An-Najah National University
Faculty of Graduate Studies

The Effect of Linguistic Variation on Sociological Realization: A Case Study on Implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language in Palestine

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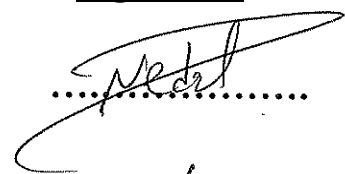
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Dedication

This thesis is dedicated with all my appreciation and thankfulness

To whom who I owe a lot

My deepest gratitude to:

Allah almighty for assisting me to proceed on, for guiding and supporting me with faith and patience to success

With wholeheartedly, I'd like to thank:

My superb parents; my father and my mother, for your endless and unconditional love, for believing in me, I am eternally grateful for your trust

To my gorgeous brothers, Moath, Odai, Qosai, Zaid, Ahmad, I am in a loss of words to describe my much obliged From the depth of my heart, thanks for always having my back, and thanks for your endlessness attention and care

Brothers, I couldn't do that without you

For my source of inspiration

Dr. Sohil Salha, thanks for your extreme supportive through my educational journey and my difficult time

For my friends and colleagues, I'd rather call you my sisters and brothers

Thanks for your loyalty, thanks for being my friends

Acknowledgement

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الاقرار

أنا الموقعة أدناه مقدمة الرسالة التي تحمل العنوان:

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The Effect of Linguistic Variation on Sociological Realization: A Case Study on Implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language in Palestine

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أثر التباين اللغوي على الإدراك الاجتماعي: دراسة حالة حول: تنفيذ استراتيجيات تدريس الكفاءة اللغوية الاجتماعية في تدريس اللغة الإنجليزية كلغة أجنبية في فلسطين

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيث ما ورد، وإن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة عملية أو لقب علمياً وبحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

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Declaration

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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Abstract

The research aims at investigating the influence of linguistic variations on sociological realization by implementing sociolinguistic competence strategies in teaching English as a foreign language at the Palestinian universities.

To accomplish the purpose of the study, the researcher depended on both quantitative and qualitative data gathering approaches. The researcher used two main tools for collecting the data of study. First, an open ended questionnaire for English language learners at the Palestinian universities. Second, the researcher also used a focused interview for English language professors. The sample of the study included 450 junior and senior students of English language department, and 18 English language and linguistic professors at the Palestinian universities which are chosen from the five universities. The researcher used the Statistical Package for Social Science to analyze the data.

The findings of the study showed a positive influence of implementing sociolinguistic competence strategies since the great role of linguistic variation on sociological realization in teaching English as a foreign language.

The hypothesis of the study sates that are significant differences at ($\alpha \leq$ 0.05) in the effect of linguistic variation on sociological realization implementing sociolinguistic competence teaching strategies in classroom in teaching English as a foreign language. The null hypothesis was rejected. The findings showed the positive effect of implementing the teaching strategies of sociolinguistic competence in illustrating linguistic variation and enhancing sociological realization for EFL learners at the Palestinian universities.

The study outcomes pointed to the importance of applying sociolinguistic competence strategies in illustrating linguistic and cultural variations for gaining sociological realization. Moreover, the findings asserted that this is the main tool for acquiring sociolinguistic competence for EFL learners at the Palestinian universities.

Chapter One

Introduction and Theoretical Background

Chapter One
Introduction and theoretical background

1.1 Preview

This chapter presents a brief introduction and a theoretical background for the influence of linguistic variations on sociological realization by implementing sociolinguistic competence strategies in teaching English as a foreign language at the Palestinian universities. Moreover, it covers the problem and the significance of the study. Furthermore, it includes the main question and hypotheses that are tested later. Finally the limitations and the operational definitions of the study are manifested for more clarifications.

1.2 Introduction

Since English language has become World International Language (EIL) in all domains worldwide; TEFL and ESL specialists are highly concerned about the best pedagogies of acquiring English as foreign language. These concerns are established as a result of acquisition obstacles created by a foreign language learner. Learning obstacles in a foreign language learning cannot be counted, some of them are external obstacles and others are internal. The latter are constructed by the learners themselves which are highly related to psychological factors, On the other hand, external ones include too many factors that connect much with the foreign language system.

Mizne (1997) maintained that speaking English has become a necessary skill for individuals. So they must have the capacity to express themselves and talk about any topic freely using English language. To achieve that, people should reach the superior level in language proficiency. But sometimes even the most specialized learners still never achieve this. The disability includes the lack of knowledge for using idioms and language expressions in actual speech. So learners need to have sociolinguistic competence to come over these difficulties. This requires being able to use the language utterances appropriately in actual speech and without this capacity people cannot convey the intended ideas correctly.

Each language has a dynamic complex system which includes its syntax, morphology, structure, phonology, lexicon, grammar, and pragmatics and so on. These systems differentiate languages and create linguistic variation that plays the major role in learning a foreign language.

Linguistic variations concern with the use of language structures, grammars, pragmatics and syntax as specified by social, cultural and contextual rubrics of the target language norms. This means how to use language in different contexts due to its culture and linguistic properties. Linguistic variations cause difficulties for foreign language learners. The major difficulty represents in how to utilize language utterances to communicate genuinely, spontaneously and meaningfully in the foreign language. The majority of EFL learners often lost while using language in authentic situations, which led them to make literary translation that provides unfamiliar expressions for the native speaker in most cases.

(Chomsky as cited in Ronald Wardhaugh 2006, p.10) stated that linguistic variations occur along with the cultural differences between one language and another. Since linguistic variations are the main block for foreign language acquisition, it leads EFL learners to build borders while acquiring the foreign language. It is an important to classify linguistic variations to sub categories groups to create a purposive program for teaching a foreign language. These groups must be divided into important and unimportant due to cultural and social behavior. The important ones deals with language formation, how to construct language rules and principles to conduct utterances while the less important subjects focus on individual needs of communicating patterns.

According to the fact that language is the mirror of culture in each society, it should be noted that linguistics variations come from the cultural and social variations across languages. Cultural rules are associated with the mother language, so individuals acquire them naturally from childhood "sociological realization'' whereas learning a foreign language cannot be as same as the native one. Foreign language learners often apply their mother language rules' when learning the foreign language depending of their own sociological realizations.

Moreover, learning a foreign language means acquiring the skill of using the language based on the theory of appropriateness. What seems to be appropriate in one language may be not appropriate in another one. Moreover, ways of communications are vary in different languages. For

example; body language, idioms, expressions, proverbs, and speech utterances are all to some extant different in all languages.

(Kramsch 2014 as cited in Mede and Dikilitas 2015) in the matter of learning English as a foreign language, there is a big gap between the given courses and the real world which confuses both students and teachers about what should be learned or prepared to keep up with English language requirements of everyday life. Teaching pedagogies have to handle the main constructions for sociolinguistic competence that relate to language use in accordance to social needs.

Taking into consideration all linguistic variations between two languages, educationalists reveal that sociolinguistic strategies deal with the culture of the language and with the language constructions. Therefore, specialists will be able to manage the foreign language learning process. Sociolinguistic has been recently playing a major role in a foreign language teaching and learning because it investigates the nature of language with a huge reference to the society. Sociolinguistic is the only field that combines the study of a foreign language to the social contexts which in its turn constitute the golden steps for a foreign learners in learning foreign languages spontaneously within a great understanding of language nature.

Sociolinguistic competence is how to communicate successfully in a foreign language by using the right expressions in real life situations. No matter how persons are qualified in language while it is the matter of

having the ability to use the suitable utterances and expressions in social life.

Ming (1999) proposed that sociolinguistic competence are highly or completely neglected in a foreign language classes since it concerns with the sociocultural domain of the language; in other words, it deals with the rules, patterns and formulas of social contexts and participants. Obstacles for implementing sociolinguistic strategies vary in their causes and number; there are obstacles that deals with learners' needs and others that relates to the curriculum and teaching environment and settings, also it has been giving a big attention to teachers' educational practices and their teaching pedagogies.

Zhang and Wang (2016) asserted that sociolinguistic and English language are strongly connected to each other. This connection sheds light on cultural and social effects on foreign language learning which in its role investigates the significance of cooperating sociolinguistic strategies in teaching English as a foreign language. Moreover, learning English as a foreign language requires greet attention to culture and social patterns in order to master the language perfectly. Otherwise, the learner will not be able to use the language naturally.

Sociolinguistic competence strategies are neglected in EFL classes at the Palestinian universities. Whereas, it is very important to overcome speaking deficiency for EFL learners. At the Palestinian universities, most of EFL learners have a good level in grammar and do well in their class,

but they do not have sociolinguistic competence which makes them fail in using language within the nature environment. Moreover, the lack of sociolinguistic competence of EFL learners in the Palestinian universities sets down the stumbling block in learning English as a foreign language; especially in communicating and speaking spontaneously using the foreign language. Foreign language learners have to be taught how to apologize, thank, praise, describe events and people, give excuses, provide causes and effects, talk about themselves, how to act at schools, universities, streets, airports, markets, banks, hotels, how to describe natural phenomenon and talk about social issues and scientific topics and so on….

Eventually, sociolinguistic strategies are highly required to avoid the learning obstacles in a foreign language acquisition because each language has its own properties which differentiate it in various situations so learning a foreign language needs to adapt the foreign culture first. Owing to the importance of this new attitude, recent researches have been giving a great attention to sociolinguistic competence teaching strategies.

1.3 The Aim and objectives

This study aims at investigating one of the major difficulties in learning English as a foreign language which is the influence of linguistic variation on sociological realization. Moreover, it sheds the light on Implementing of Sociolinguistic Competence teaching strategies in teaching English as a foreign language for EFL students at the Palestinian universities.

Objectives

The study has the following objectives:

1. Identifying the major difficulties in acquiring English as a foreign language in accordance to English language competence and performance.

2. Illustrating the effect of linguistic and cultural variations on sociological realization in learning and teaching English as a foreign language.

3. Investigate the importance of sociolinguistic competence strategies in improving English language competence and performance for EFL learners.

4. Checking the effect of implementing Sociolinguistic Competence strategies on getting across linguistic variation and sociological realization teaching strategies in classroom teaching setting

5. Examining the level of linguistic variations by applying sociolinguistic Competence teaching strategies in classroom settings in learning English as a foreign language in terms gender, years of study, living place and university name.

1.4 The Questions of the study

Main question

What is the influence of the linguistic variation on sociological realization by Implementing Sociolinguistic Competence teaching strategies in classroom settings?

Sub-questions

1. What are the major difficulties in acquiring English as a foreign language in accordance to English language competence and performance?

2. What is the effect of linguistic and cultural variations on sociological realization in learning and teaching English as a foreign language?

3. What is the importance of sociolinguistic competence strategies in improving English language competence and performance for EFL learners?

4. What is the effect of implementing Sociolinguistic Competence strategies on getting across linguistic variation and sociological realization teaching strategies in classroom teaching setting?

5. What is the level of linguistic variations by applying sociolinguistic Competence teaching strategies in classroom settings in learning English as a foreign language in terms of gender, years of study, living place and university name?

1.5 Null Hypotheses of the study

1. There are no statistically significant differences at ($\alpha = 0.05$) in students responses of implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of gender.

2. There are no statistically significant differences at ($\alpha = 0.05$) in students responses of implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of academic qualification.

3. There are no statistically significant differences at ($\alpha = 0.05$) in students responses of implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of living place.

4. There are no statistically significant differences at ($\alpha = 0.05$) in students responses of implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of year of study.

5. There are no statistically significant differences at ($\alpha = 0.05$) in students responses of implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of university name.

1.6 The Statement of the problem

The researcher who has been working as an English teacher and English instructor noticed that the majority of candidates for conversation courses are EFL students in the Palestinian universities. Whereas 90% of them lack sociolinguistic competence, they used to complain their inability of performing language spontaneously and freely. In addition, they claim of that they have a high level of grammatical rules, but they cannot perform the language appropriately and spontaneously. So they usually fail to describe social events or interacting with native speakers. This reveals that students are taught the rules and grammars of the language apart from actual implementation for the foreign language contexts. Moreover, social authentic topics are not included in teaching courses and syllabus. As result for these observations, this study will be conduct to focus upon the major difficulties of acquiring English language representing in linguistics-cultural variations and sociolinguistic competence strategies. Moreover, this study provides different learning styles and strategies that handle linguistic competence as channel for modern life requirements and new educational systems procedures.

Accordingly, there are four main evidences that evokes the researcher to investigate the study topic.

First, teaching and learning English as a foreign language has become a crucial issue since the universality of English language worldwide as a main language for communication in all life domains, where most countries

require students to pass a TOEFL or ILTS tests to make sure of their proficiency of English before joining the universities. Others require proficiency in English as a specific qualifications for applying to a new job. In the part of emigration, English has been a condition for all continents and countries.

