

## **Enhancing Efl college students' Language proficiency Through Sociolinguistic Competence: A term paper Submitted by instructor Dr. Sundus A. kamil**

### **ABSTRACT:**

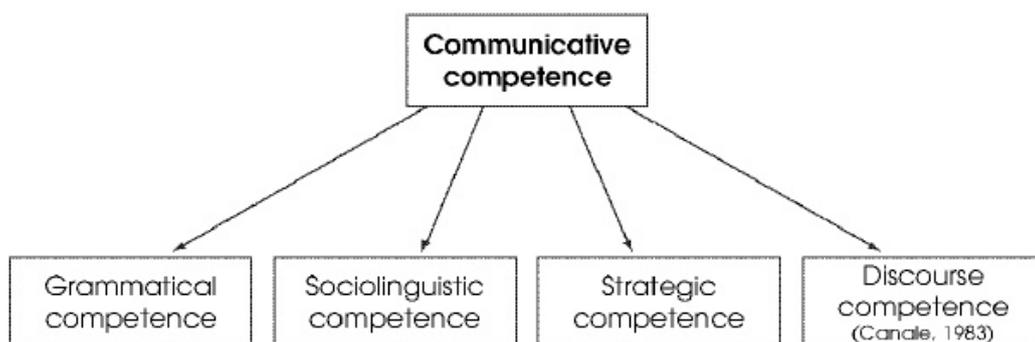
Sociolinguistic Competence can be defined simply as: knowing and understanding how to speak given the circumstances you are in. Elaborately, when we speak our native language, we never think about who we are talking to, or how we should say something. Our words typically flash and come naturally, and we don't even realize all the complexities that go into the process. Although we often do not actively think about this process, it is an essential part of effective communication. Second language learners must learn how to perform and comprehend language in various sociolinguistic contexts, considering factors such as the status of participants, the purposes behind interactions, and the norms or conventions of interactions." That is what language learners must be taught and given opportunities to practice in real situations. This mainly includes, but not limitedly: expressing attitude or emotion, understanding formal vs. informal, and knowing/recognizing common slang or idiomatic expressions. The study of sociolinguistics involves the interaction of both language and society, in acquiring a new language, second language (L2) learners, in addition to learning structural, functional, and discourse rules, have to internalize sociolinguistic rules that can guide them in the choice of appropriate forms. Research has vividly shown that even advanced learners' communicative behavior, due to a lack of sociolinguistic competence, may often deviate from L2 conventions so as to cause many cross-cultural misunderstandings. The aim of this study is to shed the light on sociolinguistic competence and to identify the EFL college students' knowledge of it in a way to support their target language proficiency. This research is a descriptive one where a sample of (30) students at the college of Education /IbnRushd, University of Baghdad for the academic year 2014-2015 are randomly chosen from fourth year classes to respond to the questionnaire constructed by the researcher to identify the college students' knowledge of sociolinguistic competence. The questionnaire was validated by being reviewed and adjusted according to the remarks provided by a number of experts in the field. The students' responses have been statistically analyzed and rejected positively the null hypothesis to capture the importance of students' knowledge of sociolinguistic competence in favour of better language proficiency on the students part.

### **1.1 Introduction:**

Sociolinguistic competence is the ability to use language appropriately in different contexts. *It is* knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to? How do I know what attitude another person is expressing? Sociolinguistic competence is most obvious to us when the

conventions governing language use are somehow violated, as for example when a child innocently uses a "bad" word or when the expectations present in one culture are unsuccessfully translated for another. (www. rlc .missouri state.edu/language learning/ competence asp). Native speakers of English know how to execute their talk appropriately in a given communicative setting, such as how to do turn-taking naturally when talking to a friend or how to ask someone of a higher status to do something for them. These interactional skills are difficult for students to learn because in many cases they are not taught explicitly in the classroom. Besides the pronunciation of words, grammatical construction of sentences, and the use of vocabulary that learners are presented and learned. That is why, it's highly recommended through reviewing research to highlight social functions of the language. According to (Hudson: 1996) the social functions of language are the ways in which we use language to give our view of our relationships to other people. We can do this directly, for instance , by saying things like '**Listen , I'm the boss here!**'. Or can do it indirectly, by our choice of words when talking about other things: '**Hi Bob, what's up?**'.

