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كلية التربية للعلوم الإنسانية

مجلة التربية للعلوم الإنسانية

مجلة عليّة فضيلة محكمة
تصدر عن كلية التربية للعلوم الإنسانية
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القسم الثالث

رقم الإيداع في دار الكتب والوثائق ببغداد

٢٤٢٥ لسنة ٢٠٢٠ م

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شروط النشر في مجلة التربية للعلوم الإنسانية

ترحب مجلة (التربية للعلوم الإنسانية) العلمية المحكمة بإسهام الباحثين من العراق وخارجه، فتخطو بهم ومعهم خطوات واثقة نحو مستقبل مشرق، وفيما يأتي بعض ضوابط النشر فيها:

- ❖ تستقبل المجلة البحوث العلمية في مجالات العلوم الإنسانية كافة.
- ❖ تقوم هيئة التحرير بالبحوث علمياً مع خبراء مشهود لهم بالكفاية العلمية في اختصاصهم الدقيق. في الجامعات العراقية والعربية.
- ❖ ترفض المجلة نشر البحوث التي لا تطابق منهج البحث العلمي المعروف.
- ❖ يلزم الباحث بالأخذ بما يرد من ملحوظات حول بحثه من خلال ما يحدده الخبراء المقومون.
- ❖ ألا يكون البحث مقدماً إلى مجلة أخرى، ولم ينشر سابقاً، وعلى الباحث أن يتعهد خطياً بذلك.
- ❖ يثبت على الصفحة الأولى ما يأتي: عنوان البحث ، واسم الباحث، ولقبه العلمي، ومكان عمله، وبريده الإلكتروني ، ورقم هاتفه ، وكلمات مفتاحية ، جميع هذه البيانات باللغتين العربية والانكليزية وفي حالة وجود أكثر من باحث تذكر أسمائهم وعناوينهم، لتسهيل عملية الاتصال بهم.
- ❖ يطبع الباحث ملخصاً للبحث في صفحة مستقلة، وباللغتين العربية والإنكليزية، على ألا يزيد عن (٢٠٠) كلمة.
- ❖ تعتمد المجلة أسلوب APA للنشر العلمي في التوثيق، ويجب على الباحث اتباع قواعد الاقتباس وتوثيق المصادر وأخلاقيات البحث العلمي وفق هذا النظام.
- ❖ تدون مراجع البحث على صفحة منفصلة أو صفحات مرتبة حسب الأصول المعتمدة بحسب الاتي:
- ❖ كنية المؤلف اسمه. (سنة النشر). عنوان الكتاب. رقم الطبعة (١٣) دار النشر. مكان النشر (المدينة). انظر (موارد وثائق نظام APA). لمزيد من المعلومات (<https://www.apa.org>).
- ❖ ترجمة جميع المصادر غير الإنكليزية (بما في ذلك العربية) إلى اللغة الإنكليزية، مع الاحتفاظ بالقائمة مكتوبة بلغة البحث.
- ❖ إذا كانت المصادر العربية لها ترجمة معتمدة من اللغة الإنكليزية، فيجب اعتمادها، أما المصادر التي ليس لديها ترجمة معتمدة للغة الإنكليزية (مثل: لسان العرب، تتم ترجمتها صوتياً، أي أن المصدر مكتوب بحروف إنكليزية (Lisan AleArab).

