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Universiteti



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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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AKTABGACHA VA AKTAB TA'LIMI

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SOCIOCULTURAL FACTORS INFLUENCING LANGUAGE LEARNING AMONG CENTRAL ASIAN STUDENTS

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Abstract: This article examines the sociocultural factors influencing English language learning among students from Central Asia, with a particular focus on the gap between conversational English proficiency and academic English competence. Drawing on sociocultural theory and research in English for Academic Purposes (EAP), the study analyzes how prior educational practices, teacher-centered instruction, and limited exposure to academic literacy shape learners' preparedness for higher education. The findings indicate that while many Central Asian students demonstrate strong motivation and functional oral communication skills, they often struggle with academic reading, writing, and critical engagement required in Western-modeled higher education institutions.

Key words: academic English; sociocultural factors; Central Asian students; English for Academic Purposes (EAP); academic literacy; higher education.

Annotatsiya: Mazkur maqolada Markaziy Osiyo davlatlaridan kelgan talabalar orasida ingliz tilini o'rganish jarayoniga ta'sir etuvchi sotsiokultural omillar tahlil qilinadi. Asosiy e'tibor kundalik muloqot uchun mo'ljallangan ingliz tili ko'nikmalari bilan akademik ingliz tili kompetensiyasi o'rtasidagi tafovutga qaratilgan. Sotsiokultural nazariya hamda akademik maqsadlar uchun ingliz tili (EAP) tadqiqotlariga tayangan holda, maqolada oldingi ta'lim tajribasi, o'qituvchi markazli ta'lim modeli va akademik savodxonlikka yetarli e'tibor berilmasligi talabalarni oliy ta'limga tayyorlashda qanday muammolar keltirib chiqarishi yoritiladi. Tadqiqot natijalari shuni ko'rsatadiki, Markaziy Osiyo talabalari kuchli motivatsiyaga va og'zaki muloqot ko'nikmalariga ega bo'lishiga qaramay, akademik o'qish, yozish va tanqidiy fikrlash talab etiladigan vazifalarda qiyinchiliklarga duch keladilar.

Kalit so'zlar: akademik ingliz tili; sotsiokultural omillar; Markaziy Osiyo talabalari; akademik maqsadlar uchun ingliz tili (EAP); akademik savodxonlik; oliy ta'lim.

Аннотация: В статье рассматриваются социокультурные факторы, влияющие на изучение английского языка студентами из стран Центральной Азии, с особым акцентом на разрыв между разговорной коммуникативной компетенцией и академическим владением английским языком. Опираясь на социокультурную теорию и исследования в области английского языка для академических целей (English for Academic Purposes, EAP), в работе анализируется, каким образом предыдущий образовательный опыт, преобладание учитель-центрированной модели обучения и ограниченное развитие академической грамотности формируют готовность обучающихся к обучению в высших учебных заведениях. Результаты исследования показывают, что, несмотря на высокую мотивацию и достаточно развитые устные коммуникативные навыки, многие студенты из Центральной Азии испытывают трудности при выполнении заданий, требующих академического чтения, письма и критического мышления, характерных для высших учебных заведений, ориентированных на западные образовательные модели.

Ключевые слова: академический английский язык; социокультурные факторы; студенты Центральной Азии; английский язык для академических целей (EAP); академическая грамотность; высшее образование.

INTRODUCTION

Language learning is not solely a cognitive process; rather, it is deeply influenced by sociocultural factors such as educational background, teaching traditions, and academic expectations. For students from Central Asia, learning English presents a set of unique challenges shaped by the nature of English instruction in their home countries. In many Central Asian educational systems, English language teaching emphasizes basic conversational competence and grammatical accuracy, often at the expense of academic language skills such as critical reading and academic writing (Sari & Purnama, 2016). As a result, students entering higher education—particularly in international or Western-modeled institutions—may struggle to meet the linguistic and

academic demands placed upon them. Despite strong motivation to succeed academically and professionally, Central Asian students frequently encounter difficulties when engaging in advanced academic tasks. This paper examines how sociocultural and educational factors influence English language learning among Central Asian students, with particular attention to the gap between conversational proficiency and academic language competence.

