

SOCIOLINGUISTICS AND SECOND LANGUAGE ACQUISITION: A VALIDATED APPROACH AND ITS IMPLICATIONS FOR SECOND LANGUAGE EDUCATION

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Abstract

Recently, second or foreign language learning has become vital in order to respond to people's personal or professional needs such as communication with international colleagues and getting qualified to study abroad. Throughout the previous decades, language researchers and linguists have investigated the core factors that affect language acquisition, particularly second language acquisition. Most of the results have shown a strong interrelation between social contexts and language learning. The purpose of this paper is to examine the significance of sociolinguistics in second language acquisition, sociolinguistics approaches, and their implications for second language education. Sociolinguistics refers to the study of the connection between language and society. Many researchers have studied this branch of linguistics and come up with some implications for second language education. The researcher collects data from previous studies and conducts a questionnaire to investigate the sociolinguistic factors and strategies applied in B1 language classes of first-year university students. The researcher also makes an observation of the B1 (intermediate) [AASY(1)] ESL class to figure out the effects of applying sociolinguistic methods in English language learning. The results show that family background and the use of the English language in real-life social contexts have a direct impact on the development of sociolinguistic competence[AASY(2)].

Key Words: sociolinguistics, second language acquisition (SLA), linguistics, sociolinguistic competence, sociocultural, sociolinguistic competence

Introduction

A thorough [AASY(3)] [U4] understanding of the procedure of second language acquisition entails knowing its linguistics, psycholinguistics, and sociolinguistics in addition to its teaching techniques, assessment, and measurement methods.

The word 'sociolinguistic' is derived from combining the prefix 'socio' with the noun 'linguistics' which is a field that studies language and its structure. This new part of linguistics has become a fundamental part of language acquisition research. According to Oxford Dictionary, sociolinguistics is "the study of language in relation to social factors, including differences of regional, class, and occupational dialect, gender differences, and bilingualism." It is concerned with the bond between the use of language and the social community [AASY(5)] [U6] where language users exist (Zhang & Wang, 2016).

Spolsky (1989) provides a detailed definition of this science. He says, “Sociolinguistics is the field that studies the relationship between language and society, between the uses of language and the social structures in which the users of the language live. It is the field that assumes that human society is made up of many related patterns and behaviors, some of which are linguistic.” Recently, sociolinguistics has grown into one of the most influential domains in linguistics. Studies have recognized the place of social communication, activities and settings in language acquisition (Vygotsky (1978). Language is at the center of every social interaction. A mutual relationship is formed between them; language formulates social interactions and social interactions frame language.

Due to the fact that social interactions and conditions influence language acquisition, several researchers conducted significant studies to figure out to what extent these factors affect SLA, and what procedures educators and learners should undergo to become proficient in L2.

Statement of the Problem:

Despite the fact that learners of the English language study English at a relatively early age, a lot of them fail to employ English skills in certain social contexts. According to language scholars, sociolinguistic factors are still being ignored in several educational backgrounds whether in designing the curriculum of ESL courses or in planning the classroom ESL activities. Many language instructional designers and educators have little or no background in the field of sociolinguistics. Thus, their language syllabi and pedagogical methods lack the activities that promote sociolinguistic competence among ESL learners. As a result, language learning is not yielding the educational outcomes that would enable students to communicate in English in various social settings proficiently.

Research Questions:

The purpose of this study is to answer the following questions:

1. What is sociolinguistics, and what are its principles and relation to second language learning?
2. What is the impact of implementing sociolinguistic competence and how can language educators promote it?

An Overview of Sociolinguistics

Several linguists defined sociolinguistics depending on their own understanding and research. Holmes (1992) defines it as ‘the study of the relationship between language and society.’ This interdisciplinary field of research is related to culture by studying the bond between language and sociology. According to Spolsky (2020), ‘Sociolinguistics is the study of the link between language and society, of language variation, and of attitudes about language.’ Hudson (1996) considers it as ‘a study of the relationship between language and social factors such as class, age, gender, and ethnicity’.

