2017). In addition to practicing communication skills like negotiating, presenting, and leading meetings, this may entail teaching specific terms and phrases used in professional contexts.

In order for learners to be successful in a global business environment, it is likely that they will also need to enhance their intercultural competency in addition to their language skills. This requires having a grasp of various cultural conventions, beliefs, and communication styles as well as the ability to change one's own communication style in accordance with those differences. There is a possibility that the instructor will need to incorporate intercultural communication into the material covered in the class and offer students the opportunity to engage in conversation with people whose cultural upbringings vary.

The learning context may also provide difficulties for the students, such as adjusting to a language register that is more formal and specialized, as well as coping with the challenging of learning a new language while also studying business-related subject matter. Learners from various parts of Uzbekistan may experience additional problems as a result of

disparities in the dialects and accents they speak, in addition to differences in their educational backgrounds and possibilities.

3 DISCUSSIONS

This learner population is divided into three subgroups based on regional characteristics. As noted by Levis (2018) understanding regional dialects and cultural norms is crucial for language learning.

- Capital city. The reason why Tashkent is chosen as a subgroup is, firstly, majority of target learners come from this city and are considered to be residents of the capital. Secondly, since the university they are studying is in Tashkent, most students from capital prefer closer location. They comprise 60% of the group.

- Eastern part of Uzbekistan. Another subgroup consists of students from eastern part of Uzbekistan - Fergana valley (Fergana, Andijan, Namangan). The reason why this subgroup is formed

based on its precise location in the country is that these regions have very similar dialects and customs. These students make up 25% of all students in the group.

- Western part of Uzbekistan. The remaining 15% of students come from western part of Uzbekistan. This region includes cities such as Samarkand, Bukhara and Khiva. These areas also have very close traditions and accents; most of them speak not only Uzbek, but also Tadjik. Although their first language is Uzbek, they can speak Tadjik.

As a nation with numerous varied regional cultures, Uzbekistan, language use and learning can be impacted by these cultural differences (). People from the nation's capital, Tashkent, could speak and have an accent that is more conventional than people from rural locations. These pupils could have different needs for developing their pronunciation and accent understanding.

Above-mentioned subgroups focus on Uzbekistan's geography and how English language learners from different parts of the country could encounter different challenges. An overview of the country's regions and cultural variances will be given in order to understand how regional and cultural distinctions in the country may affect language acquisition. Students from different locations could face difficulties such dialect and accent variances, as well as differences in educational background and opportunity.

It is crucial to acknowledge and appreciate the cultural and linguistic diversity of Uzbekistan when

thinking about the subgroup of students who come from different regions of the country. Language diversity is a feature shared by many countries, and it is commonly attributed to historical, social, and cultural causes, according to Mesthrie et al. (2009). Uzbekistan is divided into twelve regions, each of which has distinct linguistic and cultural traits. According to Deumert (2011), these regional variables may include differences in dialect, pronunciation, and vocabulary, which may affect how language learners from different locations approach the process.

The students in this target group are from several Uzbek regions, each with its own distinct language and cultural heritage. Mesthrie et al. (2009) contend that learners from various cultural backgrounds may have views, values, and communication styles that influence their learning processes and have a substantial impact on language learning. For instance, there are regional variations in the food, clothes, and religious customs of Uzbekistan. The learning preferences and techniques of language learners may also be influenced by these cultural differences. According to Turaeva (2015), dialectal and accent variations within a language might be difficult for language learners. There are dialectal differences in Uzbekistan between the various regions, such as the Andijan dialect in the east and the Karakalpak dialect in the west.

Overall, learners from different regions of Uzbekistan may have particular challenges when learning a new language, such as English. According to Wardhaugh and Fuller (2014) students from areas with few educational options may struggle with their academic language and literacy skills. The confidence and motivation of pupils may be negatively impacted by communication difficulties caused by variances in dialects and accents.

While dividing the target learners into subgroups based on their socioeconomic status, some key socioeconomic indicators were applied in the following way:

- **Income.** On the basis of students' families income, we made distinctions among the students. Three groups are identified for this factor: those whose parents work in the private industry, such as those who own a business; those who work in the public sector; and students who support themselves financially without the help of their parents. One third of the students group have parents who work in the public sector, which means their parents' income is relatively less than for parents who work in private one. The parents of six learners have their own

businesses, and one student in the group provides the tuition fee himself.

