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The Theoretical Approach of Language Socialization and Its Impact on Students' Competence

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A B S T R A C T

The current study aims to explore the theoretical approach of language socialization and its impact on students' competence, focusing on their ability to navigate diverse social and cultural contexts. The sample of this study includes ten EFL Preparatory school, for boys and for girls, in which they are forty students from the fourth grade in the selected schools during the academic year 2023-2024 in the city of Kirkuk.

A questionnaire has been conducted and applied to the selected sample. The required data are collected and analyzed statistically. The study reach to results such as theoretical approach of language socialization plays a significant role in shaping students' competence. It also indicate that EFL students who engage in perspective-taking, respect cultural diversity, and participate in activities promoting equality and environmental protection demonstrate higher levels of social and intercultural competence

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المنهج النظري للتنشئة اللغوية وتأثيره على كفاءة الطلبة

عمر محمود مصطفى العكيدي / دائرة التعليم الديني والدراسات الإسلامية /ثانوية الامام الغزالي

الخلاصة:

تهدف الدالدالة:الية إلى استكشاف المنهج النظري للتنشئة اللغوية وتأثيره على كفاءة الطلاب، مع التركيز على قدرتهم على التعامل مع السياقات الاجتماعية والثقافية المتنوعة. تتكون عينة الدراسة من عشر مدارس إعدادية ، للبنين والبنات، حيث تم اختيار أربعين طالبًا وطالبة من الصف الرابع الاعدادي من هذه المدارس خلال العام الدراسي 2023–2024 في مدينة كركوك. تم إعداد استبيان وتطبيقه على العينة

المختارة، حيث تم جمع البيانات المطلوبة وتحليلها إحصائيًا. توصلت الدراسة إلى نتائج تشير إلى أن المنهج النظري للتنشئة اللغوية يلعب دورًا كبيرًا في تشكيل كفاءة الطلاب. كما أظهرت النتائج أن طلاب اللغة الإنكليزية كلغة أجنبية الذين يمارسون فهم وجهات النظر الأخرى، ويحترمون التنوع الثقافي، ويشاركون في أنشطة تعزز المساواة وحماية البيئة، يظهرون مستويات أعلى من الكفاءة الاجتماعية والثقافية.

الكلمات الدالة : المنهج النظري , التنشئة , اللغوية , كفاءة الطلبة , الممارسات التعليمية , الوعي الاجتماع

Introduction

1.1 The Statement of the Problem

The term "language socialization" was coined in the early 1980s, Elinor Ochs and Bambi B. Schieffelin conducted research that contributed significantly to the field to describe the two interconnected processes by which people acquire the skills necessary to function as productive individual within their linguistics communities undergo socialization, via language usage and socialization for language use (Schieffelin and Ochs, 1986).

This formulation's first half articulates the idea that people pick up sociocultural information, abilities, and values through engaging in and observing spoken interactions. The e concept which done social l engagement, people gain individual often use a variety of nuanced communication tools to express their identity, emotions and intentions during interactions (henceforth referred to as communicative competence by Hymes, 1971) in addition to the sound systems, word structures, and grammatical rules of their language(s) are essential for conveying ideas and sharing information effectively (linguistic competence, according to Chomsky, 1965) (ibid).

So that, the study seeks to address these gaps by investigating the following key questions:

1. How does the theoretical approach of language socialization influence students' language competence?

2. What are the specific social and cultural mechanisms through which language socialization impacts students' linguistic and cognitive development?

3. How can insights from language socialization theory be applied to improve language teaching practices and enhance students' overall competence?

By addressing these questions, the study aims to provide a deeper understanding of the relationship between language socialization and students competence, offering practical recommendations for educators and authorities to create more effective and inclusive language learning environments

1.2 Aims of the Study

This study aims for measuring theoretical approach of Socialization on EFL student's communicative competence.

1.3 The Hypothesis of the Study

To address the aim of the study, the following hypothesis is proposed:

- There is no statistical significant, difference among the, mean score of pupils' theoretical approach of language socialization scale, and their theoretical mean.

1.4 The Value of the study

This study holds significance because socialization is a key element of communicative competence, essential for effective interaction and meaningful exchange between native and non-native English speakers.