Gumperz (1971) offers a more thorough overview. He states that ‘sociolinguistics is an endeavor to examine relationships between social structure and linguistic structure to detect any changes that take place. Sociolinguistic elements such as culture, intangible structure or physical nature all influence language, and there is a link between social facts and language as well as between language and society.

The different sociolinguistics discussed the various aspects to get a better understanding of sociolinguistics. Peter Trudgill (2000) demonstrated that sociolinguistics is a branch of linguistics that focuses on language as a social and cultural phenomenon. It investigates the field of language and society and has close connections with the social sciences. The human sciences particularly psychology, anthropology, human geography and sociology have close interrelations with the domain of language and society. Sociolinguistics examines these interrelations. So, it is a field

that combines sociology with linguistics and its research enlightens us about the nature of human language by examining language in social backgrounds.

Sociolinguistics is mainly categorized as micro and macro. First, the study of language phenomena in social settings is referred to as micro sociolinguistics and is denoted by micro factors within the scope of synergistic interaction. Macro sociolinguistics, on the other hand, studies wider variables of sociolinguistics facets which incorporate inhabitants, language utilization, or language permanency. It is concerned with bilingualism, viewpoints toward language, course design, accent, dialect, etc.

In brief, sociolinguists investigate the complications and substantial interests which are encompassed in the different functions of language. They also study the impact of different social components on the structure, utterances, and use of language.

Literature Review

Despite the significance of sociolinguistics in the field of second language acquisition, few researchers have conducted studies valid and reliable studies to examine its impacts on the process. Most probably this is due to the fact that sociolinguistics is a recent domain in linguistics.

Onovughe (2012) carried out research to study the influence of sociolinguistic contribution on language acquisition, particularly in the use of English as a second language. His study revealed that gender, age, and religion have inconsequential input on the use of English by high school students. However, the results showed that the learner's family stands as the primary fountain for language learning. So, the study recommended that parents provide all the possible means to support language learning at home.

Mede and Dikilitias (2015) surveyed the insights of English language educators concerning the progress of sociolinguistic competence in language classrooms. In addition, the study investigated the non-native English teachers' proficiency and acquaintance with sociolinguistic competence and the difficulties that may encounter their learners upon integrating this skill into their lesson activities. A survey was conducted for native and non-native teachers and they had to disclose their thoughts and awareness of sociolinguistic competence and its role in the development of communicative competence. The collected data confirmed that sociolinguistic doctrines are essential to second language learning since they can lead the learners to choose suitable forms that ought to be included in the language instruction and courses.

Lopez (2015) aimed to incorporate sociolinguistic and intercultural skills by using realistic instructional materials in English language teaching programs. The study was conducted in Colombia, and 36 public school students from grade 5 were included in the process. The available language courses which were founded on the curriculum were modified to encompass realistic resources as a means to introduce learners to social and cultural activities. Several techniques were employed such as implicit teaching, comparing and contrasting, and imparting subject matters from other themes. The integrated activities incited the learners' motivation and stimulated them to generate speech depending on the meaning and background rather than grammatical structures. However, it was detected that designing such activities is challenging and needs much effort, and continuous research is crucial to the concept of language learning in order to expand the effectiveness of more outcomes.

Sociocultural Approaches in Education

Sociocultural approaches to learning have established the basics of sociolinguistics. They have had the greatest influence in shaping this part of linguistics and changing a lot of pedagogical concepts and techniques in the learning process. In this prospect, learning is thought to be the product of

cooperative action, so the traditional teacher-student relationship needs to be modified (Zhang, Fanyu & Du 2013). Consequently, the actions of the involved participants in a communal setting help the learners find solutions to their challenges. The knowledgeable participant supports the others who need help in the learning process.

