



SOCIOLINGUISTIC FACTORS AFFECTING ENGLISH LANGUAGE LEARNING IN A MULTILINGUAL CONTEXT

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ABSTRACT

This study looks at sociolinguistic elements that affect multilingual pupils in Karakalpakstan's ability to learn English. The study emphasizes how language context, identity, and resource availability influence learners' academic English growth by concentrating on two learner subgroups with disparate linguistic and socioeconomic origins. The application of communicative, translanguaging, and scaffolded teaching strategies is emphasized by pedagogical implications.

Introduction: Language background, mobility, and socioeconomic position are examples of sociolinguistic elements that influence language learning in addition to cognitive processes. Learners encounter different language identities and diverse access to English in multilingual environments such as Karakalpakstan. In addition to discussing the consequences for classroom instruction, this research investigates how these sociolinguistic aspects impact English acquisition.

Subgroups: Subgroup 1: Students came from the far sides of Karakalpakstan. Those students came from the far side of Karakalpakstan (Nukus, Xo'jeli). Their main nationality is Karakalpak. Because residents of those areas speak mainly in the Karakalpak language. They came to the Beruniy region to study in the private school, which started its study program last year. As for their socioeconomic status, many came from high-income families with an available access to the language resources to study. As can be guessed from the details above, most of those students had formal schooling in their towns. During their study of their towns, they had some challenges, like limited parental support because of their parents' tight work schedules. And also they were surrounded by people who use passive English as the dominant language in Nukus and Xo'jeli are in Russian and Karakalpakstan.

Subgroup 2: students live in Beruniy. Their primary language is Uzbek, but they live in a place that is surrounded by people from different nationalities, like Uzbek, Kazakh, Turkmen, and Tajik. Their parents are also from different nationalities sometimes. As for the socioeconomic status, it is varied; some came from middle-class backgrounds and some from lower-income families. In education, they studied in English-specialized schools, but they have limited literacy skills in their home languages. This is why they often struggle with identity negotiation and code-switching between home and school language standards. They also find

it difficult to work with academic English proficiency, even though they are very fluent in conversations.

Pedagogical Implications for Language Instruction

Methods to use: Communicative Language Teaching (CLT) for authentic interaction in the classroom. And also, Translanguaging strategies are good to help multilingual learners. Scaffolding strategies should be used to improve the language proficiency of the students who come from far sides of Karakalpakstan.

Modification of materials in the classroom

Materials can be used that are culturally sensitive and represent the backgrounds of the pupils. When people relocate or start interacting with people from various language groups more often, speakers may eventually replace one language with another as their main communication method (Deumert, 2011). And the teaching process can be differentiated according to the linguistic ability of the students. Peer mentorship initiatives facilitate the maintenance of heritage languages and academic English by matching students (from Nukus and Xo'jeli) with heritage speakers. It is also important to use digital resources for accessibility, such as multimodal assignments and translation applications.

Summary: The investigation demonstrates the intimate relationship between students' language development and their sociolinguistic setting, which includes their educational background and home language use. Learner subgroup differences point to the need for supporting multilingual practices, culturally sensitive resources, and individualized teaching. These results emphasize how crucial it is to take sociolinguistic factors into account while teaching English.

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