



INTERCULTURAL EXCHANGE IN DEVELOPING SOCIOLINGUISTIC COMPETENCE BY ONLINE COMMUNICATION

Mardanova Zilola Fatxullo qizi

English teacher at Uzbekistan State World Languages University

Abstract: *The primary objective of the work is to determine whether online communication with native speakers and intercultural interaction provide the circumstances necessary for the growth of second language sociolinguistic competence of second language learners.*

Key words: *language learning, online communication, sociolinguistic competence, online intercultural exchange, Uzbek as a second language.*

Intercultural exchanges between native and non-native speakers via online communication have sparked research and pedagogical interest so that they allow students to engage in intercultural dialogue while also developing the necessary strategies to succeed in the activity (Thorne, 2005). Language learners have the opportunity to communicate in meaningful ways and to be exposed to contextualized authentic language through online communication, both of which are described as essential for the development of learners' sociolinguistic competence.

Many second and foreign language teachers in Uzbekistan have highlighted using online communication with native speakers in language acquisition as it allows language learners to participate in authentic communication with native speakers who can provide "expert" feedback. Moreover, except this primary peculiarity, online chatting also provides opportunities for extensive language practice, intercultural learning, the development of learners' autonomy, and reflection on form and content (Hanna & de Nooy, 2009). As Chapelle (2010) points out, numerous studies have shown that online communication provides conditions that enhance language skill development over the last fourteen years, but more research is required to describe how learners interact and learn in this environment.

Despite the fact that sociolinguistic competence is known as a significant aspect of second language learners' competency, it remains a challenging to deal, define, and teach. Indeed, the competence involves learning the sociocultural principles that govern the norms of appropriate behavior and language use in a particular community, which is difficult to teach in a classroom (Hinkel, 2001).

Aside from suggesting prolonged and regular contact with native speakers, language instructors' curriculum lacks suggestions and strategies for boosting the development of that competence. An intercultural online exchange could be a viable option for addressing the matter of sociolinguistic competence development in the second or foreign language classroom. Indeed, studies have shown that language





learners pay attention to the environment in this setting. (Davis & Thiede, 2000; Hanna & de Nooy, 2003, 2009; Savignon & Roithmeier, 2004; Uzum, 2010).

So far, very few researches have investigated the potential of intercultural online exchange for the development of competences, especially sociolinguistic one, related to the use of language in context. Some of findings discovered that by interacting via e-mail or other social media in the second language, students were made to select the appropriate words. According to the researchers, second language learners were given a diverse range of discourse options as well as timely assistance from native-speaking peers.

For those who do not have the chance to immerse themselves in the target language atmosphere, online communication exchange with native speakers appears to be a precious substitute for real life face-to-face communications in developing sociolinguistic competence. The implementation of a discussion forum and an online chat to communicate with native speakers in this study enabled second language students to test with two language registers, one of which is difficult to access in their learning environment. They noticed how native speakers used various words in these exchanges.

This study proposed that interacting with native speakers through new communication technologies is one approach to addressing the issue of how to teach sociolinguistic competence in the second language classroom. In a broader sense, this study sought to highlight the significance of contact with the target language and culture in the development of language learners' skills. This study will contribute to a growing body of research on sociolinguistic competence, specifically online communication exchange between native speakers and non-native speakers.

REFERENCES:

1. Chapelle, C. A. (2010). Research for practice: a look at issues in technology for second language learning. *Language Learning & Technology*, 14(3), 27-30. Retrieved from
2. Hanna, B. E., & de Nooy, J. (2003). A funny thing happened on the way to the forum: electronic discussion and foreign language learning. *Language Learning & Technology*, 7(1), 71-85.
3. Thorne, S. L. (2005). Pedagogical and praxiological lessons from Internet-mediated intercultural foreign language education research. In J. A. Belz & S. L. Thorne (Eds.), *Internet-mediated intercultural foreign language education* (pp. 2-30). AAUSC, Boston: Thomson Heinle.
4. Uzum, B. (2010). An investigation of alignment in CMC from a sociocognitive perspective. *CALICO Journal*, 28(1), 135-155.

