

RESEARCH ARTICLE OPEN ACCESS

Instructing Beyond Verbal Communication: Integrating Sociolinguistic Proficiency in Language Education

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Received: 03 December 2024 **Accepted:** 05 January 2025 **Published:** 07 February 2025

ABSTRACT

The main priority of language education is linguistic competence, focusing on grammar, vocabulary, and pronunciation – the primary building blocks of interaction. However, effective interaction goes beyond these aspects, including sociocultural and pragmatic elements of language usage. This research paper investigates key aspects of sociolinguistic proficiency within language education, underscoring its significance for successful intercultural interaction. Furthermore, sociolinguistic proficiency entails the capability to make language that relates to cultural anticipations, such as politeness strategies, conversational norms, as well as nonverbal clues. Analyzing pedagogical theories and practical implementations in classrooms showing approaches for combining sociolinguistic awareness into language instruction. The outcomes highlight the necessity for a balanced curriculum, which deals with linguistic and sociolinguistic competencies to equip students to guide various cultural norms, enhancing interactive success in a global context. Additionally, this research paper deals with the importance of sociolinguistic competence within language education, as well as the methodologies that may be combined into an instructing process. Then, it contributes to the continuous organization of holistic language teaching methods, which train students for authentic interaction through directing theoretical and practical reflections.

Keywords: Sociolinguistic Proficiency; Language Education; Communicative Competence; Role-playing; Instructional Strategies.

INTRODUCTION

In recent years, English language education has undergone a huge change, making a discernible transformation within pedagogical approaches vital. As Ghazali (2018) mentioned, this transformation is defined by the rising combination of sociolinguistic competence as an important element of teaching methods. Before that, learning languages primarily emphasized phonetics, grammar, and vocabulary, frequently disregarding the subtle different roles of sociolinguistic proficiency.

Language is a dynamic tool that shows culture, identity, and context. Whilst both linguistic and grammatical competence are vital, they solely cannot ensure effective communication within authentic scenarios. Conventional language teaching methods frequently insufficiently

highlight sociolinguistic features, allowing individuals who might gain grammatical accuracy but have difficulty with pragmatic appropriacy. This distinction causes miscommunication, cultural faux pas, and inadvertent insulting conversations. That's why the sphere of teaching languages should be extended its range to entail sociolinguistic proficiency as a primary element of communicative competence. Sociolinguistic proficiency includes comprehending how language differentiates concerning settings, individuals, and cultural norms. Sociolinguistic competence is a complicated procedure of language proficiency that encompasses the capacity to use language efficiently within various social settings. It includes a deep comprehension of both grammatical features of language and the complex demonstration of cultural norms, variable registers, and sociocultural

complications. According to Richards and Schmidt (2020), students who gain sociolinguistic competence both have linguistic power and are equipped with social intelligence, having the necessity to locate the complex web of social meetings. Sociolinguistic competence encompasses serious awareness of language elements, entailing features like the audience, the settings, the aim of communication, and the pragmatics of linguistic interaction. In other words, it permits learners to change between registers, adjust their language according to individuals' expectations, and describe the complex and frequent culture-specific subtle distinctions embedded within language usage. (Celce-Murcia et al., 2019).

According to Byram (2019), mastering English, except for its grammatical correctness, currently demands a significant comprehension of its sociocultural phases, as well as the capability to monitor the intricate dimension of cross-cultural interaction. This combination with EFL education is considered an answer to this developing linguistic landscape. In other words, it is significant for preparing individuals to be involved in an effective way within various and interconnected globe, in which English frequently serves as the mediocre for international interaction. As Kumaravadivelu (2018) mentioned, the pedagogical approach equips individuals with the skills and cultural awareness to decipher the complex social element of language usage, which is indispensable for cross-cultural interaction. Al-Obaidi (2022) and Al-Khayat (2021) stated the difficulties EFL teachers encounter in applying sociolinguistic competence in their classrooms. This study aims to give hands-on insights to both instructors and curriculum designers by examining the efficiency of educational strategies embedded to improve sociolinguistic competence within EFL classrooms.

Additionally, it might investigate the difficulties EFL educators encounter when involving sociolinguistic competence in the prevalent EFL curriculum. The research issue within the settings of applying teaching strategies for sociolinguistic competence in instructing EFL includes the necessity to seek the influence, difficulties, and combination of sociolinguistic competence in EFL education. Particularly, the issue involves three interconnected features: The influence on mastering language and sociocultural awareness: The initial aspect of the research issue concerns measuring the impact of instructing strategies aiming for sociolinguistic competence on language proficiency and sociocultural

awareness among EFL students. In other words, this involves investigating whether these strategies prominently pertain to improved linguistic skills besides a significant comprehension of the sociocultural landscapes of language usage. The difficulties faced by EFL educators: the second landscape of the research issue includes identifying the obstacles and challenges that EFL educators face when seeking to combine sociolinguistic competence into their pedagogical approaches. Moreover, these difficulties may involve factors such as resource limitations, resistance to transformation, or perhaps challenges with adjusting existing curricula to entail sociolinguistic competence. Implementation into the EFL Curriculum: The third element of the research problem concentrates on methodologies and strategies that could efficiently accommodate sociolinguistic competence into the current EFL curriculum. This involves investigating how to set up and apply practical teaching techniques and resources that suit EFL settings and are connected with the wider curriculum.