- **Home ownership.** The other category is home ownership by the student, which is directly connected to the region where students come from. Most students do not own their own house since they came to Tashkent from other regions; thus, they rent a house. Others, who come primarily from Tashkent, live in their parents' houses. There are also two students who are already married and have jobs, which means they own the houses themselves.

- **Occupation.** The third factor that is also considered a socioeconomic factor is the occupation of the student. Since the students are young adults, more than half of them have their own jobs, although most of them are not capable of paying the tuition fee themselves. There are therefore two different groups of students with jobs: the ones who pay the tuition fee and the ones whose parents do. Some of the students do not work and spend their time only on studying.

- **Wealth.** The students in this socioeconomics course go to ISFT institute, a nearby private university. This shows that they come from a relatively privileged family because private education is often more expensive than public education. It is essential to mention, though, that not all students attending the same university may have the same socioeconomic background, hence socioeconomic status might vary within this group. For instance, while some students may qualify for financial help or scholarships, others may have to pay for their education out of pocket.

- **Low socioeconomic level.** Students from low socioeconomic status who are enrolled in a business English course at ISFT institute may make up this subgroup. Many of these language learners experience substantial problems as a result of their socioeconomic situation. These challenges can include restricted access to excellent educational resources, restricted use of English outside of the classroom, and restricted chances to use English in authentic contexts. Additionally, because they may have had unpleasant educational experiences in the past or may not perceive the immediate employment rewards of learning English, students from low socioeconomic backgrounds may be less motivated and confident in their ability to learn a language (Rouabah, 2023).

Due to their poor socioeconomic level, some pupils may have had limited access to educational resources, including English language teaching. Their ability to learn and use languages may be impacted by this. Social and economic status allows us to identify this category. Despite the fact that all of the students

attend the same university, there may be variations in their socioeconomic situations that have an impact on how they learn languages. According to research, students from poorer socioeconomic backgrounds could have limited access to resources outside of the classroom, such tutoring or materials for practicing their language skills, which could impede their language acquisition.

The teacher must be aware of the various levels of English language competency and create activities that can support students with lower levels of proficiency in order to handle this social aspect. To accommodate pupils who require extra support, the teacher could, for instance, offer extra resources like language labs or online language learning platforms. Students that do this may be able to catch up to their peers and develop more confidence in their language skills.

A further indication that the students in this class have a specific goal in mind for their language learning is the fact that they decided to focus on learning business English. They might regard having fluent English as being crucial to their future professional success, which would encourage them to put greater effort into their language acquisition. Rakhimov (2019) defines this knowledge is important for pedagogical decision-making since it may affect the kinds of activities and resources employed in the classroom.

Furthermore, the educational possibilities and background of learners from various geographic areas may vary. According to Deumert (2011), societal factors like socioeconomic position might affect how easily students can access resources and chances for education. In Uzbekistan, regional differences in access to high-quality education may exist, with urban populations typically having greater access to educational opportunities and resources than rural ones. This may affect how well-versed students are in the language and their capacity to comprehend the course topics. For instance, students from areas with little access to educational resources may find it difficult to complete academic writing or critical thinking assignments.

The students in this group want to be employees of different big companies in the future. Some of them want to move to the USA for immigration reasons. The third type of student is the one who wants to transfer their education to foreign countries. From these cases, we can conclude that students can be categorized as World English learners. Benmamoun and Bassiouney (2018) describe World Englishes as a term for the different ways that English is spoken in different parts of the world by people

from different cultures and in a wide range of social and language settings. The World Englishes are the result of these different social and cultural settings and the different ways the language is used in different foreign settings with various cultures. According to Kachru (1990) World Englishes can be seen in three division: the inner circle, the outer circle, and the expanding circle. These three concentric rings are used to depict how English spread. The type of spread, the patterns of acquisition, and the functional areas in which English is utilized among cultures and languages are represented by these circles (Kachru, 1990). The goal of the study of world Englishes is to identify the numerous varieties of English that are used in various sociolinguistic contexts around the world and to examine how sociolinguistic pasts multicultural communities, and functional contexts affect how English is used in various parts of the world.