1. **Understanding Language Acquisition**: It offers a more thorough comprehension of how student's language proficiency is shaped by language socialization, which is the process by which people pick up and assimilate linguistic and cultural norms. For educators and authorities looking to enhance language teaching approaches, this is essential.
2. **Enhancing Educational Practices:** The study's investigation of the theoretical underpinnings of language socialization can help develop more efficient teaching methods that complement children's innate language acquisition in both formal and informal contexts.

3.Cultural and Social Awareness : In order to create more inclusive and productive learning environments, the study emphasizes the significance of adding cultural and social contexts into educational frameworks and the role they play in language acquisition

4. Improving Student competence : The study will help in the development of interventions that improve students' linguistic, cognitive, and social skills, ultimately leading to better academic and professional results, by determining the pathways via which language socialization affects competence.

1.5 Limits of the Study

This study focuses exclusively on fourth -grade EFL preparatory school students in Kirkuk during the academic year 2023-2024.

Theoretical Background

2.1 The Theory of Language Socialization and Language Acquisition

Language socialization first examined the relationship between socialization and language acquisition, which had been divided by academic boundaries between sociology and anthropology and psychology, on the one hand, and psychology, on the other. Since the late 1960s, researchers studying language acquisition have disagreed about whether innate structures, verbal information from the surroundings of the child, or a mix of factors the two are the basis of linguistic competence (Chomsky 1965; Pinker 1994). The socialization literature raised a number of related but separate research concerns, most of which centered on the need for kids to learn the socially and emotionally acceptable behaviors, emotions, and thought processes that are necessary for them to participate in society. In pre-1960s sociological theories examining the consistency and shifts in social order across generations, as well as in early anthropological research on childhood and adolescence across cultures (e.g. , Khalaf, A. 2021, LeVine et al. , 1994 ; Mead, 1928), verbal tools were largely overlooked as a key aspect of socialization .

A team of psychologists, linguists, and anthropologists at the University of California Berkeley's Language Behavior Research Laboratory established a comparative research framework to investigate language acquisition which was published as A Field Manual for Cross-cultural Study of the Acquisition of Communicative Competence (Slobin 1967). This was the first systematic attempt to bridge these academic divisions. Gumper's (1968) concept of the "speech community" as an analytical unit and Hym's (1972) definition of "communicative competence," that includes the domain of socio-cultural data required for individuals within a linguistic group to employ language in socially appropriate ways , both informed and reinforced this endeavor.

The cross-cultural research of children's emerging communication ability started to take empirical shape in the late 1960s and early 1970s. Children's communicative development was categorized by lingustic, cultural and social factors in ethnographies of communication wgich were grounded in the 1967 field manual (Kernan 1969). Furthermore, children's socio- culturally structured methods of acquiring literacy both within and beyond the classroom, together with their curiosity about the social dynamics influencing classroom discourse, have gained attention (Cazden et al. 1972 ; Heathe , 1978) . In addition to the growth of children's conversational and discourse abilities , developmental pragmatics broadly addresses the interactive and communicative contexts that influence and precede children' s acquisition of syntactic and semantic systems.

According to Ochs and Schieffelin (1984), socialization practices and ideologies have an impact on language acquisition in tandem with neurodevelopmental influences. Language acquisition is both a part of an embedded in the process of becoming socialized to be a capable member of a social group. The first claim is consistent with Hymes' (1972a) previously

mentioned theory that linguistic proficiency is a prerequisite for communicative proficiency. A more compelling argument is made by the second statement, which holds that language acquisition is organized by biological capacity and local socialization paradigms. The language-acquirer is portrayed in the argument that a child enters a world shaped by social and cultural influences , preferences , symbols , beliefs , and traditions that guide the development of language use and understanding over time . Linguistic and sociocultural development is presented as intersecting processes.

The classic 1933 article "Language" in the Encyclopedia of the Social Sciences by Sapir notes, "Language is a great force of socialization, probably the greatest that exists." This is where the term "language socialization" originates (p. 159). An important objective of language socialization research is to analyze children's verbal interactions with others as socially and culturally grounded enactments of preferred and anticipated emotions , values , aesthetics , beliefs , and approaches to interacting with people , objects , activities , roles , and pathways to knowledge and growth , as widely understood and assessed by families and other community intuitions (Heath , 1983 , 1990).

