

Implementation of the Sociolinguistic Competence Strategies in Teaching and Learning English as a Foreign Language

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Abstract—Examining the effects of applying sociolinguistic competence teaching strategies on university students' linguistic proficiency and sociological variance among EFL learners is one of the key goals of this study, which aims to investigate one of the major obstacles associated with learning EFL. The research objectives were investigated through the use of a quantitative, descriptive approach. A questionnaire was employed as a means of gathering research data. One hundred fifty EFL students from several universities in Egypt were chosen at random to participate in this study. The data analysis was performed using SPSS. The research findings show that the implementation of sociolinguistic competence teaching strategies has a positive impact on linguistic proficiency and sociological variation as perceived by university EFL students. The results revealed that there are statistically significant differences ($\alpha \leq 0.05$) in the impact of implementing sociolinguistic competence strategies for teaching EFL on linguistic proficiency and sociological variation as perceived by participants according to gender. In addition, the results revealed that there are statistically significant differences ($\alpha \leq 0.05$) in the impact of implementing sociolinguistic competence strategies for teaching EFL on language proficiency and sociological variation as perceived by students according to academic level. The findings of the study demonstrated how crucial it is to use sociolinguistic competence techniques to illustrate linguistic performance and sociological variances in order to achieve sociological realization. Furthermore, the results indicated that this is the primary method used by EFL students in Egyptian universities to develop sociolinguistic competence.

Index Terms—sociolinguistic competence, teaching strategies, linguistic proficiency, sociological variation, EFL

I. INTRODUCTION

In recent years, there has been a discernible transformation in the realm of English language education, signifying a profound shift in pedagogical approaches. This shift is characterized by the increasing recognition and incorporation of sociolinguistic competence as a pivotal and indispensable component of teaching strategies (Ghazali, 2019).

Sociolinguistic competence is an intricate and multifaceted facet of language proficiency that revolves around the aptitude to employ language effectively in a multitude of diverse social contexts. It entails a profound understanding of not only the structural and grammatical aspects of language but also the intricate interplay of cultural norms, variable registers, and sociocultural intricacies (Enisa & Dililitaş, 2015).

Understanding the essence of sociolinguistic competence is paramount to grasping the scope of this transformative shift. It extends beyond mere linguistic correctness or fluency and transcends into the realm of nuanced and contextually appropriate language use. Learners who acquire sociolinguistic competence are not only equipped with linguistic prowess but also possess the social acumen required to navigate the intricate web of social conventions, expectations, and interactions (Richards & Schmidt, 2020).

Sociolinguistic competence entails an acute awareness of the subtleties of language, including factors such as the audience, the context, the purpose of communication, and the pragmatics of linguistic interaction. It allows individuals to switch between registers, adapt their language based on the expectations of their interlocutors, and decipher the intricate and often culture-specific nuances embedded in language use (Celce-Murcia et al., 2019).

In an era characterized by globalization and intercultural communication, the acquisition of this competence is no longer a mere educational luxury but an absolute necessity. Proficiency in English, beyond its structural correctness, now requires a profound understanding of its sociocultural dimensions and the ability to navigate the complex landscape of cross-cultural communication (Byram, 2019).

The integration of sociolinguistic competence into EFL education is seen as a response to this evolving linguistic landscape. It is considered essential for preparing learners to engage effectively in a diverse and interconnected world, where English often serves as the medium for international communication. By enabling learners to decode the intricate social fabric of language use, this pedagogical approach equips them with the skills and cultural awareness indispensable for proficient cross-cultural communication (Kumaravadivelu, 2018).

This study is significant because it addresses critical issues in English as a Foreign Language (EFL) education, such as the changing field of English language teaching and the need for sociolinguistic competence.

Recent research by Abd Rahman et al. (2022) and Al-Obaidi and Al-Khayat (2021) has highlighted the challenges that EFL instructors face in implementing sociolinguistic competence in their classrooms. This study aims to provide practical insights for educators and curriculum designers by examining the efficacy of teaching strategies designed to enhance sociolinguistic competence in EFL classrooms. It also seeks to identify the challenges faced by EFL instructors when incorporating sociolinguistic competence into their teaching techniques and to suggest pragmatic recommendations for integrating sociolinguistic competence into the prevailing EFL curriculum.

The purpose of this study is to examine one of the main challenges associated with learning EFL, namely the impact of using sociolinguistic competence teaching strategies on university students' linguistic proficiency and sociological variation among EFL learners. Accordingly, the objectives of the study will be the following:

1. Based on performance and ability in the English language, determine the most significant challenges in learning EFL.
2. Outlining how social perception is impacted by linguistic and cultural sociological variations while teaching and studying EFL.
3. Examining how crucial sociolinguistic proficiency techniques are to raising EFL learners' performance and English proficiency.
4. Examining the impact of using sociolinguistic proficiency techniques to overcome linguistic variance and social perception techniques in the classroom setting.
5. Adopting sociolinguistic competency teaching methodologies in EFL classrooms to examine the degree of linguistic inequalities according to academic level and gender.

