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Implementing Sociolinguistics Competence Teaching Strategies in Classroom Settings and Their Impact on Students' Reading Behavior

A B S T R A C T

Language learning and teaching are related to sociolinguistics in several ways. Various social factors influence language teaching and learning. Many countries today seek to develop their educational systems through the use of new educational strategies to keep pace with the current developments and to achieve satisfactory educational results, as education is considered a real investment for any country and its people. This calls for good use of new educational strategies in preparing students and teachers, developing curricula, and diversifying teaching methods, to develop the educational process and provide better teaching and learning. Therefore, this study aimed at investigating the effect of implementing sociolinguistic competence teaching strategies on students' reading behavior in the classroom. By using the descriptive-analytical approach and developing a questionnaire tool that revolves around the subject of study. The results of the study concluded that there is a statistically significant positive impact of sociolinguistic competence teaching strategies on students' reading behavior in the classroom at $\alpha \leq 0.05$, and this significant impact is due to the improvement in text-breaking, text-using, and text-analyzing abilities. The study also revealed that there are several difficulties and factors that limit the efficiency of sociolinguistic competence teaching strategies in the Salahaddin University/ English Department classroom including the complex factor of the reading text, and the environmental variables surrounding the student, their reading comprehension anxiety a many other factors that should be taken into consideration to increase sociolinguistic competence in teaching languages. The researcher recommends the necessity of using emotional and social culture strategies that enhance the learner's ability to deal with his/her emotions and sociocultural experiences while learning the English language

تطبيق تقنيات تدريس الكفاءة اللغوية الاجتماعية في الفصل الدراسي وتأثيرها على سلوك القراءة لدى الطلاب

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الخلاصة

يرتبط تعلم اللغة وتدريسها بعلم اللغة الاجتماعي بعدة طرق. العوامل الاجتماعية المختلفة تؤثر على تدريس اللغة وتعلمها. العديد من الدول اليوم تسعى إلى تطوير أنظمتها التعليمية من خلال استخدام

استراتيجيات تعليمية جديدة لمواكبة التطورات الحالية وتحقيق نتائج تعليمية مرضية ، حيث يعتبر التعليم استثمارًا حقيقيًا لأية دولة وشعبها. وهذا يستدعي الاستخدام الجيد للاستراتيجيات التربوية الجديدة في إعداد الطلاب والمعلمين ، وتطوير المناهج ، وتنويع أساليب التدريس ، سعياً لتطوير العملية التعليمية وتوفير افضل فرص التعليم. لذلك تهدف هذه الدراسة إلى معرفة تأثير تطبيق استراتيجيات تدريس الكفاءة اللغوية الاجتماعية على سلوك القراءة لدى الطلاب داخل الفصل الدراسي. خلصت نتائج الدراسة باستخدام المنهج الوصفي التحليلي وتطوير أداة الاستبيان التي تدور حول موضوع الدراسة إلى وجود تأثير إيجابي ذي دلالة إحصائية لاستراتيجيات تدريس الكفاءة اللغوية الاجتماعية على سلوك القراءة لدى الطلاب في الفصل عند0.05 ≥ α ، ويرجع هذا التأثير الكبير إلى التحسن في قدرات فك رموز النص واستخدام النص وتحليل النص. كما أوضحت الدراسة أن هناك عدة صعوبات وعوامل تحد من كفاءة استراتيجيات تدريس الكفاءة اللغوية الاجتماعية لدى طلاب قسم اللغة الإنكليزية في جامعة صلاح الدين بما في ذلك العامل المركب لنص القراءة ، والمتغيرات البيئية المحيطة بالطالب ، وقلق الفهم القرائي والعديد من المتغيرات الاخرى التي يجب أن تؤخذ في الاعتبار لزيادة الكفاءة اللغوية الاجتماعية عند تدريس اللغات.

يوصي الباحث بضرورة استخدام استراتيجيات الثقافة العاطفية والاجتماعية التي تعزز قدرة المتعلم على التعامل مع عواطفه وخبراته الاجتماعية والثقافية أثناء تعلم اللغة الإنكليزية.

الكلمات الرئيسية: الكفاءة اللغوية الاجتماعية ، التدريس ، التعلم ، الاستراتيجيات ، الفصل الدراسي ، سلوك الطالب عند القراءة.

1. Introduction

Language, irrespective of place and period, is a hub of social interaction in any society. There is a mutual relationship between language and social interaction: language forms social interactions and social interactions form language.

Language learning is indoor, outdoor, formal, or non-formal education through the teaching-learning process. Teaching, language learning, socio-cultural backgrounds, and language differences must be taken into account since the success of learning a language affects it. The instructor should not ignore the impacts of a variety of languages and sociocultural contexts of the participants, particularly in their mother tongue or foreign language. This is due to the task of making it easier for students to achieve the education language objectives (Faizin, 2015).

In sociolinguistics studies, the concepts of sociocultural contexts and language differences can be covered. Wide knowledge of the language learning process, foreign or second language learning, sociolinguistics, linguistics, psycholinguistics, and basic knowledge of foreign language learning approaches

and practices of assessment and evaluation have become increasingly important to understand the phenomenon. Sociolinguistics has recently become very essential and we have become aware of the role of language not only as a method of interaction but also as a designer of cultural identity (Dunkley, 2013). For teachers, sociolinguistics is an interesting and important region of language because it interacts with how to use and think of language in the actual world.