If we look through this theory on the example of this target group, taking into account that Uzbekistan is included in expanding circle of World Englishes, these students are believed to be the learners who study English of expanding circle. However, from concluding above-mentioned target learners' goals and plans, we can tell that they will contact and communicate with not only people from expanding circle, but also with speakers from outer, or even inner circle. They can reside with them or work with them, which means while teaching them English, the factors apart from regional ones need to be considered as well. The concept, ideas and approaches of World English that is spread worldwide should be implied. The advantages and disadvantages of expanding circle, the aspects of it may not always be seen in outer circle, or vice versa, some of them may be seen in outer circle and not exist in expanding one. By considering this fact, instructor needs to set a goal of teaching English that is acknowledged and spread worldwide.

In addition to this, these target learners' students will enter the multicultural environment in the future, and will be accepted as multilingual speaker by other people there. However, being able to speak more than one language is not the same thing as being a multilingual person. Instead, multilingualism is a complex sociolinguistic phenomenon that includes the interaction of many social, cultural, and political factors. Multilingualism is also seen as a key way for different ethnic and language groups to live together in peace. Deumert (2011) states that multilingualism is not a problem; it is part of the answer for our future. Respecting multilingualism is the only way to have

social security, economic growth, tolerance, and work together with other groups.

Overall, there are many different kinds of World Englishes spoken and that people are actively using different ways to talk to each other in order to deal with differences in terms of forms, functions, assumptions, and practices and to keep everyone on the same page (Kachru, 1990). This point of view takes a multifaceted view of standards, recognizes the variety of languages that learners bring to educational environments and communicative situations, and supports functional sensitivity by respecting the cultural backgrounds of people in these situations.

Based on the subgroup profiles and learning situation, teachers can take into account a variety of pedagogical implications for their language education. Teachers might give students in subgroups according to regional differences the chance to practice listening to diverse accents and participate in peer-to-peer communication activities to become familiar with a variety of dialects.

For the students who are from urban regions and have had more exposure to the English language, the teachers may concentrate on assigning more challenging activities and texts. This would enable them to advance their current level of language proficiency. To assist students become more familiar with the language they are most likely to use in their daily lives, teachers should also try to introduce regional English that is common in metropolitan areas. In urban areas, these English dialects are typical (Kirkpatrick & Xu, 2002). They might also encourage students to use English outside of the classroom, for instance by establishing an English club or planning neighborhood events that provide kids the chance to hone their language skills outside of the confines of the classroom.

Additionally, teachers may implement task-based language teaching (TBLT) activities for the first subgroup that focus on developing practical communication skills unique to the region's dialects. Students could be given the responsibility of conducting an interview with a person from a different region using their local accent to practice their communication abilities. According to Moore (2018), this approach can aid students in developing their language abilities while also promoting international awareness and communication.

Teachers may need to start with more basic language abilities and proceed to more complicated language structures over time with students, who come from rural areas and have had less exposure to English. They should also concentrate on including more visuals and interactive activities to improve

understanding, since studies show that these kinds of activities are particularly helpful for language learners with lower skill levels. The use of Uzbek and English by teachers to facilitate learning and help pupils who would find it difficult to learn from English-only instruction.

Moreover teachers can think about using project-based learning (PBL) activities with the second subgroup to let students work together on real-world, career- or interest-related projects. Students might be asked to draft a business plan for a startup in Uzbekistan, for instance. With this method, students can build critical thinking, problem-solving, and cooperation abilities in addition to their language proficiency (Deumert, 2011).

Teaching students from various regions of Uzbekistan has pedagogical implications that include acknowledging and valuing cultural and linguistic diversity, incorporating instructional resources and activities that reflect the learners' cultural backgrounds, and giving learners chances to share their experiences and knowledge. This suggests that teachers should take into account the diverse backgrounds of their pupils and foster an inclusive environment in the classroom. Teachers should encourage peer-to-peer learning and collaboration, use authentic resources that reflect the learners' geographic and cultural backgrounds, and incorporate regional dialects and accents into speaking and listening activities. These strategies can help to foster cross-cultural understanding. It is crucial for teachers to be aware of the diversity present in their classroom and to modify their instruction to suit the needs of certain students and groups of students. Thus, they may develop a more welcoming and productive learning atmosphere for all students.