Based on the previous objectives, the study will answer the following questions:

1. What is the impact of using sociolinguistic competence strategies on language proficiency and sociological variation among EFL learners in Egyptian universities?
 - a- What is the impact of teaching strategies targeting sociolinguistic competence on language proficiency and sociological variation in the strategies as perceived by participants?
 - b- What is the impact of teaching strategies targeting sociolinguistic competence on language proficiency and sociological variation in the students' needs as perceived by participants?
 - c- What is the impact of teaching strategies targeting sociolinguistic competence on language proficiency and sociological variation in the set-up as perceived by participants?
 - d- What is the impact of teaching strategies targeting sociolinguistic competence on language proficiency and sociological variation in the materials as perceived by participants?

Furthermore, the study will examine the following hypotheses:

- There are no statistically significant differences at ($\alpha = 0.05$) in learners' responses of the impact of implementing sociolinguistic competence strategies for teaching EFL on linguistic proficiency and sociological variation according to gender.
- There are no statistically significant differences at ($\alpha = 0.05$) in learners' responses of the impact of implementing sociolinguistic competence strategies for teaching EFL on linguistic proficiency and sociological variation according to academic level.

The research problem in the context of implementing teaching strategies for sociolinguistic competence in teaching EFL revolves around the need to investigate the impact, challenges, and integration of sociolinguistic competence into EFL education. Specifically, the problem encompasses three interconnected aspects:

Impact on language proficiency and sociocultural awareness: The first aspect of the research problem pertains to assessing the influence of teaching strategies targeting sociolinguistic competence on language proficiency and sociocultural awareness among EFL learners. This includes exploring whether these strategies significantly contribute to enhanced linguistic skills and a deeper understanding of the sociocultural dimensions of language use.

Challenges faced by EFL instructors: The second dimension of the research problem involves investigating the impediments and challenges that EFL instructors encounter when attempting to integrate sociolinguistic competence into their pedagogical approaches. These challenges might encompass factors like resource constraints, resistance to change, or difficulties in adapting existing curricula to include sociolinguistic elements.

Integration into the EFL Curriculum: The third aspect of the research problem focuses on the methodologies and strategies that can effectively assimilate sociolinguistic competence into the existing EFL curriculum. This includes exploring how to set up and implement practical teaching techniques and materials that are suitable for EFL contexts and align with the broader curriculum.

This research inquiry takes place in the dynamic context of EFL education, highlighting the importance of sociolinguistic competence in today's interconnected world. It aims to explore the practical consequences of this shift in perspective by investigating its effects on learners, the obstacles encountered by educators, and suggesting strategies for smooth integration into the EFL curriculum. By doing so, the study aims to make a valuable contribution to the ongoing conversation about impactful language education within a diverse and interconnected society.

II. LITERATURE REVIEW

A. Sociolinguistic Competence in English Language Education

In recent years, there has been a growing recognition of sociolinguistic competence as a critical and indispensable component of English language education (EFL) (Celce-Murcia et al., 2020). Sociolinguistic competence is defined as the ability to use language appropriately in a variety of social contexts, taking into account a multitude of factors, including the characteristics of the audience, the purpose of communication, and the cultural norms that shape language use (Celce-Murcia et al., 2020). This holistic approach to language proficiency goes beyond mere linguistic correctness and fluency. It delves into the nuanced and contextually relevant use of language, where learners are not only expected to be grammatically sound but also socially astute in their communication.

The importance of sociolinguistic competence in the realm of English language education cannot be overstated. In an increasingly globalized world, English often serves as the lingua franca for international communication. It is the bridge that connects individuals from diverse linguistic and cultural backgrounds, making sociolinguistic competence a necessary skill for effective cross-cultural communication. Without sociolinguistic competence, even those with strong linguistic abilities may struggle to navigate the complex landscape of international interactions (Ferguson, 2021).

B. The Essence of Sociolinguistic Competence

At the heart of sociolinguistic competence is an acute awareness of the subtleties of language use. This includes understanding how language varies depending on the context, the audience, and the purpose of communication. Sociolinguistically competent individuals are able to adapt their language use accordingly, using appropriate registers, avoiding taboo topics, and respecting cultural norms (Taguchi & De Costa, 2021).

For example, a sociolinguistically competent individual would know that it is inappropriate to use slang in a formal business setting (Taguchi & De Costa, 2021) or to make jokes about sensitive topics in a cross-cultural conversation (Brown & Taylor, 2022). They would also be able to recognize and respond to cultural cues in language use, such as nonverbal communication and body language (Ferguson, 2021).