**1.2 Theoretical Background:** The concept of communicative competence, was first introduced by Hymes (1971) and further developed by Canale and Swain (1980), has contributed to a fundamental shift in the aims and content of second language (L2) pedagogy away from an emphasis on mastering the formal properties of a language to an emphasis on learning how a language is used to realize meaning (Ellis, 1991). For Canale and Swain(1980) and Canale's (1983) model of communicative competence, there are four main areas of competence that interact with the systems of knowledge and skill to form actual communication.



**Figure 1 Model of communicative competence by Canale and Swain (1980) and Canale (1983)**

Sociolinguistics is the study of the appropriateness of language in different contexts. In other words, sociolinguistics is the study of how situational factors such as the cultural context and setting of a speech event affect the choice of what should be said. Second language learners must learn how

“to produce and understand language in different sociolinguistic contexts, taking into consideration such factors as the status of participants, the purposes of interactions, and the norms or conventions of interactions.” (Freeman & Freeman, 2004). This is something that language learners must be taught and given opportunities practice. This includes, but is not limited to: expressing attitude or emotion, understanding formal vs. informal, and knowing/recognizing common slang or idiomatic expressions. According to (Diaz-Rico & Weed, 2010, p. 58) language competence depends on the speaker’s ability to “produce and understand language in different sociolinguistic contexts.

One way that teachers can develop this competence is to “help learners use both the appropriate forms and appropriate meanings when interacting in the classroom” ” All students need to be seen as “legitimate participants in order to access” language through authentic learning experiences (Swain & Deters, 2007). Here, students learn the appropriate language to use in different social situations. When language learners learn how to manipulate their utterances to make them appropriate to the situation in which they are speaking, it is said that they have achieved sociolinguistic competence in that language. Language is social, people form society, and it is within this system where language becomes rich, undergoes evolution and contributes to the creation of *knowledge*. Thus, while it might seem a rather optimistic thought, aiming a language appropriately should eventually contemplate the idea of willing to participate in the creation of new understandings within the social core of the culture where the language is spoken. Thus, while it might seem a rather optimistic thought, aiming a language appropriately should eventually contemplate the idea of willing to participate in the creation of new understandings within the social core of the culture where the language is spoken. ([WWW.tennessee.edu/cgi/viewcontent.cgi?article](http://WWW.tennessee.edu/cgi/viewcontent.cgi?article))

SocioLinguistic competence is the term used to describe a learner's abilities in the grammatical aspects of language, including grammar, pronunciation and vocabulary . For example, a Japanese learner of English living in the United States may wish to express extreme gratitude to someone, and uses the phrase "I am so sorry." In Japan, an apology can function as an intense way of giving thanks; however, a direct translation of such an utterance into English does not have the desired effect since English does not use apologies for expressing gratitude. What results is utter confusion, as the American listener wonders why the Japanese speaker is apologizing, and the Japanese speaker is hurt that the American did not acknowledge his giving of thanks. The problem that comes to light through this example is that grammar and lexical meanings of words alone cannot give persons the ability to express their meaning in a foreign or second language. There are

some other factors that must play a role in language learning. Culture must be one of these factors, since it is cultural differences in language use that created the problem for the speakers in the example above. Another example according to ([www.tennessee.edu/cgi/viewcontent.cgi?article](http://www.tennessee.edu/cgi/viewcontent.cgi?article)) is about an Indonesian student studying in the United States wants to express to his professor his concern for the professor's well-being, so after class he advises the professor to eat less fattening foods so that he will look more fit. Here the American listener again understands the literal meaning of the words, but the speaker's intention of showing friendliness by giving advice, a common strategy in his native country, is lost as the American listener interprets this action as an assault on his privacy and as an extremely rude comment. Cultural differences again create problems for the language learner, and in this case, one can see how the speaker has unknowingly violated American rules on ' what type of advice one can give, when it is appropriate to give this advice, to whom it is appropriate to give such advice, and for what reasons one would choose to give someone advice in the first place. The examples above show what happens when one has a high linguistic competence, and a low sociolinguistic competence. In this situation, the learner takes the meaning he or she wishes to convey and applies the appropriate grammar rules for speaking that utterance in the target language, but since he or she is lacking a full stock of sociolinguistic rules for speaking in that language, he or she compensates by applying the sociolinguistic rules of his or her native language instead. The result, as shown in the examples, is grammatically sound statements that are misunderstood since they do not conform to the sociolinguistic norms of the target language. The speaker, in ignorance of the norms, does not even realize that any sociolinguistic rules of speaking were broken, and feels confused when the listener responds strangely or seems put off by what was said. To make matters worse, since the language learner has a high level of linguistic competence, the native listener assumes the speaker also has an equally high level of sociolinguistic competence, and the language learner's sociolinguistic errors are not perceived he native speaker as language errors at all, but as flaws in the speaker's character. As a result, the language learner comes across as a rude and ill-mannered person (Marsh, 1990, p. 182). The rules of speaking change as one moves from culture to culture; thus, the cultural context plays a vital role in accurate expression of meaning. Other contextual factors such as the time when the utterance is said, the setting of the speech event (for example, compare speech in a courtroom to the speech of people eating at Mc Donald's) and the participants involved (looking at such factors as social status, gender, and age of the participants) all affect the language being said. An utterance may be grammatical, but as in the advice giving example, one must know whether or not the utterance is appropriate to the given context. So how can