2.2 Language Socialization and its Relation to Linguistic Issues

Language socialization research has two primary focuses : centered on language acquisition and the other on linguistics anthropology . A core Principle of this paradigm is that the social , emotional , and cognitive development of children and other learners is intricately shaped by network of social and economic institutions , systems of control (both public and domestic), practices , identities , environments , beliefs , meanings , and other influences (Heath , 1983 , Paugh , 2012). The active participation of children or novices in shaping social order aligns with social theories emphasizing reflexivity , agency , and the situational nature of everyday life (Bourdieu , 1977, 1990).These structuring , rooted in historically established systems of power and symbolic meaning , yey also adapted , responsive to immediate circumstances , and capable of generating new outcomes . Even in sustaining social norms , " the familiar is continually produced and reproduced through human agency (Giddens , 1979).

One of the most essential ideas in linguistic anthropology is that language transcends being merely a structured system , a tool for communication , or a collection of meanings . Language is a powerful semiotic tool for evoking social and moral sentiments, collective and personal identities tied to place and situation, and bodies of knowledge and belief (Duranti 1997, 2003; Hymes 1964b). When children acquire the languages of their speech communities, the language are bundled with these expressions (Riley, 2012).Not only languages , but also specific dialects, registers , styles , genres , conversational patterns, grammatical structures , vocabulary , and various forms of communication -

whether written , spoken , or otherwise – are deeply embedded with socio-cultural meaning (Baquedano-Lopez and Figueroa , 2012 ; Duff 2012 ; Loyd,2012)

Research on Language socialization examines how diasporic communities in industrialized countries maintain or transform their linguistic and cultural practices over (Mahmood , 2022).The language socialization framework provides a scoi-culturally grounded perspective for analyzing continuity and changes across the lifespan and throughout history (Dunia , 2022). This summary has emphasized the process of socialization into and through language during childhood . However , language socialization occurs whenever there is an imbalance in knowledge and authority , and it continuous to shape human interactions throughout adulthood . As we adapt to new roles , tasks , and contexts related work , family , leisure , civic engagement , religion, and other areas within increasingly interconnected global communities , language socialization remains a constant force (Figueroa 2012).

2.3 Evolution of a Theoretical Approach and Its Procedures

The theoretical – framework , methodologies, and foci of the language socialization methods have been established through a cross pollination among anthropological revisions of language use in context -psycho- and sociolinguistic revisions to language acquisition, since expressed by Ochs and Schieffelin (1984, 2007). In addition to acquiring language skills and the capacity to use them , children too pick up a wealth of social data which both supports and is itself acquired through discourse (Nahida and Yaraab ,2020). This is something that theory needs to emphasize. Then, they proposed that socialization methods unique to a culture had an impact on language acquisition as well as being determined by an innate language organ. Previous anthropological studies of socialization, such as those by Mead (1961), provided a solid foundation for this theoretical development. However, the weakness of these earlier studies was that they did not examine the gaining of socio-cultural data and observes popular adequately located before detail that are micro -interactive. Linguistic socialization and linguistic anthropology are dedicated to examining the interplay between language use, cultural understanding, and social organization in both Western and non-Western contexts. The idea that language both contextually sensitively employs language and encodes culture is fundamental to this paradigm; this is known as the language-culture nexus, as proposed by Silverstein (2004).

Language socialization studies benefit from an anthropological investigation of the sociocultural factors influencing who participates in socially meaningful speech activities and how, according to the ethnography-of-speaking approach. Language socialization draws its focus from conversational analysis and focuses on the minute nuances of how different social purposes are gradually achieved through speech. Extended ethnographic research participation within the

community is therefore the first step in language socialization studies to create the micro and macro socio- cultural settings used for the communications that are immediately seen. Second, data extracted from interactions regularly documented across a lengthy duration in their natural surroundings is analyzed in language socialization studies. Third, participants are used as assistants by researchers to help with transcribing, getting their opinions on everything from what was said and its meaning to all the social background information that was implied in the exchanges.