C. Challenges in Integrating Sociolinguistic Competence Into EFL Education

Despite its importance, integrating sociolinguistic competence into EFL education is not without its challenges. One challenge is the lack of suitable teaching materials and resources (Taguchi & De Costa, 2021). There is a need for materials that provide learners with opportunities to develop their sociolinguistic awareness and skills in a variety of contexts (Taguchi & De Costa, 2021).

Another challenge is the resistance to change among some EFL instructors (Ferguson, 2021). Some instructors may be reluctant to incorporate sociolinguistic competence into their teaching because they are not familiar with it or because they believe that it is not essential for learners to develop this skill (Ferguson, 2021).

Finally, integrating sociolinguistic competence into EFL education can be challenging because it requires a holistic approach that considers all aspects of language learning, including grammar, vocabulary, and pronunciation. It is important to create opportunities for learners to practice their sociolinguistic skills in real-world contexts, such as through role-playing activities and simulations (Brown & Taylor, 2022).

D. The Imperative of Sociolinguistic Competence in EFL Education

In today's globalized world, integrating sociolinguistic competence into English as a Foreign Language (EFL) education is not merely advantageous but fundamentally essential. English frequently serves as the medium for international communication, acting as the bridge connecting individuals from diverse linguistic and cultural backgrounds. Within this context, sociolinguistic competence takes on a pivotal role, equipping EFL learners with the skills and cultural awareness necessary for effective cross-cultural communication (Ferguson, 2021).

Sociolinguistic competence enables learners to decipher the intricate social fabric of language use, granting them the ability to navigate the complex landscape of cross-cultural communication with finesse and efficacy. It extends beyond linguistic correctness and fluency, encompassing a profound understanding of how language varies depending on social contexts, audience characteristics, and communication purposes. This competence empowers learners to not only use language accurately but also to do so with cultural sensitivity and context-appropriate appropriateness (Mujiono, 2019).

One of the profound implications of sociolinguistic competence is its impact on building relationships with interlocutors from various cultures. It enables EFL learners to establish meaningful connections by understanding the subtleties of language use in different social settings. Whether engaging in casual conversations, formal business interactions, or academic exchanges, sociolinguistic competence facilitates effective and culturally sensitive communication (Ferguson, 2021).

Moreover, the importance of sociolinguistic competence extends to academic and professional settings. In academic contexts, EFL learners who possess sociolinguistic competence can effectively engage with their peers, instructors, and academic materials. They can navigate academic discourse and contribute meaningfully to discussions and research. In professional settings, sociolinguistic competence equips individuals to communicate professionally, make a positive impression, and succeed in a globalized job market (Abdilakimova & Musoyeva, 2022).

Additionally, sociolinguistic competence grants EFL learners' access to a wealth of information and resources from around the world. It empowers them to engage with global content, both in written and spoken form. This, in turn, fosters cultural enrichment and the ability to stay informed about global events, trends, and developments. Sociolinguistic competence, in essence, broadens horizons and provides access to a wealth of knowledge and experiences that would be otherwise restricted without a nuanced understanding of language use in various sociocultural contexts (Herawati, 2021).

In addition to the challenges and imperatives previously discussed, several critical considerations come to the forefront when it comes to integrating sociolinguistic competence into English as a foreign language education. These considerations aim to enrich the educational experience and prepare learners for the diverse, interconnected world they will encounter.

E. Culturally Responsive Pedagogy

Awareness of cultural backgrounds: One significant consideration is the need to develop a culturally responsive pedagogy. This approach necessitates that EFL instructors possess a deep awareness of the cultural backgrounds of their learners. Instructors should take into account the diverse origins, beliefs, values, and norms of their students. This awareness is pivotal in creating a classroom environment that is not only inclusive but also fosters a sense of belonging for all learners. By acknowledging and respecting the cultural diversity within the classroom, instructors can tailor their teaching methods and materials to be more relevant and meaningful to their students (Howard, 2021).

F. Development of Intercultural Competence

Understanding and appreciating different cultures: Another crucial consideration is the cultivation of learners' intercultural competence. This dimension of sociolinguistic competence goes beyond language proficiency and delves into the ability to understand and appreciate different cultures. EFL education should not only equip learners with the linguistic skills to communicate effectively but also instill in them the capacity to engage in cross-cultural interactions with sensitivity and empathy. This intercultural competence allows learners to navigate a world marked by diversity and intercultural encounters (Brown & Taylor, 2022).

