

## A SOCIOLINGUISTIC PROFILE OF ESP LEARNERS AT AN ACADEMIC TRANSPORT LYCEUM

**Abdurashidova Khurshidakhon Bakhtiyorjon qizi**

Teacher at Kokand university Andizhan branch

E-mail: [abdurashidovaxurshida5@gmail.com](mailto:abdurashidovaxurshida5@gmail.com)

**Abstract:** This paper presents a sociolinguistic profile of a group of English for Specific Purposes (ESP) learners studying at an Academic Transport Lyceum in Tashkent. The learners are multilingual students aged 16–17 who use Uzbek, Tajik, and Russian in their daily lives and are learning English primarily for academic and professional purposes. Drawing on sociolinguistic theory, the paper examines how language background, regional origin, and socioeconomic factors influence learners' English development, classroom participation, and assessment outcomes. The study also explores the contexts in which learners are expected to use English in the future, particularly in transport and logistics-related professions. Pedagogical and assessment implications are discussed with an emphasis on communicative competence, translanguaging, and equitable assessment practices. The findings highlight the importance of sociolinguistically informed instruction that recognizes linguistic diversity as a resource rather than a deficit.

**Keywords:** sociolinguistics, ESP, multilingual learners, translanguaging, language assessment, transport education

**Introduction.** Language does not only serve as a means of communication, but also it is a way that allows people to convey their identity, build relationships, and discover new opportunities in life. Sociolinguistics teach how language is linked to social elements such as individual's origin, culture, gender, and social standing. This course shows that the societal factors influence how people communicate, and that other people may judge them based on their speech. Some accents, dialects, or language styles are seen less correct or less valuable than others. One critical insight from sociolinguistics that societal attitudes toward language varieties often lead to unequal valuations of certain accents or dialects.

As Labov (1963) explained in his studies of language variation and social stratification, some accents or ways of speaking are unjustly considered "incorrect," "less educated," or "less prestigious" [5,p.11]. These judgments may impact how they are treated in school, how their language skills are evaluated, and how they see themselves as English learners. However, such linguistic discrimination may discourage learners from attending fully or embracing their multilingual identities.

These ideas are essential in the context of the Academic Transport Lyceum in Tashkent, because students come from different linguistic and cultural backgrounds. Many speak Uzbek, Tajik, or Russian in their daily lives and learning English as a third language. Most students come from rural areas, where they had limited access to high-quality English instruction. Their experience with English has focused on grammar rules, vocabulary memorization, written exercises, rather than developing speaking or listening skills. As result, many students feel unsure about using English in real-world situations. Many feel self-conscious about their accents or worry about making mistakes in sentence structure, which can hinder their communicative competence and motivation.

This paper presents a sociolinguistic profile of these learners and the context in which they are learning English. It also examines the types of English which they will need for their future academic and career goals. Drawing on ideas from sociolinguistics, this paper explores how teaching methods, assessment practices, and learning materials can be adapted to support learners more effectively. Following Alim's perspective, English should be taught as flexible tool that can be used in many different situations not as standard English. This approach respects



the linguistic and cultural backgrounds learners bring to the classroom [1,p.7]. By adopting sociolinguistically informed pedagogies, educators can foster inclusive learning environments where all students feel valued and capable. This will empower learners to develop not only their English language skills but also a strong confidence, preparing them for success in their academic studies and future careers in the transport sector and beyond.

**Material and Methods.** There are 13 first-year students, aged 16-17, studying in an English for Specific Purposes (ESP) program focused on transport and logistics at the Academic Transport Lyceum in Tashkent. They have two or three years of experience of teaching English and currently their level is around B1 on the CEFR (Common European Framework of Reference for Languages). Main goal is that to improve their speaking and listening skills to prepare for future careers in the transport industry. Within the group, there are distinct subgroups shaped by social and linguistic factors.

A) The first subgroup studied at rural schools. Most of these learners came from lower socioeconomic backgrounds which have affected their access to quality education, particularly in terms of qualified English teachers and communicative learning resources during their early education. As a result, they mostly experienced the grammar-translation method at school and therefore, they struggle with confidence in speaking and listening. They tend to require additional support, especially in spoken English materials and speaking.

B) The second subgroup consist of bilingual students who speak Uzbek at home, use Russian in their daily communication, and now learning English as their third language. Their multilingual background often leads to code-switching depending on the context and familiarity of vocabulary. This linguistic flexibility also includes challenges with pronunciation, confusion between similar phonemes across languages, misidentify certain sounds or letters in English, and frequent errors in sentence construction, particularly with order and verb tense usage. Despite of these, those students are highly motivated and show strong awareness of language patterns. Their experience navigating multiple language can be a strength in learning English. As Fought (2011) points out, language is not only a way of expression identity, but also it helps construct it [3,p.239]. This is true for bilingual students who use language to negotiate their place in different communities.