According to Hall (2007), sociocultural theories offer ‘a mediatory function in learning; the job of the teacher can be explained in terms of how they facilitate learning, and this can be done with Vygotsky’s notion of Zone of Proximal Development (ZPD). This notion illustrates the nature of the environment that empowers the learner to progress intellectually. When they are confronted with unfamiliar circumstances, the learners require fresh or more developed psychological techniques and mental models that are appropriate for this activity (Chaiklin, 2003). Once the learner is given the correct sum of assistance from others in the learning environment, then he/she can gain maturity in the new tools and become capable of using them in this environment, and then the student is supposed to be learning in the ZPD. Once all these aspects are available, the learner’s reciprocal actions in the social surroundings can lend a hand to their progress in learning to accomplish the desired outcomes, and this seems impossible to be achieved without social support. Behroozizad and her partners (2014) have another perspective. They consider that sociocultural theory or cultural-historical psychology is focused on the advancement of mental processes where social contact is thought to be the foundation of communication and the learning process.

Vygotsky’s theory which emerged in 1978 highlighted the impact of social interactions on learning. His theory examines the social sphere where the action of learning befalls. Thus, mental functions are molded as a product of interaction with social surroundings. The community is crucial in the process of meaning formation, and the social zone in which children have been raised influences the way they think and the content they think about. Hence, teaching and learning mean participating in and transmitting knowledge that has been socially constructed. Social interactions and guided learning within the zone of proximal development are the origins of cognitive development, and they set the basis where children and their partners reconstruct knowledge. Each distinct learner has a unique point of view which is founded on the set of values that he has acquired. Consequently, even if the same lesson is given to students almost in the same conditions, they will learn differently since their personal interpretations are distinctive (Karpov, 2003).

Sociolinguistics and Second Language Learning and Acquisition

Language is the means of communication among human beings. People use it to convey their ideas and emotions. Generally, language is made up of words, sounds, expressions or signs. Human language is a typical system based on the use of words in accordance with a set of a complex set of rules. Linguists consider language ability as a distinguishing skill of the human species. Language is perceived as primary to social existence and individuality since it is indispensable to human involvement. Human language has definite constructive characteristics and tasks. Linguists claim that we always have a goal in mind when we talk or write, whether it’s to persuade someone to see things our way, solicit their opinion, or come to an understanding. Practical language use is based on our understanding of the context and how we use language to achieve those goals, not just on predetermined grammar or sentence structure.

Concerning the first language, children acquire it through their interactions mainly with the family, relatives, and peers in their neighborhood and at school. Likewise, second language acquisition depends on aspects associated with the student, the teacher, the learning planning, the school policy, and the learning environment. First language acquisition takes place more naturally because the fundamental factors for its process are available in the child’s environment. However,

second language learning requires more planning since some essential elements may be missing in the learner's environment and learning context.

Teaching is an exchange between the teacher and the content taught since it is connected to conveying erudition to the students using proper teaching techniques. The process of transforming knowledge to the students is generally known as the teaching and learning process. It is represented by a blend of diverse components in which the teacher perceives and ascertains the learning objectives, expands teaching materials, and applies the appropriate pedagogical strategies (Munna & Abul Kalam, 2021).

Learning means that students acquire new skills that are imparted to them throughout the teaching process. It is probably an interminable modification because it is caused by acquiring certain skills, altering some perspectives, or comprehending other definite scientific notions that lie behind a learning setting (Sequeira, 2012).

Language teaching is the process of transferring the language from the teacher to the learner, so language learning most often occurs at formal educational institutes. Second language acquisition or SLA refers to the procedure of learning a second language along with the first language. The difference between the terms acquisition and learning is clarified by language specialists. Language acquisition is defined as the method of learning languages within natural surroundings, without studying them formally, while learning refers to the conventional studying of second or foreign languages in regular educational settings. So, learning a language occurs through a conscious process while SLA happens through a subconscious process that results from a focus on communication. Natural acquisition often occurs through interactions with native or proficient language speakers daily. This learning is not regulated by educational objectives, time intervals, or contexts and doesn't typically end in accreditation. However, 'formal learning is usually provided by a center for education and is structured to didactic goals, duration or medium' (Cole and Vanderplank, 2016).