Bayyurt (2013) when teaching English as a foreign language, speaking skill considers the most dynamic skill. Owing to the fact that it is the determiner for EFL learners. Nowadays, mastering a foreign language skill becomes crucial target for student; due to its significance in modern life interactions and communications. But the acquisition of performance skills is not an easy task at our educational institutes due to the lack of textbooks and pedagogies that would facilitate the matter. So that textbook evaluation becomes necessary to achieve that.

Second, increasing the number of causes for English language learning difficulties among EFL learners, with regard to the absence of awareness to these difficulties in the Palestinian universities in mastering speaking skill. For example, the researcher used to hear the common sentence from EFL students "we can understand the native speaker but we cannot reply or recall the vocabulary despite we already know them", they are unaware of their deficiency. Or in some cases they utilize unappropriated words and sentences for the different situations, that deliver an unintended meaning, for example, they used to say "I want to build my future" when they introduce themselves instead of saying "I would like to improve my qualification to have a better future".

Third, Linguistic and cultural variations between the FL and NL that lead to inaccurate sociological realization, EFL learners usually suffer their speaking deficiency in performing English for interacting and communicating spontaneously and genuinely. For example, even the most advanced EFL learners usually fail to answer a personal question, or to discuss a social issue like to talk about working women or immigration. Unfortunately, there is unawareness for this shortage. All the above mentioned obstacles and problems relate to the huge variation between the entire systems of both languages the NL and FL, where students used to conduct their mother tongue system in producing the foreign language utterances.

Many studies has been conducted to study the matter of English language learning difficulties among EFL learners in the Palestinian universities. According to Yahya (2012) at Palestine English language becomes the standard language for evolution in all domains and sectors since the globalization of English language worldwide. Obviously, difficulties in learning English as a foreign language have many causes but the most common one is the inability of speak using English in which EFL learners in Palestinian usually even fail to express themselves using the foreign language. Then he adds that EFL learners at Arab American universities are exposed to have three courses (beginners, intermediate and advanced) to get rid obstacles but they still have the same difficulty of communicating in English. Finally he concludes that it is not a matter of years of exposure

to the foreign language while it is a matter of instructing and imposing specific methodologies.

Forth, insufficiency in English language highly relates sociolinguistic competence shortage. The reasons for sociolinguistic competence deficiency vary according to many factors. The most crucial one is the traditional pedagogies that neglect sociolinguistic competence strategies. Obviously, teaching sociolinguistic requires identifying linguistic and cultural variations across both languages to acquire appropriateness theory. In which EFL learners have to use English utterances in accordance to its entire system to gain sociological realization of English language. On the other hand, university process plays a main part in teaching English as a foreign language. Whereas authentic materials that includes social and structural of the language. As a result of the above mentioned factors, learners' attitudes fall since they unable to use the language.

Referring to Abu-Asaab (2015) study, since educational system still follows traditional pedagogies that focus upon memorizing to get high scores, the Palestinian EFL learners suffer from slowing down their level of proficiency of English language performance. They fail to grow their social, political, economic, intellectual and academic evolution. Communicative competence for EFL learners needs new methodologist that enhance their abilities to speak. Then she asserts for teachers responsibility to go through new instructions and pedagogies.

1.7 The Significance of the study

This study derives its significance from the following points:

- School teachers, English instructors, assistant tutors and university professors are the targeted audience for this study. It sheds the light utilizing sociolinguistic competence strategies in teaching English as a foreign language. Implementing sociolinguistic competence strategies operates foreign language teaching-learning process effectively. First, it sets up the basics of linguistic-cultural variations to break down learning hinders. Then, applying different communicative technique to practice the language.

- The current study is a guidance for all EFL students in general whatever their academic institution is it and for the Palestinian EFL students in particular. The majority of EFL students have barriers in English language performance as a result of sociolinguistic competence fragility. So this study serves as a source to fill EFL learners' gaps.

- Furthermore, it encourages curricula designers to enrich the academic syllabus with new courses and study programs. These curricula are supposed to promote sociolinguistic competence for EFL students in the Palestinian universities. Also, such programs are useful for schools and other educational institutes.

- The study presents strategies and pedagogies to create energetic classroom teaching environment for EFL learners.

1.8 The Limitations of the study

This study has been conducted within during the second semester of the academic year 2019- and the first semester of the academic year 2020 upon the EFL students and professors in West Bank universities

Spatial limitation: the study was conducted at 5 universities in West Bank (An-Najah National University, Birziet University, Arab American University, Hebron University, al-Quds open university-Tulkarm) which teaches English language as a major. The study did not include Bethlehem University due to Covid-19 pandemic that started in January 2020.

Temporal limitation: the study was conducted within 5 months (the last three months of the second semester of 2019 and the first two months of 2020).

Population limitation: The sample consists of EFL students and EFL professors at the Palestinian universities in West Bank.

1.9 The Operational definitions

Sociolinguistics

Abstract definition: It was defined by Wardhaugh (2006) it is more than just relating linguistics to society by connecting the facts of each fields together in a very simple way. Sociolinguistic is a discipline that deals with the relationships between language and society for the purpose of providing realization of language structure and direct the way language function in actual speaking. The main goal of this field is to make better understanding

of the social language usage, e.g., how to utilize some utterances in a particular speech.

Operational definition: it is one field of the language learning system that relate the acquisition of foreign language to its society as a teaching method developed to solve the difficulties of speaking and communicating using the foreign language.

Sociolinguistic competence

Abstract definition: It was defined by (Savignon, as cited in Brown 2000, P.247). It is the knowledge of the sociocultural rules of language and of discourse. This type of competence requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction. Only in a full context of this kind can judgments be made on the appropriateness of particular utterances.

Operational definition: it is the ability to use language in different real life situations whether the context is expressing oneself or arguing in an actual situation. This needs being aware of language structures and cultural rules.

Strategies

Abstract definition: This was defined by Brown (2000). They are a various techniques language program specific project, task, learning process, or even a problematic topic with a productive feedback and planned modifications when it is necessary. These techniques should be improved regularly.

Operational definition: they are learning and teaching instruments that are designed within specific methodology in accordance to teaching and learning process goals and objectives.

Sociolinguistic competence strategies

Abstract definition: Brown (2000) defined it as a mechanism facilities to realize the received messages to retrieval the output and deliver the response correctly and easily. In other words, it is the way of organizing or planning a foreign language learning and teaching for the purpose of achieving the best outcomes.

Operational definition: they are the ways, methods, pedagogies and techniques utilizes in teaching a foreign language with reference to social patterns. Sociolinguistic strategies teaches the learner how to store and restore utterances easily, understand what others say, respond to spoken messages appropriately.

EFL learners

Abstract definition: It was defined by Brown (2000) they are students whose English is not their native language, they learn English as a foreign language.

Operational definition: they are the foreign learners of English language at the West Bank universities.

Linguistic variation

Abstract definition: It was defined by Wardhaugh (2006) that it is how one language differs from other ones in their entire system of linguistic, structures, grammars, and social patterns.

Operational definition: it is the misunderstanding of the linguistic aspects of the target language which leads the foreign learners to misuse the language in actual speaking.

Sociological realization

The awareness of linguistic-cultural variations across both native and foreign languages. The appropriate recognition of a social patterns of the foreign language utterances. Wherein EFL learners have the ability to receive the native speakers massages and to react spontaneously and genuinely to their speech.

English instructor

English language teacher who works as a teacher for training the candidates of conversation, IELTS and TOEFL courses.

1.10 Conclusion

This chapter shows an introduction to the study topic that investigates the influence of linguistic variations on sociological realization, then it illustrates the effect of implementing sociolinguistic competence strategies for improving English language competence and performance for EFL

Learners when teaching English as a foreign language at the Palestinian universities. Furthermore, this chapter presents the main question; what is the influence of linguistic variations on sociological realization by implementing sociolinguistic competence strategies in teaching English as a foreign language at the Palestinian universities. The main question of the study delivers sub questions and hypothesis; there is no significance differences at (α = 0.05) in the influence of linguistic variations on sociological realization by implementing sociolinguistic competence strategies in teaching English as a foreign language at the Palestinian universities in favor of gender, living place, years of study and university name. Moreover, chapter one demonstrates study limitations; in which the study conducted within five months of 2019-2020 for EFL students' at five main universities. Finally, it provides some definitions for the study topic.

Chapter Two

Review of Related Literature

Chapter Two
Review of Related Literature

2.1 Introduction

This chapter presents some theories and related literature connected to the study topic. Moreover, it shows local, Arabic and foreign studies; to compare between the current study and the mentioned related ones.

2.2 Theoretical background

2.2.1 The universality of English language

Nowadays one of the most controversial issues is English language learning and teaching due to the imperialism of English all over the world. This significance derives from educational, personal, social and professional requirements. Individuals need foreign language to communicate in their schools, in their jobs, in travelling, and with their colleagues, fellows and co-workers. Owing to that significance, broad attention from educationalists and linguists has been given to the best techniques and methods for learning English language.

Mohammad (2018) figured out that recently English language becomes the standard language of all domains of life worldwide: Generally speaking, nowadays English is the language of science, education, technology, business, medicine, economic, banking, politics, tourism, shopping, daily life interactions, etc. The internationalization of English language has resulted in increasing the number of users which constructs many

challenges in mastering English language. This leads educationalists and experts to identify the difficulties of learning teaching methodology of English language in order to find out the strategies to overcome such difficulties.

English widespread during 20th and 21st centuries has steered individuals towards speak the foreign language as same as their native one in all sectors in life. It requires different educational institutions in the Arab world to include English courses as a main subject to be taught during study years regardless of students' majors. Obviously, English language is one of the main qualifications which individuals must have for studying, applying for jobs, travelling, and even in communicating. In other words, it is the language of computing and technology that sets up the key for evolution of the new world. (Yahya, 2012).

2.2.2 The main difficulties of using English for EFL learners

Mahmoud (1997) mentioned that the Palestinian students in schools and universities have major difficulties in speaking skill in the matter of learning English as a foreign language. Their English performance shortage emerges during their primary and secondary classes that makes unqualified learners for university classes. Mahmoud mentioned that this was sounded at the 1995 summer teaching and curriculum institute which was held by The Ministry of Education and Higher Education and The Harvard Graduate School of Education. The participants discussed the main causes of English learning difficulties that encounter the Palestinian students.

2.2.3 Sociolinguistic competence barriers

The researcher found that above mentioned points are considered as a restriction in the matter of learning English as a foreign language in general and in the Palestinian universities in particular. The causes for such barriers have been clear due to the nonexistence of the sociolinguistic strategies in teaching pedagogies, in classroom activities and in the curriculum.

Wardhaugh (2006) agreed that sociolinguistic is a sub-branch of linguistic science concerned in identifying how language and society connected to each other. The main purpose for sociolinguistic is to provide a good understanding of language structure. Moreover, it can demonstrate how language utilizes in actual performance; in order to perceive social structure easily. This mean the ability to use the appropriate linguistic features in specific social context.

Tayeb (2016) argued that sociolinguistic competence consists of two terms, sociolinguists and competence. Many researchers have tries to define the term sociolinguistic competence. Thus, it is the appropriateness of language utterances usage in different actual situations. The phrase sociolinguistic competence has two kinds of backgrounds, the socio-cultural knowledge and the extra-linguistic knowledge. According to sociolinguists, using language in society is more than just having good grammatical background. Thus it is the acquisition of social and cultural principles for different speeches and contexts and how to use the language based on those socio-cultural rules. That because grammatical patterns don't often fit real life

communication patterns. Wherefore, speech act varies according to the interlocutors and situations. For example, our speech utterances certainly changes depending on the addresses whether they are superiors, friends, colleagues, parents, teachers, or children. So it is necessary to pay attention to the above mentioned aspects in teaching English as a foreign language.

Sociolinguistic competence is the matter of having the ability to speak spontaneously using a foreign language. Especially when the situation is a dialogue or daily conversation. It is also the matter of recognizing the mother language and the foreign one interferences to be able to use the correct equivalence to convey the intended message (Skehan 1999, as cited in Tayeb and Ounissi 2016, and p.10).

Learning English or any other language is not just being able to conduct grammatical sentences. It is also the ability to speak using a foreign language spontaneously in its nature in different real life conversations. This is exactly what linguists call being communicatively competent (Hymes 1973 as cited in Tayeb and Ounissi 2016, p.10).

2.3 Challenges derived from the deficiency of sociolinguistic competence for EFL learners

2.3.1 Literary transfer

In the Palestinian universities, it was found by Mahmoud (2015) that many English majors who have been receiving high scores during their study years usually fail in communicating using English as a foreign language even if they are undergraduate students (junior and senior) due to many

reasons. Translation is a vital issue in English language learning which calls for acquiring the strategies and by having a good background to language equivalences. In addition, it should be differentiate between literary and non-literary translation; when to apply each sort and why according to the contextual and given situations.