Sociolinguistics is the part of linguistics that deals with the language effect of society and vice versa. Under this part, it addresses the issues faced by acquiring a language or how to obtain a language, and how to change a language according to various social contexts. Through this, we also communicate with the conventional value of a language, which would have otherwise remained unknown to us. Sociolinguistics is therefore an important part of the general philosophy of language and the analysis of society's effect on language. Therefore, in the domain of language research, it is very necessary. so, the teacher most lately focuses on vocabulary, grammar, and text content in teaching language without taking into account interaction in its entirety, while in learning the language to use it in addition to the language itself, relevant place(s), and cultural(s) of the language must be taken into account that makes the students never speak another language fluently. Each language is used in various ways by different individuals, and when the language is studied for various purposes. These variables must be taken into consideration to interact efficiently with others that are possibly the ultimate objective (Faizin, 2015).

1.1 Statement of the Problem

Despite the interest in analyzing the discourse produced by students in terms of social suitability or sociolinguistic competence (for example the theoretical interest), very little attention was paid to the practical concerns of students in the classroom, for example, pedagogical methods to sensitizing students to linguistic variation. To be sure, many scholars have advocated pedagogical frameworks for educating sociolinguistic and stylistic variations in classroom settings (Etienne & Sax, 2006; Lyster, 1994; van Compernolle, 2009; van Compernolle & Williams, 2009a; much else). Usually, these pedagogical guidelines have as their aims to draw the attention of students to the kinds of variation possible and what such variation means to provide them with proof in a social context using video, internet modes of transportation, and other communicative tasks. Therefore, the degree to which sociolinguistic variation in classroom settings can be specifically taught and learned remains uncertain, partially because pedagogical guidelines are frequently viewed as an after-thought to Language student discourse studies in which teaching-learning interaction plays little or no part.

Many countries today seek to develop their educational systems through the use of new education strategies in order to keep pace with current developments and to achieve satisfactory educational results, as education is considered a real investment for any country and its people. This calls for good use of new educational strategies in preparing students and teachers, developing curricula, and diversifying teaching methods, to develop the educational process and provide better teaching and learning. Therefore, the researcher examined the effect of implementing strategies for teaching sociolinguistic competence on students' reading behavior in the classroom.

1.2 Research Questions:

The research problem can be represented by the following main questions:

1. What is the effect of implementing sociolinguistic competence teaching strategies on students' reading behavior in the classroom?
   From the main question, several sub-questions emerge, the most important of which are the following:
2. How does the implementation of sociolinguistic competence strategy in the classroom affect the reading behavior of English in terms of skills of the codebreaker, the text user, and the text analyzer?
3. What are the factors affecting the effectiveness of applying sociolinguistics on students' reading behavior of the study population?
4. What are the difficulties that English language teachers face in implementing sociolinguistic competence teaching strategies?

1.3 Aims of the Study:

This research aims to investigate the effect of implementing sociolinguistic competence teaching strategies on students' reading behavior in the classroom. In addition, the researcher will try to achieve the following objectives:

1. To identify how implementing sociolinguistic competence teaching strategies in the classroom affect the reading behavior of English in terms of skills of the codebreaker, the text user, and the text analyzer.
2. To investigate the factors affecting the effectiveness of applying sociolinguistics on students' reading behavior of the study population.
3. To investigate the difficulties that English language teachers face in implementing sociolinguistic competence teaching strategies.

1.4 Hypotheses of the Study

The current study represents one of the first studies that attempt to link the use of modern sociolinguistic strategies with the reading behavior and skills of students. Therefore, the study is concerned with testing the validity of the following main hypothesis:

H$_1$: There was no statistically significant effect of the implementation of sociolinguistic competence teaching strategies on students' reading behavior in the classroom at significance level α≤ 0.05.

1.5 Limits of the Learning

The present study is mainly confined to the study of Sociolinguistics Competence Teaching Strategies in classroom settings and their impact on students' reading behavior that are employed by FLL University of Iraqi students in Kurdistan in investigating, analyzing and trying to apply the strategies that are specialist in this field.

1.6 Value of the study

It is hoped that the present study will be valuable to all who are concerned with teaching English as a FL in general and those who are concerned with teaching applied linguistics in particular. It can also be a contribution to the communication- based approach which concentrates on learner rather than on the teacher.

1.7 Definitions of Some Key Terms
The basic terms and descriptions are as follows:
1. Sociolinguistic competence is able to interact effectively by using the right words, phrases, and attitudes towards a particular subject, atmosphere, and interaction. Numerous learners of English will do well in class, but they do not usually have sociolinguistic skills.
2. Teaching is a set of events, outside the learners which are designed to support internal process of learning. Teaching (Instruction) is outside the learner.
3. Learning is a key process & is necessary for all educational process. It pervades everything we do and think learning plays an important role in the languages we speak, our customs & beliefs.
4. Strategies are procedures and techniques employed by language learners in order to make their own language learning successful, useful, meaningful and easy to be retrieved as possible.

2. Theoretical Background and Related Studies

Despite the scarcity of studies and scientific research that discuss the concept of Sociolinguistic Competence teaching strategies in the classroom and its impact on students' reading behavior, the researcher tried to discuss the closest studies and research that are related to the topic of the current study, the most important of which were the following:

Onovughe (2012) performs a sociolinguistic analysis in the learning of language and use of English as a Second Language in the colleges indicated that gender,

age, and religion have negligible input on the use of English by Salahaddin University/ English Department students. It was suggested that the family remains an important source of language teaching and a most potent place; thus, families must pay more attention to the use of language at home by learners and provide all the requisite impetus.

By looking at language from three distinct but related theoretical perspectives, Vlack (2011) examines some of the fundamental ideas underlying language utilization. He aimed to study sociolinguistics, the study of discourse (a wee bit), and pragmatic inter-linguistics based on this, He wanted the learners to be introduced to and to produce a complete picture of how language usage evolves and is to be measured and learned and especially in subsequent language learners. He combined the required theories in SLA with realistic results relevant to language usage. Learners were encouraged to apply the ideas explored in the classroom to real-world applications for use in their learning.

