

**A SOCIO-LINGUISTIC APPROACH TO PROMOTING  
INTERCULTURAL COMMUNICATION**

**СОЦИОЛИНГВИСТИЧЕСКИЙ ПОДХОД К РАЗВИТИЮ  
МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ**

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**Abstract**

Here, the researcher has examined what role language plays in forming social class disunions, as well as the way language, via accents, dialects, and vocabulary selections, affects views of class status within contemporary communities. Moreover, the research aims to respond to two research questions: (1) What kind of role does language have in creating and keeping social class separations in contemporary communities? (2) In what way do accents, dialects, and vocabulary selection affect opinions of class status? Furthermore, information for this research was combined via conversations with various individuals from diverse social classes, which provided a valuable resource of authentic samples of social stratification. The results demonstrated that language importantly subsidizes social stratification, with accents as well as dialects working as indicators of social class.

The research also showcases the way people change their language based on the settings, regarding transforming from formal speech within professional contexts to informal language with peers. The study also underscores the power of language to emphasise class variations. It recommends that some people affected by cultural and social factors, as well as instructional aspects, try to modify their language to connect themselves with higher social classes. Additionally, this research essentially adds to the contemporary discourse on language as well as social stratification and provides insights into how language forms our comprehension of class identity within local and international settings.

**Keywords:** sociolinguistics, identity, variation, accents, dialects, intercultural competence.

### **Аннотация**

В данном исследовании рассматривается роль языка в формировании социального расслоения, а также то, каким образом язык — через акценты, диалекты и выбор лексики — влияет на восприятие социального статуса в современном обществе. Кроме того, исследование направлено на ответ на два вопроса: (1) Какую роль играет язык в создании и поддержании социальных различий в современных сообществах? (2) Каким образом акценты, диалекты и выбор слов влияют на представления о социальном статусе?

Данные для исследования были собраны посредством бесед с представителями различных социальных слоев, что позволило получить ценные аутентичные примеры социальной стратификации. Результаты показали, что язык играет значительную роль в поддержании социальной стратификации, а акценты и диалекты выступают индикаторами социального класса. Исследование также демонстрирует, как люди адаптируют свою речь в зависимости от контекста, переходя от формального стиля в профессиональной среде к неформальному общению в кругу сверстников. Кроме того, подчеркивается динамическая роль языка в усилении классовых

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различий. Отмечается, что под влиянием культурных, социальных и образовательных факторов некоторые люди стремятся модифицировать свою речь, чтобы ассоциироваться с более высокими социальными слоями. Данное исследование вносит вклад в современный научный дискурс о языке и социальной стратификации и предлагает новые взгляды на то, как язык формирует наше понимание классовой идентичности как в локальном, так и в глобальном контексте.

**Ключевые слова:** социолингвистика, идентичность, вариативность, акценты, диалекты, межкультурная компетенция.

### **Introduction**

Language is not merely an asset for interaction; rather, it plays a major role in shaping how people view themselves and how they are viewed by others in the community. As Koka (2014) noted, in each community, language reveals gaps in class, education, culture, and power. Further, Macaulay (1977) is of the perception that how we speak, the phrases in usage, as well as even our accents, could grasp serious social connotations which can either bind us within particular groups or eliminate us from them. Rahu et al. (2023) have mentioned that people most frequently adapt their language on the basis of who they are interacting with, as well as the context. For instance, one within a formal context, like in a job interview, might utilize formal language yet change to a casual style or local/regional dialect when speaking with a peer. This type of language switching is not accidental, but it frequently imitates profounder endeavors to match oneself in, attain respect, or safeguard one's identity. Those cases are essentially clear in communities in which social class, status or social identity importantly affects everyday communications as well as interactions.

In each community, one could find class gaps not just based on wealth or lifestyle, but also based on the way individuals speak. Language really serves a primary role in showcasing the social group one goes to, even if we don't always

notice it. Individuals frequently generate quick decisions based on accents or word selections. One who talks properly, with a good vocabulary, and in a professional way may be viewed as smart or professional, whereas one with a regional or working-class accent may be taken negatively in today's society; such insights can influence things like job opportunities or social respect. Even today, language silently forms the way we perceive class, as many individuals transform how they speak based on who they are speaking to and who is around them, and it often occurs without even acknowledging it.