2.4 The Frame of Language Socialization

Our suppositions concerning the exact devices of language socialization are ruled by three carefully connected values: when, to when, by whom, in what conditions, under what limits, and for what resolves. One, Language socialization should not be observed in form the kind of computer programming that only happens in the beginning youthful, but rather as an preparation that lasts a lifetime. Two, language socialization is supposed to be a dialogic ,or participatory procedure which is constrained by structural factors. Three , the language socialization model brands the supposition language and culture are dynamic , diverse , and numerous goals that are taught in a diverse of shifting cultural and social situations .

2.4.1 Language Socialization : Linguistic and Nonlinguistic Dimensions

Many academic fields have been influenced by language socialization, including (socio)linguistics, linguistic anthropology, sociology, and psychology. Furthermore, the extremely social, rooted in cultural and historical contexts , and collaboratively shaped the process of learning rooted in cultural and historical contexts, and collaboratively shaped has been greatly affected by (neo-) Vygotskian sociocultural theory (Duff, 2007a; Ochs & Schieffelin, 2008). On the other hand, language socialization studies how individuals, whether they are adults or toddlers entering a new culture, pick up on the norms of language use through interactions and observations to be more seasoned individuals of the . For example, language socialization studies how the elementary school , advanced school , and law school , and medical in a particular cultural learn to accomplish expectations through social and linguistic experiences, as well as what kinds of literacy practices and forms of language use and participation may be required.

A well-known attention of teaching space revisions from a language socialization perspective is how interaction between and among teachers and students typically unfolds in educational contexts and the ideologies and subjectivities associated with the practices. Notice the roles and turn-taking behaviors, both verbal and nonverbal, of the teachers and students, the languages and registers employed , along with how the lesson is structured or framed through these introductions , reveal how the teacher is guiding students ,

including class monitors , to align with local educational norms . Terms in italics have been translated in English , while nonitalicized text was originally spoken in English . Example (1) comes from a social studies class.

Example 1 (T for teacher ; Ss two monitors in the class room)

T: Well, let us get going! ((in Japan))
Ss: Take a proper seat! The social studies lesson is about to start. Bow!
Ss: ((Every pupil bows))
T: All ok. We call the lesson Everybody's Park...

(Anderson ,2009,p.18)

Student monitors are also responsible for starting opening procedures and supervising behavior in the classroom. For example, they instruct their colleagues to take a seat square and Cupid's bow (**Example 1,** in Japanese), ,and they provide an example for how the instructor should be professionally greeted. noticing that students must adhere to certain physical expectations, such as Cupid's bow in the start of the lesson (**Example 1**), standup after talking to the instructor in many situations, putting up their hands to indicate that they are potential speakers but refraining from speaking until they are standing, and sitting quietly the rest of the time. Respect-based ideologies, the sociolinguistics of courteous classroom welcomes, and questioning strategies are all being displayed (Howard and Lo, 2009). In every instance, learners are being assimilated into the speech actions, registers, and languages of their school, together with the customs and traditions of the community.

Procedures

3.1 Population and Sample of the study

According to Best and Kahn (2006:13–16), a population is any group of people who share one or more traits, whereas a sample is a subset of the population that has been chosen.

The population of this study includes the total number of the EFL Preparatory school students in the city of Kirkuk for the academic year 2023-2024.

The sample of this study includes ten EFL Preparatory schools (fourth grade), for boys and for girls , in which they are one hundred students. After disclosing some students, the total number of the selected students is forty.

3.2 Construction of the Questionnaire

It consists of ten items which include five multiple – choice statements of five- point scale . The whole items are distributed into socialization areas.

3.3 Validity of the Questionnaire

The questionnaire's validity means the extent to which a research tool assesses what it is intended to measure (Borg and Gall, 1983).

The questionnaire has been subjected to the jury of university teaching staff members who have verified the face validity of the questionnaire items in order to guarantee its face validity.

3.4 Reliability of the Questionnaire

Reliability of a questionnaire may be inferred by a second administration of the instrument on a small subsample , comparing the responses with those of the first .Reliability may also estimate by comparing responses of an alternate form with the original form (Best and Kahn ,2006).