- ❖ تطبيق المجلة نظام فحص (الاستلال) باستخدام برنامج (Turnitin)، حيث يتم رفض نشر الأبحاث التي تزيد فيها نسبة (الاستلال) عن المعدل المقبول دوليًا.
- ❖ لا يعد قبول النشر ملزماً للمجلة بنشر البحث العلمي ضمن الاعداد إلا ما يليق بسمعتها العلمية.
- ❖ رسوم البحث للباحثين من داخل العراق (125,000) دينار، على ألا يتجاوز عدد صفحاته (25) صفحة بما فيها البيانات والخرائط، والمصورات، وإذا زاد البحث على ذلك يتحمل الباحث دفع مبلغ (2000) دينار عن كل صفحة إضافية.
- ❖ يطبع البحث على الآلة الحاسبة، وعلى ورق حجم (A4) وبوجه واحد.
- ❖ يطبع البحث وبواسطة برنامج (Microsoft Word) بخط (Simplified Arabic)، للبحث المكتوب باللغة العربية وخط (Times New Roman) للبحث المكتوب باللغة الإنجليزية، بحجم (١٤) لمثن البحث، و (١٦) للعناوين الرئيسية والفرعية ، ويكون ادراج الهوامش الكترونيا وليس يدويا .
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- ❖ يقسم البحث على مقدمة وعناوين مناسبة تدل عليه، لتغني عن قائمة المحتويات.
- ❖ التباعد بين الاسطر (١) سم باللغة العربية و (١.٥) سم باللغة الإنكليزية .
- ❖ يطبع عنوان البحث بخط غامق وحجم (١٦) بينما المتن يكون بحجم (١٤) والحاشية بخط عادي وحجم (١٢) باللغة العربية والانكليزية
- ❖ لا تلزم المجلة بإعادة البحث إلى صاحبه إذا اعترض على نشره الخبراء، ويُكتفى بالاعتذار.
- ❖ منهج البحث العلمي والتوثيق من سمات المجلة المحكمة.
- ❖ تعنون المراسلات باسم (رئيس التحرير) او مدير التحرير .
- ❖ إذا كان البحث يحتوي على آيات قرآنية يكون نمط الآيات وفق برنامج مصحف المدينة ولا يتم نشر البحث خلاف ذلك.
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التقييم الذاتي لمستوى الكفاءة اللغوية الاجتماعية لطلبة الجامعة الدارسين
للغة الانكليزية كلغة اجنبية

EFL College Students' Self-Reported of Their Sociolinguistic Competence

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المستخلص

تهدف الدراسة الحالية الى تقييم مستوى الكفاءة اللغوية الاجتماعية لطلبة الجامعة باستخدام استبيان التقييم الذاتي. تبلورت مشكلة البحث من الكفاءة اللغوية الاجتماعية كجزء مكمل للكفاءة في التواصل. كما تهدف الدراسة الى فهم الاسباب في الصعوبات اللغوية المتعلقة بالكفاءة اللغوية الاجتماعية لدى الطلبة العراقيين. تقدم الدراسة خلفية نظرية لعلم اللغة الاجتماعي ، والكفاءة اللغوية الاجتماعية ونظرية فعل القول وعلاقتها بفعل الطلب. قدمت الدراسة اجراءات وادوات البحث المستخدمة لجمع البيانات وتحليلها مع توضيح مجتمع البحث والعينة المختارة والوسائل المستخدمة لتحليل البيانات واستخراج النتائج. وتعد الدراسة اساسية في فهم صعوبات تعلم اللغة ذات العلاقة بالكفاءة اللغوية الاجتماعية، والدافعية والعوامل الثقافية.

Abstract

This study aims to assess the level of sociolinguistic competence among EFL college students using self-reported questionnaire. The study draws its problem from the phenomenon of sociolinguistic competence as integral part of appropriateness in communication and aims to understand the reasons for language learning difficulties related to sociolinguistic competence in Iraqi EFL students. The study provides a theoretical background about sociolinguistics, including the concept of

sociolinguistic competence, its evolution, Speech Act Theory, and its connection to the speech act of request. The study presents the methods and tools used for data collection and analysis, the population and sample of the study, and the statistical means used for data analysis. The study is essential as it seeks to understand the reasons for the language learning difficulties experienced by foreign national students, which are related to sociolinguistic competence, motivation, and cultural factors. The study hopes that the findings of the study will contribute to the development of effective language teaching methods and materials that address the sociolinguistic competence of EFL college students.

Statement of the problem:

Sociolinguistic competence comprise the mastery of the cultural rules of use and rules of discourse that are used in different languages. “With respect to cultural rules of use, the emphasis is on appropriateness of communicative acts and the naturalness of speech within given socio-cultural contexts. With respect to the rules of discourse, the focus is on expressiveness using paralinguistic communication, and the rules of cohesion and coherence” (Pillar, 2011).

Many foreign speakers of English had their training in the target language in a formal instructional setting, i.e. in classroom learning sessions before their migration to any foreign country and surly that such instruction will make it easier for them to communicate with people in those places who speak English. On the other hand, many of them still face difficulty when they interact with a native speaker, especially in the distinct use of English in various actual social situations that seem to be so different from the English used in the academic setting to which they were made previously familiar with. “Such struggle induces them to even improve or re-learn English as sensitized to its varied uses in actual communication contexts and which is imperative for their survival in those countries” (Rajeswari, 2014).