For instance, Mahmoud (2015) assured that the main reason for the disability of using the foreign language is when English majors start transfer ideas and thoughts literary from Arabic (TL) to English (FL) to express their minds and to communicate using English, it should be noted that this is the error English learners always do.

2.3.1.1 Examples of literary transfer

For example, the researcher noticed that many EFL learners used to say "I don't treat with the native speakers to learn the original and right language", the student here translate her ideas literary when she describes her main difficulty in learning and using English. She means I do not have the chance to meet and communicate with native speakers to learn how to use English in my daily life. Her sentence is grammatically correct but logically it is not. The student use the word "treat" to express the action of dealing with native speakers while it is not actually used to describe the action of communicating. Then the student use the word "original" to describe the daily life language.

Another example of literary translation for English learners is to say "I have some problems to speak English and from writing" instead of saying

"I have some difficulties in speaking skills and in writing skills". The student also translated the ideas literary through using the English prepositions as the Arabic equivalent ones.

2.3.2 Conventional teaching pedagogies and strategies

Al-Muhtaseb (2015) agreed for the marginalization of oral skill in the Palestinian universities that might lead to deficiency of speaking for the EFL learners. He asserted that teaching a foreign language deals with both productive skills (speaking and writing) and receptive skills (listening and reading) in which speaking skill considers as the dynamic skill that the majority of EFL students in the Palestinian universities lacks the process of achieving it. This is according to the traditional pedagogies and strategies that educationalists in both universities and schools still imply in teaching a foreign language.

2.3.2.1 Examples of conventional teaching pedagogies

For example, it cannot be denied that (GT) grammar translation approach has being conducted for many years in the EFL classes in the Palestinian universities and also schools which presents the language as grammatical rules and vocabulary lists to be memorized through reading and writing skills: on the other hand. It highly neglects the productive skills that improve oral skills for EFL students.

2.3.3 Grammatical and structural gaps

Zawahreh (2013) asserted that the main block for EFL students in Palestine is grammatical and structural disabilities; in which students fail to build statements in a foreign language. In this case, EFL students face two main obstacles. First, they may follow their native language rules and rubrics in forming utterances. Second, their unawareness of some specific rules of the foreign language grammatical and structural rubrics. Some students say that they are good in grammar but they do not know how to communicate using English but actually they lacks the fundamental steps in producing language that is how to give correct utterances grammatically.

2.3.3.1 Examples of grammatical and structural gaps

For instance, the researcher noticed that if students try to say this sentence ‘‘الرجل هو من خطف الولد’’ the students might say "the man he kidnapped the boy ’’ which is completely wrong. The students added two subjects within the same sentence which is wrong since English sentence must have just one subject. So students must say "the man kidnapped the boy". Another example of grammatical and structural gaps is when students try to form the different types of If type conditions; they usually fail to deliver the intended meaning. For example, students may lack the ability to distinguish between different types of conditional sentences which results in delivering the opposite or unintended meaning. For example, when a student want to describe a wish; he or she might say " If I have two choices, I will do better’’ here the student use type 1 that does not means making a wish this

fault is due to his or her Arabic grammatical background. The main sentence in Arabic is " لو انه لدي خيارين سوف اتصـــرف بشـــكل افضـــل ". In fact there is just one choice and the speaker is wishing to have two instead so he or she must use type 2 not type 1.

2.3.4 Linguistic variations

(Chomsky 1970, as cited in Tayeb 2016, p.8 as cited in Sougoule 2013) defined Linguistic is a science of study language that associate with different branches and fields. Also, it plays the major rule in constructing the language forms, meaning and context; how to form the language to give the specific meanings in different contexts. So linguistics has the basic influence in language acquisition and foreign language learning. Also, linguistic field includes the many other disciplines, for example, phonetics and phonology the science of sounds and meaning. It contains the semantic and syntax branches which govern the structure of sentences and the study of meanings; this means how to choose the words according to meaning and context then form the sentence structurally through the morphological field. That decide how to form the word structure itself depends on their relations with other ones.

In addition, discourse analysis and literary criticism branches which analyze the language in all its forms. Finally, translation field which work along with all the above mentioned braches and has a major influence in learning a foreign language. Moreover, linguistic deals much with the factors that affect the language use and learning, these factors vary due to

their influence. For instance, Historical and political factors determine the development of the language while the social and cultural ones focus on the sociolinguistic or the sociocultural sides of the language.

Then he asserted that linguistic theory deals with a foreign language speaker-listener whose speech communication capacity is homogeneous. He knows how to use the language perfectly without being affected by grammatically unrelated situations. Such condition could be memory, restrictions, interference, interruption, and misconception when using a foreign language in real contexts.

2.3.4.1 Examples for linguistic variations

The most evident example for linguistic variations observed by the researcher is the utilization of model verbs; will, would, can, could, shall, probably will, might, may, may well). For example, saying "shall I go out for just a minute" is the matter of asking for personal permission. While "could you please do me a favor" is to ask someone for help. Where the EFL learners usually fail to distinguish among shall and could.

Moreover, pronunciation states another important linguistic problem for EFL learners. For example, foreign learner usually fails to pronoun the 'P' sound since it is not familiar in their mother tongue language; they pronounce it like their 'b' sound; for example, EFL learners say "barking for parking" so it becomes a completely different meaning.

2.3.5 Cross-Cultural difficulties

López (2014) culture is an important part of sociolinguistic competence since. It is both sociocultural and intercultural competence. Whereas, language considers as a tool for social interaction that follows cultural speech acts such as requesting, describing or even narrating. By relating the learner to the foreign language life and social setting such as everyday situations. Furthermore, learning a foreign language means learning the culture of that language such as history, politics and even religious issues. Sociolinguistic means the values, customs, rules, restrictions, timetable, table manner, sports, arts, literature of the foreign society culture that must be presented to the EFL learners; in which they usually try to compare it to their native culture resulted in intercultural problems. For example, the Palestinian universities teach English literature without presenting the history of such communities that would help much in promoting EFL learners comprehension. The historical and political or even the religious changes across ages affect the literature.

Since language is the emblem of culture. It is a layout of gestures and symbols that work as a tool for gaining knowledge, understanding and recognizing. Language is the main mean for communicating between individuals and societies in all aspects and spheres. Therefore, it is the heart of social behavior since it is the first way for transferring information. Creatures can send social messages about their ideas, feelings, and expressions through language.

There is a close correlation with the language and the cognitive domain which means formulated ideas into utterances even in our subconscious thinking, so through the language ideas become an agent to deliver the entire minds. Language also is our abilities to acquire and utilize a complex system especially for humans and it calls linguistics in some cases. According to the above mentioned, people characters are usually judged due to their speech language and the utterances they produce, and their dialects.

2.3.5.1 Examples of cultural difficulties

People of Palestine usually say to the expression ''يعطيــك العافيــة''; they say this word in order to express their thankfulness to a sales assistant for instance or to taxi driver to say I want to stop here. The literary translation for the word is "God bless you", so it does not deliver the intended meaning across languages. Where both the taxi driver and sales assistant would understand a completely different meaning. So the foreigner must say, thanks for driving or thanks for the ride. On the other hand, the speaker must also say thanks for help or have a nice day to the sales assistant.

2.3.6 Qualification of EFL Teachers

Alefesha1 & Al-Jamal (2019) stated the EFL teachers face many blocks in teaching sociolinguistic competence when teaching English as a foreign language because even the learners within the same country have different cultures and environments. The first challenge for EFL teachers' time management, teachers are qualified to teach a specific textbooks materials

within a limited period of time; most of them usually fails to manage the time in which they are unable to divide their lessons and class into four main skills to be taught.

EFL teachers usually neglect speaking skill that consider the main step for achieving sociolinguistic competence. Curriculum and textbooks are not enough for improving sociolinguistic competence of the students; this requires the EFL learners to be provided with enrichment materials that can compensate the lack of sociolinguistic competence discourses. It should be taken into consideration that some productive activities have to be implied for this extra materials but this is a big difficulty for EFL teachers since some of them do not have the qualifications and the intention to apply it.

2.4 Sociolinguistic competence strategies

Ming (1999) Sociolinguistic competence strategies are learning strategies that vary in their techniques and procedures but they share the same purposes to teach English in parallel to its culture. Moreover, the implementation of sociolinguistic competence strategies takes into consideration the integration of four language skills through teaching culture. Accordingly, sociolinguistic competence strategies are classified into four groups; cross-culture strategies, direct strategies, indirect strategies and finally communicative strategies.

2.4.1 Cross-cultural strategies

To achieve sociolinguistic competence for EFL learners, these strategies deals with the nature of the language through going beneath the culture of the foreign language community. As Song (2014) stated, it is impossible to teach the foreign language away from cross-cultural communication in which cross-cultural strategies aims at cultivate EFL learners lingual knowledge to promote their communicative competence and performance. Clearly, cross-cultural teaching strategies are the first step for foreign language teaching.

According to their pedagogies in teaching there are several forms for these strategies

2.4.1.1 Teaching culture

Mizne (1997) illustrate the concept culture in teaching process, it should be taken into account the five main aspects of culture. Biological growth, Personal refinement, Literature and the fine arts, Patterns for Living and The sum total way of life. These main aspects set down the basic points for teaching culture in a foreign language learning which consists of two principles for teaching culture across cultural myopia. The first principle is the individual and personal aspects' for example: their families and the second one is the institutional aspects for example: their schools and universities. This strategy enables the EFL learners to distinct their native culture from the target language culture so the learner will be able to

transfer the foreign language utterances according to its proper regulations. This requires providing the learners with lists of related terms.

In fact, FEL teachers should be presented to both cultures of mother and foreign languages. EFL teachers need to be exposed to the foreign language community culture to gain the experience of how to teach the foreign language through culture which is the main step in teaching a foreign language step since its effectiveness in overcoming the first block of transferring the new language system. It's preferable for teachers to live in the foreign language countries to stimulate the intercultural conscious of the second language conception; their values, relations, education, business and so on. This would be a controversial issues since few teachers could have the opportunity to do that. So a compensation plan should be replaced to achieve that. First, reading; reading is essential for recognizing the target groups' lives. Then comes listening, media, videos, movies. If possible, contacting with native speakers through debating or discussing various subjects. This can educate both teachers and students also with cultural interpretation.

Since language learning is a matter of determining distinctive systems to be controlled by a group of people, these lingual functions which calls language deals with culture more than the knowledge of language itself. Accordingly, foreign language teaching has to be taught in the same way of naturalizing language features to learners' minds. So students can raise awareness towards the target language culture, in order to be able to

distinguish between the two cultures of their native language and the foreign language. This is aims at directing EFL learners towards the right way to acquiring the foreign language instead of learning it in passive traditional courses.

Zhou (2017) asserted that individuals raise up in groups are related to society that determine some specific rules and customs to be followed by them; they usually learn how to talk, do things, describe events and things, react to situations, deal with others and solve problems. It should be noted that perspectives, beliefs, attitudes, emotions, thoughts, feelings and opinions are social behaviors which are obtained spontaneously by these groups. The way of formulating human behavior and character is naturally derived from culture in which language acquisition occurs; language learning and using within the contexts of society.

Teachers have to be accurate in presenting cultural components and properties of the language because languages share cultural features in common while they have diversity in other ones; so EFL learners will be able of compare between languages via their cultures and set up the differences and similarities of TL and NL. This strategy helps in promoting EFL learners' awareness of cultural features that easies the matter of foreign language learning. Also, it increases student positive attitudes towards the foreign language. So they will be encouraged to understand the TL instead of underestimating it.

2.4.1.2 Experience culture

Dewaele and Regan (2002) pointed out culture must be practiced and experienced by EFL learners inside classroom; with specific instructions and great attention to foreign language cultural clues and categories. Moreover, encouraging student-centered role in the learning-teaching process is very important, which in its turn breaks down the psychological barriers of the foreign language user while practicing and experiencing language. Obviously, classroom is the only place for experiencing culture since the Palestinian universities is not the native origin for English language so classes should use the language for teaching, discussing, practicing and giving instructions or even for joking. It should be noted that traditional instructions for classroom activities can't serve effectively in the matter of practicing the foreign language culture. Experiencing culture during teaching learning process with a huge reference to cultural differences and the cultural rules of English language aims at improving sociolinguistic competence. In fact, this leads to acquire language instead of building barriers for learning the foreign language.

To experience culture in teaching a foreign language authentic material should be included in curriculum and teaching pedagogies. Hatab (2010) defined Authentic Materials that they are set of spoken and written subjects and discourses of native speaker language. In other word, they are modified materials designed by native speaker to be used by them. In foreign language learning, teaching materiel must be authentic through relating it to

natural contexts and situations according to appropriate cultural rubrics as they used by native speaker.