Omaggio (2001) outlines three key factors why sociolinguistic competence is not always regarded as a subject in its own right and as an important part of language learning: a) Language teachers often believe that because of time constraints in their course, they do not have time for sociocultural learning. (b) Teachers will not have sufficient faith to assume that they can learn the socio-cultural dimensions of studying foreign languages well. c) Socio-cultural skills teaching also means coping with learner behaviors those teachers typically find very difficult when attempting to direct their learners to recognize and appreciate the logic and importance of the target community.

Mede, E., and Dililitaş (2015) documents the expectations of English teachers in language classrooms about the growth of sociolinguistic competence. The goal is to examine their perceptions of the awareness of sociolinguistic competence of students as well as non-native EFL teachers, along with any difficulties they may face in incorporating this specific competence into their classroom practice. A questionnaire was administered to both native (n=35) and non-native (n=35) English teachers and they were required to send written reports revealing their perceptions underpinning the interpretation and practice of sociolinguistic competence as part of communicative competence. The findings showed that the creation of sociolinguistic principles could direct students to choose suitable forms that must be closely incorporated into language education and curricula for learning.

López (2015) seeks to introduce and improve sociolinguistic and intercultural competencies in the English language classroom through the use of genuine resources. The respondents were 36 young students from public colleges in Colombia between 10 and 12 years of age, from 5th grade. Based on the curriculum of the colleges, the approach classes were organized, including

authentic materials as a tool for introducing English language learners to the associated social and intercultural activities. Implicit instruction, comparing and contrasting, as well as learning materials from other topics, were the approaches utilized. This research inspired students to understand and create vocabulary based on context rather than grammar rules. The exercises provoked wonder and motivation among students; in addition, they were able to relate past awareness to the course of the colleges and real-world problems. Nonetheless, it was noted that it may be time-consuming to plan such kinds of exercises, and that constant analysis in the theory of language teaching is needed to enhance the efficacy of further findings.

Alnatheer (2013) concentrates on how motivation and motivational techniques impact the communicative competence of English learners. In the first step, 16 respondents from two groups of learners were interviewed: students enrolled in English courses in Salahaddin University/ English Department. A questionnaire was completed by 279 respondents from the two classes in the second process. The findings showed that the assessed and self-reported communicative competence of respondents varied between the two classes. Another result is that the communicative competence of respondents is greatly impacted by motivation. The findings also showed that learning styles that encourage motivation do not directly influence the communication level of learners, but rather affect their motivation.

Tuan (2017) focuses on building a suggested English language curriculum for 5 primary universities in Vietnam on the stage of communicative competence covering linguistic/grammatical and discourse. With comparative techniques and correlational analysis, the descriptive methodology used was scientifically implemented. In order to compare 2 key area variables, the researchers handled the surveyed data through frequency counts, means and percentage computations, and variance/t-test analysis. The respondents were 221 randomly selected learners from five universities. The main objectives of the study generally indicate that the degree of communicative competence of the learners is a factor in the academic impact of their parents. Their linguistic/grammatical and debate skills are enhanced by their opportunity for structured and intensive teaching, conversation with an English-language native speaker, rich social media network exposure, and reading materials written in English. In addition, the greatest strength of the learners in linguistic competence is the use and function of nouns, pronouns, and prepositions, whereas the use and role of conjunction, adverb, interjection, and verb are their weaknesses. It is a common result that learners in the fourth year who are linguistically competent in the whole system and language structures or languages in common (consisting of syntax, morphology, inflections, phonology, and semantics) appear to talk or write authoritatively on a subject or to engage in conversation.

3. Research Method
3.1 Experimental Design

   The methodology of the study is one of the basic elements that affect the accuracy and success of scientific research, as it defines the methods and tools that will be used to achieve the objectives of the research and answer its questions (Bryman & Bell, 2007). In this study, the research problem focuses on investigating the effect of implementing sociolinguistic competence teaching strategies on students' English reading behavior in the classroom. The quantitative approach is considered as the most appropriate utilized approach to cover the research problem more undoubtedly. This approach essentially integrates data, analyses, and uses them to investigate relative hypotheses of subjects (Apuke, 2017). Apuke (2017) outlines the benefits of quantitative research design as its importance, as the data collected could not be obtained using other techniques. It also has an objective representation of the target population and a structured assessment, as all participants share the same data.

The primary data was collected from cross-sectional survey. This survey (questionnaire) was designed based on previous relevant studies and literature. The questionnaire consists of two different parts with a set of closed statements directed towards collecting data on the different study variables. The first part of the questionnaire consists of questions covering the sociodemographic information of the selected sample participating in this study including teachers' gender, age, qualifications, and years of experience. The second part consists of four sections that inquire about different aspects related to the impact of sociolinguistics competence teaching strategies on students' reading behavior, where the first section includes a group of (5) statements asking about the independent variable in the study which is effective implementation of sociolinguistic competence in the classroom, while the second section inquiries about the dependent variables students' reading behavior represented by another (5) close-ended statements. Moreover, the third section includes a group of (5) statements asking about the difficulties that English language teachers face in implementing sociolinguistic competence teaching strategies in the classroom and the last fourth section consisted of (6) statements asking about factors affecting the effectiveness of applying sociolinguistics on students' reading behavior. The fifth Likert Scale was utilized to gather the responses of the study sample.

One of the fundamental matters that were also taken into account in designing the questionnaire is verifying its reliability and validity, to obtain reliable and precise results. The validity of the questionnaire was achieved as long as its statements were taken from questionnaires published in peer-reviewed and reliable previous studies and papers. However, for the reliability of the questionnaire, it was verified by conducting a pilot study on a sample of (30) English language teachers working in Salahaddin University/ English

Departments in Erbil. The reliability of the tool and its components was determined by SPSS' Alpha Cronbach test before distributing the tool to the original study sample members and conducting the real study. Table 1 below shows the Cronbach alpha values for the overall questionnaire and its different parts.