The students meet four times a week in an ESP classroom that emphasizes real-world communication tasks related to fields of transport and logistics. Instruction is based on task-based task-based learning (TBLT) and communicative language teaching (CLT). Lessons are adapted to meet the needs of different learners. Texts are simplified and supported with visual aids for rural students. To support bilingual students, translanguaging techniques are used to help them make connections between English, Uzbek, and Russian. As Garcia and Kleyn (2016) explain, translanguaging allows learners to use their full language knowledge to support learning [4, p.21].

In this learning environment, ethnicity and regional background play a important role, which includes learners from Uzbek, Russian, and Tajik communities. Each students brings a different cultural identity, home language, and school experience. That is why, these differences affect students how they engage with English lessons. While school and cultural regulations restrict open discussions on gender and sexuality, the classroom actively reflects and navigates linguistic and regional diversity, which is defining feature of the learning environment. This diversity can sometimes cause difficulties for bilingual students, as they may be seen as less skilled because their way of speaking differs from standard language rules. However, Rosa and Flores (2017) explain that this judgement is unfair. These students are actually showing strong language skills when they use more than one language to express themselves [8, P.2-3]. it is import to see these language practices as a strength, not a problem. It is respecting students' unique ways of using language helps create a classroom where each learner feels supported and valued.



**DATA ANALYSIS.** The students will use English in a variety of situations, depending on their individual academic and career goals. Some are aiming to pass the CEFR exam to enter universities in transport and logistics. Others plan to use English in their career path, such as working in logistics companies, transport firms, customs, or airports while very few of them are motivated to learn English for personal goals, reading English literature in English, watching English-language movies, or travelling abroad. These goals show that English can be used for both academic and real-world communication. Because of this, students need to learn English that works in formal and informal settings. They may have communicated with speakers of English as ELF (English as a lingua franca) from different countries. Selvi (2012) explains that students should not focus only on native-speaker English, but also learn how English is used in global contexts. This idea is important for transport jobs, where people use different varieties of English [9,p12].

Wardhaugh and Fuller (2015) also points out that language depends on the situation and the speaker's role [10,p.4]. For example, one student who plan to work in an airport, need to speak with travelers in polite way. Another may need to write brief and clear about cargo or delivery, which helps teachers design lessons based on real-world communication tasks.

Many students communicate in Uzbek or Tajik language when they are at home and use only Russian while talking with people at school or in the city. They often shift their languages in daily life. This helps them develop language awareness. Cummins supports the use of students' first languages in learning English. He says that building on what students already know makes learning stronger [2, p.7].

Thus, students are preparing to use English in workplaces or universities. English teaching should help them with these future transitions and support their multilingual skills.

The sociolinguistic profile of the students at the Academic Transport Lyceum has a direct impact on classroom instruction. These learners are multilingual, using different languages according to context. They bring with them varied levels of English proficiency shaped by regional and socioeconomic backgrounds. Many have had limited access to communicative English instruction and were primarily taught through grammar-translation methods. These factors influence what kind of language instruction is relevant and how classroom materials should be selected and adapted.

Students need to learn English for transport and logistics as they should know job-related words, write short reports and formal emails, and speak clearly at work. What's more, students ought to practice on their speaking and listening skills, since they do not have enough confidence in these skills. Instructional materials include both simplified and real-world texts. Visual aids are also used to help students with lower English proficiency. This supports TESOL Standard 1, which focuses on choosing language features and texts that match learners' needs.

The best methods for this group are communicative and task-based approaches. Students do practical activities include role-plays, simulations, and dialogues related to their future goals. Teachers also use scaffolding, such as giving modals and sentence starters, to help them understand and use English through Uzbek or Russian which stresses the importance of adapting teaching to different learners.

Assessment practices in multilingual and multicultural classrooms, such as those students who study at the Academic Transport Lyceum in Tashkent, must reflect the complex linguistic realities and sociocultural contexts of students, as matching their language backgrounds and learning goals. These learners, many of whom are bilingual or trilingual, shifting their language depending on the social and academic context, others come from rural areas, often possess rich linguistic resources but face significant challenges in formal assessment due to limited exposure to communicative English and dominant language ideologies. Thus, evaluation needs to be fair, dialogue-based, and culturally sensitive. Assessments not only ignore the sociolinguistic level, but also perpetuate standard English bias regarding grammar, pronunciation, and lexis which



disadvantages speakers of regional or non-standard English. Thus, equitable assessment must include a broader definition of linguistic competence that honors the diverse repertoires students bring classroom. In line with the principles of communicative language teaching (CLT) and task-based learning (TBLT), assessment tasks should focus on real communication. Instead of focusing narrowly on grammar accuracy, assessments should evaluate how well students convey meaning in authentic situations. Tasks, such as writing emails, filling out forms, giving directions, and speaking in role-plays are more efficient and appropriate for these learners' goals in transport and logistic sector. Such performance-based assessments also align with TESOL's Standards 2 and 4, which emphasize meaningful communication and real-life contexts.