Since traditional teaching curriculum depends on grammatical rules for teaching a foreign language, EFL students lacks the opportunity to practice or hear the real contexts texts. So both EFL learners and teachers recently start paying more interest in implementing authentic material in classroom lessons. Furthermore, many recent researches has shown the positive results of exposing students to authentic materials in improving their speaking performance of the foreign language.

For gaining better proficiency in experiencing the foreign language culture, authentic material have to be presented at the first steps of teaching a foreign language by providing EFL learners with essential background knowledge that relates to the experience of learner life; such techniques help EFL learners to develop their listening skills for and qualified them for the next later steps of their learning. It should be taken into consideration the listening strategies to enhance authentic material involvement. Experiencing culture through presenting authentic material fits all students' levels: this enables even the less proficient students to understand authentic text by exposing them to listen to authentic contexts in a foreign language. Eventually experiencing culture according to appropriate authentic materials in EFL teaching\learning process helps students to encounter the foreign language inside and outside classroom perfectly.

2.4.1.3 Intercultural competence strategies

Sociolinguistic acquisition requires the awareness of both target and mother languages cultures to have intercultural competence. Therefore, EFL students gain intercultural competence to use the two languages appropriately. Intercultural competence combine the linguistic system of the language with grammatical one. Accordingly, Wright (2016) agreed for the effectiveness of document based question in enhancing intercultural competence. In which EFL students are asked to answer questions that go across English language culture. So it enables the students to form speech acts clauses and dialogues following all the rubric of the foreign language. Moreover, the learner can speed their elocutionary skills.

Another way to apply intercultural competence strategies is to ask the foreign learners to answer the following personal questions; which can be the first step for achieving sociolinguistic competence.

How do you think and feel about family?

How do you tell right from wrong?

How do you appear in public?

How do you act toward a stranger?

How do you treat a guest?

How do you view the opposite sex?

How do you answer a child's question about god, birth, sex, and myth?

How do you look upon minority groups? What are you superstitious about?

What is your greatest ambition, your chief regret?

Of what organizations are you a member?

What schools and colleges can you go to?

Under what system of government do you live?

What laws must you obey? Who makes them?

What churches or religious organizations may you join?

What publications can you buy?

What is the money system you use?

How do you get from place to place?

What must you obtain a license for?

What public recreational facilities are available to you?

For what do you get your name in the papers?

What military organization may you or must you serve?

2.4.2 Teaching sociolinguistic

Since sociolinguistic provides the rules of language and the standards of its culture it has been considered as a root for using the language in the correct manner; EFL learners have to be aware of sociolinguistic regulations to be

able to acquire the sociolinguistic competence and to utilize the language expressions in different contexts and cases correctly. Teaching sociolinguistic needs to include teaching speech act patterns for different situations in different fields. EFL learners will be able to request, response, apologize and complaint if they are aware of speech acts models for such situations. Moreover, the material and resources for that are available and they must be involved in a qualified curriculum, which in its turn work as a guidance for EFL learners in enhancing their sociolinguistic competence. (Matola, 1993).

The mastery of speech act necessitates taking into account some critical pragmatic features according to the appropriateness of speech act norms and styles.

First, time and location: Speech act style differs according to the location whether it is in the street or in the university classrooms.

Second, the speech parties: Communicating with individuals depends on their ages, sex, social status, academic level and the relationship. For example, talking with friends is completely different from talking to a university professor.

Third, the purpose of interaction: The reasons for communicating decides the style of speech act. For instance, the norms for everyday conversations have specific patterns and making a lecture has a very different ones.

Forth, layout and manner: Speech act could be deliver orally or written, face to face or via mobile phones or social media. EFL learners have to be taught the different speech act conventions for such different occasions.

Fifth, interactions and interpretations: The responses for speech act contexts varies between languages. For example, responding to a compliment differs in English from that ones used in Arabic.

Dikilitaş and Mede (2015) asserted that there are two main procedures for implementing sociolinguistic competence in foreign language teaching. The majority of students claim that the main cause for sociolinguistic competence deficiency is not having terminology and vocabulary; so the first procedure is to restore the cultural and linguistic clues and models for EFL learners in which it enables them to understand and utilize the foreign language explicitly and implicitly. Second, sociolinguistic competence teaching should be integrated in EFL classes. This means ingraining cultural elements and socio-pragmatic features within learning situations so that EFL learners will be able to use the language spontaneously. For example, students use the foreign language when asking and answering, also they use while dealing with their partners and mates. Finally, classroom environment should be developed to be an authentic environment that appropriate sociolinguistic teaching strategies and content. Dikilitaş and Mede (2015) highlighted the fact of that despite the variations in EFL learners' levels, they have rooms for sociolinguistic competence usage.

To promote sociolinguistic teaching for EFL learners, there are some fundamental strategies to be followed in gaining sociolinguistic competence.

2.4.2.1 Learning grammar parallel to culture

Mugford (1999) English grammar includes a complex system of rules that EFL learners have to follow them in their speaking and using of the foreign language otherwise their speech would include many mistakes that convey the wrong or unintended meaning. English grammar is a challengeable matter for EFL learners when applying its rules due to variety of vocabulary and grammatical rules; there is a huge number of vocabulary in English that relates to the same meaning in Arabic but each one of them relate to specific context in English which built the block for EFL learners sociolinguistic competence. So teaching socio-cultural context must be parallel to grammatical rules.

Incontrovertibly, teaching language depends on teaching grammar because language framework has been established according to its own distinguished grammar. However, modern TEFL strategies combines teaching the foreign language with its culture so acquiring English as a foreign language requires teaching culture in addition to grammar. Each language has main tenses for verbs and it should be shown how these tenses work in different cultural situations and contexts. This strategy easies the matter of producing utterances for different contexts that may face individuals suddenly. Moreover, it helps students to get rid of

confusion in responding to the foreign language situations and being able of giving the appropriate forms which are grammatically corrected. Since the major role of grammar in teaching a foreign language and in promoting sociolinguistic competence for EFL learners, teaching culture along with grammar becomes a crucial strategy that cannot be neglected.

2.4.2.2 Paying great attention to oral and written discourse

Barzallo (2003) in language learning and acquisition, writing skill is considered as the skeleton of language learning and the guidance for language skill. A good writer is a good speaker, a good communicator, and an excellent language leaner. Practicing writing skill is really important in language learning; because writing is the best mean for expressing language expressions and terms. Also, foreign language learning is much effective when learning pedagogies include the oral activities to enhance speaking skill for the learners. Undoubtedly, EFL learners show during their academic years that speaking skill is the most difficult one to be acquired effortlessly and most of them say it is easy to understand the foreign language but it's difficult to reply.

EFL learners have to pay much attention to speaking skill and oral activities. New trends demonstrates the significance of integrating writing and speaking skills as a new pedagogy for accomplishing the matter of improving such skills on the other hand this pedagogy eases speaking skill acquisition efficiently; because learners have to write what they are going to say. This strategy makes EFL learners more productive than being just

receptive in sociolinguistic competence through asking students to write before responding in different activities. For example, writing dialogues, responses or discussion for everyday situations that may encounter the learners. Also, this strategy can be used when debating or analyzing a piece of literature or idiomatic language expressions.

2.4.2.3 Raising the awareness of cultural and social features

Zhou (2017) provides a successful technique for cultural awareness calls assimilator which has been created for cultures in foreign language teaching\learning process. EFL learners have a chance to read about real situations that might encounter the learner in a foreign country then chose different utterances from the shown options to manage the situation. So the learner acquires the most appropriate forms to deal with the situation.

Achieving sufficient sociolinguistic competence for EFL learners; some social and cultural expressions relevant to the foreign language properties and rules must be provided to the foreign learner in particular ways. Learners have to be taught the pragmatic features of different occasions and the idiomatic expressions that include different meaning from their literary ones. Also, EFL learners must be aware of equivalent terminology of the second language to reach the proficiency in sociolinguistic competence.

2.4.3 The direct strategies

These strategies follow the traditional methods in improving sociolinguistic competence for EFL learners and it involve of three main strategies; memory strategies, cognitive strategies and compensation strategies.

2.4.3.1 Memory strategy

Garrett (2010) stated that memory strategies enable EFL learners to store the foreign language forms in the long term memory (LTM). These forms recall back to interact appropriately through using the short term memory (STM). One of the most important technique that enhance memory strategies is Oral Proficiency Interviews (OPI). Such as speaking skill test of EFL learners in TOEFL and IELTS exams. The committee provides the candidate about 15 – 20 minutes to introduce their selves, then answer the questions relates to the candidate lives and society. Memory strategy helps EFL learners to enrich their concentration and mental performance. In short, this strategy arrange the foreign language system as a sociolinguistic grammatical chunks to be used appropriately.

The researcher believe that Memory strategies also named mnemonics has been using in the acquisition of languages and foreign languages since ages. Memory strategies are the earliest teaching methods that used in teaching and learning process. Memory strategies are conventional strategies that has proved their effectiveness in learning over a long periods of time. For getting the proficiency in sociolinguistic competence for EFL learners such strategies form the basics foundations in acquiring such skills. Memory strategies speed up the matter of learning vocabulary concerned to different contexts and situations of social issues; groups of items in which each group consists of a family words describes or related to specific topic that would be gathered sequentially. To acquire these terminology, various

techniques and methods service to carry out such objectives. For example, using words maps, images, puns, rhymes and keywords. Moreover, EFL learners needs not only to memorize vocabulary but also to overlearn them in order to be able to use what they have memorized directly and automatically through reviewing the stored items regularly.

2.4.3.2 Cognitive strategy

Dewaele & Regan (2002) agreed that Cognitive strategy implies through practicing the real life situations and topics that may promote the sociolinguistic competence smoothly. Furthermore, practicing is not cornered by classroom environment; it can be occur everywhere from street conversations to the mobile phones calls. This strategy depends more on using the technique of receiving and sending messages through Integrating the four main skills for asking and responding method helps much in maintaining the preserved materials by listening to audios or even writing and learners can practice with partners or individually.

Cognitive strategies are the most preferable strategies for EFL learners according to two main reasons. First, cognitive strategies provide the learners the opportunities for immediate implementation of the received learning material. Second, this immediate implementation assists the learners as much as possible in operating the fresh knowledge therefore they can achieve high perception for the new learnt material.

Cognitive strategies are effective strategies of the matter of foreign language competence and performance since it helps in evaluating

language difficulties to reinforce the modified learning technique. Dewaele & Regan (2002) agreed that Cognitive strategy is both teacher and student centered strategy that facilities the foreign language teaching\learning process by plans some specific tasks:

First, practicing through exercising listening and oral activities

Second, elaborating the foreign language information

Third, transferring the foreign language information into simple forms.

Forth, Imagery, using different images or maps to relate language information with

Fifth, group working, to encourage students' attitudes and get rid of their personal struggles in the foreign language.

2.4.3.3 Compensation strategies

McCurdy (2012) added that even the most professional EFL students encounter uncommon words and expressions either in written or oral texts and it is a real difficulty in a foreign language acquisition. Compensation strategy services to overcome this problem; it facilities the matter of finding out the meaning of new words or unfamiliar ones by operating analyzing and interpreting methods; so they can relive the implicit meaning without transferring every single word into their native language. So EFL learners are responsible for guessing or predicting the meaning of the delivered strange vocabulary by giving more consideration to the given

contexts. Obviously, this obstacle appears clearly when students try to reply for a given issue; they usually feel lost because of their attempt of transferring their native ideas into the foreign ones using a foreign language as a result of linguistic variations between the two languages. To avoid this distraction, compensation strategy supplies the students with linguistic clues of language social life properties. Moreover, it teaches students how to use the alternatives for such clues or how substitute the synonyms of theses linguistic clues.

EFL learners have to use the language flexibly by replacing words or turning on sentences according to specific rules and criterion. In brief, compensation strategy means the actual use of language according to its culture, linguistic and grammar rule.

2.4.4 Indirect strategies

Indirect strategies are strategies that support the learning process indirectly. These strategies deal with learner needs and personal factors instead of instructing the learning teaching process. Accordingly, indirect strategies take the considerable part in learning English as a foreign language. It pays the attention to the learners themselves. Owing to the fact that foreign language learning process associated with psychological barriers that students build toward the language, learners' emotions and social interaction become critical points for acquiring the foreign language. So indirect strategies consider as the bedrock for solving the problem of learning obstructions. In direct strategies contain tree main strategies;

metacognitive strategies, affective strategies and social strategies. (Mohammed, 2018).