Contrary to that, little is known of the status of the language learning difficulties of Iraqi EFL students. De Guzman, et al. (2006), a professor from the University of Santo Tomas explained that, “English learning difficulties of foreign national students exist both in daily conversation and in the academic setting”. These difficulties are relative to their

sociolinguistic competence, motivation in using the English language, and cultural factors. Hence, there is a need to explain the possible reasons, factors or causes of such learning difficulty as experienced by these foreign national students.

In light of the above context, this study draws its' problem from the phenomenon of sociolinguistic competence in relation to other variable. On this distinct point, this study aimed to assess the sociolinguistic competence of foreign national college students. More importantly, this study proposed to improve the teaching practices of English teachers, to give thorough analyses of specific predictors in learning the English language, and to apply the English language in daily activities. Its implications could be used in order to integrate innovative strategies in teaching EFL to non-native speakers. This study draws its' problem phenomenon of sociolinguistic competence in relation to other variables such as; self-reported questionnaire (henceforth SRQ).

Aim of study:

The present study aims at assessing the level of sociolinguistic competence among selected EFL college students using SRQ.

Hypothesis :

In the light of the aim set above, it can be hypothesized that :

1- EFL college students have moderate level of sociolinguistic competence awareness in regards to their responses on the SRQ.

Definitions of Basic Terms:

- Assessment:

Harris and Hodges (1995P) define assessment as a “process of gathering data to better understand the strengths and weaknesses of student learning”

Banta & Palomba (2015: 1) state, “in education, the term assessment is often used to describe the measurement of what an individual knows and can do”.

The researcher defines assessment operationally as the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences.

- Sociolinguistic competence:

Graham (1997:13) states, “sociolinguistic competence is essentially concerned with being able to produce and comprehend language which is appropriate to certain social situations and which observes the conventions of politeness of those situations”.

Elizabeth (2004: 109) says, “sociolinguistic competence, also known as sociocultural competence, involves speaking or writing at an appropriate level of formality for the situation, observing cultural norms with respect to conventions such as forms of address and nonverbal language, and recognizing or using varieties or dialects of English”.

Mirosław and Ewa (2015:190) state, “sociolinguistic competence involves appropriateness of language use in different sociolinguistic and sociocultural contexts. Strategic competence, on the other hand, is connected with the use of verbal and non-verbal communication strategies that help learners deal successfully with any gaps in communicative competence”.

The researcher defines sociolinguistic competence as the descriptive study of the effect of any or all aspects of **society**, including cultural **norms**, expectations, and **context**, on the way **language** is used, and society's effect on language.

Theoretical Background:

Concept of Sociolinguistics:

The development of sociolinguistics as a theory is considered to have emerged from the transition from structuralism to conceptualism in the early 1960s. A historical review of the field reveals that its development has been a continuous process. Nodoushan (1995:16) asserts that sociolinguistics differs from linguistic theory in that it places emphasis

on the appropriate use of language in specific contexts. This theory provides a framework for exploring the various constraints associated with social and linguistic interaction.

Spolsky (1998:3) defines sociolinguistics as the field of study that examines the relationship between language and society, and the uses of language in relation to the social structures in which language users live. It assumes that human society is composed of numerous related patterns and behaviors, some of which are linguistic in nature. Sociolinguistics investigates the intricate connection between linguistic variations and variations within social groups. These differences can provide information about the specific pronunciation and grammar variations of a speaker, such as their native or non-native status, their nationality or geographical location, and even their social or economic background.

Sociolinguistics, as a discipline that explores the interplay between language and society, has played a critical role in enhancing the understanding of language and its expressions in foreign language instruction. Sociolinguists focus on the language usage of various human groups, social strata, geographic locations, etc. They aim to uncover the socially-patterned variations in linguistic behavior and the factors that influence these variations. The primary concern of sociolinguistics is the study of language in use, and one of its main objectives is to clarify how language changes among its speakers in response to various circumstances and factors.