RESEARCH METHODOLOGY

This study adopts a qualitative, literature-based approach to analyze sociocultural factors affecting English language acquisition among Central Asian learners. Relevant academic sources focusing on English language education, sociocultural theory, and higher education contexts were systematically reviewed. Particular emphasis was placed on studies addressing English instruction practices in Central Asia and their impact on learners' academic preparedness. The analysis focused on identifying recurring themes related to instructional methods, learner motivation, and challenges associated with the transition from general English to academic English. These themes were subsequently synthesized to provide a coherent understanding of the linguistic experiences of Central Asian students in higher education.

LITERATURE REVIEW

A review of existing research and educational practices across Central Asian contexts reveals a clear and recurring pattern in the English proficiency of students entering higher education (Hyland, 2006; Sari & Purnama, 2016). Many students demonstrate relatively strong oral communication skills, particularly in everyday conversational settings. This strength can largely be attributed to classroom practices that emphasize grammar exercises, vocabulary memorization, and rehearsed dialogues aimed at basic communication (Hyland, 2006). However, when students are required to use English in academic contexts—such as reading scholarly texts, writing research-based assignments, or participating in formal academic discussions—their performance often declines noticeably (Cummins, 2008; Wingate, 2015). This contrast highlights the distinction between general communicative ability and the more demanding nature of academic English. Academic reading skills, including the ability to identify key arguments, evaluate evidence, integrate ideas from multiple sources, and comprehend discipline-specific terminology, tend to be insufficiently developed (Hyland, 2019; Street, 2003). Similarly, many students experience difficulties with academic writing tasks that require clear argumentation, logical organization, appropriate academic register, and accurate referencing (Hyland, 2019; Woodrow, 2018). These findings suggest that conversational fluency alone does not ensure academic literacy, particularly in educational contexts where academic English is not taught explicitly (Cummins, 2008; Wingate, 2015).

Prior educational experiences play a crucial role in shaping how Central Asian students approach language learning (Lantolf et al., 2015; Vygotsky, 1978). In many educational systems across the region, English instruction remains predominantly teacher-centered. Lessons typically focus on the transmission of knowledge from teacher to student, with limited opportunities for interaction, peer collaboration, or exploratory learning (Street, 2003; Lantolf et al., 2015). Achievement is commonly assessed through examinations that prioritize memorization and grammatical accuracy rather than critical thinking or original language use (Street, 2003). As a consequence, students develop learning strategies that are effective within this system but less suitable for higher education environments that value independence and critical engagement (Wingate, 2015; Vygotsky, 1978). For instance, students may feel confident recalling memorized definitions or grammatical rules but struggle to apply this knowledge in unfamiliar academic situations (Hyland, 2019; Street, 2003). When confronted with open-ended tasks such as essay writing or seminar discussions, they may experience uncertainty regarding expectations and lack the linguistic resources required to articulate complex ideas clearly and coherently (Hyland, 2006; Woodrow, 2018).

ANALYSIS AND RESULTS

The transition from secondary school to university represents a particularly challenging stage for many Central Asian students (Sari & Purnama, 2016; Wingate, 2015). In higher education—especially in institutions influenced by Western academic traditions—students are expected to engage extensively with academic texts, produce analytical writing, and participate actively in discussions (Hyland, 2019; Woodrow, 2018). These expectations often differ markedly from the more passive learning roles students previously experienced (Street, 2003; Vygotsky, 1978). During the initial semesters, many students experience what may be described as academic shock (Sari & Purnama, 2016; Wingate, 2015). These difficulties are not limited to language proficiency; they also involve unfamiliar academic conventions, such as citation practices, plagiarism policies, and expectations regarding originality (Hyland, 2019; Woodrow, 2018). Importantly, even students with adequate



general English proficiency scores may struggle academically, indicating that standardized language tests do not always reflect readiness for academic study (Cummins, 2008; Sari & Purnama, 2016).

Despite these challenges, Central Asian students are often highly motivated to succeed academically (Sari & Purnama, 2016; Woodrow, 2018). English is widely perceived as a key factor in academic achievement, access to international opportunities, and future career prospects (Wingate, 2015). This strong instrumental motivation frequently encourages students to seek additional learning opportunities, including private courses, online resources, and independent study (Sari & Purnama, 2016). Nevertheless, motivation alone cannot compensate for gaps in academic language preparation (Hyland, 2006; Hyland, 2019). Without explicit instruction in academic English and consistent opportunities to practice higher-level language skills, students may experience frustration, anxiety, and declining confidence (Wingate, 2015). When learners perceive a mismatch between their language ability and academic performance, they may withdraw from class discussions and writing tasks, further constraining their academic development (Wingate, 2015; Woodrow, 2018). Another important finding concerns the variability of institutional support available to Central Asian students. Universities that offer English for Academic Purposes (EAP) programs, writing centers, or preparatory foundation courses tend to facilitate smoother academic transitions. Students enrolled in such programs demonstrate greater awareness of academic conventions and increased confidence in using academic language.