language learners avoid such serious breaches in communication? They can prevent such problems by increasing their level of sociolinguistic competence. How does one , achieve a high level of sociolinguistic competence? For students living in the target language culture, it might be assumed that they will acquire sociolinguistic competence simply by real exposure to the language and immersion . However, King & Silver (1993) indicates the effect of immersion on sociolinguistic competence saying that “length of stay in an second language environment is beneficial for acquiring sociolinguistic competence but insufficient and time consuming” So perhaps classroom instruction is needed in addition to immersion to help students achieve sociolinguistic competence better and faster.

**1.3 Pedagogical Implications:** One of the main obstacles that encounter a language teacher is how to manage to overcome the problems arisen due to the cultural differences between the learners’ native language and the target one, and this of course cannot be obtained apart from sociolinguistic competence. So how can the foreign language teacher increase the sociolinguistic competence of students ? An obvious possibility might be to teach culture and sociolinguistic issues explicitly in the classroom; however, this approach is not an easy job due to the fact that culture is hard to define, much or less teaching to students not yet fully competent in the language of instruction is quite difficult and that is why culture is often taught only in the advanced levels classes. In the case of English as a Second Language (ESL), teaching such a sensitive topic as culture to a classroom of students from countries all around the world can be particularly challenging. Another problem is that both culture and sociolinguistic features are so deeply ingrained within a person that he or she is not even aware of many of these elements on a conscious level, making it hard for teachers to teach their native culture and language to the language learners. In response to these difficulties, culture is commonly taught indirectly through literature and facts about the target language country, while sociolinguistic issues are often left for the learner to learn by experience. The development of cultural and sociolinguistic awareness may not always be effective through these methods alone, and it is beneficial to supplement these methods with approaches that incorporate these topics directly into the teaching syllabus. produce and interpret utterances based on naturalness of language use, or what (Pawley and Syder:1983) refer to as a native- like way of communication and ability to (Bachman: 1990). Precisely, discusses four abilities pertaining to sociolinguistic competence: ability to be sensitive to regional and social language varieties, ability to be sensitive to differences in register , ability to understand cultural reference and figures of speech. Thus, language and the act of learning a foreign language will cause learners to question their convictions and already

learned information; the extent to which they use their own language correctly, and will also enable them to visualize how they can use the language they are using and their mother tongue to communicate new ideas.