Research Objectives:

- To examine difficulties teacher encounter when applying sociolinguistic teaching to their teaching activities.
- This study assesses the efficiency of teaching strategies, including role-playing and genuine resource use, when improving students' sociolinguistic proficiency.
- To inspect the connection between teacher confidence within educating sociolinguistics and students' performance.

Literature Review

Recently, sociolinguistic competence has been growing as a significant component of English language education (EFL) (Celce-Murcia et al., 2020). Sociolinguistic competence is deciphered as the capacity to use and utilize appropriately within diverse social settings concerning various factors, such as the personality of the audience, the goal of communication, as well as the cultural norms that form language usage. This approach to mastering language surpasses mere linguistic accuracy and fluency. It inspects the intricate and contextually connected use of language, in which individuals are not solely anticipated to be accurately sound but also socially intelligent within their interaction.

As Hymes (1972) stated, communicative competence sets the cornerstone for language comprehension beyond grammar and syntax. Sociolinguistic competence is part of communicative competence and emphasizes proper language usage within diverse social settings. The concept of sociolinguistic competence was further highlighted by Canale and Swain (1980) and is one of the four elements of communicative competence, including grammatical, discourse, as well as strategic competencies. It encompasses comprehension: 1. Sociocultural settings: raising awareness about speech forms for particular social roles, contexts, and rapports. 2. Pragmatics: being proficient in language functions, including requesting, apologizing, and complimenting in both cultural and suitable ways. 3. Variation and Politeness: identifying variations in conversation, such as formal vs. informal speech, and addressing politeness norms within distinctive cultures. To sum up, the mentioned competencies are important in global settings where students are involved with various communities. According to innumerable studies, the difficulties that most language learners confront when deficient in sociolinguistic awareness are misconceiving politeness norms or nonverbal cues, which may cause miscommunication, even when linguistic accuracy is too high (Kasper & Rose, 2003). In addition, this highlights the need to educate students on sociolinguistic elements vividly, in addition to oral communication skills.

According Rasha Dorgham (2024), the English language is frequently considered a lingua franca for international communication. Furthermore, it serves as a bridge to connect learners from different linguistic and cultural backgrounds, ensuring sociolinguistic competence, a vital skill for efficient cross-cultural interaction. Little do individuals know sociolinguistic competence, they may struggle to monitor the intricate landscape of international communications. The essence of sociolinguistic competence is to understand the way language differs according to the context, the audience, as well as the aim of interaction. Those who are sociolinguistically competent learners can adjust their language usage correspondingly with proper registers, eluding taboo topics, as well as respecting cultural norms (Taguchi & De Costa, 2021). For instance, that individual knows that it is improper to utilize slang within a formal business context, as well as to make jokes on sensitive topics in a cross-cultural conversation. Besides, they can recognize and answer cultural cues within language usage, including nonverbal interaction and body language. On the other

hand, implementing sociolinguistic competence into EFL education is difficult, as appropriate teaching materials and resources are limited, limiting learners' chances to enhance their sociolinguistic awareness and skills within diverse settings because most materials emphasize standardized language forms, ignoring regional dialects, colloquialisms, as well as contextual differences. Moreover, the implicit environment of sociolinguistics makes instructors' teaching difficult explicitly. In other words, instructors lack the training to entail sociolinguistic aspects effectively. Another difference for improvement is the aversion to transformation among EFL educators. Some of them might be hesitant to combine sociolinguistic competence into their teaching since there is no familiarity with it or it is not significant for individuals to improve this skill. Another challenge is to require a holistic approach that concerns the whole element of language learning, such as grammar, vocabulary, and pronunciation. In other words, it is significant to form opportunities for students to practice their sociolinguistic skills in authentic settings involving role-playing activities and simulations (Brown & Taylor, 2022).

In the global world, applying sociolinguistic competence to English as a Foreign Language is not superior but primarily vital. English is often seen as an average for international interaction, connecting learners from various linguistic and cultural schemata. As Rasha Dorgham (2024) mentioned in this setting, sociolinguistic competence is key in providing EFL learners with skills and cultural awareness vital for efficient cross-cultural communication. Contemporary language education usages frequently determine grammatical accuracy and vocabulary acquisition (Ellis, 2015). Even though CLT focuses on communication, its application differentiates widely, as well as sociolinguistic aspects are often neglected. As LoCastro (2012) stated, most textbooks and curricula frequently produce a limited revelation of real-life language usage, emphasizing rather decontextualized language practices. To integrate Sociolinguistic competencies, there are four strategies. 1. Using authentic media, including films and podcasts, to engage individuals in real-life language use, as well as making role-playing scenarios that shadow social communication, for example, job interviews. 2. Implementing culture workshops concentrating on customs, idiomatic phrases, and non-verbal interaction features. Furthermore, inviting native speakers or perhaps organizing online Zoom sessions with guest speakers to familiarize learners with distinctive sociolinguistic norms. 3. Educating the aspects of

Pragmatics, such as the way of performing speech acts (greetings, apologies) in an appropriate way for different settings. Then, to avoid several misunderstandings, it is vital to underscore cross-cultural variances. 4. The primary one is to make rubrics that measure sociolinguistic proficiency in coexistence with linguistic accuracy. In addition, utilizing reflective journals in which students can analyze their communication within target-language contexts.