Table 1: The results of Cronbach' alpha reliability test

No.	Variable	Number of Items	Cronbach's alpha value
1	Effective implementation of sociolinguistic competence in the classroom	5	0.884
2	Students' Reading Behavior	5	0.902
3	Difficulties that English language teachers face in implementing sociolinguistic competence teaching strategies	5	0.883
4	Factors affecting the effectiveness of applying sociolinguistics on students' reading behavior	6	0.889
	Overall Tool's Items	21	0.871

As shown in Table 1, Cronbach's alpha was determined to be (0.884) for elements of the first scale, (0.902) for elements of the second scale, (0.883) for elements of the third scale, and (0.889) for elements of the fourth scale. Moreover, it was (0.871) for the overall instrument elements, which means that the reliability of the tool is acceptable and that the results that will be obtained from this questionnaire are valid and will be the same if the questionnaire is redistributed to another random sample, as long as Cronbach's Alpha value is higher than (0.7) (Graham, 2006).

3.2 Research Sample

The study population in the current study consisted of all English language teachers who are working in Salahaddin University/ English Department. Due to the impossibility of covering the entire study population, in terms of cost and time-consuming, a random representative sample of the study population consisting of (100) teachers working in three different colleges in Salahaddin University was selected, and the questionnaire was sent to them electronically via e-mail.

The following (Table 2) shows the socio-demographic description of the members of the study sample according to (gender, age, qualification, and years of experience):

Table 2: The socio-demographic characteristics of the study sample

Variable	Categories	Frequency	Percentages
Gender	Male	55	55%
	Female	45	45%
Age	20-30 years	23	23%
	31-40 years	24	24%
	41-50 years	35	35%
	More than 50 years	18	18%
Qualifications	Bachelor's degree	71	71%
	Master's degree	25	25%
	PhD	4	4%
Years of Experience	Less than 3 years	15	15%
	3 years - 10 years	30	30%
	10 years - 20 years	37	37%
	More than 20 years	18	18%
	Overall	**100**	**100%**

The descriptive statistics of the socio-demographic data of the study sample shows that the study participants were divided almost evenly between males (55%) and females (45%). The most participated age category in this survey was 41-50 years old with a percentage of (35%), followed by (24%) individuals of 31-40 years old, (23%) individuals of 20-30 years old and lastly (18%) individuals whose age are older than 50 years as shown in Table 2 above. Most of the study sample members were well educated having Bachelor's degree at least (71%), a Master's degree with a ratio of (25%) or a Doctoral degree with a ration of (4%). According to years of experience, Table 2 shows that teachers with less than 3 years of experience are few, representing only (15%) of the sample. On the other hand, the vast majority of the study sample possesses more than 3 years of experience with a percentage of (85%); including (37%) with 10-20 years of experience, (30%) with 3-7 years of experience, and (18%) with more than 20 years which indicates that the study sample is composed of highly qualified teachers who know the field of the study, and this shows their ability to answer the research questions with credibility and high efficiency.

The researcher utilized SPSS (23) software program to analyze the primarily collected data from the questionnaires and then presenting the results and conclusions raised from this study. Different statistical descriptive tests were performed including frequencies, percentages, means and standard deviations

were used to summarize variables of interest. Moreover, the simple linear regression and Pearson correlation tests were used to test the association between the effect of implementing strategies for teaching sociolinguistic competence and students' reading behavior in the classroom at a significance level of 5%, which is the main hypothesis of this study.

4. Results and Discussion
4.1 Results Analysis

In this part, the data of the questionnaires that were collected from a sample of English language teachers working in Salahaddin University/ English Department were analyzed, using means and standard deviations to obtain the level and ranks of the items related to the study, as well as the Pearson correlation and simple linear regression test to predict the relationship between the effect of implementing strategies for teaching sociolinguistic competence and students' reading behavior in the classroom.

In this part, the data of the questionnaires that were collected from the sample consisting of 100 English language teachers working in Salahaddin University/ English Department were analyzed using various statistical tests. Moreover, the main hypothesis has been tested and a set of results were reached related to the impact of strategies for teaching sociolinguistic competence in the classroom on reading behavior in the English language, factors affecting the effectiveness of applying sociolinguistics on reading behavior, as well as the difficulties faced by English language teachers in implementing such strategies, which are presented as follows:

4.1 Results related to Effective Implementation of Sociolinguistic Competence in the Classroom

In order to identify the extent of the effective implementation of sociolinguistic competence in the classroom from the point of view of English teachers in Salahaddin University, the descriptive statistics (means and standard deviation) of the responses and their ranks, which were elicited using a five-point Likert scale were calculated via SPSS, where means ranging from (1-1.80) were considered very low, from (1.81 to 2.60) were considered low, from (2.61-3.40) were considered moderate, from (3.41-4.20) were considered high and from (4.21-5.00) were considered very high. Table 3 below shows the descriptive summary of the responses to the questionnaire's items used to measure the effective implementation of sociolinguistic competence in the classroom.