2.4.4.1 Metacognitive strategies

López (2014) defined Metacognitive strategies that they are teaching instructions aims at directing the learners to think about their learning process; in other words, metacognitive strategies are teaching methods enable the students to be responsible for their own learning by providing them with different techniques to follow and others to be produced by the learners themselves from their own experiences. There are three main metacognitive strategies for the EFL learners; focusing their learning, planning their learning, assessing and evaluating their learning. So these strategies steer the students towards identifying the gaps and weakness of their learning, so they can arrange and manage their learning then evaluate their outcomes to make the required modifications and provide the right reinforcement. Moreover, metacognitive strategies help students to practice their learning that they chose depends on their learning objectives and goals.

To conduct those strategies, learners have to follow these techniques:

First, students have to discover the foreign language system and how the language rules work.

Second, put learning goals in order, arrange learning process and make schedule.

Third, classify the learning objectives according to their difficulty and importance

Forth, organizing learning tasks and assignments by setting the situations and contexts, define the tools and required data, then look at the available sociolinguistic resources to fill the missing ones, finally, finding out new resources and components for accomplishing the task

Fifth, practice the situations with regardless to language skills integrations; think about life topics in the foreign language, writing essays describing different feelings, thoughts, and so on and read different comprehension texts and contexts.

Sa'da and Mohammadi (2015) metacognitive strategies are students centered approaches that steer the student to be aware of their learning styles and thinking. In a foreign language communication, metacognitive strategies are self-teaching techniques in which EFL learners can direct their learning needs of sociolinguistic competence according to their own experience. In addition, metacognitive strategies can be implies individually or in classroom. For example, students prepare for the activity that will be implied inside the classroom, during the activity, students can assess their competence and take notes for later feedback. Finally after implementing self-assessment and management, students monitor their understanding for each situation of the foreign language to evaluate their performance development.

2.4.4.2 Affective strategies

López (2014) this kind of sociolinguistic strategies deals with EFL learners' attitudes towards learning the foreign language. Affective strategies pay great attention to learners' emotions and reactions learning a new language. In fact, it has been found that learners' perspective towards learning a foreign language affects the learning outcome successfully when they have positive attitudes. While learners who create negative perspective for learning the foreign language face difficulties and get shorter success in learning progress. The same theory conducts in promoting sociolinguistic competence for EFL learners, so they need to produce positive attitude for learning the foreign language in order to be able to acquire sociolinguistic competence. This is due to the effect of such attitudes in raising self-confidence for the learners that is necessary to practice the foreign language freely.

EFL learners have to practice the language in order to expand their sociolinguistic competence in foreign language acquisition. Students who have high level of sociolinguistic competence usually their self-esteem is also high owing to their positive perspective to the learning process. Students must be motivated to learn the foreign language and control their feelings and attitudes to be positive and encouraged. The main techniques for centering EFL learners' perspectives and emotions is by discussing feelings with teachers or instructors of a foreign language and preparing a daily notebook for language learning.

Abed and Mohammed (2011) socio-affective strategy is an approach that relates EFL learners to the foreign language society; it is not a real academic strategy but it's most effective tool of enhancing sociolinguistic competence of the EFL students in which the most complicated pedagogies fails to achieve it. Since the society have a great influence on language learning, socio-affective strategy deals with language competence by relating it to society; it pay much attention to EFL learners' attitudes to help them learn the foreign language within its appropriate forms. This strategy has many techniques and social activities for EFL learners. For example, interacting with partners or with native speakers.

2.4.4.3 Social strategies

López (2014) Social strategies are activities where teachers conduct inside classroom environment that happen among students themselves or with students and instructors but not individually. These strategies distinguish from other ones in due to the implementations procedures that social strategies impose main instruction for communicating and interacting inside the class. They apply the questioning and discussing strategy in which students are asked to answer and discuss different topics. Also they have to clarify and illustrate different social issues by cooperating in group works. Without doubts, collaborative work has proved its effectiveness in learning languages; also, there is a huge number of students who prefer working in groups in their learning instead of working individually due to its advantageous consequences. So social strategies improve cooperative

teaching inside classroom using the foreign language while solving problems, debating, discussing or even do tasks.

2.4.5 Sociolinguistic competence courses and curriculum

Alhaq and Al-Ja'bari (2010) think that culture is highly neglected in EFL textbooks while textbooks are the main materiel that used for teaching. Recent theories and researches asserts for the importance of highlighting culture as the main element in textbooks for teaching the foreign language. Such textbooks should consist of linguistic and cultural knowledge of the foreign language in accordance to students' needs, levels, experiences, backgrounds and religion. In other words, EFL textbooks must present the foreign culture in all its manifestation such as literature, arts, celebrations, religion, lifestyle and history.

Since culture plays a vital role in language learning; it should be included in EFL textbooks gradually in relevance to the learners' ages and interests from early stages in which they would be able use the language appropriately and spontaneously outside the classroom. Also, cultural topic should be added gradually according to the learners' ages. It should be noted that culture learning must be parallel to language learning rules in a productive ways more than being just receptive.

Dikilitaş and Mede (2015) asserted the importance of integrating communicative competence materials and courses in teaching the foreign language planning. They added that curriculum syllabus and design must be developed to the sociolinguistic competence and performance of the

EFL learners. The macro and micro policies have to pay special attention to curriculum designs and plans in order to gain beneficial learning outcome. Also, communicative curriculum must include specific objectives to be obtained through orally teaching activities. Moreover, assessment and evaluation programs are an important part of communicative curriculum to gauge learning results. Communicative competence implementation is not an easy task. It cannot be an applicable process without shifting structures strategies into communicative ones that requires students' competency for passing courses.

2.4.6 Foreign language idioms and expression

Accordingly, Vanderniet (2015) defined idioms according to Oxford English Dictionary (OED) "a group of words have a meaning which differs from their meaning of the individual words''. While idioms and foreign language expressions are so important for EFL learners to show their competency in using the foreign language there are little researches that shed light on idioms. So for implementing sociolinguistic competence strategies; new methodologies have to include foreign language idioms and expressions and how to use them correctly and appropriately according to their pronunciation and intonation.

It should be taken into consideration that some idioms are the same in both foreign and native language while others are foreign language idioms but they have equivalences to the native language of the learner which may facilitate idioms acquisition and production. Also, the ungrammatical status

of foreign language idioms are considered as struggle for EFL learners so they should be presented in a distinctive strategies that depends on contextual and cultural situations.

Idioms in English are common but their whole meaning differs from the meaning of every single word. Therefore, EFL learners have to be aware of this contradiction. For example, the most common idiom in English is "a piece of cake''. It is usually used by the native speaker to explain the simplicity of doing things that appear difficult to others. Another example is "give it a rest" that means stop thinking and worrying about this issues.

2.5 Related studies

2.5.1 Local studies

Al-Aqra (2001) carried out a study entitled "performance of EFL students in requesting speech act: English –Arabic Translation". The study aimed at investigating the problems that faces EFL students in translating English-Arabic texts. The researcher used three kinds of questionnaire in West Bank universities among EFL students and instructors. It was founded that Palestinian students' fails in translating English idioms and expressions in actual situations like employment of modal. This incapability is the result for linguistic and cultural interferences' between the two languages; also, the TEFL program with its components, material, strategies and syllables, do not really act as effective tools to go over these differences. The researcher recommended to include pragmatics in compulsory courses as an attempt to pay more attention to pragmatic speeches and authentic

material. Moreover, lingua-cultural variations between the SL and TL should be demonstrated for foreign learners.

Mkahal (2016) conducted a study entitled "code switching as a linguistic phenomenon among Palestinian English Arabic bilinguals with reference to translation. The main question is what are the sources and contexts of code switching for Palestinian students' and academicians'? The tools of the study were an interview conducted on 15 instructors from different faculties at An-Najah National University and a 19 items questionnaire conducted among 100 university students. The researcher found that Palestinians mixed both languages English and Arabic due to the lack of vocabulary when the situation refers to western societies since they used to talk about it in their native language; which identified their foreign language competence weakness. Then he suggested to include everyday interaction conversations beside educational context in translation courses for BA and MA programs.

Tushyeh (1992) in his research "The role of EFL teacher training at West Bank universities" found that almost all West Bank universities don't balance the theoretical and practical courses equally. Theoretical material takes the superiority English department and the practical ones is to some extent neglected. Then he asserted on that teaching\learning English requires practicing since it is a foreign language because English learning is more that memorizing vocabulary, reading comprehension texts and answering the question. It is having the ability to communicate using the foreign language. So he suggested to build a new cooperative system

among West bank universities that include coached teachers and practical courses both aims at improving English in Palestine.

2.5.2 Arabic studies

Tayeb (2016) carried out a study entitled "The Role of Sociolinguistic Competence on EFL Learners' Realization of The Speech Act of Suggesting". The main question is how sociolinguistic competence can influence EFL learners' performance? The only hypothesis is if EFL learners acquire sociolinguistic rules of language then they can use speech act and understand it appropriately. To test the only hypothesis the researcher used Discourse Completion Task (DCT) among 50 MA students. It was found the students should be aware of sociolinguistic rules of the foreign language to make speech act suggestions because suggesting is the most speech act that faces the non-native speaker.

Rabab'ah (2017) conducted a study entitled "Communication Problems Facing Arab Learners of English". The researcher found that Arab students who learn English as a foreign language are facing difficulties; their language performance are fragile. They aren't skillful enough in using the language. Then he identified the reasons for that: lack of vocabulary, curriculum design, teaching methodology, the discouragement environment and students' negative attitudes. The researcher asserted for the necessity of using communication strategies in EFL teaching and learning to reduce the learning difficulties as much as possible.

Al Mahrooqi and Al-Shihi (2015) in their study "Literature, Language or Linguistics? Student Perspectives on What English Departments in Arab Universities Should Focus on" noticed that At Sultan Qaboos University's English Department the literature courses takes the majority of English courses. However, EFL learners as a non-native speakers need translation, linguistics, and language skills courses to reach the required proficiency for international communications through English in different life situations. The researchers used a questionnaire to conduct the study and it was founded that 90% of English department courses were literature ones. Also, 60% of the students asked for including more language skills and translation courses in their study plan.

2.5.3 Foreign studies

chung (1999) carried out a study entitled " On the Teaching and Learning of L2 Sociolinguistic Competence in Classroom Settings ". The study aimed to find what a foreign language need when teaching a second language in order to improve learners' sociolinguistic competence. Therefore, it puts on that EFL teachers pedagogies misses the sociolinguistic competence ones. As a result to such finding, classroom should have practical materials while demonstrating the pragmatics and grammars norms of the language as a tool to acquire the language naturally and perfectly.

Mizne (1997) conducted a study entitled "Teaching Sociolinguistic Competence in the ESL Classroom" to investigate the difficulties that faces

EFL learners in understanding the target language culture and acquiring sociolinguistic competence. The researcher used experiment among two class consists from 11 different nationalists adult students as a tool for his study. It was founded that the students who studied English in the target country using kluckhohn model in their learning process for more than 6 months have acquired the sociolinguistic rules of the foreign language better than who have studied it less than 6 months using traditional strategies. This shows that the main border for acquiring sociolinguistic competence is the pedagogies and the ways of implementations. So, the researcher suggested to give more attention to new strategies in teaching a foreign language such as the mentioned above one; kluckhohn model.

Matola (1993) carried out a study entitled "The sociolinguistic competence in English of first-year students at Vista University". The main question is what is the level of awareness of ESL group for the sociolinguistic conventions through learning English as a foreign language? The main hypothesis is there are differences in first language speakers' performance due to deficiencies in sociolinguistic abilities. The researcher used a quantitative tool to find out that grammatical competence is still has the great deal of ESL classroom than sociolinguistic competence which make the best students unable to master the speaking interacting skills. This means there is a big need for more attention to sociolinguistic competence.

2.6 Conclusion

This chapter provides theoretical background for the study topic. It gives a great concentration to the influence of sociolinguistic variations that occurs within a foreign language learning. Then, it presents sociolinguistic strategies in learning\teaching English as a foreign language. The theory of the current study agrees with all the above mentioned theories about the difficulties of acquiring sociolinguistic competence in English for the non-native speakers. But the current study pays more attention to sociolinguistic competence strategies. Then, this chapter presents local, Arabic and foreign studies that has been conducted to examine the same topic as the researcher did. The current study strongly agrees with the above mentioned studies, the local, Arabic and foreign ones. But it gives more attention to the sociolinguistic competence strategies.

Chapter Three

Methodology and Procedures

Chapter Three
Methodology and Procedures

3.1 Introduction

This chapter was devoted to specify the steps and the methodology taken in carrying out the research endeavor. The researcher presented the research methodology, the population and the sample of the study, the research instruments, validity and reliability of the instruments, the study procedures, and the statistical analysis.

3.2 Methodology

A Descriptive; qualitative, approach was used for investigating purposes as it matches the study goals. The researcher used two tools for gathering study data; first, an open-ended questionnaire. Second, a focused interview. The research has two variables: the influence of linguistic variation on sociological realization as an independent variable and improving sociolinguistic competence in teaching a foreign language through implementing sociolinguistic strategies as a dependent variable. The research was depended on both quantitative and qualitative data gathering approaches.