According to Mujiono (2019), sociolinguistic competence allows individuals to understand the complex social element of language usage, granting them the ability to monitor the complicated sphere of cross-cultural interaction with knack and effectiveness. Additionally, it enables individuals to use language accurately, as well as to do so together with cultural sensitivity and context-validate validity. One significant impact of sociolinguistic competence is its influence on constructing rapport with individuals from diverse cultures. This means that EFL learners can build meaningful relations by comprehending the understatement of language usage within diverse social contexts. Sociolinguistic competence may ease efficient and culturally sensitive interaction, whether involving casual conversations, formal business communications, or academic swaps. Furthermore, sociolinguistic competence is more significant in educational and professional contexts. In academic contexts, those who gain sociolinguistic competence can efficiently interact with their peers, teachers, and academic resources. They can handle academic discourse and then present it meaningfully to debates and research. Besides, in professional contexts, this competence enables learners to interact professionally, create a positive impression, and achieve success in the global job market (Abdilakimova & Musoyeva, 2022). Moreover, sociolinguistic competence provides learners with access to an abundance of information and materials worldwide. It enables learners to take global content not only in writing but also in spoken form. As a consequence, this enhances cultural enrichment and the capability to keep informed about worldwide issues, events, changes, and establishments. As Herawati (2021) stated initially, sociolinguistic competence broadens the horizon. It gives access to an abundance of knowledge and experiences that might be diversely constricted with no subtle understanding of language usage within various sociocultural settings.

Informing individuals about cultural backgrounds requires enhancing a culturally responsive pedagogy. This requires

EFL educators who possess an awareness of students' cultural schemata. Educators should consider their learners' origins, beliefs, values, and norms. This is significant in creating a classroom atmosphere that is both inclusive and improves a sense of belonging for all individuals. By knowing and respecting cultural differences in the classroom, teachers can tailor their instructing methods and resources to be related to their students (Howard, 2021). One more important consideration is cultivating students' intercultural competence. This sphere of sociolinguistic competence outdoes language proficiency and examines the ability to comprehend diverse cultures. Brown & Taylor (2022) claimed that this competence enables students to monitor a world embedded in various intercultural encounters. Moreover, it provides international comprehension and cooperation, allowing learners to navigate effectively within culturally abundant atmospheres (Putra, 2021). It is significant to know that sociolinguistic competence is not a static skill but a lifelong learning process. As people interact with diverse cultures throughout their lives, they establish and enhance their sociolinguistic competencies.

According to Ur Rahman (2020), this journey empowers learners to adapt and develop, becoming masters of monitoring language usage in evolving global settings. To conclude, the integration of sociolinguistic competence into EFL classrooms does more than is expected for language mastery; it entails cultural responsiveness and sociocultural competence. That's why instructors must raise their awareness and create a learning atmosphere that holds value for various learners. In addition, students should be able to comprehend, appreciate, and interact with those from different cultural backgrounds. This competence is not finite but continually evolves and adapts as individuals engage with different cultures throughout their lives. According to Ur Rahman's research analysis (2020), the results demonstrated the rapport between the four steps of EFL learners' sociolinguistic ability and the variety of learners. Three factors cause students at the four levels of study to master sociolinguistic competence. 1. The government engages officials who encourage students to learn English in the whole university system. 2. Communicating in English allows working or studying abroad. 3. Mentors engage students to utilize English appropriately within this situation. Liu and Gao (2020) summarize their study with three conclusions by shifting the circumstances in Chinese classrooms to communicative methods of educating English. Initially, teachers who are younger than older ones are more

communicative; teachers who got degrees from high-status universities can communicate more compared to teachers who had degrees from low-status universities; teachers who attended teacher-training-oriented institutions can interact more in their methodologies rather than teachers who participated in non-training institutions. Furthermore, Hsieh and Chuang (2021) summed up the conclusion that most pre-service teachers consider sociolinguistic teaching to be important, though they do not have enough qualifications to teach sociolinguistic skills because of limited proficiency in sociolinguistic knowledge. Because of both social and cultural elements, such as limited time, an exam-based teaching tone, not enough exposure to the culture of the target language, and a low degree of authentic materials, the low confidence of those educators can be included. Ishihara (2010) studied that most Japanese EFL students enhanced their pragmatic competence after being involved in tasks that emphasize speech acts. According to O'Dowd (2018), online exchange conferences have demonstrated students' awareness of cultural variances in language use.