There has been a significant emphasis based on language as well as social class in the research of sociolinguistics. As Labov (1966) performed classic research in New York City department stores, he had particular outcomes which are relevant to phonological variation and social stratification. His research disclosed that it is not just an asset of contributory interaction but also an indication of social class stratification. In addition to Bernstein (1971), he established two code theories that encompass limited and expanded codes. Such codes are formal and setting-dependent language usage favored by working-class speakers, whereas explained codes are sensitive and complicated and are utilized by the middle-class speakers. These gaps might affect involvement and enactment within teaching as well as employment chances. Furthermore, English is perceived as a language of power, whereas local languages reflect low power. His research shapes the way the progressive usage of English in non-native countries maintains social unfairness and conceals those who are not eloquent in English from gaining upgrades. Likewise, it was indicated that the language medium subsidizes class diversity, as English-medium schools are associated with low-income middle-class families of the community.

### **Methods**

This research is ingrained in Identity Negotiation Theory, established by Stella Ting-Toomey in 1993, which assumes how people manage identities via

conversation. It enables it to be easier for us to comprehend the reason why individuals transform how they talk, as though switching from formal to informal or transforming the accent based on the one they are speaking to or the region they are in. In the context of the research, the theory tackles the fact that language selections are connected with social identity and class. For example, talking with the boss at a job interview, one might utilize more typical or varied speech to sound more qualified. All of these are performed by chance; they possess agendas of desiring to belong, being acknowledged, and wishing to remain ubiquitous. Such a model can help the investigation of the way individuals in the study use language to deal with problems, such as in class, as well as relevant descriptions in everyday life.

Besides, the Identity Theory suggested by Ting-Toomey in 2005 is handy for examining the way language builds social class identities. According to the theory, individuals operate their identities within communications with others to become perceived and treated as desired. Regarding class, such negotiation might entail changing modes and ways of talking. Selection of words, as well as accents, to adjust the classroom they desire to describe. Constructing such an idea was used to explore the code-switching practices of university learners deriving from rural spheres when communicating with learners from metropolitan, English-speaking schemata. This research disclosed that these learners frequently transform their accent or language, perhaps to prevent being called 'less educated', demonstrating the inclination of acting in a linguistic way within class diversity.

On the other hand, this research does not examine other fields of identity, such as gender, ethnicity, or religion: it emphasizes how language portrays the social class. It investigates the way the lexical selections and regional diversity, as well as pronunciation, influence the way others view one's social status. This research is performed on language in the community with no limitations by aspect of living, nature of work or age. As such, instead of concentrating on any particular neighborhood, a particular proportion which portrays the usual economic trends is

measured. To comprehend diverse respondents' perceptions with regard to the rapport between language and opinion of class, the respondents were also questioned within an authentic timeframe. Such conversations are an outstanding source of qualitative data that informs us about language in usage and the way it influences identities within interpersonal interaction.

### **Results and Discussion**

The data importantly reinforced the insight that language plays a vital role in creating and maintaining class barriers. Respondents obviously mentioned the way one talks, whether via fluency in English, pronunciation, or tone, could affect the way one gains via social class. For instance, one respondent described the practice of switching to English in public places as intended to treat them with respect. This corresponds with Ting-Toomey's Identity Negotiation Theory, which focuses on the way individuals convey their identities via interaction, essentially to accomplish appreciation from the community.

Furthermore, several respondents associated "good English" or a "polished accent" with intelligence and professionalism, as well as higher education. This preview assists class hierarchies, in which people who speak within a more "experienced" style are frequently viewed as more reputable or more deserving of chances. It reflects the way language performs as a form of social wealth in the same manner in which Bourdieu (1991) mentioned linguistic competence as a form of cultural wealth which helps people within communicating social organizations.

### **Conclusion**

This research tried to examine the influential rapport between language and social identity, particularly how language usage relates to social class disparities within the community. The views of definite individuals articulated in the conversations showcased that language is more than only an asset for interaction; it possesses a firm link to the way we perceive ourselves as well as the way others

perceive us. The responses demonstrated that the current community could be judged by how they express themselves, their accent, the selection of words, and their mannerisms, as well as their fluency within English, besides ‘posh’ languages. Most participants interpreted the way such evaluations influenced their instruction, work, and social meetings within various ways. Particularly, it was obvious that the individuals frequently attempt to transform or ‘beautify’ how they speak to be approved by or get approval from others.

This research can be used to support the theory that language is both a symbol of social stratification and a stratifying aspect. It is more straightforward to get an opportunity if one expresses oneself specifically, yet having a distinct accent or utilizing very informal language might lead to prejudice or even racism. The media, education, and the workplace were founded as possessing these aspects. We investigated identity collaboration theory, via which it was established that people often adapt their language with a goal of describing themselves and their place in the community. Although there are champions who have a goal of mastering language to go up the social ladder, other individuals think that changing their speech pattern is a negotiation within their character.

Briefly, language is not considered neutral; it shows power, class, and social identity. It bases separations, yet it might also become a trigger for transformation if the community becomes more exposed and friendly to diverse languages.

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