Moreover, in order to have successful performance, students have to become aware of the vast possibilities in which communication is taking place. Learners need to be sensitive to the contexts to which their linguistic knowledge has prepared and readied them; they have to be conscious of the potential contribution they can make by simple using language effectively; and most importantly, they must be intuitive of the ways in which one interaction will take them to a plateau where different interactions will occur. As a matter of fact, sociolinguistic competence goes beyond grammar, connotation, levels of formality, style, register. It is neatly a power that stimulates knowledge and empowers learners to co-construct new paradigms through communication. [www.sociolinguisticencyclopedia10.wikispaces.com](http://www.sociolinguisticencyclopedia10.wikispaces.com) At this point, it is important to question how well students use the knowledge they possess; how prepared they are to tackle new knowledge; whether they can be perceptive enough to realize they have come across new knowledge; and whether the language classroom can host the production of such knowledge. The most obvious appreciation one can make is that knowledge will emerge in the environment where its structure is addressed (facts, examples, details, hypothesis or thesis); and since certain language structures can directly promote addressing elements of knowledge structure (second conditional in English can be used to study hypothesis), one can logically think that a language classroom that invites and welcomes reality and information beyond the learners' mother culture and that of the language they are learning, will certainly have scope to help students use language for greater purposes than classroom communication. By using language as a means to communicate while exploring different scenarios, students will observe how meaning occurs, how language changes to cope with new discoveries, how language transforms according to social movements, and how language will always be ready to be a significant tool when innovating. For example, as mentioned in ([www. iteslj.org/Techniques/Cullen-Culture](http://www.iteslj.org/Techniques/Cullen-Culture)), how many languages have a word for 'software'? In Spanish for instance, the word is used as it is for there is no official term yet; how has the meaning of the word *gay* changed from Shakespeare's times to the present? How will scientist name different inventions? And how will one know when using X word is no longer appropriate?

As it can be seen, consolidated sociolinguistic competence will serve as the foundation for learners to be able to change as language evolves. While it is not easy to visualize how a language's grammar has such a strong impact on the learning of new information, one can simply see how tenses affect the information and data we acquire, which, in other words, explains how real, true information can be erroneously conveyed, hence hindering one's quality of knowledge. While interaction with native speakers might be a reliable tool that will help learners understand the way language is used in a sociolinguistically successful manner, experimenting with different situations and with a wide range of information might also help students devise means to use their sociolinguistic knowledge to fulfill the needs of the situation they are presented with. Despite the fact that direct exposure and immersion in the target language can further enhance learners' skills, it is also the quality of information being addressed that will help construct different learning scenarios where grammar structures, subject-specific terms and a wide range of structures be used in order to communicate ideas that matter. , it is important to point out that language classes based on books or with limited explorations are fruitless. It is recognized that teachers encounter several complications and difficulties when attempting to prepare a class architecture that favors the presence of those sociolinguistic elements that will allow students to become linguistically and culturally aware. It is even clear how having a native speaker as a teacher does not guarantee a fully successful exposure to all the societal and linguistic traits that can help learners develop language skills that will render interactions that will handle knowledge. Thus, in order to transform the foreign language class into an environment where students will become acquainted with ideas and information that will enrich their backgrounds and will nurture their linguistic potential, it is important to regard the foreign language class not as the fountain from which students will drink off knowledge, but as the glass of water that will help quench their thirst. In other words, as a simple stage for students still have to test the language skills and the information they have acquired in the real world, in their own significant context, and with the people who are relevant to them. The focus, it is important to note, is that students own their language, their skills and the information they acquire and it is only them who will witness how effective their learning has been.(ibid)

Accordingly, a teacher might benefit from, audio-recorded data which are great exemplars for listening comprehension; printed documents as newspapers, magazines or pamphlets are outstanding reading comprehension; scientific and technological developments recorded in multimedia are great scenarios for oral and written discussions. These

examples are clear illustrations of the way language is used to study, document, question and write about the nature of a certain society.

**1.4 Techniques for Teaching Sociolinguistic Competence:** Teaching culture is considered important by most teachers but it has remained "insubstantial and sporadic in most language classrooms" (Omaggio, 1993). Omaggio gives several reasons for this including lack of time, uncertainty about which aspects of culture to teach, and lack of practical techniques, yet researchers have investigated a great deal to come up with certain techniques which contribute in one way or another in nurturing culture teaching which consequently illuminate sociolinguistic competence embrace in language classrooms. Oxford (1994) has used the term 'cultural texture' to describe the many aspects of culture that we need to teach to our students. To achieve this texture, teachers need to vary three different parameters as mentioned by ([www.sociolinguisticslaencyclopedia10.wikispaces.com/Sociolinguistic](http://www.sociolinguisticslaencyclopedia10.wikispaces.com/Sociolinguistic)

1. Information Source
2. Activity-types
3. Selling points

### **1. Information Sources**

In order to get a comprehensive picture of the target culture from many angles, we need to present our students with different kinds of information. The list below shows some possible sources of information which can be used as materials for teaching culture. By using a combination of visual, audio and tactile materials, we are also likely to succeed in addressing the different learning styles of our students.