Abd Rahman et al. (2022) discovered that ESL educators who are involved in constructing meaning with their students form a welcoming atmosphere, besides establishing learners' sociolinguistic competence by teaching explicit strategies and communication in a classroom. It is thought that the studies will assist ESL teachers in enhancing the sociolinguistic competence of their learners, especially through pictures of strategies and techniques that might be utilized within various classrooms. According to Elmahidi et al. (2023), the research gained an important conclusion when analyzing both pedagogical and sociolinguistic outcomes of EFL challenges. Teaching EFL instructors must encompass linguistic, social, historical, cultural, and pedagogical aspects. Explaining the way instructors play a vital role in initially transferring language education so learners might gain both technology and language is a place that is necessary for development. Learning the way sociolinguistic features influence the way English as a foreign language develops, as well as is utilized within educational settings, assists in raising learners' awareness both socially and culturally so that they have a better understanding of their environment. Mastering cultural norms is significant in fostering sociolinguistic competence and desired results for EFL students. Most EFL teachers have an agreement that teaching a language should be taught in its native atmosphere because it is the most efficient approach.

The research highlights the variety of teaching strategies to improve sociolinguistic competence in the settings of educating EFL. From my perspective, there are several insights about the effect of teaching strategies on sociolinguistic competence, language mastery, and sociocultural awareness. Initially, researchers emphasized the significance of sociolinguistic competence as an important element of language teaching. There is evidence that teaching approaches aiming for sociolinguistic competence might enhance language mastery and comprehension of both social and cultural aspects of language utilization among students. Secondly, the difficulties encountered by EFL educators in combining sociolinguistic competence into their teaching approaches, as shown in the research, are relevant to the contemporary study. They underscore problems, including limited training, lack of resources, and resistance to transformation, that this study targets to investigate the difficulties EFL teachers face.

Finally, the study searches for the methodologies to efficiently encompass sociolinguistic competence into current EFL curricula. Those methods involve various techniques utilized in the studies, such as the usage of case studies and cultural awareness. Research showed the efficiency of these approaches, giving fruitful insights into the objective. Second language teaching ensures a common difference between grammatical and communicative approaches. In other words, the grammatical approach emphasizes linguistic terms or grammatical forms such as phonological forms, morphological forms, syntactic features, and lexical items. On the other hand, the communicative approach is based on communicative functions, including apologizing, describing, inviting, and promising. A particular learner should know how grammatical forms can be used to clarify these functions properly. Most second-language textbooks have been made in this framework, for example, the "Challenges" series (1978) and the series "Communicate" (Johnson and Morrow, 1978). The following approach defined in second language education is the situational syllabus. This means that that approach is developed referring to the settings or situations where the student might need to perform during the second language conversation. In other words, situational dialogues are an example of instructing resource materials organized from the point of view. As Morrow (1977) mentioned, there are two reasons why situational syllabuses will be included in the grammatical or communicative approach. Initially, grammatical forms in particular contexts are mentioned as 'situations', but the

fundament of the syllabus development is the grammatical forms and not the situations, so the approach is particularly grammatical. Secondly, the primary cause for entailing a provided context into a situational syllabus is to answer to the individual's sociocultural necessities, as well as to develop proper language.

METHODS

RESEARCH DESIGN

This research adjusts a heterogenous methods approach, gathering qualitative and quantitative analyses. This approach authorizes an inclusive exploration of sociolinguistic instruction by dividing data into sections from surveys, interviews, and classroom observations. In other words, quantitative information gives applicable

insights, whereas qualitative data provides detailed comprehension of an individual's experiences.

DATA COLLECTION

People who participated in the surveys included 100 language learners from different backgrounds, as well as 20 language mentors who have diverse teaching experiences. Teachers were chosen according to their teaching abilities and preparedness to introduce sociolinguistic instruction, whilst students were randomly experimented from both intermediate and advanced mastery levels. Attempts were made to guarantee demographic variety among individuals to increase the research's applicability. Table 1 shows a disintegration of people by demographic attributes:

TABLE 1. Disintegration of individuals who took part in by demographic attribute.

Category	Learners (n=100)	Instructors (n=20)
Gender	60% Female, 40% Male	70% Female, 30% Male
Age	18-25: 50%, 26-40:30%, 40+: 20%	25-35: 40%, 36-50: 50%, 50+: 10%
Teaching experience	N/A	1-5 years: 40%, 6-15 years: 50%, 15+ years:10%

The selection of learners is situated on their enrollment in intermediate-level language courses, confirming a fundamental proficiency within the target language. Teachers were selected for their acknowledgment of educating interactive and sociolinguistic elements.

Surveys were made to assess teachers' confidence and tasks, employing a 5-point Likert scale. Pre- and post-tests were established to measure learners' sociolinguistic mastery, emphasizing the suitability and cultural responsiveness of language usage. Semi-structured interviews examined teachers' difficulties and approaches to educating students about sociolinguistic aspects. Observation checklists assist in registering teaching practices, as well as learner involvement. Finally, document analysis templates were tailored to assess teaching resources in response to sociolinguistic content.

First and foremost, Questionnaires were addressed

to measure both learners' and teachers' understandings of sociolinguistic teachings and allocated e-version of surveys for four weeks, with prompt pursues to make bigger engagement. Teacher questionnaires measured their confidence and awareness, as well as the occurrence of sociolinguistic educating practices, whilst learners' questionnaires emphasized discerned enhancements for sociolinguistic skills. Answers were assessed using a Likert scale (1-Strongly Disagree to Agree 5-Strongly). A conclusion of primary results is shown in Table 2. Secondly, Interviews were conducted with teachers to identify their teaching experiences and difficulties and lodge students' state of being, guaranteeing an extended response rate. These conventions simplified extensive investigation of teachers' experiences. The main themes from the data were examined. Next, observations within five classrooms were done to assess the combination of sociolinguistic tasks twice a week to get genuine communications connected with video performances for

in-depth inspection.