Effective communication with diverse backgrounds: Furthermore, intercultural competence enables EFL learners to communicate effectively with people from various cultural backgrounds. It equips them with the skills to bridge cultural divides and establish meaningful connections. In an increasingly globalized society, the ability to engage respectfully with individuals from diverse cultures is an invaluable skill. It promotes international understanding and cooperation and empowers individuals to function effectively in culturally rich environments (Putra, 2021).

G. Lifelong Learning Process in Sociolinguistic Competence

Continual Development: It is essential to recognize that sociolinguistic competence is not a static skill but a lifelong learning process. As learners interact with individuals from different cultures throughout their lives, they will continually develop and refine their sociolinguistic skills. This lifelong learning journey allows individuals to adapt and grow, becoming more proficient in navigating language use in an ever-evolving global context (Ur Rahman, 2020).

In summary, integrating sociolinguistic competence into EFL education goes beyond language proficiency; it encompasses cultural responsiveness and intercultural competence. EFL instructors should be culturally aware and create a learning environment that respects and values the diversity of their students. Additionally, learners should be equipped with the ability to understand, appreciate, and effectively communicate with individuals from diverse cultural backgrounds. Sociolinguistic competence is not a finite destination but a continuous journey of growth and adaptation that learners embark on throughout their lives as they engage with a diverse world. These considerations are pivotal in preparing EFL learners for a world characterized by intercultural interactions and global interconnectedness.

H. Previous Studies

In the Department of English and Translation at Qassim University's bachelor's programme, the Ur Rahman (2020) study aims to investigate the sociolinguistic proficiency of EFL students at various levels. Eighty students in total, representing the four levels of the undergraduate programme examined in this study, provided the data for the study. A group of 20 pupils was chosen from each level. In an effort to enhance students' communicative English, it specifically examines the profile of students, their sociolinguistic proficiency, and factors that support sociolinguistic competence improvement. The study used a questionnaire and a standardized sociolinguistic proficiency test to gather student data using a descriptive, correlational approach. The outcomes showed a relationship between the four levels of EFL students' sociolinguistic ability and the categories of those students. The results suggest that there are three factors that can help EFL students at the four levels of study become more sociolinguistically competent: (1) the government encourages students to learn English at all university levels; (2) speaking English gives one the chance to work in the Arabian Peninsula or abroad; and (3) English teachers encourage students to use English properly in this circumstance. The study's findings support a number of recommendations that are also made in order to emphasize the need to improve the communicative English ability of EFL students at Qassim University.

Moreover, Liu and Gao's (2020) study objective was to learn what was actually occurring in Chinese classrooms among various EFL instructors in response to the shift towards communicative methods of teaching English. To gather

information from informants in various demographic groups, two distinct research methods—a questionnaire and classroom observation—were created. The following key conclusions were derived from the analysis of 89 questionnaires and 5 observation transcripts. Three conclusions can be drawn from the results of the 89 questionnaires: younger teachers are more communicative in their teaching methods than older teachers; teachers with degrees from high-status universities are more communicative in their methods than teachers with degrees from low-status universities; and teachers with degrees from teacher-training-oriented universities are more communicative in their methods than teachers with degrees from non-teaching institutions. However, only the first two findings could be verified by studying the texts of the five chosen classes, and the last conclusion could not be reached owing to a lack of pertinent information. The researcher concludes by making some recommendations for Chinese EFL teachers to perform additional research in light of the findings of this study.

In addition, Hsieh and Chuang's (2021) study looks at the attitudes of Taiwanese English teachers towards imparting sociolinguistic knowledge. Through homogenous sampling, ten aspiring EFL teachers in teacher preparation programmes were purposefully chosen. To gather information, semi-structured interviews were done. The findings showed that even though the majority of pre-service teachers think sociolinguistic education is crucial, they nevertheless feel underqualified to teach sociolinguistic skills because they lack significant sociolinguistic proficiency. Due to social and cultural factors like a lack of time, an examination-based teaching style, insufficient exposure to the target language's culture, and a lack of authentic practical content, these pre-service teachers' reported lack of sociolinguistic competence and low confidence in teaching sociolinguistic skills can be explained. The most significant findings, educational ramifications, and recommendations for future research are included in the study's conclusion.

Abd Rahman et al.'s (2022) study describes how ESL instructors at a Malaysian university help their pupils become more sociolinguistically competent. Three ESL teachers who were chosen for this study based on a set of criteria that would indicate their credibility and experience as participants were subjected to in-depth interviews and stimulated recall. It was discovered that ESL teachers engaged in meaning construction with their students, created a welcoming and supportive learning environment, and developed students' sociolinguistic competence through explicit teaching strategies and classroom interaction. It is believed that the findings of this study will aid ESL teachers in fostering the sociolinguistic competence of their students, particularly by providing illustrations of strategies and techniques that may be used in different classrooms.