Sociolinguistic competence

Thorough investigation into the concept of sociolinguistic competence, it is necessary to situate it within the broader umbrella of communicative competence and explore its development through various models and scholars. The focus of this study, however, is on sociolinguistic proficiency, which is a critical aspect of communicative competence. Sociolinguistic competence refers to the possession of knowledge and skills for appropriate language use in social contexts, including the use of language elements that mark social relationships, rules of appropriate behavior, expressions of cultural wisdom, as well as variations in register, dialects, and stress (Mede & Dikilitaş, 2015).

Richards and Schmidt (2003) describe sociolinguistic competence as the knowledge of the relationship between language and its nonlinguistic context, the ability to use and respond appropriately to different speech acts such as requests, apologies, thanks, and invitations, and the knowledge of which address forms should be used with different persons and in different situations.

The term "communicative competency" was first introduced by an American sociolinguist and linguist in 1967 in response to Chomsky's concept of linguistic proficiency. Hymes (1967) clarifies communication skills as those that enable community members to know when to speak and when to remain silent, which code to use, and when and where silence is appropriate. Since then, several researchers have proposed various models of communicative competence, contributing to a more comprehensive understanding of the concept.

Speech Act Theory

The Speech Act Theory, first introduced by philosopher J.L. Austin in the 1930s, posits that the meaning of language is derived from its use. This idea was built upon the earlier notion proposed by philosopher Wittgenstein, who stated that "don't ask for the meaning, ask for the use." Austin expanded on this concept through a series of lectures given at Harvard in 1955, which were later developed into the seminal work "How to Do Things with Words" in 1962. The Speech Act Theory suggests that when we use language, we are not just conveying information, but also performing actions. This means that language is not only used to describe the world, but also to create and modify it.

The theory has been further developed by philosopher J.R. Searle, who proposed a classification system for speech acts, which includes three categories: locutionary acts (the literal meaning of the words), illocutionary acts (the intended meaning of the words), and perlocutionary acts (the effect the words have on the listener). The Speech Act Theory has had a significant impact on linguistics and philosophy, and has been used to analyze various forms of communication, including literature, advertising, and political discourse:

Austin and Searle's Model

The model of Austin and Searle is sometimes criticized of being confusing since it contains a great deal of highly technical and overlapping vocabulary. To avoid duplicating this sense of confusion, the current debate focuses on issues that are directly relevant to the topic of the current research. To get more understanding about speech act theory, the reader is recommended to consult Austin (1962) and Searle (1989). However, a brief account concerns SA theory will be tackled below with more focus on Searle perspective as he the later developer. The most commonly accepted definition of SA is the notion that speaking is an action or an act. This theory subjects utterances not only to the truth condition, as being true or untrue, but also to the felicity condition, as being appropriate or inappropriate. Consequently, a felicitous expression has to be appropriate. The three types of speech actions are locution, illocution, and perlocution. The first term relates to speaking a statement in accordance with linguistic norms. The second relates to the speaker's aim behind that form. The third is the impact of the act on the listener. for an illocutionary act to have meaning, it must have illocutionary force. This might be either explicit or implicit.

Regarding explicit illocutionary actions, a formal element should be included to encode the illocutionary force.. This feature of formality might be lexical or grammatical. Lexical forms contain verbs like thank, promise, and recommend, whereas grammatical forms relate to structures like interrogative, imperative, and exclamative. Accordingly, there are various requirements for lexical verbs to be performative, including the use of the first-person pronoun and the presence of hereby in the passive or active present tense. Indirect speech actions are another name for implicit speech acts.

Felicitous Conditions (appropriateness)

The preceding discussion established the basis for a relevant term, namely appropriateness. Rather than appropriateness, Austin used the word felicity. That is; either a certain speaking act is felicitous or it is not based on social conventions and norms, infelicitous "inappropriate". Certain contextual constraints must be maintained for SA to be performed in a felicitous way.

These circumstances are referred to as happiness or felicity conditions. In this regard, Searle (1969:36) asserts that speaking a language means doing acts in accordance with specified norms, and he proposes four sorts of felicity conditions: **propositional substance, preparation, sincerity, and essentiality**. Additionally, he stated that infelicitous SA can lead to be misfired and abused when these SA do not meet the above felicity conditions.