- Video
- CDs
- TV
- Readings
- Internet
- Stories
- Students own information
- Songs
- Newspapers
- Realia
- Fieldwork
- Interviews
- Guest speakers

- Anecdotes
- Souvenirs
- Photographs
- Surveys
- Illustrations
- Literature

**2. Activity Types:** Many books which attempt to teach culture offer only 'discussion' activities. Discussion is a valuable form of learning in culture, but we cannot expect all students to be able to discuss complex issues at a high level in a foreign language. Often, even high-level students need some preparatory activities with clear goals before they can proceed to discussion. Some of the favourite activities are reviewed below.

### 2.1 Quizzes

They have been found that quizzes are one of the more successful activity types. Quizzes can be used to test materials that are previously taught, but they are also useful in learning new information. For example, the instances adopted by ([www. iteslj.org/Techniques/Cullen-Culture.html](http://www.iteslj.org/Techniques/Cullen-Culture.html)) e simple true/false quiz about Ireland below.

*With a partner, answer true or false to the following questions.*

1. Ireland is totally dark during the winter.
2. There is little snow except in the mountains.
3. The population of Ireland is less than that of Aichi Prefecture.
4. Ireland is about the same size as the island of Honshu.
5. The United Kingdom includes the Republic of Ireland.
6. The Coors, the Cranberries, U2, the Beatles and Enya are Irish musicians.
7. Some Irish people think the Shinkansen connects Tokyo to Hong Kong.

You should ask the students to answer true or false to each of the questions in pairs or groups. They will share their existing knowledge and common sense to give answers. It is not important whether students get the right answer or not, but by predicting, students will become more interested in finding out the right answer. The right answers can be given by the teacher, through a reading, listening, or video. At this point, extra information can be provided. For example, in answering question 7 above, I tell the story of the Irish man sitting next to me on an airplane who gave me this lovely nonsense.

Here is a different type of quiz that can be useful for introducing the differences and similarities across cultures.

*Choose the odd one out of the following items:*

1. a) Earthquakes b) Sushi restaurants c) Snow d) High level of education

The correct answer is 'earthquakes' because you can find all the others both in Ireland and in Japan, but there are no earthquakes in Ireland. Again, getting the correct answer is less important than thinking about the two cultures.

You can also ask students to quiz their partner about readings or other materials. Quizzes offer a high-interest activity that keeps students involved and learning.

## **2.2 Action Logs**

An action log is a notebook used for written reflection on the activities done during class which also provides useful feedback for the teacher. Students write it up after each class or at the end of each class. By requiring students to evaluate each class activity for interest usefulness, difficulty, and , they must reconsider what they have learnt. Each student also records their target for speaking English, what they think they actually achieve, the names of their discussion partners, and their own comments on the activities. Some students get so interested in the target culture that they write several pages in comments each week.

## **2.3 Reformulation**

When students have read an activity or listened to a story, a teacher may like to use reformulation to allow them to check what they have learned and to reinforce it by retelling it to a partner. Reformulation simply means : 'Explain what you just learned to your partner in your own words.' It is a very simple technique, but has proved very successful for learning both culture and language. Teachers often give readings for homework and require students to take notes on the content. These notes can be in the form of pictures, keywords, or mind-maps.

Reformulation is also effective after watching a short video extract or listening to a story. Through reformulation, students check what they have learnt, find out things that they have missed from their partner, and improve their language by noticing gaps in their own ability to explain.

## 2.4 Noticing

As students watch a video or are engaged with some other materials, a teacher can ask them to 'notice' particular features. For example, they could watch a video of a target-culture wedding and note all the differences with their own culture. Asking students to 'notice' gives a focus to the materials by making it into a task, rather than simply passive viewing or listening.

## 2.5 Prediction

Prediction can be a useful tool in quizzes, but it can be equally useful in using almost any materials. Like 'noticing', prediction can engage the students more actively. For example, when a teacher is telling a story, s/he can stop at a certain point and ask the students to predict how it will continue. Or, when a teacher is giving out a reading for homework, first gives the title of the reading and asks students to predict what they will learn. This will force them to review their existing knowledge of the topic and raise their curiosity about whether their prediction is correct or not.