Much of what goes around the learner impacts his/her learning of a second language. Sociologists assume that the natural features of the learner's location, his/her age stage, the methods used in teaching the language, the socioeconomic conditions, along with other aspects all have a direct impact on in what manner a person acquires a language and in what way he will employ it. Their main focus is the social features of learning a second language, so students are not recognized as distinct, decontextualized beings. These components are acknowledged by scientists and language scholars today as decisive factors for second language education.

According to Bayyurt (2013), three dimensions are worth to be examined when investigating the importance of sociolinguistics in foreign language education. First, the attitudes of the family and community toward learning a foreign language are central when examining the impact of sociolinguistics on language learning. Second, the insertion of cultural values in foreign language lessons is also essential. Third, the effect of preparation and planning of language lessons is worth noting since it often has prominent impacts on foreign language education. It would be very helpful if language teachers and course designers arrange syllabi and instruction to endorse positive viewpoints toward the foreign language. Likewise, the enclosure of cultural components in the foreign language curriculum supports the learners' understanding of new language concepts and supplies a framework for their use of language.

Social factors that correlate with Language Acquisition

Several factors contribute to SLA process, and social ones should not be neglected in second language education. As second language educators, we can't only concentrate on the cognitive and psycholinguistic aspects in SLA. The value of studying language as a scheme is acknowledged by

sociolinguists as Saville-Troike (2003) in his introduction of the ethnography of communication; ‘It takes language first and foremost background of both the addresser and the addressee, ethnic background and the context of communication.’ It is indispensable to study the social upbringing of both the speaker and the listener in addition to the level of education of his social category, geographic derivation, circumstantial settings, gender, and age to identify the language of a certain population in a certain community. Below, some characteristics of the learner and his environment are examined.

1. Age: It is generally known that the age at which the studying of the language begins has direct and significant effects on the process of second language acquisition. Some language theorists prefer teaching a second language at a younger age as Stephen Krashen (1982) who demonstrated that several differences are implicated by the development of the second language learning process by children and adults. Children utilize natural methods of language acquisition which are almost the same as in first language acquisition while adults use general problem-solving skills. This makes language learning different at different age stages. However, many other theorists think that being older is better since adult learners have developed better reasoning and reading abilities. A lot of researchers have investigated the impacts of age on learning of second or foreign language. Empirical evidence shows that the earlier the learner is exposed to L2 learner, the better results it will yield on the condition that it is accompanied by adequate substantial exposure to L2. This exposure should be intensive and students should be provided with enough chances to take part and use L2 in various social situations (Kalberer, 2007).

2. Social context: This represents a variety of settings where language learning takes place such as the family home, the neighborhood, and the community to which the learner belongs. Social context is significant since it influences different learning and teaching aspects as the learner’s motivation to acquire a second language, his/her purpose of learning, the roles that the second language may perform in society, the availability of second language speakers, and the standards of proficiency that are considered adequate to that community. Furthermore, a second language learner who is accustomed to speaking the indigenous language with the diminutive practice of a second language will find it hard to speak that language even sometimes during second language classes.

The bedrock background of the structural development of language learning is the family. If the parents or other family members aid or encourage the student’s communication in a second language, the process of SLA will be facilitated. Besides, access to technological gadgets and other learning materials at home is considered essential in developing second language learner skills. A study by Adeyemi and Kalane (2011) emphasized that many students are underprivileged in the learning procedure due to socioeconomic reasons of their social class or family conditions at home. They can’t have any support in their learning and thus become less motivated to learn the language or learn only to pass the exams. Thus, the socio-economic level of the family impacts the SLA process.

In addition to the family, the ethnicity of the SL learner may boost or discourage second language learning. Some communities consider foreign languages as a threat to their culture, values and religion especially due to globalization effects in the new era.