TABLE 2. Collection of instruments during the experiment.

Instrument	Purpose	Data collected	Example
Surveys	Grade confidence, practices, and learner recognitions	Quantitative Likert-scale answers	'Confidence in educating sociolinguistic aspects' (5-point scale)
Interviews	Investigate detailed teacher and learner skills	Qualitative transcripts	'What difficulties do you encounter in educating sociolinguistic norms?'
Classroom observations	Document educating approaches and learner involvement	Field notes and video recordings	Utilization of genuine conversations within pair tasks
Pre- and post-tests	Assess transformations within sociolinguistic mastery	Quantitative results	Role-playing plots with cultural suitability counting
Document Analysis	Estimating educating resources for sociolinguistic content	Qualitative and quantitative symbols	Usage of culturally appropriate instances within conversations.

The usage of sociolinguistic approaches, including role-playing and genuine resources. This is followed by pre- and post-tests, which are handed out at the beginning and end of a 12-week teaching phase, emphasizing assessable profits within mastery. Those tasks are plot-based by

employing a ratified rubric. Finally, in the process of document analysis, teaching resources like lesson plans and multimedia materials were gathered fixedly and revised for sociolinguistic content and cultural appropriacy. These templates certified conformity in the analysis.

TABLE 3. Frequency of sociolinguistic tasks within observed classrooms.

Activity Type	Percentage Observed (%)
Role- plays	20%
Cultural discussions	15%
Grammar-focused drills	65%

Several logistical difficulties, including planning conflicts, the availability of participants, and holdups while getting resources, were dealt with through proactive interaction and timeline modifications. Pliability when timing interviews and observations made sure data collection

guaranteed data collection was meticulous and illustrative.

DATA ANALYSIS

Data analysis was launched systematically and multi-

layered to guarantee the reliability and validity of outcomes. Quantitative data taken from questionnaires and pre-/post-tests were identified using statistical software. Illustrative data, such as mean scores, proportions, and standard deviations, were identified. In other words, inferential data, including paired t-tests, assessed the importance of modifications within learners' sociolinguistic mastery scores over time. Next, correlation analysis investigated connections between variables, including teacher confidence and the occurrence of sociolinguistic teaching.

State-of-the-art statistical approaches, such as ANOVA (analysis of variance) and regression investigation, were used to examine the difference in sociolinguistic mastery attained among various learner groups and the influence of teaching strategies. For example, ANOVA outcomes showed important variances within advancement scores according to the type of role-playing activities utilized ($F(2,97) = 5.23$, $p = 0.007$). These investigations are authorized for extensive insights into which aspects provided most to mastery improvement.

- **Survey Analysis:** close-ended answers were corresponded and envisaged by bar charts to investigate trends in teachers' consciousness and teaching experiences and students' perceived significance. For instance, the proportion of confident teachers in educating sociolinguistic aspects was in comparison with those who perceived its significance. Moreover, reliability tests guarantee inner consistency and trial factor analysis upheld fundamental constructs within questionnaire items.

- **Pre-/Post-test analysis:** the test scores of learners were comparable to grade development. Role-playing and scenario-based activities were gained employing a rubric that assessed suitability, cultural responsiveness, and contextual appropriateness. In other words, statistical tests mentioned the importance of observed enhancements. Outcome dimensions were measured, demonstrating a big result of the educational involvement in students' sociolinguistic competencies.

Qualitative Data Analysis – the data are taken from interviews, observations, and open-ended questionnaire answers were examined in a thematic way. In other words, thematic coding was employed to single out periodical features, including difficulties encountered by teachers, victorious teaching approaches, and learner perceptions. Data were ciphered iteratively, together with two scholars

cross-checking ciphers to guarantee inter-cipher reliability (agreement ratio = 95%).

- **Interviews:** transcripts were ciphered for topics, including “difficulties in educating sociolinguistic norms” as well as “efficient educational practices. “Subtopics encompassed “time limitations”, “training necessities,” and “positive student response. Features were ensured by member inspection, in which individuals revised the topics acquired from the information for accuracy.

- **Classroom observations:** the notes were classified according to teaching strategies, learner involvement, and the combination of sociolinguistic features. Aspects of educator-student communications and the usage of genuine resources were recorded. In other words, triangulation combined with interview data made sure that observed practices connected with teachers' reported approaches.

- **Open-ended questionnaire answers:** Answers were identified to augment interview data, underscoring teachers' innovative executions and learners' opinions on sociolinguistic teaching. Content analysis quantified the occurrence of topics, including “usage of “multimedia or perhaps “role-playing efficiency,” to give a combined methods viewpoint.