3.3 The Study population

The study population consists of all students and professors in English language departments in the Palestinian universities in West Bank district. The sample size is expected (450) junior and senior students and (18) professors from the English Language departments at An-Najah National

University, Arab American University, Birziet University, Hebron University and Al-Quds Open University. Tables (1-5) show the sample distribution due to its independent variables.

Table (1): Distribution of Sample According to Gender

Gender	Frequency	Percentage
Male	78	17.3
Female	372	82.7
Total	450	100%

Table (2): Distribution of Sample According to Place of residence

Place of residence	Frequency	Percentage
Village	170	37.8
Town	80	17.8
City	176	39.1
Camp	24	5.3
Total	450	100%

Table (3): Distribution of Sample According to Academic Qualifications

Study year	Frequency	Percentage
Junior	240	53.3
Senior	210	46.7
Total	450	100%

Table (4): Distribution of Sample According to University name

University name	Frequency	Percentage
AN-Najah National University	98	21.8
Arab-American University	97	21.6
Birzeit University	99	22.0
Hebron University	92	20.4
Al-Quds Open University	64	14.2
Total	450	100%

3.4 Tools of the study

The researcher identifies the major difficulties in learning and teaching English as a foreign language: in accordance to linguistic and cultural variations and their influence on sociological realization of the foreign

language utterances. Then the researcher provides specific sociolinguistic competence strategies for teaching English in the Palestinian universities. The researcher considers them as a solution for learning obstacles that conducted from linguistic variations. The questionnaire were distributed in the form of paper to all the selected students at the Palestinian universities. Also, the questionnaire was designed to consist of both open and close ended questions. Then the researcher has divided the questionnaire into two main parts; the first part is related to the personal information whereas the second part has four subsections addressing the questions of the study. The questionnaire uses a 5point Likert scale which allows the candidates to express their agreement or disagreement with a specific statement that help the students to express their feelings according to the influence of linguistic realization on sociological realization. In addition to the significance of sociolinguistic competence strategies in teaching English as a foreign language.

Moreover, the researcher has designed a focused interview that includes main questions and other sub questions emerged from the main ones. The interview was planned to include 14 inquiries. The interview was conducted as face to face interview at the Palestinian universities campuses with male and female English language professors. In addition, the questions of the interview was planned to offer the teachers the chance to identify the proficiency level of their students in the matter of using English as a foreign language; also, the inquiries provide items that can determine the major cause for English language inefficiency to conclude

what are the different sociolinguistic approach that should be implement to enhance their students competency.

3.5 Validity of the tool

The questionnaire and the interview were shown to a jury to validate their content and to make sure that it matches the study goals. The jury consists of (7) specialists in English language teaching and curriculum and teaching methodology. The jury committee consists of Dr. Nedal Jayousi, Dr. Sohil Salha, Dr. Suzan Arafat, Dr, Ayman Nazzal. Dr, Khaled Dwekat, Dr, Mohammad Hamdan, Dr. Sameer Al-Essa, Dr. Abdel lkarim Daragmeh.

3.6 Reliability of the tools

The Cronbach Alpha coefficient is used to find out the reliability for both the four domains of the questionnaire and total score. Table (6) shows reliability coefficients of each domain and the total score "degree" of the study.

Table (5): Reliability coefficients of each domain and the total score of the study

Domains	Number of items	Reliability coefficient
Content	7	0.754
Learner's needs	12	0.769
Strategies and pedagogies	14	0.887
Design	8	0.847
Total score	41	0.940

Table (5) shows that all the reliability coefficients are high, and thus suitable for scientific purposes.

3.7 Procedures of the study

3.7.1 Data Collection

The data of the study is collected as per the aims of the study. Moreover, the data for the research is gathered through the questionnaire interpretations. All interview questions and the corresponding scholars' responses are transcribed for further record and statistical examination.

3.7.2 Data Examination

The selected sample of the students has been assessed on the basis of the questionnaire and the questions of this survey are in English. The number of questions and the length of questionnaire ranges about 40 questions. Through the questionnaire, the students were required to define their experience of English learning as EFL learners in the course of their study. With the help of the questions in the survey, the sample of the students were asked to identify the problems and flaws faced in mastering English language skill in the course of the sociolinguistic competence. Some widely used statistical applications have been utilized to examine the data. All the questionnaires filled in English. Later, following the practice of qualitative study, the transcriptions of the questionnaires were carefully read and annotations and definite descriptive phrases were added. The interview sample includes the professors were assessed on the basis of the interview. The number of questions is expected to range about 14 questions. Through the questionnaire, the professors were required to define their experience of English teaching with the EFL learners in the course of their teaching

pedagogies. With the help of the questions in the survey, the sample of the professors were asked to identify problems and set up the various sociolinguistic competence strategies, to be use in mastering the foreign language linguistic and cultural clues and to avoid misunderstanding for sociolinguistic variations. Some widely used statistical applications were utilized to examine the data. All the interviews were conducted using English language. Later, following the practice of qualitative study, the transcriptions of the interviews were carefully read and annotations and definite descriptive phrases were added.

3.8 Variables of the Study

The study contained the following variables:

3.8.1 Independent Variables

- Gender (Male, Female)

- Academic qualification (Bachelor, Master, PhD)

- Place of residence (Village, town, city, camp)

- Study year (Junior, Senior)

- University name (An-Najah National University, Arab American University, Birziet University, Hebron University and Al-Quds Open University).

3.8.2 Dependent Variables

The effect of linguistic variation on sociological realization implementing sociolinguistic competence strategies in teaching English as a foreign language.

3.9 Statistical Analysis

The researcher used means, frequencies, percentages, and standard deviations to estimate the students' responses on each item and total score. T-test, One Way ANOVA and Scheffe post hoc test were used to examine the study hypotheses.

3.10 Conclusion

Chapter three presents the descriptive approach that used for analyzing the collected data. It illustrates the two tools that utilized for gathering the study information among EFL students and professors at the Palestinian universities in accordance to study variables; dependent and independent variables; 40 items for the questionnaire and 14 items for the interview. Finally, chapter three involves jury committee members and statistical analysis devices that are used for achieving study objectives.

Chapter Four

Results

Chapter Four
Results

4.1 Introduction

Chapter four presents the results of the questions and hypotheses of the study to achieve the purpose of the study by using the Statistical Package for Social Sciences (SPSS).

The data were gathered from the tools of the study. Additionally, findings and conclusions addressed the outcomes of data analysis. The statistical analysis revealed the following results:

4.2 Results related to the study questions

4.2.1 Results Related to the Main Question

What is the influence of linguistic variation on sociological realization Implementing Sociolinguistic Competence teaching strategies in classroom settings as perceived by students?

In order to answer this question, the researcher calculated the means, standard deviations, percentages, and levels for students' responses on the effect of linguistic variation on sociological realization implementing Sociolinguistic Competence teaching strategies in teaching English as a foreign language in Palestine. Table (6) shows the results.

Table (6): Means, standard deviations, percentages and levels of students' responses on the effect of linguistic variation on sociological realization

No.	Domain	M	SD	Percentage	Level
1	Content	3.40	0.78	78.0	High
2	Learners needs	3.36	0.77	77.2	High
3	Strategies and pedagogies	3.39	0.77	77.8	High
4	Design	3.45	0.79	79.0	High
Total Scores of Students responses		**3.39**	**0.77**	**77.8**	**High**

Table (6) shows that the effect of linguistic variation on sociological realization Implementing Sociolinguistic Competence teaching strategies in classroom as perceived by students achieved a mean of (3.39), which means that there is high effect of linguistic variation on sociological realization implementing sociolinguistic competence strategies in teaching English as a foreign language.

4.2.2 Results Related to the Second Question

What is the effect of linguistic variation on sociological realization implementing sociolinguistic competence strategies in teaching English as a foreign language in the content domain as perceived by students?

Table (7) shows the results. Table (7): Means, standard deviations, percentages and levels of students' responses on the effect of linguistic variation on sociological realization implementing sociolinguistic competence strategies in the content domain

No.	Item	M	SD	Percentage	Level
1	Foreign language learning differs from foreign language acquisition	3.55	1.24	71.0	High
2	Communicating spontaneously using English as a foreign language is a major difficulty in language learning for EFL students	3.28	1.09	75.6	High
3	Acquiring English language skills requires high level of sociolinguistic competence for EFL students	3.32	1.08	76.4	High
4	Linguistic variations is the main cause for sociolinguistic competence	3.42	1.04	78.4	High
5	Linguistic variations significantly affect English language learning for EFL learners'	3.38	1.06	77.6	High
6	Linguistic variations affect sociological realization	3.32	1.10	76.4	High
7	Cultural variations are part of linguistic variations	3.52	1.13	70.4	High
Total Score of content domain		**3.40**	**0.70**	**78.0**	**High**

Table (7) shows that the effect of linguistic variation on sociological realization implementing sociolinguistic competence strategies in the content domain as perceived by students achieved a mean of (3.40), which means that there is high effect of linguistic variation on sociological realization in the content domain.

4.2.3 Results Related to the Third Question

What is the effect of linguistic variation on sociological realization implementing sociolinguistic competence strategies in teaching English as a foreign language in the learner's needs domain as perceived by students?

Table (8) shows the results.

Table (8): Means, standard deviations, percentages and levels of students' responses on the effect of linguistic variation on sociological realization in the learner's needs domain

No	Item	M	SD	Percentage	Level
1	Sociological realization helps in the foreign language acquisition for the EFL learners	3.49	1.13	79.8	High
2	Having good grammar in English means the ability to speak the language genuinely	3.04	1.26	70.8	High
3	Sociolinguistic competence leads to good performance in a foreign language	3.58	1.06	71.6	High
4	The use of idioms, proverbs and language expressions improves sociolinguistic competence of foreign language learners	3.66	1.08	73.2	High
5	Awareness of cultural clues of English language is necessary to get sociolinguistic competence	3.63	1.10	72.6	High
6	sociolinguistic competence is necessary for students to perform well in English	3.26	1.18	75.2	High
7	Literary translation from NL to FL does not achieve sociolinguistic competence	3.01	1.20	70.2	High
8	What could be appropriate in NL maybe it is not in FL	3.47	1.07	79.8	High
9	Learning a foreign language means acquiring a new system with its culture and rules	3.51	1.20	70.2	High
10	Not having a sociolinguistic competence for EFL learner doesn't help in achieving high level of English competence	3.30	1.01	76	High
11	EFL learners in the Palestinian universities don't have sociolinguistic competence in English language	2.98	1.06	70.8	High
12	The major cause for not having sociolinguistic competence for EFL students is the lack of sociolinguistic competence strategies	3.37	1.12	77.4	High
Total Score of learners needs domain		**3.36**	**0.60**	**77.2**	**High**

Table (8) shows that the effect of linguistic variation on sociological realization implementing sociolinguistic competence strategies in teaching English as a foreign language in the learner's needs domain as perceived by students achieved a mean of (3.36), which means that there is high effect of linguistic variation on sociological realization in the learners needs domain.

4.2.4 Results Related to the Fourth Question

What is the effect of linguistic variation on sociological realization implementing sociolinguistic competence strategies in teaching English as a foreign language in the strategies and pedagogies domain as perceived by students?

Table (9): Means, standard deviations, percentages and levels of students responses on the effect of linguistic variation on sociological realization in the strategies and pedagogies domain

No.	Item	M	SD	Percentage	Level
1	Implementing sociolinguistic competence strategies for EFL students helps a lot in achieving perfect acquisition of English	3.38	1.19	77.6	High
2	Implementing sociolinguistic competence strategies in English language teaching improves students ability in using the foreign language	3.52	1.07	70.4	High
3	Implementing sociolinguistic competence strategies in the Palestinian universities enhances their capabilities in communicating using English	3.46	1.08	79.2	High
4	Implementing sociolinguistic strategies expands EFL learners vocabulary	3.54	1.10	70.8	High

No.	Item	M	SD	Percentage	Level
5	Implementing sociolinguistic strategies makes cultural clues of English familiar for EFL students	3.46	1.04	79.2	High
6	Implementing sociolinguistic strategies facilitates the matter of acquiring the foreign language	3.41	1.05	78.2	High
7	Implementing sociolinguistic strategies defines the linguistic variations for the EFL learners	3.28	1.01	75.6	High
8	Implementing sociolinguistic competence strategies clarifies linguistic variations for EFL learners	3.39	1.07	77.8	High
9	Implementing sociolinguistic competence strategies provides sociological realization in English acquisition	3.44	1.06	78.8	High
10	Implementing sociolinguistic competence strategies covers the four skills of English language learning	3.41	1.14	78.2	High
11	Implementing sociolinguistic competence strategies is not emphasized in the Palestinian universities for EFL learners	3.19	1.17	73.8	High
12	Implementing sociolinguistic competence strategies enables EFL learners to use the language genuinely.	3.30	1.10	76.0	High
13	Implementing sociolinguistic competence strategies enables EFL students to produce English utterances spontaneously	3.30	1.10	76.0	High
14	Implementing sociolinguistic competence strategies consider as important pedagogies in English acquisition	3.38	1.06	77.6	High
Total Score of strategies and pedagogies domain		**3.39**	**0.69**	**77.8**	**High**

Table (9) shows that the effect of linguistic variation on sociological realization implementing sociolinguistic competence strategies in teaching English as a foreign language in the strategies and pedagogies domain as perceived by students achieved a mean of (3.39), which means that there is high effect of linguistic variation on sociological realization in the strategies and pedagogies domain.