3. Geography: The geographical location of the learners has a great influence on the development and acquisition of a language whether it is their native or second. Most often, the regional discrepancies are potent which results in a range of variable dialects and accents for the same standard language. The second language also undergoes the same procedure. The pronunciation of second language learners differs from one geographical location to another. For instance, the

Indian accent when speaking English is very different from that of the Middle Eastern. Besides, the geographical configuration of a language area is one important component of language diversity as well.

4. Occupation: It has been noticed that many adult learners display some variations in the use of language due to the fact that they belong to various occupations. Throughout experience, researchers have detected that language instruction is influenced by these disparities. Learners of some professions require distinctive language knowledge and different linguistic coaching and orientation. Though all learners need to acquire approximately the same basics in language structures, their roles and profession require special language skills.

5. Educational Context: Researches on the educational context highlight the mutual and integrated effect of the educational institutes and locations in which the learning and teaching process take place. The educational background influences the learning procedures particularly those of a second language since it shapes the language program, language planning, and the learning prospects accessible to the second language learner. Kamaravadivelu (2001) stated that it is impossible to isolate the classroom from the underlying influences of governmental, educational, and communal establishments. The learning and teaching occurrences that the students encounter in the classroom are not the only sources that shape their learning experiences. In fact, wide-ranging social, economic, educational, and political settings where the learners are raised have their immediate impressions on their learning in general and L2 learning in particular. As Tollefson (2002) and others pointed out that the educational context regulates the instructional objectives and kinds of experiences that are provided to the second language learner. As an example, the bond between home and school languages is determined by the educational context. ‘

To sum up, the cultural, social, political, geographical, historical, religious, linguistic and economic aspects of the setting where the learner interconnects turn out to be an integral component of the learner’s character (Citing and Wendong, 2020). The insights and behaviors of the learner toward the intended language are controlled by the mixture of these characteristics (Cronin, 2017; Good & Lavigne, 2017). Besides, these factors, other conditions such as the learner’s individuality, cognitive ability, communication skills, motivation, and learning style play a considerable role in SLA.

Sociolinguistics and Sociolinguistic Competence

Sociolinguistics, as discussed before, is referred to as the connection between language and values and customs in addition to the policies applied in a certain community. Sociolinguistic competence is the learning of logical features of speech acts of any language, particularly the sociocultural conventions used in various social contexts. It is the capacity to employ a second language so that it fits different social situations.

Omaggio (2001) highlights three crucial aspects that make sociolinguistic competence viewed as a secondary part of language learning: a) Due to time limits, language teachers think that they do not have enough time to apply sociocultural learning. (b) Teachers do not have adequate confidence that the learners can grasp all of the sociocultural dimensions of foreign language learning. (c) Often teachers consider it challenging to direct the learners to identify the lucidity and significance of the target language.

Markee & Kunitz (2015) refer to sociolinguistic competence as a ‘mediated action that emerges in a concrete communicative activity’. It is assessed by a group of factors, including the learners’ language history, their knowledge of L2 structures, and the methods of support available to them during the interaction. It simply means knowing and understanding how to communicate in L2 in certain circumstances.

Recently, the Communicative Language Teaching approach has become prevalent in the field of second language education. This approach focuses on three main principles: Language learning means that the learner acquires communicative competence; In order to learn a language, learners should use it to communicate; Fluency and accuracy are central aspects of genuine and expressive communication. Sociolinguistic competence is an essential part of communicative competence since it demands acquiring the pragmatic and sociolinguistic skills to use the target language both linguistically and socially.

Nowadays, there is a discrepancy between the teaching procedures and the actual requirements for language use in real-life situations. Kramch (2014) sheds the light on this issue. He states that nowadays there is a great conflict between the content of language taught to students inside the classroom and the material that they really need to use in communication in real-life situations. In this era, there has been a great change, so language teachers have become confused. They are not certain what they should teach and what realistic situations they should include in their language courses; should they follow the curriculum determined for their students or be more creative and integrate communicative activities to develop their learners' communicative skills? When foreign language learners know how to use that language in real communicative situations outside the classroom, this means they have acquired sociolinguistic and communicative competence. That's why sociolinguistics should be taken into consideration by L2 curriculums, instructional designers, and educators.