Procedures:

Population:

Best and Khan (2006:14) state that "Population is any group of individuals that has one or more characteristics in common". A Population refers to any collection of a specified group of human beings or non-human entities such as objects, institutions, time, units, etc.(Mills and Gay,2019:159).The population is the group of individuals or units that are of interest to the researcher. It represents the entire group of interest and is the target for the research. The population is characterized by certain characteristics, such as age, gender, occupation, etc. The population is usually large and it can be difficult or impractical to study all the individuals in the population. The study was confined to fourth year EFL students/ morning study of the English Department/ College of Education for Humanities/ University of Mosul for the academic year 2022-2023. The population comprises (182) students. It includes mixed gender who received almost the same amount of education, and more specifically, they were exposed to the same programme of instruction in English language.

Sample of the study

A sample, according to Ary et al. (2010, p.148), is a bunch of individuals chosen from a population for a research, generally in such a way that they represent the larger group from which they are chosen. As for Mills and Gay (2019, p.155) a sample is a group of individuals, items, or events representing the larger group's characteristics from which the sample is drawn.

A sample is a smaller group of individuals selected from a larger population for the purpose of studying and making inferences about the larger population. The sample should be representative of the population, meaning that it should have similar characteristics and proportions as the population. This allows the researcher to make inferences and generalizations about the population based on the sample. In this study, the sample number was calculated using SurveyMonkey (a leading survey software) with a sample size of 50, a confidence level of 90%, and a margin of error of 10%). The simple random sampling technique was used to select the participants. All participants are from fourth year EFL students/ morning study at the English Department/ College of Education for Humanities/ University of Mosul. The participants' number includes 35 females and 15 males, with ages ranging from 22 to 30 years.

Instrument:

To assess sociolinguistic competence, the study adapts self-reported questionnaire (SRQ). The self-reported questionnaire which includes fourteen items that are prepared and identified to assess the students' awareness of the principle components of the main test, the weakness, and to provide an opportunity for students to evaluate themselves.

Designing the Self-Reported Questionnaire (SRQ)

"studies on self-assessment have mainly researched the correlations between teacher assessment and self-assessment intended to discover the precision of self-assessment (Blanche & Merino, 1989; Boud & Falchikov, 1989; Carr, 1977)." . Since the 1990s, there has been a tendency to investigate the application of self-assessment in classroom settings to enhance learning. Similarly, Ross (2006) argued that self-assessments that focus students' attention on a particular aspect of their performance contribute to positive self-efficacy beliefs. Gardner (2000) believes that by using self-assessment, learners' language learning can be controlled, they have chances to give feedback to their own work and evaluate their procedure for learning, and it can also present them criteria to evaluate their work.

Gardner also states that this method of assessment help teacher to support learners where needed, because by paying attention to students' reflection, instructor can find out their weaknesses and make them to practice on them.

According to the above theoretical assumptions, the study adapts a self-reported questionnaire as a tool for self-assessment, as it allows individuals to reflect on and report on their own attitudes, beliefs, behaviors, or other characteristics. It is a way to collect data that can be used to evaluate the individual's performance, progress or to understand their attitudes and beliefs. The SRQ in the study at hands consists of two parts: part **A** is Background Information that encompasses (8) items in which participants provide some identity data. The study intends to examine if some of these data have a significant effect on main DCT test. Part **B** is the self-assessment questionnaire which encompasses (14) items which are designed to assess and identify the principles of the main DCT test which indicate participants' competence independently. Participants need to answer each of the (14) items individually on a 5 point Likert scale, which is ranked; strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5), as it is shown in Appendix (x). It is important to mention that the participants has been told that their responses will compared with those of main DCT test to evoke them be more honest and serious. Additionally, they have been told that low self-assessment on Likert scale indicate their authentic responses which will be appreciated positively.

Scoring Scheme

According to Underhill (1987:59), "the most relevant method for distinguishing between incorrect and correct answers in sociolinguistic and pragmatic tests is the following marking method. This method was employed to assess the responses in the discourse completion tasks in our exams.

A scoring scheme in the preset study is that of scoring the self-assessment questionnaire. SRQ encompasses (14) items which are designed to assess and identify the principles of the main DCT test which indicate participants' competence independently. Participants need to answer each of the (14) items individually on a 5 point Likert scale,

which is ranked strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5) as it is shown in appendix (x). Thus, the minimum score is (1) whereas the maximum score is (5) and the score of each item depends on check box selection in the part of participant. The total score for the SRQ test is derived by multiplying the score for each item(out of 5) by 14, thus yielding a maximum possible score of 70 for each participant. Based on SRQ, Low level (the total score is ranging from (14-42) , Moderate level (the total score is ranging from (43-55), High level (the total score is ranging from (55-70).