To confirm data reliability, outcomes from various materials were triangulated. For instance, topics recognized within interviews were cross-referenced with classroom observations, as well as document testing. Uniform features beyond data collection intensified the rationality of conclusions. Furthermore, methodological triangulation also encompassed mixed qualitative perceptions with quantitative trends to validate findings. Graphs were employed to showcase the primary conclusions in a visual way, giving reachable and meaningful perceptions of the information. In other words, bar charts demonstrate the distinction between difficulties and approaches, permitting an obvious juxtaposition of occurrence and regularity. For instance, the bar chart shows the difficulties encountered by teachers, underscoring that time restrictions were the most important problem, subsequently a lack of training chances. This straightly aligns with the research question about obstacles to combining sociolinguistic teaching, showcasing the necessity for marked professional enhancement. In addition, line graphs were used to pursue learner enhancement over time, efficiently imaging trends within pre-and post-test scores.

These graphs illustrated a stable rise in sociolinguistic mastery, with deeper increases in the second-mentioned weeks of the involvement. This recommends prolonged contact with genuine resources had a cumulative outcome, advocating the research question relating to the efficiency of teaching strategies. Questionnaire responses were

synthesized according to statistics using SPSS to examine trends and associations. Table 4 illustrates the mean ratings for the main survey reports. Additionally, qualitative data from both interviews and observations were converted into code thematically.

TABLE 4. Demonstrate teachers' confidence levels, the significance of sociolinguistic teaching, and observed learner involvement.

Survey Statement	Mean Rating (Learners)	Mean Rating (Teachers)
Sociolinguistic skills are significant	4.5	4.8
Contemporary curricula encompass enough emphasis	2.8	3.0
Sociolinguistic mentorship intensifies confidence	4.3	4.6

Learners considered sociolinguistic skills as a need at 4.5, showing strong agreement. Research reliability was certified by using standardized tools for the questionnaire administration, as well as inter-coder reliability for qualitative data examination. Inter-coder consensus for thematic coding gained a Cohen's kappa value of 0.85, demonstrating higher reliability. As Patton (2002) mentioned, Validity was intensified through methodological triangulation, integrating questionnaire outcomes, interviews, and observations in classrooms to ratify results. Moreover, pilot testing for questionnaire instruments guaranteed both clarity and relevance,

enhancing content validity.

DISCUSSIONS

Outcomes were demonstrated through the integration of visual and tabular formats. For example, Table 1 concludes the mean ratio for confidence in educating sociolinguistic aspects across ordinary deviations and importance rates from paired t-tests. The outcomes present important enhancements beyond both dimensions, underscoring the advantages of applying sociolinguistic aspects within language instruction.

TABLE 5. Concludes critical metrics relevant to teacher confidence and students' sociolinguistic mastery.

Measure	Mean (Pre-test)	Mean (post-test)	SD (Pre-test)	SD (Post-test)	t-value	P-value
Educator Confidence (Survey, 5-pt Likert)	3.2	4.5	0.8	0.6	7.25	<0.001
Learner Sociolinguistic Proficiency	65.4	82.1	8.7	7.3	9.12	<0.001

Pre-test results demonstrate a moderate educator-confidence ratio (Mean=3.2) because of restricted initial revelation to sociolinguistic teaching methodologies. Followed by post-test results (Mean=4.5), they illustrate a

significant rise provided by a small standard deviation (SD=0.6), recommending constant increases among individuals. The important t-value is 7.25, $p < 0.001$, to fortify the involvement's efficiency in improving teacher confidence, connecting with previous research (Taguchi,

2015) on the professional growth of sociolinguistics.

Furthermore, Pre-test outcomes illustrate rudimentary learner proficiency (Mean=65.4), together with a substantial difference (SD=9.4) because of various learner schemata. However, post-test results show significant enhancement, with a diminished difference (SD=7.3), presenting confluence to advanced mastery rates. Moreover, the t-value indicates notable increases, which are 8.12, $p < 0.001$, validating qualitative outcomes on the effectiveness of role-playing and genuine resources in sociolinguistic teaching. Furthermore, qualitative topics were concluded in tables to underscore repeated aspects and typical quotes, simplifying to connect thematic resolutions with personal experiences. For example, a table

concluding efficient teaching approaches focused on the constant usage of role-playing activities, further justifying quantitative outcomes that connected these activities to advanced mastery scores. These illustrations explained complicated information and smoothed a steeper comprehension of how the outcomes dealt with each study question. Both graphs and charts were employed to show the primary outcomes visually, suggesting reachable and meaningful insights into the data. Every chart related to the study questions to improve comprehension. For instance, the graph demonstrates learner improvement scores over 12 weeks, illustrating important enhancements in post-teaching. The deeper increases reflected in the latter weeks of the involvement focused on the cumulative advantages of continuous exposure to sociolinguistic activities.