The sociolinguistic and pedagogical consequences of EFL challenges in Saudi universities were taken into consideration in Elmahidi et al.'s (2023) study. The study obtained a significant conclusion while analyzing the pedagogical and sociolinguistic consequences of EFL difficulties. The authors employed a questionnaire to collect data from Saudi university personnel. Education for aspiring EFL instructors must consider linguistic, social, historical, cultural, and pedagogical factors. The explanation of how teachers play a critical role in fundamentally altering language education so that students may grasp both language and technology is an area that needs development. Studying the variables and effects of social context on third-level EFL proficiency shows that social competence aids learners in acquiring more than academic ability. Studying how sociolinguistic traits affect how English as a foreign language develops and is used in the educational context helps students become more socially and culturally aware so they can better understand their surroundings. In order to improve the sociolinguistic competence and desired outcomes of EFL learners, it is important for them to master cultural norms. This is why it is important to describe the close connection between social and educational environments, as well as the classroom environment, as appropriate factors. The majority of EFL instructors agree that teaching a language in its native environment is the most effective approach. According to them, addressing the nation's EFL challenges through the use of a socio-pedagogical approach to teaching EFL can be beneficial. It is advised that EFL instructors in Saudi universities adopt a sociopedagogical method of language instruction and that colleges give instructors and students the necessary tools to learn the language.

The studies presented shed light on various teaching strategies to enhance sociolinguistic competence in the context of teaching EFL. When comparing these studies to my own research, which aims to investigate the impact of teaching strategies on sociolinguistic competence, language proficiency and sociocultural awareness among EFL learners, several insights and conclusions can be drawn.

First, studies collectively emphasize the importance of sociolinguistic competence as a vital component of language teaching. They also provide evidence that teaching strategies targeting sociolinguistic competence can lead to improvements in language proficiency and a deeper understanding of the social and cultural aspects of language use among learners. This is in line with the goal of the current study, which is to evaluate the impact of these strategies.

Second, the challenges and barriers faced by EFL teachers in integrating sociolinguistic competence into their teaching methods, as demonstrated in these studies, are closely related to the current study. They highlight issues such as lack of training, limited resources, and resistance to change, which the study aims to address by investigating the challenges faced by EFL teachers.

Third, the current study seeks to explore methodologies to effectively incorporate sociolinguistic competence into existing EFL curricula. These methodologies are reflected in the different approaches used in the studies, such as the use of case studies and cultural awareness. Studies demonstrate the adaptability and effectiveness of these methodologies, providing valuable insights into the study objective.

In conclusion, the studies provide significant support for the study hypotheses, as they collectively indicate that teaching strategies focusing on sociolinguistic competence can indeed enhance language proficiency and sociocultural awareness among EFL learners. The challenges faced by teachers and the successful integration of sociolinguistic competence into the curriculum, as demonstrated in these studies, underscore the need to conduct the current study. By delving into these aspects, the study is well placed to contribute significantly to the ongoing conversation about effective language teaching within a globalized and interconnected society.

III. METHODOLOGY

A. Study Approach

A descriptive-quantitative approach was used to investigate research objectives. The researcher used a questionnaire as a tool for collecting research data.

B. Participants

This study involved 150 students who were randomly selected from a diverse pool of learners at Egyptian universities.

C. Study Instrument

The study determined that the following are the main challenges associated with teaching and learning EFL: keeping track of sociological and linguistic sociological variations and how these affect how foreign language terms are perceived in society. The researcher goes on to discuss certain sociolinguistic competency methods used in Egyptian universities for English instruction. According to the researcher, it's a way to get around learning challenges brought on by language barriers.

A questionnaire served as the primary research tool to investigate the impact of using sociolinguistic competence strategies on university students' linguistic proficiency and sociological variation.

The questionnaire was split into two sections; the first one depends on the personal characteristics of the participants, while the second section is divided into four subsections that answer the study questions. The first part deals with personal information. The questionnaire employs a 5-point Likert scale to enable candidates to indicate whether they agree or disagree with a particular statement that facilitates students' expression of their emotions regarding the effects of sociolinguistic proficiency teaching strategies on university students' linguistic proficiency and sociological variation.

Validation of the research tool: A thorough verification procedure was used for the questionnaire. Specifically, professionals from the university's department of applied linguistics and EFL assessed it at first. Throughout the questionnaire's final refinement process, their feedback and recommendations were carefully taken into account to guarantee its comprehensiveness, relevance, and clarity.

D. Data Collection and Analysis

The questionnaires were distributed to the participating students during their regular class sessions. The researcher remained present in the classroom to address any questions or concerns that the students had about the questionnaire.