4.2.5 Results Related to the Fifth Question

What is the effect of linguistic variation on sociological realization implementing sociolinguistic competence strategies in teaching English as a foreign language in the design domain as perceived by students?

Table (10) shows the results.

Table (10): Means, standard deviations, percentages and levels of students' responses on the effect of linguistic variation on sociological realization in the design domain

No	Item	M	SD	Percentage	Level
1	Sociolinguistic competence strategies require EFL teachers instructions	3.39	1.16	67.8	Moderate
2	Sociolinguistic competence strategies require EFL learners to work hard	3.49	1.16	79.8	High
3	Sociolinguistic competence strategies require a well-Qualified curriculum	3.42	1.11	78.4	High
4	Sociolinguistic competence strategies require special pedagogies	3.44	1.09	78.8	High
5	Sociolinguistic competence requires meeting and dealing with native tutors	3.44	1.20	78.8	High
6	Sociolinguistic competence strategies join both traditional and modern ways of a foreign language learning	3.46	1.07	79.2	High
7	Sociolinguistic competence strategies increase the level of productivity for FEL learners'	3.49	1.11	79.8	High
8	Sociolinguistic competence strategies encourages EFL learners creativity	3.46	1.18	79.2	High
Total Score of design domain		**3.45**	**0.79**	**79.0**	**High**

Table (10) shows that the effect of linguistic variation on sociological realization implementing sociolinguistic competence strategies in teaching English as a foreign language in the design domain as perceived by students achieved a mean of (3.45), which means that there is high effect of linguistic variation on sociological realization in the design domain.

4.3 Results related to the study hypotheses

Travers and cook (2017) defined the null hypotheses as a proposition that study findings which will not demonstrate an effect, but is subjected to a scientific experiment. A null hypothesis is tested and either is rejected or accepted based on several study features and outcomes, including the p value.

P value it is the probability of results from a study occurred when the null hypothesis is actually true. There are three cases for p value

1. Many researchers and research consumers have become accustomed to $p < .05$ signifying that results are statistically significant so they reject the null hypothesis,

2. Some researchers simply report whether p values are .05 (and not statistically significant),

3. Other researchers have become accustomed to $p > .05$ signifying that results are statistically significant so they accept the null hypothesis

4.3.1 Results related to the first hypothesis

There are no statistically significant differences at ($\alpha = 0.05$) in students' responses of the effect of linguistic variation on sociological realization implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of gender.

The researcher used T-Test for independent samples. Table (11) shows the results.

Table (11) T-Test for independent samples of students' responses of implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of gender

Domain	Gender	Frequency	Mean	S.D	T-value	Sig.*
Content	Male	78	3.23	0.72	0.001	0.017 *
	Female	372	3.43	0.70		
Learner's needs	Male	78	3.33	0.59	0.023	0.022 *
	Female	372	3.36	0.60		
Strategies and pedagogies	Male	78	3.37	0.68	0.043	0.032 *
	Female	372	3.39	0.70		
Design	Male	78	3.46	0.76	0.032	0.129 *
	Female	372	3.45	0.79		
Total score	Male	78	3.35	0.59	0.021	0.005 *
	Female	372	3.40	0.61		

* Significant at ($\alpha \leq 0.05$)

Table (11) shows that there are statistically significant differences at ($\alpha \leq 0.05$) in the effect of linguistic variation on sociological realization implementing sociolinguistic competence strategies in teaching English as a foreign language as perceived by students due to Gender.

The null hypothesis was rejected. Implementing the teaching strategies of sociolinguistic competence significantly illustrated the sociological realization related to linguistic variation in teaching English as a foreign language at the Palestinian universities. This result was in harmony with Smith, Perfors, Samara, and Wonnacott (2017) they asserted that human languages differ much in their linguistic which includes morphology, semantics, syntax, phonology and sociolinguistic. These linguistic variations according to them behold foreign language learning barriers in which linguistic features must be spread in teaching process through sociolinguistic functions and alternatives. Moreover, this finding

corresponded with Mohammadi (2014) who found that implementing sociolinguistic competence strategies for EFL learners has shown a great evolution in utilizing linguistic and social utterances of the foreign language appropriately.

4.3.2 Results related to the second hypothesis

There are no statistically significant differences at (α = 0.05) in students' responses of the effect of linguistic variation on sociological realization implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of academic qualification.

The researcher used T-Test for independent samples. Table (12) shows the results.

Table (12) T-Test for independent samples in students' responses of implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of academic qualification.

Domain	Academic Qualification	Frequency	Mean	S.D	T-value	Sig.*
Content	Bachelor	432	3.41	0.70	0.033	0.024
	Master	18	3.21	0.71		
Learner's needs	Bachelor	432	3.37	0.59	0.022	0.022
	Master	18	3.19	0.69		
Strategies and pedagogies	Bachelor	432	3.40	0.69	0.023	0.033
	Master	18	3.25	0.77		
Design	Bachelor	432	3.45	0.79	0.041	0.015
	Master	18	3.38	0.76		
Total score	Bachelor	432	3.40	0.60	0.017	0.014
	Master	18	3.25	0.69		

* Significant at (α ≤ 0.05)

Table (12) shows that there are statistically significant differences at ($\alpha \leq$ 0.05) in the effect of linguistic variation on sociological realization implementing sociolinguistic competence strategies in teaching English as a foreign language as perceived by students due to Academic Qualification.

The null hypothesis was rejected. The findings showed the positive effect of implementing the teaching strategies of sociolinguistic competence in teaching English as a foreign language for achieving sociological realization for EFL learners. Moreover, the findings assured that implementing the teaching strategies of sociolinguistic competence in teaching English as a foreign language demonstrates the linguistic variations between both foreign and native language.

The above mentioned results highly related to Rabab'ah (2017) who found that Arab students who learn English as a foreign language are facing difficulties; their language performance are fragile where they aren't skillful enough in using the language. Rabab'ah identified the reasons for that: lack of vocabulary, curriculum design, teaching methodology, the discouragement environment and students' negative attitudes. The researcher asserted for the necessity of using communication strategies in EFL teaching and learning to reduce the learning difficulties as much as possible.

4.3.3 Results related to the third hypothesis

There are no statistically significant differences at ($\alpha = 0.05$) in students' responses of the effect of linguistic variation on sociological realization implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of living place.

The researcher used One Way ANOVA to test the hypothesis. Tables (13-14) show the frequencies, means and standard deviations of the students' responses due to Place of residence and the results of One-Way ANOVA respectively.

Table (13) Frequencies, means, and standard deviations of students' responses of implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of living place

Domain	Place of residence	N	Mean	SD
Content	Village	170	3.40	0.69
	Town	80	3.33	0.67
	City	176	3.42	0.71
	Camp	24	3.48	0.84
Learner's needs	Village	170	3.36	0.61
	Town	80	3.32	0.62
	City	176	3.36	0.58
	Camp	24	3.43	0.56
Strategies and pedagogies	Village	170	3.33	0.66
	Town	80	3.37	0.67
	City	176	3.43	0.72
	Camp	24	3.57	0.75
Design	Village	170	3.30	0.80
	Town	80	3.47	0.68
	City	176	3.55	0.80
	Camp	24	3.68	0.78
Total score	Village	170	3.35	0.60
	Town	80	3.37	0.57
	City	176	3.43	0.61
	Camp	24	3.53	0.63

Table (14): One–Way ANOVA to test the differences in of students' responses of the effect of linguistic variation on sociological realization implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of living place

Domain	Source of Variance	Sum of Squares	D.F	Mean Squares	F	Sig.*
Content	Between groups	0.595	3	0.198	0.021	0.754 *
	Within groups	221.996	446	0.498		
	Total	222.591	449			
Learner's needs	Between groups	0.242	3	0.081	0.024	0.019 *
	Within groups	160.136	446	0.359		
	Total	160.378	449			
Strategies and pedagogies	Between groups	1.750	3	0.583	0.011	0.003 *
	Within groups	213.870	446	0.480		
	Total	215.620	449			
Design	Between groups	6.790	3	2.263	0.003	0.012 *
	Within groups	272.381	446	0.611		
	Total	279.171	449			
Total score	Between groups	1.192	3	0.397	0.039	0.040 *
	Within groups	161.736	446	0.363		
	Total	162.928	449			

*Significant at ($\alpha \leq 0.05$)

Table (14) indicates that there are significant differences at ($\alpha \leq 0.05$) in of students' responses of the effect of linguistic variation on sociological realization implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of living place.

The null hypothesis was rejected. The findings showed the importance of implementing the teaching strategies of sociolinguistic competence in teaching English as a foreign language for achieving sociological realization for EFL learners, so EFL learners would be able to distinguish between linguistic variation of the two languages and conduct foreign language utterances' correctly.

These findings confirmed with Tayeb (2016) who carried out that EFL students should be aware of sociolinguistic rules of the foreign language to make speech act suggestions because suggesting is the most speech act that faces the non-native speaker. So sociolinguistic competence strategies' are the tool for solving obstacles that face non-native speakers in conducting the language freely and perfectly.

Table (15) Scheffe post hoc results to determine the differences in of students' responses of the effect of linguistic variation on sociological realization implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of living place in the design domain

Domain	Place of residence	Village	Town	City	Camp
Design	Village		-0.017	-0.039*	-0.046
	Town			-0.012	-0.008
	City				-0.027
	Camp				

*Significant at (α≤ 0.05)

Table (15) shows that there are significant differences at (α ≤ 0.05) in students' responses of the effect of linguistic variation on sociological realization implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of living place in the design domain between village and city, in favor of city.

4.3.4 Results related to the fourth hypothesis

There are no statistically significant differences at (α = 0.05) in students' responses of the effect of linguistic variation on sociological realization implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of year of study.

The researcher used T-Test for independent samples. Table (16) shows the results.

Table (16): T-Test for independent samples of students' responses of the effect of linguistic variation on sociological realization implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of year of study

Domain	Study year	Frequency	Mean	S.D	T-value	Sig.*
Content	Junior	240	3.46	0.70	0.013	0.035*
	Senior	210	3.33	0.71		
Learner's needs	Junior	240	3.40	0.61	0.039	0.013*
	Senior	210	3.32	0.58		
Strategies and pedagogies	Junior	240	3.41	0.70	0.006	0.044*
	Senior	210	3.36	0.68		
Design	Junior	240	3.48	0.82	0.024	0.016*
	Senior	210	3.41	0.75		
Total score	Junior	240	3.43	0.62	0.044	0.018*
	Senior	210	3.35	0.58		

* Significant at ($\alpha \leq 0.05$)

Table (16) shows that there are statistically significant differences at ($\alpha \leq 0.05$) in students responses of implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of year of study.

The null hypothesis was rejected. The findings assured the high influence of implementing the teaching strategies of sociolinguistic competence on identifying the linguistic variation of English language, which enhance sociological realization for the foreign speakers in the matter of English language acquisition. These findings highly agreed with Al-Aqra (2001) who found that Palestinian students' fails in translating English idioms and expressions in actual situations like employment of modal. This

incapability is the result for linguistic and cultural interferences' between the two languages; also, the TEFL program with its components, material, strategies and syllables, do not really act as effective tools to go over these differences. The researcher assured for the importance of including pragmatics in compulsory courses as an attempt to pay more attention to pragmatic speeches and authentic material. Moreover, lingua-cultural variations between the SL and TL should be demonstrated for foreign learners.

4.3.5 Results related to the fifth hypothesis

There are statistically significant differences at ($\alpha \leq 0.05$) in students' responses of the effect of linguistic variation on sociological realization implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of university name.

The null hypothesis was rejected. The findings demonstrated the impact of implementing the teaching strategies of sociolinguistic competence in helping EFL learners to overcome the first block of English language acquisition, which is the effect of linguistic variation on sociological realization. This finding was in harmony with Matola (1993) found out that grammatical competence is still has the great deal of ESL classroom than sociolinguistic competence which make the best students unable to master the speaking interacting skills. This means there is a big need for more attention to sociolinguistic competence.