Features of a good Instrument:

A good test should be characterized by some features, such as practicality, validity, reliability, and discriminability. The researcher checks these features gradually as follow:

3.4.1 Validity

One of the essential qualities to research design and choosing a research instrument is validity. According to Mills and Gay (2019: 178), validity refers to how a tool measures what it is intended to measure and thus allows appropriate interpretation of scores. Validity of an instrument assesses the extent to which the instrument measures what it is designed to measure (Robson, 2011). It is the degree to which the results are truthful. Validity of the test can be fulfilled through face or content validity and construct validity.

a- Face (content) Validity

Face validity is considered as one of the most appropriate forms of validity to be measured. An instrument's face validity refers to how well it appears to those who use it (Mc-Namara,2000:50).

To insure validity of the instruments in this study, they have been subjected to a jury of experts in ELT, linguistics, and applied linguistics. The instruments are found 100% valid by the jury members with some modifications regarded in the final version of the questionnaire. (see appendix x).

b- Construct Validity

Construct validity defines as the extent to which a research tool measures the train, theoretical ability or construct that is intended to measure (LI,1996:39). To measure the construct validity of the instruments, the psychometrics of the tests are tested by conducting items analysis in which discriminatory power, difficulty level and item total correlation are checked.

Pilot Study of the Instruments:

A pilot study is a small-scale evaluation of proposed approaches and techniques, which may include coding papers and making analytical decisions. The aim of the pilot administration is to recognize and address any problems or issues with the test's application well before main test (Mackey & Gass, 2016:52). A sample of 20 students (not included in the main sample) are randomly chosen from the prescribed population of EFL University students in Mosul to conduct a pilot study in which the instruments are administered to the pilot sample. This procedure is carried out to check; the clarity of items included in the questionnaire. And estimate the time required by participants to respond to the instruments.

a- Practicality

According to the pilot administration results, no ambiguity is reflected in the instruments' items. It is also found that 35 minutes time is enough for participants to respond to the questionnaire, while the time required for the test is determined to be 50 minutes.

b- Reliability

Reliability is one of the essential characteristics of any scientific instrument. Reliability refers to the extent to which a tool consistently measures what it is intended to measure (Mills & Gay, 2019:182). Also, it provides information on whether the collection procedure is consistent and accurate. It measures how consistent; repeated measurements are when performed under comparable conditions (Patel, 2011:172).

However, the reliability of the SRQ is estimated by using test/retest method and Cronbach Alpha Formula. The reliability of the SRQ scored 81%.

Administration:

To assess sociolinguistic competence the study uses self-reported questionnaire SRQ . The study has confined to fourth year EFL students of the academic year 2022-2023 at the Department of English, College of Education for Humanities, University of Mosul. The instrument has been applied among students on Wednesday 21st. December.

Data Analysis and Results:

Based on the problem and hypothesis in the study at hands, this study aims to analyze the sociolinguistic competence of EFL college students in Iraq, with a focus on identifying the factors that may influence their ability to communicate appropriately and successfully in different social situations. To achieve this goal, the study employs a self-reported questionnaire (SRQ), to assess the sociolinguistic competence of the participants. The SRQ measures their self-reported awareness of sociolinguistic competence. The data collected from the SRQ will be analyzed using various statistical techniques.

Hypothesis: EFL college students have moderate level of sociolinguistic competence awareness in regards to their responses on the SRQ.