Teachers try to use error analysis to understand learners' interlanguage and provide feedback that supports growth without erasing their linguistic identity. Assessments should allow space for translanguaging, where students can draw from all their language resources to build meaning (Garcia & Kley, 2016). For example, oral presentations can be scaffolded with brainstorming in Uzbek or Russian, and vocabulary glossaries can be bilingual. Allowing students to shift their language strategically, especially during formative assessments, recognizes their multilingual reality and fosters confidence for themselves, which essential for long-term learning. CEFR exams, may not fairly represent students' progress, especially for those with test anxiety or unfamiliarity with formal test formats. Instructors should use different types of assessments, involve portfolios, peer assessment, journals. Portfolios can have written tasks, recording of speaking, and self-assessments. Students can set their own goals for their future. These tools help students see their progress from one point to another and think about their learning process. They also help students take control of their learning. They also offer teachers more holistic data for adjusting instruction. Peer review, when done in a supportive environment, enhances collaborative learning and promotes learner autonomy. In rural contexts, learners may not be familiar with standardized test instructions or timing procedures, creating additional barriers to success. To ensure fairness, teachers should incorporate test-taking strategies into instruction and provide practice opportunities with feedback. Instructors should be clearly explained and ideally modeled using visual aids or bilingual support.

**Conclusion.** Language instructors working with multilingual learners from rural or low-income backgrounds play an important role in promoting equity and inclusion. Many students face limited access to learning tools outside of the school. Advocacy includes ensuring that digital resources such as online textbooks, grammar tools, and listening platforms are made affordable and accessible to all students. This helps close the digital divide and supports continued learning beyond the classroom.

Instructional materials must also reflect the cultural and linguistic diversity of learners. Many textbooks and language texts used in classrooms especially highlight Western perspectives, which may not represent the identities or experiences of students from mixed ethnic and regional backgrounds. Advocating for culturally responsive content helps students feel valued, and fosters stronger engagement in language learning.

In addition, language learning clubs, peer mentoring, or after-school programs can offer extra help to students who need more time or practice. These systems provide support and help to self-confidence. As sociolinguistic research shows, language education must also show, language education must also respond to social inequalities, not just teach grammar and vocabulary.

Advocacy in language education involves more than teaching. It requires action that addresses systemic inequalities. When instructors make classroom activities more inclusive, they help students to progress on study and in-real-life communication. This means effective and meaningful lessons can match students' real needs, backgrounds, and future goals. Inclusive teaching makes students feel respected and understood. When the classroom feels safe and supportive, students are more learn, speak and succeed in their studies and daily life.



Teachers become advocates when they stand against language discrimination and support every student, despite of the background. This paper show that Instructors use sociolinguistic knowledge in their teaching. In these classrooms, even multilingual students are not just learning English but also value their own identities. This kind of methods improves language skills and supports identity, dignity, and future success.

#### REFERENCES

1. Alim.H.S, Rickford.J.R, Ball.A.F, Raciolinguistics. Oxford University Press.-2016. -P.1-30.
2. Cummins, J. (2000). Language, power and pedagogy: Bilingual children in the crossfire. *Multilingual Matters*.
3. Fought, C. (2011). Language and ethnicity. In R. Wodak, B. Johnstone, & P.E. Kerswill (Eds.), *The SAGE handbook of sociolinguistics* (pp.238-251). SAGE Publications.
4. Garcia, O., & Kleyn, T. (2016). *Translanguaging with multilingual studetns: Learning from classroom moments*. Routledge.
5. Labov, W. (1963). The social motivation of a sound change. *WORD*, 19 (3), 273-309.
6. Lippi-Green, R. (2004). Language ideology and language prejudice. In E. FInegan & J. R. Rickford (Eds.), *Language in the USA: Themes for the twenty-first century* (pp.289-304). Cambridge University Press.
7. Mesthrie, R. (2009). Regional dialectology. In R. Mesthrie, J. Swann, A. Deumert, & W. L. Leap (Eds.), *Introducing sociolinguistics* (2<sup>nd</sup> ed., pp. 109-134). Edinburgh University Press.
8. Rosa, J., & Flores, N. (2017) Unsettling race and language: Toward a raciolinguistic perspective. *Language in Society*, 46 (5), 621-647.
9. Selvi, A. F. (2012). Incorporating global Englishes into English language teacher education. *TEsOL Journal*, 3(4),616-628.
10. Wardhaugh, R., & Fuller, J. M. (2015). *An introduction to sociolinguistics* (7<sup>th</sup> ed.). Wiley Blackwell.