## 2.6 Research

Student research is one of the most powerful tools that can be used with college students because it combines their interests with the classroom. For example, after the first class, students are asked to surf the internet or library and find information on any aspect of the target-culture that interests them., students explain to their group what they have learned and answer any questions about it. This can lead to poster-sessions or longer projects. For some students, it can even lead to a long-term interest in the target-culture.

Some other types of activity that have been found useful to include the following but with a bit of thought, most standard EFL activities can be easily adapted for use in the culture classroom. The most important point is to ensure that the students are actively engaged in the target culture and language.

- Games
- Role Play
- Field trips
- Reading activities
- Listening activities
- Writing activities
- Discussion activities
- Singing

### 3. Selling Points

In order to create cultural texture, teachers must be careful not to portray the culture as monolithic, nor to only teach the pleasant aspects. Activities and materials should portray different aspects of the culture. In other words, teachers need to 'sell' different views of the culture to their students. Introducing deliberate contrasts within a culture can be useful. Some different 'selling points' are contrasted below.

- Attractive vs. Shocking
- Similarities vs. Differences
- Dark aspects of culture vs. Bright
- Facts vs. Behaviour
- Historical vs. Modern
- Old people vs. Young people
- City life vs. Country life
- Stated beliefs vs. Actual behavior

Yet, there are certain points to be considered and highlighted by language teacher, namely:

**3.1 Personalization:** Only by personalizing activities and content students can achieve better cultural understanding students need to relate the issues related to target culture to their own lives. And as every language teacher knows, students love to talk about themselves.

**3.2 Level of Difficulty:** Since a teacher is working with EFL students, s/he must constantly remember that they probably will not understand everything that s/he says. It is not necessary that they understand every word and indeed a challenge is wonderful for learning, but consistently using material or a way of speaking that is too difficult is a sure way to make students lose their interest in a target-culture.

**3.3 Interest and Fun:** A teacher is to pick out the interesting aspects of a culture and present them in a way that will engage students in spite of not being to that country before.

**3.4 Group-work:** Students learn more in groups. They have more opportunities for using the target language, discussing the target culture, and gaining additional perspectives on their own culture.

**1.5 Methodology:** The research methodology of this term paper is based on the questionnaire (Gay, 1996) indicates that the use of the questionnaire has some definite advantages over other methods of data collection that are not available through other sources i.e. a questionnaire is much more efficient in that it requires less time, less expensive, and permits collection of data from much larger sample. The questionnaire has been constructed by the researcher and validated by giving the initial version of the questionnaire to a number of Jurors. The Jurors are among the teaching staff in the field of Teaching English as a Foreign Language and Linguistics in the colleges of Arts, Education, and Languages in the University of Baghdad. They have been requested to point out their remarks and suggestions about the appropriateness of the items of the questionnaire. Due to their recommendations, the final version of the questionnaire is updated. By using the percentage of agreement among the Jurors, the questionnaire has gained 100% of agreement, except for few suggestions regarding linguistic points. The questionnaire of 30 items has been constructed to deal with the sociolinguistic competence involved with how appropriate, the realisations of functions, attitudes, and ideas, are in specific contexts in addition to the appropriateness of non-verbal behaviour and knowledge of physical spaces and distance in communications, as these are the creation of social meaning. The material of the 30 items questionnaire has been selected from different reference books and text books in relevance with the investigated area like 'Discourse Analysis for Language Teachers' by (McCarthy:1991) and 'Understanding Pragmatics' by (Verschueren:1991) in addition to the other books and online resources mentioned within theoretical background. The whole sample of (30) students randomly selected from fourth year classes at the college of Education/Ibn Rushd, the students have been asked to respond to the items of the questionnaire. Each item is scored according to 5-item Likert Scale where always =5, usually=4, sometimes=3, rarely=2 and never=1. The items of the questionnaire have been statistically analyzed through weighted mean and weighted percentile and the results come to vividly refute the null hypothesis, the matter which proves that the students have knowledge of the sociolinguistic competence. The matter which enhances better language learning.