Table 3: *Summary of participants' responses to items measuring the effective implementation of sociolinguistic competence in the classroom (N=100)*

Statement	Mean	Std. Deviation	Rank	Level
1. The sociolinguistic competence strategy can be applied to the English language by communicating with a native speaker.	4.2300	0.87450	1	Very High
2. The application of sociolinguistic competence in the English language is effective through learning dialogues that focus on speech acts by heart (address forms, greetings, apologies, requests, compliments)	4.1300	0.98119	2	High
3. One of the most prominent strategies for applying sociolinguistic competence in the English language is reading texts on social matters (family, friends, ...)	4.0000	0.98473	4	High
4. Sociolinguistic competence is applied to the English language through explicit instructions by the teacher (direct explanation of what is appropriate to say and to whom, etc.)	4.0100	1.01000	3	High
5. Ensuring successful communication between students and exchanging socio-culture experiences among them is one of the most prominent strategies of implementing socio-linguistics in the classroom.	3.9600	0.90921	5	High
Overall	4.0660	0.92422		**High**

It is clear from Table 3 above that the statistical means that measure the effective implementation of sociolinguistic competence in the colleges classroom from the point of view of English teachers in Salahaddin University/ English Department were high and very high ranged from (3.960- 4.2300). It can be noticed that item (1) which stated: "The sociolinguistic competence strategy can be applied to the English language by communicating with a native speaker", represents the highest agreed mean statement (4.2300, St.= 0.87450) and was followed secondly by item (2) in which it stated: "The application of sociolinguistic competence in the English language is effective through learning dialogues that focus on speech acts by heart (address forms, greetings,

apologies, requests, compliments)" with a mean (4.1300, St.= 0.98119), followed thirdly by item (4) which it stated that: "Sociolinguistic competence is applied to the English language through explicit instructions by the teacher (direct explanation of what is appropriate to say and to whom, etc.)" with a mean (4.0100, St.= 1.01000), followed fourthly by item (3) which stated: "One of the most prominent strategies for applying sociolinguistic competence in the English language is reading texts on social matters (family, friends, ...)" with a mean (4.0000, St.= 0.98473) and finally followed by item (5) fifthly which stated: "Ensuring successful communication between students and exchanging socio-culture" with the least mean (3.9600, St.= 0.90921).

Furthermore, the overall mean for this axis was (4.0660) which indicates that most of the study sample agree to a large degree on the effectiveness of the various methods and techniques of implementing the strategy of sociolinguistic competence in teaching the English language, such as benefiting from the experiences of the native speaker and making group and cooperative discussions between the native students and English foreign language students, as well as promoting successful communication between students and exchanging social and cultural experiences, teaching students how to apply linguistic competence in reading texts, deciphering them and realizing their meaning, and making sure to read them in a way that is compatible with the culture and social identity and does not affect its meaning at the same time.

This study is consistent with the study of Iwuchukwu and Iwuchukwu (2018) which show that one of the most effective methods of applying sociolinguistic competence in teaching English is the application of the appropriate and cultural place. The language must be taken into account in addition to the language itself that makes pupils not fluent in another language. Each language can also be used in different contexts, by different native and second-language people, and for different reasons when a language is learned. The study of Onovughe (2012) also shows that in teaching English as a foreign language, learners must also properly introduce the use of the English language in the social context; i.e., they are not required to only being able to articulate it, but they also should have the ability to define the correct expression for appropriate position, class, time, age, gender, and another social context, which is consistent with our study's result.

4.2 Results related to Students' English Reading Behavior in the Classroom

In order to identify the extent of enhancement in students' English reading behavior in the classroom from the perspective of an English language teacher, a set of questions were asked, and in the same manner Likert scale of five points was used in arranging the respondents' answers. The results of the descriptive analysis were as shown in Table 4:

Table 4: *Summary of participants' responses to items measuring students'*
English reading behavior in the classroom (N=100)

Statement	Mean	Std. Deviation	Rank	Level
1. The application of sociolinguistic competence is effective in developing code breaker skills of recognizing words and their meaning in the context of a text.	4.1000	0.96922	2	High
2. The application of sociolinguistic competence is effective in recognizing the meanings of common collocations, derivational forms, and the general semantic fields in which a word commonly appears (code-breaker).	3.9700	1.03918	5	High
3. The application of sociolinguistic stimulates text-user skills including competence, spontaneity, fluency in reading, and knowledge of vocabulary.	4.1100	0.93090	1	High
4. The application of sociolinguistic in reading stimulates grammatical knowledge and awareness of the principles of structuring knowledge texts in the organization of discourse (text-user).	4.0000	1.02494	3	High
5. The application of sociolinguistic competence promotes text-analyze skills that include comprehension, main idea strategies, and metacognitive strategies for monitoring and reform.	4.0000	1.06363	4	High
Overall	4.0360	0.99061		**High**

It is clear from Table 4 above that the statistical means that measure students' English reading behavior in the classrooms of the English department from the point of view of English teachers in Salahaddin University/ English Department was high and ranged from (3.9700- 4.1100). It can be noticed that item (3) which stated: "The application of sociolinguistic stimulates text-user skills including competence, spontaneity, fluency in reading and knowledge of vocabulary", represents the highest agreed mean statement (4.1100, St.= 0.93090) and was followed secondly by item (1) in which it stated: "The

application of sociolinguistic competence is effective in developing code breaker skills of recognize words and their meaning in the context of a text" with a mean (4.1000, St.= 0.96922), followed thirdly by item (4) which it stated that: "The application of sociolinguistic in reading stimulates grammatical knowledge and awareness of the principles of structuring knowledge texts in the organization of discourse (text-user)" with a mean (4.0000, St.= 1.02494), followed fourthly by item (5) which stated: "The application of sociolinguistic competence promotes text-analyze skills that includes comprehension, main idea strategies, and metacognitive strategies for monitoring and reform" with a mean (4.0000, St.= 1.06363) and finally followed by item (5) fifthly which stated: "The application of sociolinguistic competence is effective in recognizing the meanings of common collocations, derivational forms and the general semantic fields in which a word commonly appears (code-breaker)" with the least mean (3.9700, St.= 1.03918).

Furthermore, the overall mean for this axis was (4.0360) which indicates that most of the study sample agree to a large degree that the reading behaviour of English-language learning students is improved, where this improvement can be attributed to the application of sociolinguistic competence, the improvement in code segmentation skills to recognize words and their meaning in the context of the text, as well as recognition of the meanings of collocations, forms of derivation and general semantic fields in which the word appears commonly, in addition to the skill of using and structuring the text in proportion to the socio-cultural situation, and analysing the text by using of main idea strategies, and metacognitive strategies for monitoring and reform.