In order to deliver effective instruction, the instructor must take into account the unique requirements and difficulties of the students. To take into consideration various learning styles and cultural backgrounds, this could involve using a variety of instructional strategies, resources, and exercises. For students who are having difficulty with the language or subject matter, the teacher may additionally need to offer supplemental materials or one-to-one tutoring. The instructor can deliver effective instruction that promotes the students' language acquisition and gets them ready for future professions in business or international relations by having a thorough awareness of the particular learning context and needs of the students. Teachers might include activities that help pupils understand and respect one another's accents and cultures. This can be done by encouraging empathy and understanding among

students from various backgrounds through group discussions and realistic resources (Kumaravadivelu, 2002).

Despite the fact that many strategies, activities, and approaches were stated above, it can be relied on Kumaravadivelu's (2006) idea - "There is no best method". Because every learner is unique and has different needs. Therefore, the notion that there is just one effective teaching method must be abandoned.

In addition to above-mentioned approaches and methods, it is advisable to utilize Kumaravadivelu's (2006) "PPP" theory. This rule is considered to be created in post-method conditions and divided into three parts: practicality, particularity, and possibility. Practicality tries to break up the fixed roles of theorists and doers by allowing and encouraging teachers to think from their practice and do what they theorize. To make this approach suitable, particularly for the group I am currently instructing, it is necessary to practice the business English-related words or context taken from the theory provided in real life. In order to achieve this, with learners we may visit popular companies or stimulate the real-life environment in practice. In addition, learners may watch the authentic videos that are related to Business English and then be asked to act out the same situation during class. Particularity wants to help move forward a context-sensitive, location-specific education that is based on a true understanding of local linguistic, social, cultural, and political particularities (Kumaravadivelu, 2006). Implying the particularity approach to my group of learners is quite easy, as their course is ESP and the specific topics chosen by the course book are very unique to the learners. The topics are all based on the needs, desires, characters, and above-mentioned socioeconomic factors of the students, and a suitable lesson plan or activity can be chosen accordingly. Possibility tries to use the socio-political awareness that students bring to the classroom so that it can also act as an impulse for identity development and social change.

Critical pedagogy can also be applied to my target learners' group, as it is a way of teaching where students are urged to question the meaning of widely held beliefs or worldviews and to come up with their own ideas about what they are learning and how they think. The goal of this method is to let students figure out their own meanings as they learn. Teachers should help students do this instead of forcing their own values and meanings on them. In critical pedagogy, teachers are viewed as transformative intellectuals who help students manage the hidden curriculum by focusing on things like democracy, justice, freedom,

equality, and equity (Canagarajah, 1999). So, there is a dialectic connection between teachers and students because topics that are covered in the curriculum are usually being negotiated and thought about. Hence, it is essential to talk about economic, social, political, and cultural reproduction because universities are regarded as places where beliefs, power, wealth, and dominance occur. Moreover, in second language teaching, the post-method era has been praised, but only a few teachers have been able to use the principles of critical pedagogy that tries to bring up socio-political problems to free teachers and students from ideas that are based on power. According to Canagarajah (1999), critical pedagogy is used in the real world by using a participatory method to talk about socio-political topics on the agenda.

Overall, the linguistic and cultural diversity of this group of learners presents a chance to build a dynamic and engaging learning environment that appreciates diversity and encourages cross-cultural understanding. This opportunity was made possible by the fact that this group of learners is comprised of students from a variety of regions. The pedagogical methodologies that are utilized in this program are able to assist learners in the development of their language skills while also developing a sense of community and belonging on account of their learner-centered approach, which takes into account the learners' histories, aspirations, and interests.