After the students completed the questionnaires, the collected data were subjected to comprehensive analysis. The data analysis was performed using SPSS (Statistical Package for the Social Sciences), involving the summarization of responses, the calculation of descriptive statistics, and the identification of trends and patterns within the data. This analysis yields valuable insights into the relationship between implementing the teaching strategies of sociolinguistic competence in the context of EFL learning for Egyptian University students.

IV. RESULTS AND DISCUSSION

Results related to the main research question

1- What is the impact of teaching strategies targeting sociolinguistic competence on linguistic proficiency and sociological variation among EFL learners in Egyptian universities?

In order to answer the question, the means, standard deviations, percentages, and levels of learners' responses were calculated for the impact of teaching strategies targeting sociolinguistic competence on linguistic proficiency and sociological variation among EFL learners in Egypt. Table 1 shows the results.

TABLE 1
LEARNERS' RESPONSES ON IMPACT OF TEACHING STRATEGIES TARGETING SOCIOLINGUISTIC COMPETENCE ON LINGUISTIC PROFICIENCY AND SOCIOLOGICAL VARIATION

Subject	Mean	SD	Percentage	Level
Strategies	3.33	0.77	78.3	High
Students needs	3.40	0.78	76.9	High
Design	3.36	0.79	76.8	High
Material	3.39	0.76	78.9	High
Participants responses total Scores	3.43	0.76	76.9	High

Table 1 shows that the implementation of teaching strategies targeting sociolinguistic competence on linguistic proficiency and sociological variation as perceived by learners had a mean of (3.43), which indicates that there is a high impact of implementing sociolinguistic competence strategies in teaching EFL.

Results of the sub-questions

A- What is the impact of teaching strategies targeting sociolinguistic competence on linguistic proficiency and sociological variation in the strategies subject as perceived by participants?

TABLE 2
LEARNERS' RESPONSES ON IMPACT OF TEACHING STRATEGIES TARGETING SOCIOLINGUISTIC COMPETENCE ON LINGUISTIC PROFICIENCY AND SOCIOLOGICAL VARIATION IN THE STRATEGIES

No	Item	Mean	SD	%	level
1	To achieve the best possible English language acquisition, EFL students can greatly benefit from the application of sociolinguistic proficiency strategies.	3.36	1.17	76.9	High
2	Students' proficiency in using the foreign language is enhanced when sociolinguistic competency strategies are incorporated into English language instruction.	3.49	1.06	70.3	High
3	English language competency in Egyptian institutions is improved by the application of sociolinguistic proficiency strategies.	3.39	1.07	79.3	High
4	Using sociolinguistic strategies helps EFL students' vocabulary development.	3.55	1.09	71.1	High
5	By using sociolinguistic strategies, EFL students can become more familiar with the English language's cultural elements.	3.44	1.02	79.1	High
6	Putting sociolinguistic strategies into practice makes learning a new language easier.	3.39	1.03	78.1	High
7	For EFL learners, the use of sociolinguistic strategies specifies the linguistic variants.	3.27	1.03	75.5	High
8	For EFL learners, applying sociolinguistic competency strategies clarifies linguistic variances.	3.37	1.05	77.7	High
9	When sociolinguistic competency strategies are used, English acquisition becomes sociologically realized.	3.43	1.05	78.7	High
10	The four elements of learning the English language are covered by the application of sociolinguistic competency strategies.	3.42	1.13	78.1	High
11	In Egyptian universities, there is little emphasis placed on teaching EFL student's sociolinguistic competency strategies.	3.20	1.16	73.7	High
12	By using sociolinguistic competence strategies, EFL learners can utilize the language authentically.	3.31	1.11	76.1	High
13	By using sociolinguistic competency strategies, EFL students can generate English sentences on their own.	3.31	1.11	76.2	High
14	Applying strategies for sociolinguistic competency, are seen as crucial pedagogies for English language learning	3.39	1.03	77.5	High

Table 2 shows that the impact of teaching strategies targeting sociolinguistic competence on linguistic proficiency and sociological variation in strategies subject as perceived by participants had a mean of (3.38), which indicates that implementing sociolinguistic competence strategies have high influence of linguistic sociological variation on linguistic proficiency and sociological variation in the strategies.

B- What is the impact of teaching strategies targeting sociolinguistic competence on linguistic proficiency and sociological variation in the students' needs as perceived by participants?