**Conclusions:** There are certain conclusions drawn out and can be reviewed within the following paragraphs;

The importance of sociolinguistic competence is not limited to the practice of structures and vocabulary in simple and complex exchanges. Sociolinguistic competence is concerned with higher thinking competencies through which students demonstrate how they can use language in and outside the classroom, and to prove how they can manage

information in the target language. Most importantly, sociolinguistic competence also has a strong role in the way learners use the language they are learning to enrich the knowledge they possess. Thus, since sociolinguistic competence offers a platform for appreciating language in its social, cultural and linguistic dimensions, its role and significance transcends its definition. This area of study, when considered, offers views and perspectives that can enable instructors to generate learning experiences that will form learners as language users who are able to use language as a tool to explore existing knowledge, to manage it and to use it to enrich their own.

For this reason, language teachers should consider the language classroom as a forum that can be enriched through the fundamentals of sociolinguistics so that students obtain the opportunity to use their linguistic knowledge and put it to the test in situations that will enrich a great number of competencies.

A language classroom will be a limited learning space if the teaching process and the teacher's initiatives rely solely on the situations presented in the book, but if a teacher devises ways to address the salient elements of sociolinguistic competence in the classroom, his/her classes will be filled with relevance, meaning and richness in terms of explorations. For this reason, as a conclusion, it is important to note that learning a language includes learning everything behind the language and beyond the grammar. Thus, conversely, the gradual language acquisition and development transform students into learners and modifiers of information that will inevitably gain knowledge other than linguistic for, ultimately, language, the way it is used, and how it transforms culture is knowledge that transcends a specific subject, in essence.

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## تعزير الكفاءة اللغوية لدى طلبة الكلية دارسي اللغة الانكليزية لغة اجنبية من خلال اتمام الكفاية اللغوية الاجتماعية م.د. سندس عبد الجبار كامل

### المخلص:

تعرف الكفاية اللغوية اجتماعية ببساطة على انها معرفة وفهم الية الكلام حسب الموقف الذي يمر به المتحدث وبكثير من التفصيل ، فعند الحديث باللغة الام لا يتم التفكير بكيفية صياغة الكلام ولا مع من يتم الحوار ذلك ان الافكار والكلمات تتساب تلقائيا على لسان المتحدث، وعلى الرغم من عدم التفكير بالعملية اللغوية الا انها تشكل جوهر التواصل اللغوي والاجتماعي مع الاخرين.

وعلى هذا الاساس، يجب على متعلمي اللغة المقابلة تعلم كيفية التحوار في اللغة المقابلة وفقا للمواقف والنصوص اللغوية اجتماعية اخذين بنظر الاعتبار العوامل المتعلقة كالمحدثين والهدف من الحديث اضافة الى سياقات الحوار المتعارف عليها وعليه يجب ان توفر الفرصة لمتعلمي اللغة المقابلة للحوار والتفاعل اللغوي في مواقف حياتية فعلية، وهذا بالطبع يتضمن بشكل رئيسي التعبير عن وجهات النظر والعواطف وفهم المواقف الرسمية وغيرها اضافة الى تمييز التعابير الاصطلاحية والعامية.

إن دراسة علم اللغة الاجتماعي تتضمن التفاعل بين اللغة والمجتمع، ذلك أن على متعلمي اللغة المقابلة اكتساب الصيغ اللغوية الاجتماعية فضلاً عن الصيغ النحوية والنصية للتحدث بما يناسب ثقافة المجتمع المقابل. وقد جاءت البحوث لتثبت ان النقص في هذه الكفاية من شأنه ان يؤثر سلبا على ايصال المفاهيم والمعلومات بين المتحاورين.

إن الهدف من هذه الدراسة هو تسليط الضوء على الكفاية اللغوية اجتماعية والتعرف الى مدى معرفة وتمييز الطلبة لها مما يسهم في تعزير مقدرتهم اللغوية.

إنّ البحث من النوع الوصفي حيث تم اختيار (٣٠) طالبا عشوائيا من طلبة المرحلة الرابعة في كلية التربية/ابن رشد جامعة بغداد للعام الدراسي ٢٠١٤-٢٠١٥ للإجابة عن فقرات الاستبيان المتكون من (٣٠) فقرة معدة من قبل الباحث بعد ان تم عرضها على مجموعة من الخبراء في مجال الاختصاص، وقد تم تحليل الاستجابات احصائيا، وجاءت النتائج لتثبت رفض النظرية الصفرية، وتثبت وجود معرفة كافية لدى الطلبة بهذه الكفاية بما يعزز كفاءتهم اللغوية.