Language Assessment Implications

It is essential to approach language assessment from a sociolinguistic point of view, taking into account the background and traits of the learners. According to Kramsch (2009), sociolinguistic competence should also be taken into consideration when evaluating language proficiency. It is crucial for the instructor to consider how these elements could affect language assessment given the diversity of the learners in terms of their regional backgrounds, socioeconomic statuses, and linguistic backgrounds. For instance, learners from various geographical areas may have varied dialects and accents, which may have an impact on how well they perform on speaking and listening tests. It is vital that the instructor be aware of these variations and refrains from punishing students for having a certain geographical or cultural background. Similar to how students from lower socioeconomic origins might not have had the same access to educational opportunities as students from better socioeconomic backgrounds, this could have an impact on how well they perform in subjects like grammar and vocabulary. This may need to be taken into account by the teacher when evaluating the students' linguistic skills. Additionally, as research

has indicated that men and women may have distinct language learning processes and communication styles, gender may also be a factor in language evaluation. These potential disparities may need the teacher to be aware of them and modify the assessment activities to take them into perspective.

The main goal of this assessment implication part of the research paper is to create the most suitable assessment type based on the unique features and interests of the learner described in the learner profile. Here, teachers should mainly pay attention to the following factors:

Formative Assessment

First is formative assessment, which makes it easy for the student to both learn and be assessed at the same time. The learners gradually write various formative assessments, where in each of the steps they fix particular mistakes made in previous assignments, which goes on in this way until the final summative assessment. Imposing formative assessments on this group of learners is one of the most effective approaches. The purpose of formative assessment is to monitor student learning and provide constant input that instructors and students may utilize to enhance their teaching and learning, respectively. Specifically, formative assessments assist students in identifying their strengths and weaknesses and identifying areas that require improvement (Dixson & Worrell, 2016).

Give Feedback

The next step is to give feedback to students in order to show them the instructor's attention. The feedback-giving process can be seen in two different types: teacher feedback or peer feedback. Both of them need to be integrated one by one so that they can be useful for the student. Teacher's feedback can give information about how learners are acquiring knowledge of language and how well they are learning the material, so that they can work on their mistakes. Peer feedback is considered less stressful; the students will not be very worried about their peers judging them or giving feedback about them. According to Lenski et al. (2006), specific feedback provides clear direction on how to develop, encourages action, does not overwhelm students, and does not make them feel judged. It assists them in identifying specific methods to change, in listening with an orientation toward learning, and in pushing themselves to improve.

Teacher Created Assessments

The next factor when creating the assessments is that for them to be suitable for the particular group, the teacher needs to make graded assessments in a context that does not discriminate the students or

judge them in any way, mainly based on the students' individual social factors. Even the given examples and names in the assessment need to show fairness and equality among the learners.

Fairness and Equity

A fair assessment ought to provide consistent results regardless of the individual and cultural differences of exam-takers. It is also essential that tests maintain, preserve, and accurately illustrate the knowledge of diverse groups (Puspawati, 2014). The teacher should not discriminate any of the students, and when assessing the learner, the assessment needs to be rubric-based, which is considered to be one of the most reliable and fair types of assessment. It can be helpful for both teachers and students since it is very understandable and is able to clearly show the mistakes that students made regarding each rubric

4 CONCLUSIONS

To summarize, this research paper highlights the importance of understanding the sociolinguistic profiles of Business English learners at ISFT institute in Tashkent, Uzbekistan. Through the consideration of several aspects such as gender, ethnicity, socioeconomic status, and linguistic context, we have been able to obtain important insights into the unique backgrounds of our students and how they affect their language learning. Moreover, our analysis has revealed various challenges and opportunities for language acquisition in the context of Business English education. Differences in dialects, accents, educational backgrounds, and opportunities show that a one-size-fits-all approach to language instruction is inadequate. Instead, teaching methods and assessment strategies should be tailored to meet the specific needs and circumstances of the students. Teachers may promote a sense of belonging and deliver meaningful learning experiences by embracing the cultural and linguistic variety of their student community.

Looking ahead, it is crucial for educators to continue considering social factors in language instruction and adapt their teaching practices accordingly. Hence, we can make sure that all students have the chance to realise their full potential in terms of learning the English language and interacting with a variety of sociocultural contexts by putting their needs first and fostering a supportive learning environment. Additionally, this research highlights the significance of a student-centered approach in teaching Business English. It emphasizes the need to acknowledge and accommodate the

diverse sociolinguistic backgrounds of learners. Therefore, education scholars should establish inclusive and productive learning environments by adapting their techniques to the specific needs and backgrounds of their pupils.