It can be said that this result is consistent with the study of Yazdanpanah and Khanmohammad (2014) which showed that some cultural and social strategies in language education have an important effect on reading, helping the reader to understand the conventions of written and spoken language in addition to the visual multimedia of the surface characteristics of texts, and the sharing of texts and using them in different ways for different cultural and social functions as well as analyzing it based on insights into reading and writing. This is also confirmed by Tavakoli and Biria (2014) that over the past few decades, the theory of reading and research in English for non-native speakers has undergone radical changes, so reading has transformed from a simple decoding system related to literacy in the recent past to a complex linguistic and interactive psychological model and has become highly influenced by the social language teaching system.

4.3 Results related to Difficulties Faced by English Language Teachers in Implementing Sociolinguistic Competence Teaching Strategies

In order to identify the difficulties faced by English language teachers in implementing sociolinguistic competence teaching strategies, a set of questions were asked, and in the same manner Likert scale of five points was used in arranging the respondents' answers. The results of the descriptive analysis were as shown in Table 5:

Table 5: Summary of participants' responses to items measuring difficulties faced by English language teachers in implementing sociolinguistic competence teaching strategies (N=100)

Statement	Mean	Std. Deviation	Rank	Level
1. Entrenched social beliefs of students and teachers influence the implementation of strategies for teaching sociolinguistic competence in the classroom.	4.0100	0.99995	3	High
2. Teachers' preferences in teaching English influence the implementation of sociolinguistic competence teaching strategies in the classroom.	4.0000	1.06363	5	High
3. Lack of curriculum integration affects the implementation of sociolinguistic competence teaching strategies in the classroom.	4.0400	0.95261	2	High
4. Teachers' lack of awareness regarding strategies for teaching sociolinguistic competence affects their implementation in the classroom.	4.0100	1.04924	4	High
5. Teachers' lack of recognition of their need to implement a variety of teaching strategies affects the implementation of SLC strategies in the classroom.	4.0500	1.02863	1	High
Overall	4.0220	1.00500		**High**

It is clear from Table 5 above that the statistical means that measure the difficulties faced by English language teachers in implementing sociolinguistic competence teaching strategies were high and ranged from (4.0000- 4.0500). It can be noticed that item (5) which stated: "Teachers' lack of recognition of their need to implement a variety of teaching strategies affects the implementation of

SLC strategies in the classroom", represents the highest agreed mean statement (4.0500, St.= 1.02863) and was followed secondly by item (3) in which it stated: "Lack of curriculum integration affects the implementation of sociolinguistic competence teaching strategies in the classroom" with a mean (4.0400, St.= 0.95261), followed thirdly by item (1) which it stated that: "Entrenched social beliefs of students and teachers influence the implementation of strategies for teaching sociolinguistic competence in the classroom" with a mean (4.0100, St.= 0.99995), followed fourthly by item (4) which stated: "Teacher's lack of awareness regarding strategies for teaching sociolinguistic competence affects their implementation in the classroom" with a mean (4.0100, St.= 1.04924) and finally followed by item (2) fifthly which stated: "Teachers' preferences in teaching English influence the implementation of sociolinguistic competence teaching strategies in the classroom" with the least mean (4.0000, St.= 1.06363).

Furthermore, the overall mean for this axis was (4.0220) which shows that most of the study sample are highly agreed with the terms of this part of the study and that there are a set of problems and difficulties facing the English language teacher which limit his/her ability to effectively use the application of sociolinguistic competence, such as established social beliefs of students and teachers, teachers' preferences in teaching English, lack of curriculum integration, lack of teacher awareness regarding strategies for teaching sociolinguistic competence, and lack of awareness of their need to implement a variety of cultural and social language teaching strategies to enhance reading and writing behaviours.

This result is consistent with both the study of Mede and Dililitaş (2015) and Aliyua and Yakubu (2019) who indicate that there are a set of difficulties that limit the effectiveness of applying sociolinguistic competence from the teachers' point of view, such as sociolinguistic trends or religious or political affiliation affecting students' views, thinking, and understanding of the text. Moreover, perception and motivation towards linguistic knowledge represent other difficulties, as well as the difficulty and inconsistency of the texts used and the specific activity in which the student engages, and the difficulties that foreign language students may encounter in integrating this specific competence into their classroom practices.

4.4 Results related to Factors Affecting the Effectiveness of Applying Sociolinguistics on Students' Reading Behavior

In order to identify factors affecting the effectiveness of applying sociolinguistics on students' reading behavior, a set of questions were asked and in the same manner, a Likert scale of five points was used in arranging the

respondents' answers. The results of the descriptive analysis were as shown in Table 6:

Table 6: Summary of participants' responses to items measuring factors affecting the effectiveness of applying sociolinguistics on students' reading behavior (N=100)

Statement	Mean	Std. Deviation	Rank	Level
1. The complexity of the reading text affects the effectiveness of applying sociolinguistics in students' reading behavior in the classroom.	4.1900	0.96080	1	High
2. The environmental variables surrounding the student affect the effectiveness of applying sociolinguistics in the reading behavior of students.	4.1100	0.89775	5	High
3. Reading comprehension anxiety affects the effectiveness of applying sociolinguistics in students' reading behavior in the classroom.	4.1500	0.83333	3	High
4. Attention and motivation influence the effectiveness of the application of sociolinguistics on the reading behavior of students in the classroom.	4.0100	0.94810	6	High
5. Personal experiences and the learner's prior knowledge are among the factors that affect the social effectiveness of language in understanding the reading texts.	4.1700	0.84154	2	Very High
6. Readers' beliefs, cultural and social values may influence the effectiveness of applying sociolinguistics in understanding the reading texts.	4.1200	0.96693	4	
Overall	4.1250	0.88585		**High**