TABLE 3
LEARNERS' RESPONSES ON IMPACT OF TEACHING STRATEGIES TARGETING SOCIOLINGUISTIC COMPETENCE ON LINGUISTIC PROFICIENCY AND SOCIOLOGICAL VARIATION IN THE STUDENTS' NEEDS

No	Item	Mean	SD	%	level
1	Sociological awareness aids EFL learners for language acquisition	3.49	1.13	79.8	High
2	Being able to speak English accurately is correlated with having good grammar.	3.04	1.26	70.8	High
3	In a foreign language, good performance is correlated with sociolinguistic ability.	3.58	1.06	71.6	High
4	Learners of foreign languages become more proficient in sociolinguistics when they employ idioms, proverbs, and language expressions.	3.66	1.08	73.2	High
5	Understanding English's cultural nuances is essential for achieving sociolinguistic competency.	3.63	1.10	72.6	High
6	For learners to function effectively in English, they must possess sociolinguistic competence.	3.26	1.18	75.2	High
7	Sociolinguistic competency is not achieved through the translation of literature from NL to FL.	3.01	1.20	70.2	High
8	Taking up a second language requires acclimating to a new framework with its own unique norms and culture.	3.47	1.07	79.8	High
9	A high degree of English competency cannot be attained by EFL learners who lack sociolinguistic ability.	3.51	1.20	70.2	High
10	EFL students at Egyptian universities lack sociolinguistic competency.	3.30	1.01	76	High
11	The absence of sociolinguistic competence strategies is the main reason why EFL students lack sociolinguistic proficiency.	3.37	1.11	77.1	High
Students needs total Score		3.35	0.61	76.9	High

Table 3 shows that the impact of teaching strategies targeting sociolinguistic competence on linguistic proficiency and sociological variation in strategies subject as perceived by participants had a mean of (3.36), which indicates that implementing sociolinguistic competence strategies has a high influence of linguistic sociological variation on linguistic proficiency and sociological variation in the students' needs.

C- What is the impact of teaching strategies targeting sociolinguistic competence on linguistic proficiency and sociological variation in the set-up as perceived by participants?

TABLE 4
LEARNERS' RESPONSES ON IMPACT OF TEACHING STRATEGIES TARGETING SOCIOLINGUISTIC COMPETENCE ON LINGUISTIC PROFICIENCY AND SOCIOLOGICAL VARIATION IN SET UP

No	Item	Mean	SD	%	level
1	Instructions for sociolinguistic competence strategies are necessary for EFL teachers.	3.37	1.15	77.7	High
2	Strategies for sociolinguistic competency demand a lot of work from EFL students.	3.33	1.02	78.8	High
3	Strategies for sociolinguistic competency demand a curriculum with high qualifications.	3.32	1.21	77.5	High
4	Specific pedagogies are needed for sociolinguistic competence strategies.	3.74	1.19	77.8	High
5	To be sociolinguistically competent, one must interact with and meet native teachers.	3.45	1.17	78.2	High
6	Sociolinguistic competency strategies combine classic and contemporary approaches to learning a foreign language.	3.41	1.09	78.2	High
7	Sociolinguistic competency techniques boost FEL students' productivity levels.	3.47	1.01	78.8	High
8	Sociolinguistic competency strategies foster creativity in EFL students	3.48	1.18	78.7	High
Set up subject total Score		3.43	0.78	77.9	High

Table 4 shows that the impact of teaching strategies targeting sociolinguistic competence on proficiency and sociological variation in the set-up subject as perceived by participants had a linguistic mean of (3.43), which indicates that implementing sociolinguistic competence strategies has a high influence of linguistic sociological variation on linguistic proficiency and sociological variation in the set-up.

D- What is the impact of teaching strategies targeting sociolinguistic competence on linguistic proficiency and sociological variation in the materials as perceived by participants?

TABLE 5
LEARNERS' RESPONSES ON IMPACT OF TEACHING STRATEGIES TARGETING SOCIOLINGUISTIC COMPETENCE ON LINGUISTIC PROFICIENCY AND SOCIOLOGICAL VARIATION IN THE MATERIALS SUBJECT

No	Item	Mean	SD	%	level
1	Learning of FL differs from FL acquisition.	3.51	1.22	71.1	High
2	For EFL students, one of the biggest challenges in learning a language is being able to communicate informally in English.	3.38	1.19	76.6	High
3	For EFL students to acquire English language proficiency, a significant degree of sociolinguistic competence is necessary.	3.34	1.18	78.1	High
4	The primary factor underlying sociolinguistic competency is linguistic variance.	3.41	1.09	77.4	High
5	Linguistic variances have a major impact on EFL learners' ability to learn English.	3.37	1.76	78.6	High
6	Linguistic differences affect social perception	3.42	1.13	77.4	High
7	Linguistic variances include cultural variances.	3.51	1.10	72.4	High
Materials subject total Score		3.41	0.72	78.1	High

Table 5 shows that the impact of teaching strategies targeting sociolinguistic competence on linguistic proficiency and sociological variation in the materials subject as perceived by participants had a mean of (3.41), which indicates that implementing sociolinguistic competence strategies has a high influence of linguistic sociological variation on linguistic proficiency and sociological variation in the materials.