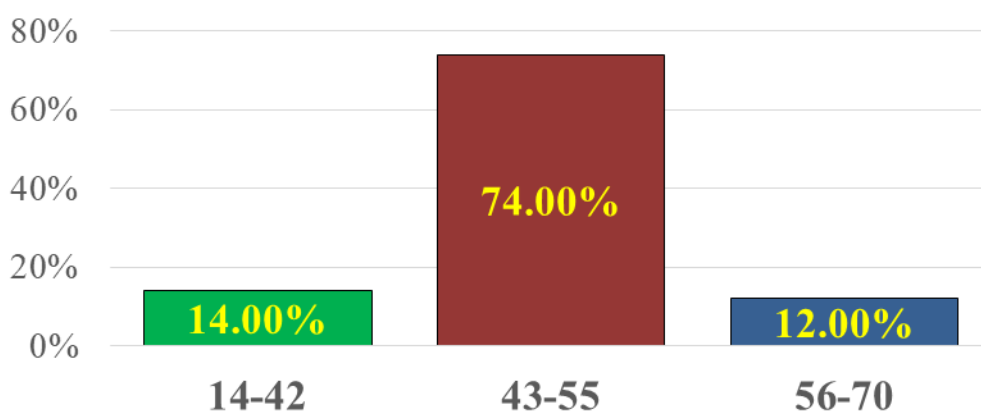


Figure (1) Students' responses on SRQ

Table 1
Descriptive statistics about SRQ variable after classifying into 3 levels
H, M, and L

Variable	level	No.	Percent	Theoretical level	Mean
SRQ	L	7	14%	14 – 42	39.000
	M	37	74%	43 – 55	50.432
	H	6	12%	56 – 70	57.333

where L=14-42, M=43-55, H=56-70.

The descriptive statistics provided for the SRQ variable classified into 3 levels (Low, Moderate, and High) show the distribution of EFL college students' sociolinguistic competence awareness in terms of their scores on the self-reported questionnaire. The table shows the number of participants and their percentage in each level, as well as the theoretical range of scores and the mean score for each level. The data indicates that the majority of students (74%) fall into the moderate level of sociolinguistic competence awareness (Level M), with an average score of 50.432 on the SRQ. A smaller percentage of students (14% and 12%) fall into the low (Level L) and high (Level H) levels, respectively, with average scores of 39.000 and 57.333 on the SRQ. Additionally, the descriptive statistics for the SRQ variable after classifying it into three levels (L, M, H) show that the mean scores for each level are 39.0, 50.432, and 57.333, respectively. This suggests that the majority of students have moderate to high levels of sociolinguistic competence awareness based on their responses on the SRQ.

Table 2 **One-Sample t test: SELF-REPORTED QUESTIONNAIRE**

SELF-REPORTED						
Variable	Theoretical Mean	Calculated Mean	Standard Deviation	Calculated t	Tabulated t	Sig.
SR	42	49.66	6.07	8.92	2.0086	0.05 at 48 degrees of freedom

The one-sample t-test results for the SELF-REPORTED QUESTIONNAIRE (SRQ) variable show that the calculated t-value is 8.92 and the tabulated t-value is 2.0086 at 48 degrees of freedom with a significance level of 0.05. Since the calculated t-value is greater than the tabulated t-value at a significance level of 0.05, we accept the null hypothesis. This means that there is significant evidence to suggest that the population mean of the SRQ variable is not equal to 42, which is consistent with the researcher's hypothesis that EFL college students have a moderate level of sociolinguistic competence awareness in regards to their responses on the SRQ.

Additionally, the descriptive statistics for the SRQ variable after classifying it into three levels (L, M, H) show that the mean scores for each level are 39.0, 50.432, and 57.333, respectively. This suggests that the majority of students have moderate to high levels of sociolinguistic competence awareness based on their responses on the SRQ.

Overall, this statistical analysis indicates that the variable being measured (SR) is significantly different from zero for all three levels, and that the mean value of the variable increases as we move from the Low level to the High level. The variability in the data decreases as we move towards the High level, and the mean values for each level are significantly different from each other.

Discussion of the Results:

The aim of this study was to assess the level of sociolinguistic competence among EFL college students using a self-reported questionnaire.

The findings concerns the Self-Reported Questionnaire shows that the statistical analysis presented in Tables 4-3 and 4-4 suggest that EFL college students have a moderate level of sociolinguistic competence awareness, as measured by their responses on the (SRQ). The majority of students fall into the moderate level (Level M), with an average score of 50.432 on the SRQ. Based on the data presented, it can be inferred that the majority of EFL college students who took the SRQ test had a moderate level of sociolinguistic competence awareness. This means that they demonstrated some level of knowledge and understanding of sociolinguistic concepts, but not to the extent that they could be classified as having a high level of sociolinguistic competence awareness.