It is clear from Table 6 above that the statistical means that measure factors affecting the effectiveness of applying sociolinguistics on students' reading behavior from the point of view of English teachers in Salahaddin University/ English Department a were high and ranged from (4.0100- 4.1900). It can be noticed that item (1) which stated: " The complexity of the reading text affects the effectiveness of applying sociolinguistics in students' reading behavior in the

classroom ", represents the highest agreed to mean statement (4.1900, St.= 0.96080) and was followed secondly by item (5) in which it stated: "The personal experiences and the learner's prior knowledge are among the factors that affect the social effectiveness of language in understanding the reading texts" with a mean (4.1700, St.= 0.84154), followed thirdly by item (3) which it stated that: "Reading comprehension anxiety affects the effectiveness of applying sociolinguistics in students' reading behavior in the classroom" with a mean (4.1500, St.= 0.83333), and the last factor with the least mean was item (4) which stated: "Attention and motivation influence the effectiveness of the application of sociolinguistics on the reading behavior of students in the classroom" with a mean of (4.0100, St.= 0.94810).

Furthermore, the overall mean for this axis was (4.1250) which indicates that most of the study sample are very in agreement with the fact that there are a set of factors affecting the effectiveness of applying sociolinguistics on students' reading behaviour, such as the complex factor of the reading text, and the environmental variables surrounding the student, their reading comprehension anxiety, attention and motivation, and many other things that affect the student's understanding and analysis of the read texts.

This result is consistent with the study of Omaggio (2001) and Aliyu and Yakubu (2019) which indicate that one of the most important factors affecting the application of sociolinguistic competence in teaching is the lack of time for teachers in their academic path, and the insufficient belief of students and teachers that they can learn the social and cultural dimensions of studying foreign languages, as well as the personal experiences and prior knowledge of the learner, the readers' beliefs and cultural and social values on the effectiveness of applying sociolinguistics in understanding reading texts.

4.5 Testing the Study Hypothesis: The Effect of the Implementation of Sociolinguistic Competence Teaching Strategies on Students' Reading Behavior in the Classroom

In order to test the effect of the implementation of sociolinguistic competence teaching strategies on students' reading behavior in the classroom, Pearson correlation and simple linear regression analyses were implemented utilizing SPSS and the resulted model summary for the regression and correlation tests was as indicated in the following Table 7:

Table 7: Linear regression's model summary for the effect of the implementation of sociolinguistic competence teaching strategies on students' reading behavior (N=100)

(R)	(R^2)	Adjusted (R^2)	F	DF		α	β	T	Sig
0.850	0.723	0.723	4051.187	Regression	1	0.00	1.059	63.649	0.00
				Residual	98				
				Total	99				

From the above Table 7, the model summary and overall fit statistics indicate that there is a statistically significant positive impact of sociolinguistic competence teaching strategies on students' reading behavior in the classroom, where the coefficient of Pearson correlation R (0.85) at (α≤ 0.05). The coefficient of determination R^2 amounted to (0.723), which means that (72.3%) of the positive changes in students' reading behavior in the classroom are because of the implementation of sociolinguistic competence teaching strategies. Moreover, the degree of impact (β) for the implementation of sociolinguistic competence teaching strategies on students' reading behavior in the classroom is (1.059). This means that a one-step increase in the level of implementation of sociolinguistic competence teaching strategies in the classroom improves the students' reading behavior by (1.018). The significance of this effect is the value of the calculated (F) which reached (4051.187) and is significant at the level of (α 0.000 ≤ 0.05). This confirms the validity of the rejection of the main null hypothesis of this study which states: "There was no statistically significant effect of the implementation of sociolinguistic competence teaching strategies on students' reading behavior in the classroom at significance level α≤ 0.05".

There is consistency between this finding and the study of Onovughe (2012) and Bayyurt (2013) that showed some indications of a positive effect of sociolinguistic competence teaching strategies on students' reading behavior in the classroom. These studies have shown that a person who has a level of mastery in the sociolinguistic competence of the language, will not be only affected by his/her grammatical competence, but also his/her knowledge of appropriate reading, writing and speaking behaviors will be affected, and his ability to produce and understand language in appropriate contexts.

5. Conclusion, Recommendations, and Suggestions for Further Studies

Teaching foreign languages has become an important phenomenon in the present era. In response to personal or professional needs, people learn a foreign language to qualify for education abroad, to communicate with colleagues in international companies, or to prepare themselves for travel. Reading and learning to read, represent a social and interactive process as well as a personal and private activity that contributes to effective language learning, especially for foreign language learners who have little or no contact with native speakers. At the same time, reading represents an active process in which readers build meaning through the text by combining knowledge, experience, and information in the text with their social opinions about the text, which makes it linked to sociocultural theory. Accordingly, this study aimed to investigate the effect of implementing strategies for teaching sociolinguistic competence and students' reading behavior in the classroom by obtaining data from a sample of English language teachers in students. The study showed the effectiveness of the various methods and techniques of implementing the strategy of sociolinguistic competence in teaching the English language, such as benefiting from the experiences of the native speaker and making group and cooperative discussions between the native students and English foreign language students as well as promoting successful communication between students and consequently the reading behaviour of English-language learning students was improved, where this improvement can be attributed to the application of sociolinguistic competence.

The study confirms that there is a statistically significant positive impact of sociolinguistic competence teaching strategies on students' reading behavior in the classroom at $\alpha \leq 0.05$, and this significant impact is due to the improvement in code segmentation skills to recognize words and their meaning in the context of the text, as well as recognition of the meanings of collocations, forms of derivation and general semantic fields in which the word appears commonly, in addition to the skill of using and structuring the text in proportion to the socio-cultural situation, and analyzing the text by using of main idea strategies, and metacognitive strategies for monitoring and reform.