In addition, for students who come from urban areas and have more exposure to English, engaging activities and exposure to regional English dialects can improve their language skills and make the learning more relevant to their daily lives. On the other hand, learners from rural backgrounds may benefit from structured instruction and visual aids to bridge language gaps and enhance comprehension. In conclusion, by emphasising the importance of sociolinguistic elements in influencing the learning process, this research adds to the larger conversation on language education. All students will benefit from a more inclusive and equitable education system if these factors are acknowledged and addressed.

REFERENCES

- Ball, M. J., & Ball. (2009). *The Routledge Handbook of Sociolinguistics Around the World*. Routledge.
- Baugh, J. (2005). Linguistic profiling. In S. Makoni, G. Smitherman, A. F. Ball, & A. K. Spears (Eds.), *Black linguistics: Language, society, and politics in Africa and the Americas* (pp. 155-168). Routledge.
- Canagarajah, A. S. (1999). *Resisting linguistic imperialism in English teaching*. Oxford University Press.
- Muñoz, P. A. M. (2019). *Elaboración de material didáctico*.
- Turaeva, R. (2015). *Migration and identity in Central Asia: the Uzbek experience*. Routledge.
- Deumert, A. (2011). Multilingualism. In R. Mesthrie (Ed.), *The Cambridge handbook of sociolinguistics* (pp. 262–282). Cambridge University Press.
- Turaeva, A. R. (2011). General principles of cognitive modeling of ergonymics (English, Russian, Chechen languages). *Science. Innovation. Technologies*, (76), 113-117.
- Dixson, D. D., & Worrell, F. C. (2016). Formative and Summative Assessment in the Classroom. *Theory into Practice*, 55(2), 153–159.
- Elabbas Benmamoun, & Reem Bassiouney. (2018). *The Routledge handbook of Arabic linguistics*. London; New York: Routledge, Taylor Et Francis Group.
- Esseili, F. (2017). A sociolinguistic profile of English in Lebanon. *World Englishes*, 36(4), 684–704. <https://doi.org/10.1111/weng.12262>
- Ismoil kizi, G. E., Shukurovna, K. F., & Bakhronova, D. (2024). The Constitutive Nature of Gender Mainstreaming Discourse: Uzbekistan Context. *SPAST Reports*, 1(2). <https://doi.org/10.69848/sreports.v1i2.4891>
- Fought, C. (2011). Language and ethnicity. In R. Mesthrie (Ed.), *The Cambridge handbook of sociolinguistics* (pp. 238–257). Cambridge University Press.
- Hofweber, J., & Marinis, T. (2023). What Sentence Repetition Tasks Can Reveal about the Processing Effort Associated with Different Types of Code-Switching. *Languages*, 8(1), 70. <https://doi.org/10.3390/languages8010070>
- Khasanova, F. M. (2023). Sociolinguistic Features of the Speech Genre of Prayer in the Uzbek Language. *International Journal of Literature and Languages*, 03(02), 57–62. <https://doi.org/10.37547/ijll/volume03issue02-11>
- Rouabah, S. (2023). Language shift: gender differences in Chaouia use in Algeria. *International Journal of the Sociology of Language*, 2023(281), 23-49.
- Kirkpatrick, A., & Xu, Z. (2002). *Chinese Englishes: A sociolinguistic history*. Cambridge University Press.
- Kachru, B. B. (1990). World Englishes and applied linguistics. *World Englishes*, 9(1), 3-20.
- Kramsch, C. J. (2009). *The multilingual subject: what foreign language learners say about their experience and why it matters*. Oxford University Press.
- Kumaravadivelu, B. (2002). *Beyond methods: macrostrategies for language teaching*. Yale University Press.
- Puspawati, I. (2014). Fairness issues in a standardized English test for nonnative speakers of English. *TESOL Journal*, 5(3), 555-572.
- Schilling, J. (2011). Educational preparation and experiences in the clinical setting: Entry-level clinical athletic trainers' perspectives. *Athletic Training Education Journal*, 6(3), 145-153.
- Kumaravadivelu, B. (2006). *TESOL Methods: Changing Tracks, Challenging Trends*. *TESOL Quarterly*, 40(1), 59. <https://doi.org/10.2307/40264511>.