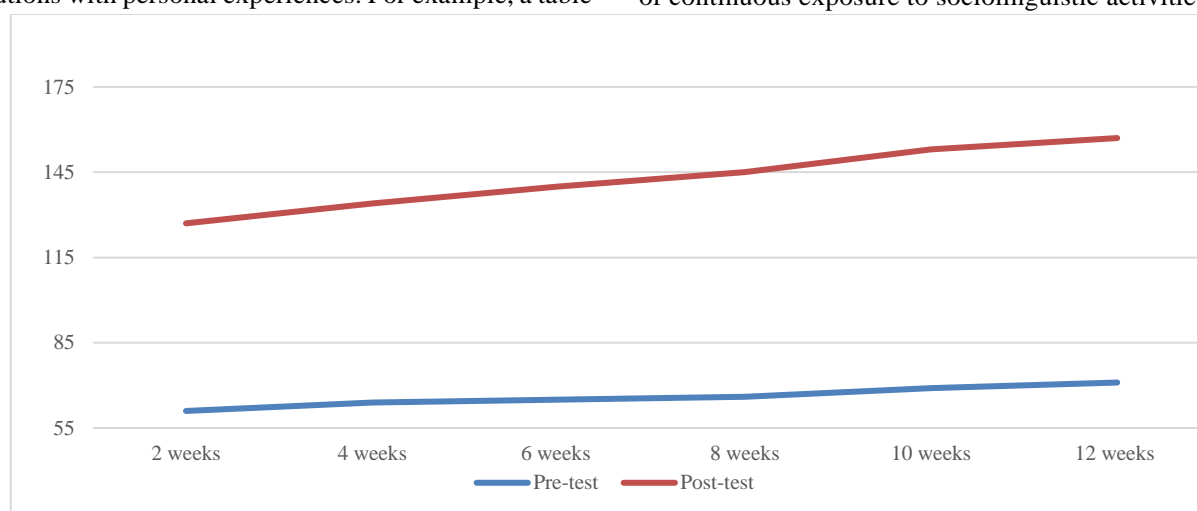


FIGURE 1. Learner Proficiency over Instructional Period.

The given line graph was used to follow learner enhancement over the period, fruitfully imagining trends in pre-and post-test results. The ratio confirmed a fixed increase in students' sociolinguistic mastery. Significantly, deeper profits were analyzed in the other weeks of the involvement, providing a cumulative outcome of a long-term display of authentic resources and role-playing activities. The trends underscore learners' ability to adapt

and emphasize the significance of ongoing practice in attaining vital enhancements. Consequently, these studies propose that extended and constant implementation of sociolinguistic aspects in teaching might allow considerable mastery achievements, connecting with the research's objectives to improve communicative competence authentically.

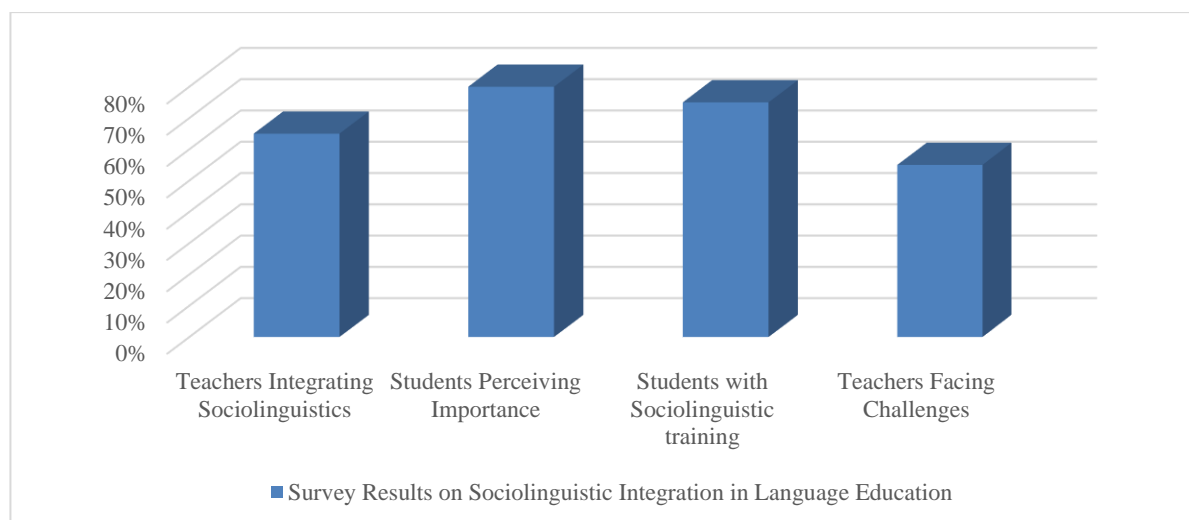


FIGURE 2. Survey Results on Sociolinguistic Integration in Language Education.

The supplied bar chart demonstrates the primary findings. The first column presents 65% of teachers who integrated sociolinguistic aspects into their lessons. Next, 80% of learners who perceived importance identified the significance of sociolinguistic mastery in communication. Learners who are with sociolinguistic training encompass 75% showcasing better interaction skills. Finally, 55% of instructors faced challenges implementing sociolinguistic content into their instruction. In other words, the given bar chart illustrates the difficulties encountered by teachers, accented that time constraints were the most notable problem, came behind the lack of training chances. This outcome recommends that the time-intensive phenomenon

of making sociolinguistically rich sources frequently prevents teachers from completely combining content into their lessons. In addition, there are limited chances of systemic differences in professional enhancement, focusing on the necessity for aimed workshops or subjects that furnish educators with practical approaches to sociolinguistic teaching. These obstacles give information-organized policies, recommending that dealing with difficulties could improve the practical application of sociolinguistic teaching within various instructional settings. In other words, this is aligned with the study question about obstacles to combining sociolinguistic instruction, showcasing the necessity for the development.