 The study also revealed that there are several difficulties and factors that limit the efficiency of sociolinguistic competence teaching strategies on students' reading behavior in the English classroom including the complex factor of the reading text, and the environmental variables surrounding the student, their reading comprehension anxiety, attention, and motivation, established social beliefs of students and teachers, teachers' preferences in teaching English, lack of curriculum integration, lack of teacher awareness regarding strategies for teaching sociolinguistic competence, and lack of awareness of their need to implement a variety of cultural and social language teaching strategies to enhance reading and writing behaviours.

Based on the results of the study, the researcher recommends the necessity of using emotional strategies and social culture strategies that enhance the learner's ability to deal with his/her emotions, motivations, experiences, and social and cultural attitudes while learning the English language. Moreover, the study recommends expanding the scope of the research to include a larger number of colleges in Salahaddin University/ English Department and other Arabian countries, in a way that adds comprehensiveness and generality to the results of this study.

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Appendix

Many countries today seek to develop their educational systems through the use of new education strategies to keep pace with current developments and developments and to achieve satisfactory educational results, as education is considered. This calls for good use of new educational strategies in preparing students and teachers, developing curricula, and diversifying teaching methods, to develop the educational process and provide better teaching and learning. Therefore, the researcher examined the effect of implementing strategies for teaching sociolinguistic competence on students' reading behavior in the classroom.

Therefore, to achieve the objectives of the present study, the researcher prepared this questionnaire to collect data related to the subject of the study. This questionnaire will be applied to a sample of English teachers in three English Departments/ Salahaddin University.

This questionnaire will require no more than 5-10 minutes of your time to complete. Moreover, your participation in this study is completely voluntary and you consequently have the right to withdraw for any reason and at any time. Should you choose to do so, your responses will be immediately and securely destroyed.

I wish to thank you in advance for giving your precious time to participate in this study. If you have any further inquiries and require more explanation, please feel free to contact me using the contact details provided.

With best regards,

Part (1): General information

This section is designed to collect general information about the study sample to whom the questionnaire will be distributed. So, please select the most appropriate option in each of the following questions by entering a tick (√) in the box next to it:

1. **Gender:**

□ Male   □ Female

2. **Age:**

□ 20-30 years   □ 31-40 years   □ 41-50 years   □ more than 50 years

3. **Qualifications:**

□ Bachelor's Degree   □ Master's Degree   □ Doctoral Degree

4. **Number of years of experience:**

□ less than 3 years   □ 3-10 years   □ 10 to 20 years   □ More than 20 years

Part (2):

No	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
**1- Effective implementation of sociolinguistic competence in the classroom**						
1.	The sociolinguistic competence strategy can be applied to the English language by communicating with a native speaker.					
2.	The application of sociolinguistic competence in the English language is effective through learning dialogues that focus on speech acts by heart (address forms, greetings, apologies, requests, compliments)					
3.	One of the most prominent strategies for applying sociolinguistic competence in the English language is reading texts on social matters (family, friends, ...)					
4.	Sociolinguistic competence is applied to the English language through explicit instructions by the teacher (direct explanation of what is appropriate to say and to whom, etc.)					
5.	Ensuring successful communication between students and exchanging socio-					

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	culture experiences among them is one of the most prominent strategies of implementing socio-linguistics in the classroom.					
2-	**Students' Reading Behavior**					
1.	The application of sociolinguistic competence is effective in developing code breaker skills of recognizing words and their meaning in the context of a text.					
2.	The application of sociolinguistic competence is effective in recognizing the meanings of common collocations, derivational forms, and the general semantic fields in which a word commonly appears (code-breaker).					
3.	The application of sociolinguistic stimulates text-user skills including competence, spontaneity, fluency in reading, and knowledge of vocabulary.					
4.	The application of sociolinguistic in reading stimulates grammatical knowledge and awareness of the principles of structuring knowledge texts in the organization of discourse (text-user).					
5.	The application of sociolinguistic competence promotes text-analyze skills that include comprehension, main idea strategies, and metacognitive strategies for monitoring and reform.					
3-	**Difficulties that English language teachers face in implementing sociolinguistic competence teaching strategies.**					
No	**Question**	**Strongly agree**	**Agree**	**Neutral**	**Disagree**	**Strongly disagree**
1.	Entrenched social beliefs of students and teachers influence the implementation of strategies for teaching sociolinguistic competence in the classroom.					
2.	Teachers' preferences in teaching English influence the implementation of sociolinguistic competence teaching strategies in the classroom.					
3.	Lack of curriculum integration affects the implementation of sociolinguistic competence teaching strategies in the classroom.					
4.	Teachers' lack of awareness regarding					

	strategies for teaching sociolinguistic competence affects their implementation in the classroom.					
5.	Teachers' lack of recognition of their need to implement a variety of teaching strategies affects the implementation of SLC strategies in the classroom.					

4- Factors affecting the effectiveness of applying sociolinguistics on students' reading behavior

No	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	The complexity of the reading text affects the effectiveness of applying sociolinguistics in students' reading behavior in the classroom.					
2.	The environmental variables surrounding the student affect the effectiveness of applying sociolinguistics in the reading behavior of students.					
3.	Reading comprehension anxiety affects the effectiveness of applying sociolinguistics in students' reading behavior in the classroom.					
4.	Attention and motivation influence the effectiveness of the application of sociolinguistics on the reading behavior of students in the classroom.					
5.	Personal experiences and the learner's prior knowledge are among the factors that affect the social effectiveness of language in understanding the reading texts.					
6.	Readers' beliefs, cultural and social values may influence the effectiveness of applying sociolinguistics in understanding the reading texts.					