Research Method:

In order to do this study, the researcher uses three main techniques. First, he reads relevant studies, books, and articles about sociolinguistics and second language acquisition. A summary of the basics of sociolinguistics is collected, and it constitutes the theoretical part of the study. Second, the researcher employs a questionnaire to gather some data about the sociolinguistic factors and techniques that affect B1 (intermediate stage) learners of the English language at AUCE University (American University of Culture and Education). [AASY(7)] The participants are 70 students (46 females and 24 males) in a first-year university class who have studied English as a second language since kindergarten. After giving them enough explanation about the questions included in the survey and the purpose behind the study, the questionnaire is sent to their emails via google drive, and the results are analyzed and recorded on Excel sheets. Third, the researcher conducts an experiential study of the performance of the B1 (intermediate) learners during their English language classes. Two different approaches are employed in each section, one that takes sociolinguistic principles into consideration where the teacher integrates certain real-life listening and speaking activities in the language lesson plans, and another that just follows the dictates of the syllabus and keeps the regular curriculum activities. The students study three themes: transport and traffic, food and restaurants, and shopping. The former teacher employs realia, role-playing, videos, and experiential learning trips where students practice English in authentic contexts. However, the latter depends on the course materials previously designed for the class. These activities include some listening and speaking activities in addition [AASY(8) [U9] to some videos about the topics. The researcher makes an observation in the two classrooms for about three weeks. Throughout three units in their coursebook, the researcher records the students' functioning in the class, particularly during speaking activities, and examines the differences in the performances of the students in each section.

Research Results

The first part of the research which constitutes the theoretical background of the study provides a comprehensive answer to the first question of this research paper which is related to sociolinguistics and its basics and connection to second language erudition.

The second question of this study refers to the type of techniques that second language teachers can use to promote the development of sociolinguistic competence and their influence on second language learning. Some of the studies that are also mentioned in the theoretical part serve as a partial answer to this question. However, the collected data from the questionnaire and observational study demonstrate it evidently. The first part of the questionnaire shows that students whose parents are either intermediate or advanced in English (about 23%) generally communicate in English more often than others. It is also noticed that the students’ textbooks and classroom activities include some real-life communicative activities, and their teachers integrate these activities in their classes at different proportions. Besides, the students’ responses to their listening of real-life situations spoken in English are extremely positive though at variable rates. But, their responses to their rate of speaking English are less encouraging since about 43 % say they rarely or never speak English in a real-life situation. Concerning their culture’s view toward learning English, most of the students respond positively (65 %) which shows that the community recommends learning English and considers it essential. Finally, the students show great interest in having sociolinguistic activities integrated into the learning process whether inside or outside the class. The results of the last two questions convey that 70 % of them prefer these activities and are interested in practicing English in real social contexts.

Figure 1: Results of the questionnaire

<i>Result of Variables</i>	<i>Number of Question</i>	<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>	<i>Q5</i>	<i>Q6</i>	<i>Q7</i>	<i>Q8</i>	<i>Q9</i>	<i>Q10</i>
Always		5	15	19	28	27	5	30	9	38	35
Often		13	20	17	15	16	8	16	19	16	17
Sometimes		35	26	28	21	19	27	14	23	11	15
Rarely		12	7	6	5	6	13	8	7	3	3
Never		5	2	0	1	2	17	2	12	2	0

The other part of the data is gathered from the observation of two language classrooms where the teacher of one class adds a variety of real-life activities that boost the development of sociolinguistic competence while another teacher does the textbook activities without any modification. After observing the students' interaction and development of sociolinguistic competence during three units of B1 English course, he notices that learners who are given the opportunity to practice English in authentic contexts interact more in the classroom and can express their views toward the discussed topics more fluently and more confidently than the others who study English only during the classroom. About 80 % of them get enthusiastic to participate in speaking activities and express their ideas. The others perform less adequately and show less interest during the course activities. Only 40 % get enticed in the activities and most of them seem to do them just to follow the teacher's instructions.