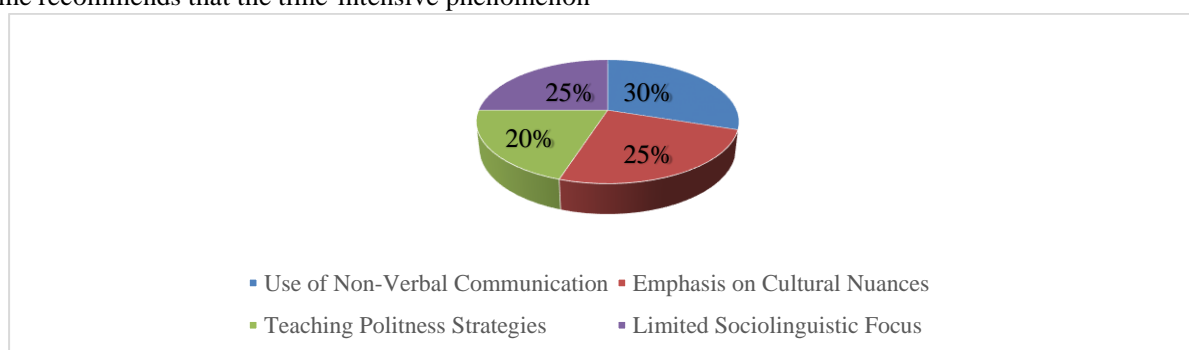


FIGURE 3. Classroom Observations: Focus on Sociolinguistic Elements.

The pie chart illustrates the classification of emphasis areas observed in classrooms. The highest portion underscores 30% of the usage of nonverbal communication, showcasing its respective importance in sociolinguistic

teaching practices. Next, 25% presents the focus on cultural nuances and the limitation of sociolinguistic emphasis. Finally, teaching politeness approaches consist of 20%.

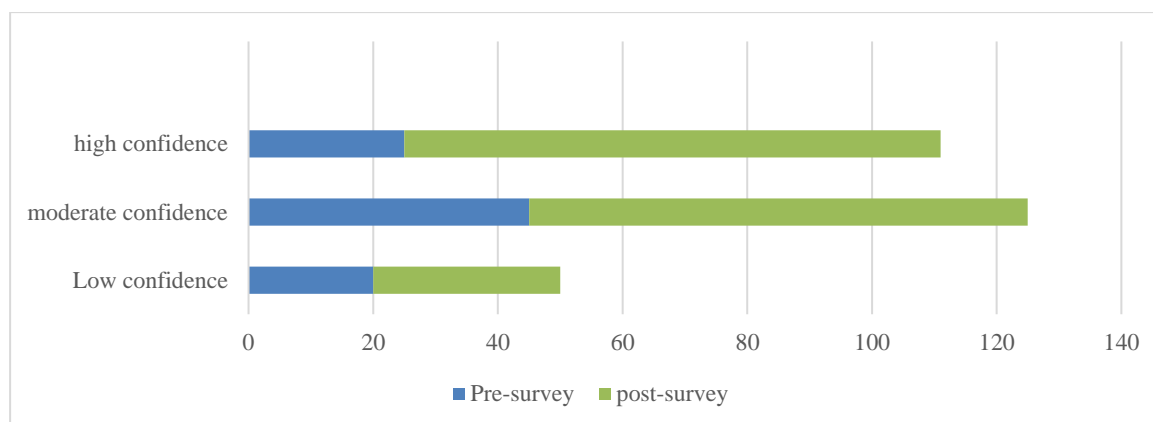


FIGURE 4. Educator Confidence Levels (Survey Analysis).

The provided bar chart compares the pre-and post-survey results, underscoring shifts in teacher confidence ratio from low and moderate to advanced confidence after the involvement. Those identified quantitative trends and gave a fundament for explaining the way of instructing tasks for teachers and learners by intensifying the relationship between the visual data and the research's objectives.

CONCLUSION

This study illustrates the significant role of implementing sociolinguistic proficiency in language teaching, underscoring its influence on teaching strategies and learner results. By using an underlying combined-methods design, the research gives inclusive perceptions of efficient teaching approaches, such as role-playing and the usage of genuine resources. In other words, quantitative outcomes show important enhancements within students' sociolinguistic mastery, whilst qualitative information reflects the difficulties and achievements faced by teachers. These outcomes focus on the need for professional growth and material allowance to hold up sociolinguistic teaching.

The practical consequences of this research confirm that language teachers and curriculum designers ought to determine the sociolinguistic aspects to prepare students for genuine world interaction and prolonged exposure to communicative and culturally related activities to contribute to cultivating both learner adaptability and confidence. The research subscribes to a broader discussion on communicative competence, upholding an objective strategy that includes linguistic, sociolinguistic, and pragmatic phases of language education. Ultimately, future studies need to consider the prolonged effects of sociolinguistic teaching, emphasizing various learner

populations and different educational contexts. Extending this investigation will enlighten superb practical applications and improve the superiority of language teaching across the globe.

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