To find out the reliability of the questionnaire , Persons Correlation Coefficient formula is used by using split-half method .This method is applied by dividing the items of the questionnaire into two groups, (odd and even).The computed Pearson correlation coefficient of reliability is 0.74 .Spearman Brown Coefficient has been used to correct Pearson Correlation of the result of split-half method to become 0.85 (Carroll and Hall ,1985)

3.5 Final Administration of the Questionnaire

The outcome of the pilot administration of the questionnaire indicates that it is valid and reliable . The final questionnaire administration to the study sample has been carried out from 11th Dec. , 2023 to 5th May , 2024.The questionnaire which is consists of ten items is written on a sheet of paper and administrated individually to the selected sample of EFL Preparatory school students. Each student is asked to respond to the questionnaire and return it back to the researcher immediately .

Analysis of Data , Discussion of Results , and Conclusion

4.1 Analysis of Data

The collected data on the application of the study instrument has been statistically analyzed in order to achieve the aim of the study through verification the following hypothesis :

1.There is no statistical significant difference between the mean score of students' theoretical approach of language socialization scale and their theoretical mean .

4.1.1 The Level of the EFL students' theoretical approach of language socialization

In order to verify the hypothesis , the mean scores and the standard deviation of students' response on students' language socialization scale are obtained . They are **32.237** and 9.12 , respectively . A t- test formula for one sample is applied . The computed t-value is **7.85** ,whereas the critical t – value is **2.02**, as shown in Table (1).

This means that there is a statistical significant difference between the mean score of students' theoretical approach of language socialization , and the theoretical mean ,at 0.05 level of significance and 39 degree of freedom. Thus , the first null hypothesis is rejected and EFL students are found to possess a high level of students' theoretical approach of language socialization.

Table (1)

The Mean Score , Standard Deviation , and T-Values of the EFL Students' Language Socialization

Students' Sample	Mean Scores	SD	Theoretical Mean	t-Value		DF	Level of Significance 0.05
				Computed	Critical		
40	32.237	9.12	50	7.85	2.02	39	significant

4.2 Discussion of the Results

The obtained results of the administered instrument are discussed , as follows :

1.Results shows that EFL preparatory school students have a good level of theoretical approach of language socialization since there is a statistical significant difference between the mean scores of theoretical approach of language socialization and the theoretical mean at (0.05) level of significance and (39) degree of freedom .

2.The positive relationship between EFL preparatory school students' competence and language socialization refers that students' captures beliefs about teaching practices rather than specifically measuring how they use these effective practices in the classroom .

4.3 Conclusion

In the light of the obtained results the current study has come up with the following conclusions :

1.Theoretical approach of language socialization plays a significant role in shaping students' competence , particularly in their ability to interact effectively in diverse social and cultural contexts .

2.EFL students who engage in perspective-taking , respect cultural diversity , and participate in activities promoting equality and environmental protection demonstrate higher levels of social and intercultural competence.

These skills are essential for navigating an increasingly interconnected world and fostering mutual understanding and cooperation among individual from different backgrounds .

3.The results also highlight the importance of integrating language socialization practices into educational curricula to enhance students' ability to deal with unusual situation , overcome cultural barriers , and communicate effectively .

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Appendix (A)

To /

Dear Sir, Mrs.

The researcher is conducting a study entitled " **The theoretical approach of language socialization and its impact on students' competence.** This study aims Measuring theoretical approach of Socialization on EFL student's communicative competence .

To fulfill the aims of this study a questionnaire has been constructed. I would be grateful if you, as expert in applied linguistics, pass judgment on the suitability of items, and to decide the face and content validity of the questionnaire.

Any comments, modifications or suggestions would be highly regarded and appreciated. Thank you in advance for your assistance and cooperation.

Yours faithfully

The Questionnaire

	Strongly Disagree	Disagree	Rarely	Strongly Agree	Agree
1. I can deal with unusual situations.					
2. I sometimes try to understand my friends better by imagining how things look from their perspective.					
3. I am capable of overcoming my difficulties in interacting with people from other cultures.					
4. When I'm upset at someone, I try to take the perspective of that person for a while.					
5. I participate in activities promoting equality between men and women.					
6. I participate in activities in favour of environmental protection.					
7. I give concrete examples to explain my ideas.					
8. I regularly read websites on international social issues (e.g. poverty, human rights).					
9. I respect people from other cultures as equal human beings.					
10. I am interested in how people from various cultures see the world.					