Conversely, institutions that assume students already possess sufficient academic English skills may inadvertently place learners at a disadvantage. In these contexts, students are expected to acquire academic literacy independently while simultaneously mastering disciplinary content. This dual burden can negatively affect academic performance, particularly during the early stages of study. The findings of this study underscore the strong influence of sociocultural context on language learning among Central Asian students (Lantolf et al., 2015; Vygotsky, 1978). From a sociocultural perspective, language learning does not occur in isolation; rather, it is shaped by social interaction, institutional norms, and educational traditions. In many Central Asian contexts, historical and systemic factors have contributed to teaching approaches that emphasize authority, accuracy, and uniform outcomes over exploration, discussion, and learner autonomy (Street, 2003). While such approaches may support the development of foundational language knowledge, they often provide limited opportunities for students to engage in authentic academic discourse. As a result, learners may enter higher education with a solid grammatical foundation but insufficient experience in using language as a tool for inquiry, argumentation, and knowledge construction. This observation aligns with sociocultural theories of learning, which emphasize that meaningful interaction and active participation are essential for developing higher-level language skills (Lantolf et al., 2015).

A key issue emerging from this discussion is the distinction between conversational English and academic English (Cummins, 2008). Conversational English is typically supported by contextual cues, shared background knowledge, and informal interaction, allowing for flexibility and tolerance of linguistic inaccuracies. Academic English, by contrast, is more abstract, decontextualized, and cognitively demanding, requiring precision, clarity, and adherence to established conventions (Hyland, 2006; Wingate, 2015). Because many Central Asian students demonstrate fluency in everyday communication, they may be perceived as linguistically prepared for academic study. However, this perception can be misleading. When students are required to read complex texts, construct sustained arguments, or write in accordance with academic conventions, gaps in academic language proficiency become evident (Hyland, 2019). Without recognizing academic English as a distinct register requiring explicit instruction, institutions risk imposing unrealistic expectations on learners and underestimating the level of support they require. The analysis further reveals a close relationship between academic language proficiency and the development of critical thinking skills. Academic literacy extends beyond vocabulary and grammar; it encompasses the ability to interpret texts critically, evaluate evidence, and present original arguments in a coherent and structured manner (Street, 2003; Hyland, 2019). Educational systems that rely heavily on rote memorization may unintentionally limit students' exposure to tasks that foster these competencies. For many Central Asian students, difficulties with academic English do not stem from limited intellectual capacity but rather from insufficient prior experience with analytical and critical tasks. When students are suddenly expected to critique academic sources or formulate independent arguments, they may lack both the conceptual frameworks and the linguistic resources necessary to do so effectively (Wingate, 2015). This suggests that language instruction and critical thinking development should be integrated rather than treated as separate components of education.

The findings of this study have important implications for teaching practice. At the secondary education level, English curricula could be strengthened by gradually introducing elements of academic literacy, such as guided reading of short academic texts, basic research writing, and classroom discussions that encourage interpretation and evaluation (Hyland, 2006). Early exposure to these practices may help reduce the gap between school-based English learning and university-level expectations. At the tertiary level, English for Academic Purposes (EAP) programs should be viewed not as remedial measures but as developmental support struc-

tures that facilitate students' transition into academic discourse communities (Woodrow, 2018). Instruction focusing on genre awareness, disciplinary language use, and academic conventions—combined with collaborative activities, peer feedback, and scaffolded writing tasks—can support the gradual development of students' confidence and academic competence (Hyland, 2019).

CONCLUSION

In conclusion, the challenges faced by Central Asian students in developing academic English proficiency are best understood within their broader sociocultural and educational contexts rather than as individual shortcomings. While many students demonstrate strong motivation and conversational fluency, they often lack sufficient preparation for the linguistic and cognitive demands of academic study. Addressing these challenges requires systemic changes, pedagogical innovation, and sustained institutional support. By recognizing academic English as a socially situated practice and providing learners with structured opportunities to develop academic literacy, educators and institutions can help bridge the gap between conversational proficiency and academic success. Such efforts not only support students' academic achievement but also contribute to more equitable and inclusive higher education environments.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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