Recommendations for Second Language Educators

In most L2 classrooms, teachers often concentrate on teaching language structures as given in the syllabus. Many ignore the sociolinguistic attributes that make students fail to understand and use the pragmatics of L2. Second language learners should communicate in L2 appropriately and naturally within real social contexts.

Language theorists and researchers in sociolinguistics recommended that teachers generate contexts that enable L2 learning in the language classroom in order to have a semi-natural acquisition of the target language. One of those is Munoz (2008) who advocates the following procedures: (1) to decide the quantity of language input that can promote efficient language erudition; (2) to concentrate on the benefits of various age groups along with distinguishable time arrangements; (3) to assess the immediate and long-lasting advantages of starting language courses at different age stages, and (4) to measure the learning percentage of distinctive age learners to get an idea about language proficiency level learners may acquire after a number of years of foreign language instruction.

Second language instructors should engage the four learning skills: reading, writing, listening and speaking, and their classes should include communicative activities. To promote linguistic and sociolinguistic competence, the objectives of the language course should be devised to fit the needs of the language learners, so a needs assessment should be done so that the syllabus takes into consideration the student's needs. Besides, the teacher should include communicative activities in their lesson plans and give the learners the opportunity to put his/her knowledge into practice. Language classes can't be only based on books which are most often set by curriculum designers who concentrate on the language structures rather than their real-life or functional use. During classes, listening and watching videos to teach some structures or vocabulary can be more helpful than just explaining them through examples. Also, role-playing, games, and real-life communication in the target language are far more effective than lecturing

According to Onovughe (2012), 'the primary goal of learning a second language is to provide fluency and accuracy in written and spoken modes of communication'. The instructional content of the language courses should be planned to involve the learners in the practical, comprehensible, and purposeful utilization of language that prepare them to use language communicatively.

Recently, it has also been found that direct exposure and immersion in the target language can boost the learner's learning rate and improve his various language skills. Since most learners may not have the chance to interact with native or proficient language speakers, many immersive activities can be done online, especially with the spread of digitalization. Learners can attend online webinars and courses, participate in discussions, watch videos and movies... It is the quality

of information and the duration of the exposure that will help construct different learning settings where specific grammar structures and vocabulary are used to communicate relevant ideas. Besides, it would be very helpful if teachers collect enough data about the learner's social background to shed the light on the factors that may promote or hinder second language learning. The collected information can be used to solve some issues that may obstruct the learning process. For instance, a student whose socio-economic background prevents interaction with the second language at home can be given supplementary materials that encourage him and support his learning.

Conclusion:

In conclusion, sociolinguistics has become a significant science, particularly in SLA research since it helps in identifying the functions of language in various social settings and explains the language differences among communities. Sociolinguistics is important in the field of L2 education because it gives L2 teachers enough background about the social factors that affect L2 acquisition and offers them guidance on how to promote learning of the target language through designing proper language courses and authentic activities that boost sociolinguistic competence. Teachers and course designers can benefit from the information and strategies that sociolinguistics provides in the domain of second language instruction. However, further research is considered essential since it may be the solution to the endless challenges that second language learners face.

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[AASY(1)]B1 refers to what?

[AASY(2)]Please add the key words

[AASY(3)]I think it is not correct?

[U4]This is based on what scholars say.

[AASY(5)]Is this quotation?

[U6]If you are asking about the sentence “it is concerned...” Then, this is a paraphrase.

[AASY(7)]Not clear,

What is B1? What is the nae of the university ?Do I have to write the name of University??

[AASY(8)]Can you give more details about Research methods

[U9]I hope it is clearer now.