In conclusion, the present study found evidence of a significant positive effect of bilingualism on sociolinguistic competence as measured by the DCT/R-DCT. The results suggest that bilingualism may be a factor that enhances the development of sociolinguistic competence, which is an essential aspect of language learning and communication. This result is consistent with certain studies provide evidence that bilingualism can enhance learners' sociolinguistic competence, allowing them to better understand and navigate complex social interactions involving language. However, further research with larger sample sizes is needed to confirm these findings.

Recommendations:

On the basis of the results arrived at, the following proposals have been put forward:

1. Provide EFL college students with more exposure to English in authentic social contexts to enhance their sociolinguistic competence awareness.
2. Emphasize the importance of sociolinguistic skills in language instruction to enable EFL learners to communicate appropriately and successfully in different sociolinguistic situations.
3. Consider individual and cultural differences when designing language instruction and assessments to help EFL learners develop sociolinguistic competence.

4. Develop a well-designed curriculum that includes explicit instruction and assessment of sociolinguistic competence to enhance EFL learners' awareness and ability to use language in different social contexts.
5. Conduct further research on the factors that contribute to the development of sociolinguistic competence among EFL college students, including the role of bilingualism.
6. Provide more opportunities for EFL learners to practice speaking with native speakers to improve their sociolinguistic competence.

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Self-report questionnaire

The research investigates “ **assessing Iraqi EFL collage students’ sociolinguistic competence**” at English Dept. /College of Education for Humanities, University of Mosul . This study aims to measure students' sociolinguistic competence of Iraqi EFL learner. Any response you would provide, including your name, will be kept private and confidential. We appreciate your participation and contribution in this study.

You are kindly requested to respond honestly to the following items:

A- Background Information

1. Your Name:-----
2. Your gender: Male ☐, Female ☐
3. Age -----
4. how many languages do you speak? : (Mother Tongue) -----

,(L2)-----,(L3)-----
5. Why are you studying English?
 - A. to get a good ‘better’ job. ☐
 - B. to go abroad. ☐
 - C. to communicate in English. ☐
 - D. to teach English Language ☐
 - E. interested in the English culture. ☐
 - F. Other
6. How do you rate your English proficiency?
 - A. elementary ☐
 - B. pre-intermediate ☐
 - C. intermediate ☐
 - D. advanced ☐

7. Have you ever visited an English speaking country?

Yes ☐

No ☐

If yes, please name the country : -----

8- Have you ever worked for international organization

Yes ☐

No ☐

B- self- Reported Questionnaire: Participants' Knowledge of the Main components to be Tested and importance of sociolinguistic competence. Please indicate your response by ticking (✓) the checkbox in the appropriate column.

#	Item	Strongly agree	Agree	Neutral	disagree	Strongly disagree
1-	Sociolinguistic Competence can refer to the possession of knowledge and skills for appropriate language use in a social context.					
2-	I have a good knowledge of sociolinguistics and sociolinguistic competence.					
3-	Interactions can be changed according to different factors that lead to various linguistic choices in different social contexts.					
4-	Those social factors can be Power, Social Distance, Imposition, Register of Formality, Participants, and Setting.					

5-	Power shows different social status (the authority that belongs to either the speaker or listener). (teacher/student, manager/applicant).					
6-	The social distance (solidarity) that shows how well I know someone is a relevant factor in linguistic choice and more formal language (close friend/ stranger)					
7-	The size of imposition means how great is the request someone is making and the importance or difficulty in in the situation.(a large rank of imposition if I am asking for a big favor)					
8-	Formality may be important in choosing an appropriate variety or linguistic choice. (a lecture differs from a family dinner) .					
	Formality means that interaction can be either formal or informal. In formal settings, e.g., a lecture in informal settings, e.g., a family dinner.					
9-	The participants, which refer to "Speaker-listener," "addressor-addressee," and "sender-receiver" indicate the social roles they play that can vary from situation to situation.					
10-	The setting refers where the interaction takes place can affect interaction and the appropriate linguistic choices. (at home, in classroom, in an office).					

11-	To accomplish my communication goals, I use a range of speech act, such as apologies, refusals, complaints, and requests.					
12-	I have good knowledge of using speech act of "request" to make appropriate linguistic choices when communicating in the target language.					
13-	I can make the appropriate choice of request according to the relevant situation and the relevant social variables mentioned above.					
14-	There are not enough classroom practices that assist in raising my Sociolinguistic Competence awareness.					

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