Regarding the first research hypothesis, the results indicated that there are no statistically significant differences ($\alpha = 0.05$) in learners' responses to the impact of implementing sociolinguistic competence strategies for teaching EFL on linguistic proficiency and sociological variation according to gender. T-Test was used.

TABLE 6
T-TEST OF LEARNERS' RESPONSES TO IMPLEMENTING SOCIOLINGUISTIC COMPETENCE TEACHING STRATEGIES IN TEACHING EFL ACCORDING TO GENDER

Subject	Gender	Frequency	M	S. D	T-value	Sig.*
Strategies	Male	26	3.22	0.71	0.002	0.016*
	Female	124	3.44	0.72		
Students' needs	Male	26	3.32	0.58	0.022	0.023*
	Female	124	3.35	0.61		
Set up	Male	26	3.36	0.67	0.042	0.031*
	Female	124	3.37	0.71		
Materials	Male	26	3.45	0.75	0.031	0.128*
	Female	124	3.44	0.78		
Total score	Male	26	3.34	0.58	0.020	0.005*
	Female	124	3.39	0.60		

* The significant at ($\alpha \leq 0.05$).

Table 6 shows that there are statistically significant differences ($\alpha \leq 0.05$) in the impact of implementing sociolinguistic competence strategies for teaching EFL on language proficiency and sociological variation as perceived by students according to gender.

The outcomes demonstrate the rejection of the null hypothesis. The use of sociolinguistic proficiency teaching strategies in Egyptian universities is a powerful example of how the public views diversity and competency in teaching EFL. This finding supported the claim made by Smith et al. (2017) that there are significant differences amongst human languages in terms of semantics, morphology, phonology, syntax, and sociolinguistics. Due to these linguistic hurdles, linguistic aspects must be spread throughout the teaching procedure using sociolinguistic functions and other means in order to facilitate the acquisition of foreign languages. Furthermore, this result is in line with that of Mohammadi (2014), who discovered that applying EFL learners' sociolinguistic competence strategies resulted in a notable improvement in the appropriate application of foreign language sociolinguistics.

Regarding the second research hypothesis, it appeared that there are no statistically significant differences ($\alpha = 0.05$) in learners' responses to the impact of implementing sociolinguistic competence strategies for teaching EFL on linguistic proficiency and sociological variation according to academic level-Test was used.

TABLE 7
T-TEST OF LEARNERS' RESPONSES TO IMPLEMENTING SOCIOLINGUISTIC COMPETENCE TEACHING STRATEGIES IN TEACHING EFL ACCORDING TO ACADEMIC LEVEL

Subject	Academic Level	Frequency	M	S. D	T-value	Sig.*
Strategies	Bachelor	144	3.40	0.71	0.032	0.023
	Master	6	3.20	0.72		
student's needs	Bachelor	144	3.36	0.58	0.021	0.021
	Master	6	3.18	0.68		
Set up	Bachelor	144	3.41	0.68	0.022	0.032
	Master	6	3.26	0.77		
Materials	Bachelor	144	3.44	0.78	0.040	0.014
	Master	6	3.37	0.75		
Total score	Bachelor	144	3.41	0.61	0.016	0.013
	Master	6	3.26	0.68		

* The significant at ($\alpha \leq 0.05$).

Table 7 shows that there are statistically significant differences ($\alpha \leq 0.05$) in the impact of implementing sociolinguistic competence strategies for teaching EFL on linguistic proficiency and sociological variation as perceived by participants according to academic level.

Given the outcomes, the null hypothesis was disproved. The results showed the beneficial effects of implementing sociolinguistic competency strategies in the instruction of EFL, leading to the development of sociolinguistic competence and sociological variation among participants. Furthermore, the outcomes demonstrated that the linguistic distinctions between the mother tongue and the foreign language can be explained by applying sociolinguistic competency strategies when teaching EFL.

The aforementioned results are in close relation to those of Rababah (2016), who discovered that Arab learners studying English as a foreign language encounter challenges; their linguistic performance is poor due to a lack of language proficiency. Rababah (2016) determined the causes of this, including students' negative attitudes, a discouraging environment, curriculum design, instructional approach, and a dearth of vocabulary. In order to minimize learning challenges, the researcher stressed the importance of adopting communication methods when teaching and learning EFL.

V. CONCLUSION

The study results show that the majority of participants accepted the high impact of sociolinguistic competence strategies implementation for improving language proficiency and having perfect sociolinguistic sociological variation in learning EFL in favour of strategies, learners needs, set up, and materials. Moreover, the null hypothesis was rejected. The research results illustrate that there are statistically significant differences ($\alpha \leq 0.05$) in the impact of teaching strategies targeting sociolinguistic competence on linguistic proficiency and sociological variation among EFL learners in Egyptian universities in teaching EFL as perceived by learners according to gender and academic level.

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