The researcher used One Way ANOVA to test the hypothesis. Tables (17-18) show the frequencies, means and standard deviations of the students'

responses due to University name and the results of One-Way ANOVA respectively.

Table (17) Frequencies, means, and standard deviations of students' responses of the effect of linguistic variation on sociological realization implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of university name

Domain	University name	N	Mean	SD
Content	AN-Najah National University	98	3.22	0.76
	Arab-American University	97	3.49	0.70
	Birzeit University	99	3.51	0.62
	Hebron University	92	3.52	0.57
	Al-Quds Open University	64	3.18	0.83
Learner's needs	AN-Najah National University	98	3.32	0.54
	Arab-American University	97	3.38	0.57
	Birzeit University	99	3.45	0.59
	Hebron University	92	3.46	0.46
	Al-Quds Open University	64	3.10	0.82
Strategies and pedagogies	AN-Najah National University	98	3.28	0.65
	Arab-American University	97	3.42	0.69
	Birzeit University	99	3.37	0.65
	Hebron University	92	3.65	0.53
	Al-Quds Open University	64	3.16	0.90
Design	AN-Najah National University	98	3.33	0.80
	Arab-American University	97	3.56	0.77
	Birzeit University	99	3.39	0.68
	Hebron University	92	3.71	0.64
	Al-Quds Open University	64	3.19	1.01
Total score	AN-Najah National University	98	3.29	0.56
	Arab-American University	97	3.45	0.59
	Birzeit University	99	3.42	0.56
	Hebron University	92	3.58	0.44
	Al-Quds Open University	64	3.15	0.82

Table (18) One–Way ANOVA to test the differences in students' responses of the effect of linguistic variation on sociological realization implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of university name.

Domain	Source of Variance	Sum of Squares	D.F	Mean Squares	F	Sig.*
Content	Between groups	9.398	4	2.349	0.009	0.001*
	Within groups	213.193	445	0.479		
	Total	222.591	449			
Learner's needs	Between groups	6.196	4	1.549	0.041	0.001*
	Within groups	154.183	445	0.346		
	Total	160.378	449			
Strategies and pedagogies	Between groups	10.986	4	2.746	0.007	0.0001*
	Within groups	204.635	445	0.460		
	Total	215.620	449			
Design	Between groups	13.565	4	3.391	0.006	0.0001*
	Within groups	265.606	445	0.597		
	Total	279.171	449			
Total score	Between groups	8.471	4	2.118	0.001	0.0001*
	Within groups	154.457	445	0.347		
	Total	162.928	449			

*Significant at ($\alpha \leq 0.05$)

Table (18) indicates that there are significant differences at ($\alpha \leq 0.05$) in students' responses of the effect of linguistic variation on sociological realization implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of university name. The researcher used Scheffe post hoc test to determine the source of differences. Table (19) shows Scheffe post hoc test results.

Table (19) Scheffe post hoc results to determine the differences in the students' responses of implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of university name

Domain	University name	AN-Najah National University	Arab-American University	Birzeit University	Hebron University	Al-Quds Open University
Content	AN-Najah National University		0.022	0.038	0.003	0.044
	Arab-American University			-0.021	0.039	0.005
	Birzeit University				0.017	0.027
	Hebron University					0.044*
	Al-Quds Open University					
Learner's needs	AN-Najah National University		0.031	0.021	0.031	0.027
	Arab-American University			0.006	0.030	0.028
	Birzeit University				0.010	0.034
	Hebron University					0.005
	Al-Quds Open University					
Strategies and pedagogies	AN-Najah National University		0.034	0.015	0.035	0.012
	Arab-American University			0.038	0.033	0.026
	Birzeit University				0.028	0.021
	Hebron University					0.039
	Al-Quds Open University					
Design	AN-Najah National University		0.028	0.040	0.038	0.043

	Arab-American University		[ ]	0.006	0.015	0.037
	Birzeit University			[ ]	0.020	0.003
	Hebron University				[ ]	0.025
	Al-Quds Open University					[ ]
Total score	AN-Najah National University	[ ]	0.025	0.025	0.028*	0.014
	Arab-American University		[ ]	0.028	0.013	0.029
	Birzeit University			[ ]	-0.164	0.007
	Hebron University				[ ]	0.035
	Al-Quds Open University					[ ]

*Significant at (α≤ 0.05)

Table (20) shows that there are significant differences at (α ≤ 0.05) in students' responses of implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of university name.

The null hypothesis was rejected. This result affirmed the effect of implementing sociolinguistic competence strategies in teaching English as a foreign language as a main tool for clarifying linguistic variation and achieving sociological realization. As chung (1999) who found that foreign language learning requires specific communication teaching pedagogies in order to improve learners' sociolinguistic competence. Therefore, he assured that EFL teachers' pedagogies misses the sociolinguistic competence ones. So applying practical materials while demonstrating the

pragmatics and grammars norms of the language as a tool is necessary to acquire the language naturally and perfectly.

Table (20): Presenting the results of the interviews

Professor	Gender	University	Location	Qualification	Experience
Professor 1	Male	An-Najah National UN.	Nablus	PhD	More than 10 years
Professor 2	Female	An-Najah National UN.	Nablus	PhD	More than 10 years
Professor 3	Male	An-Najah National UN.	Nablus	PhD	5- 10 years
Professor 4	Male	Al-Quds Open UN.	Nablus	PhD	More than 10 years
Professor 5	Male	Al-Quds Open UN.	Nablus	PhD	More than 10 years
Professor 6	Male	Al-Quds Open UN.	Tulkarm	PhD	More than 10 years
Professor 7	Male	Al-Quds Open UN.	Tulkarm	PhD	More than 10 years
Professor 8	Female	Birzeit UN.	Ramallah	Master	5-10 years
Professor 9	Male	Birzeit UN.	Ramallah	PhD	More than 10 years
Professor 10	Male	Birzeit UN.	Ramallah	Master	More than 10 years
Professor 11	Male	Hebron UN.	Hebron	PhD	5-10 years
Professor 12	Male	Hebron UN.	Hebron	PhD	More than 10 years
Professor 13	Male	Hebron UN.	Hebron	PhD	More than 10 years
Professor 14	Male	Hebron UN.	Hebron	PhD	More than 10 years
Professor 15	Male	Arab American UN.	Jenin	PhD	More than 10 years
Professor 16	Male	Arab American UN.	Jenin	PhD	More than 10 years
Professor 17	Male	Arab American UN.	Jenin	PhD	More than 10 years
Professor 18	Male	Arab American UN.	Jenin	PhD	More than 10 years

The interviews has been designed for professors of the Palestinian universities in West Bank district that teach English as a major. The sample has been chosen according to gender, university, location, qualification and years of experience. The distribution of the sample has occurred at the main campuses of the different above mentioned academic institutions in different cities (An-Najah National University- Nablus, Al-Quds Open University- Tulkarm and Nablus, Arab American University- Jenin, Birzeit University- Ramallah and Hebron University- Hebron) except Bethlehem University because of Corona crisis and other circumstances. According to gender, 88% of the sample members are males. Also, the same percentage is for their academic qualifications, almost all of the instructors have PhD degree while 12% have M.A degree. Relating to years of experience, 83% of the universities professors have spent about 10 years and more in teaching English language as a foreign language.

1. What are the major difficulties that encounter your EFL learners while acquiring English as a foreign language?

A sample of (18) professors was selected to answer this question that aims at illustrate the major difficulties that encounter your EFL learners while acquiring English as a foreign language in accordance to sociolinguistic competence.

First, the majority of Professors attitudes which is 72.2% (13) agreed that the main difficulty is cultural and social variation that derive from linguistic ones where learning a foreign language means learning a foreign

culture. This means that EFL students have to negotiate between the original culture of the text and their ways of understanding the text if it belongs to a Christian culture in which people have a different lifestyle; so students seem mispronounce words and might be unable to use the language appropriately outside the classroom environment because they used to make literal transfer from Arabic. This is due to the fact that most students are not exposed to authentic materials or real- life situations which may deprive them of the opportunity to use language communicatively.

They provided some examples like:

1. Writing process (students have to write from left to right were the originally taught from right to left).

2. Moreover, the system of sounds and producing them differ somewhat (some sounds are not available either in Arabic or English)**.**

3. Also, there are some difficulties that vary according to learners' levels, previous knowledge and cultural background.

4. Some of these difficulties include the lack of understanding due to general problems in grammar, use of vocabulary, capitalization, proper use of punctuation, formation of phrases and sentences.

5. Different linguistic systems including phonology, morphology, syntax, semantics. etc.

6. The lack of ability to distinguish between denotative and connotative meaning of the English expressions they use in various setting and social.

Second, Professors added that the majority of students study English at schools where their teachers are Arabs who sometimes lack the ability to teach the language for communication and whose pronunciation is somehow inaccurate if not incorrect. Teachers related the lack of sociolinguistic competence to psychological factors and Shyness. Also, EFL learners' attitudes towards learning the foreign language they lack of motivation and lack of interest of interesting topics.

(1) Teacher thinks about the grammatical and writing problems in the matter of sociolinguistic competence for EFL learners; such difficulties lead them to commit grammatical errors while speaking in which they become unable of deciding the correct grammatical forms for different spoken patterns. Grammatical problem appears clearly in writing skill according to the significant role of writing skill in English language learning. They added that it considers as the skeleton of language learning and the guidance for language skill. Since a good writer is a good speaker, a good communicator, and an excellent language leaner. Writing skill is very important skill in language learning; because writing is the best mean for expressing language expressions and terms.

(2) Teachers were of the opinion of the integration for the four learning skills to get sociolinguistic competence for EFL learners; in other word, the majority of students are unable to express themselves because they do not master the four language skills; on the contrary, excellent students can communicate with others freely. Most of the students lack the effective

listening skills while other students do not possess effective speaking/presentation skills. On the other hand, students do not possess the abilities of making inferences and drawing conclusions.

(1) One of the teachers mentioned some academic obstacles for EFL learners for not having sociolinguistic competence; the blame might be on the unqualified teachers and the absence of EL ambiance that needed for acquiring the language used. In addition to limited learning environment, students who have a strong command may dominate the classroom and deprive others from participation.

2. Why is it important for EFL learners to have a sociolinguistic competence?

(15) Teachers which are highest portion of responses 83.3% assured that the importance of having sociolinguistic competence for EFL learners is for the purpose of communication freely, effectively and appropriately. So EFL learners have to understand the sociolinguistic patterns used and uttered by foreigners. Obviously, this will help the students to examine the way they have to use the language in different social contexts or situations. For example, to talk about their daily life, their hobbies and ambitions, to describe their relatives and friends, to describe their homes and cities or villages ….etc. Moreover, this gives self-confidence for the learner because they will be able to communicate using appropriate words, expressions and attitudes towards specific settings and relationships.

About 16.7%, (3) Professors agreed that sociolinguistic competence helps EFL learners use the knowledge they possess. It indicates how prepared they are to have the knowledge required and whether they can be perceptive enough to realize they have come across that particular knowledge. The most obvious appreciation refers to the fact that whether the language classroom can be helpful in the production of such knowledge.

3. What is the effect of linguistic variations on learning English as a foreign language?

About 38% that made up of (7) Professors indicated the effective roles of linguistic variations that include (morphemes, phonemes, syntactic structures, and meanings are subject to variation) on learning English as a foreign language, in which linguistic variation may mitigate the difficulty of learning and mastering the foreign language when approached in practical situation. They illustrated the positive effects in terms of having the ability to use language in various contexts of communication appropriately. They added that awareness of linguistic variations enable EFL learners to practice the use of language.

Moreover, Linguistic variation could yield an enhanced communicative competence and provide better understanding to stereotype to develop advance positive attitudes towards the other nations and their cultures thus results in cultural tolerance. In other words, if EFL learners are in touch contact with the target language speakers, they are likely to face some

language variation. Consequently, they should be ready encounter variations in using the target language. So they are expected to learn more positive attitudes towards the cultural differences. This cultural tolerance will reduce the negative effect of the cultural shock and as a result aid in language learning.

On the other hand, (11) professors negated the effectiveness of sociolinguistic competence since such variations might negatively affect the learning process if not used properly for the advantage of the learners. It is very likely to cause communication breakdown and misunderstanding. For example, when we talk about good students who have mastered the basic linguistic competences, and have the ability to practice the four skills skillfully, the situation will be completely different when we talk about a large number of students who are usually described as weak students who sometimes get embarrassed when they try to write one or two sentences or even when they are unable to speak few sentences in English.

33% of Professors were in a neutral opinions of that. Since each language has different dialect in general they are the same but they are different in pronunciation, spelling, morphology (left, elevator), sentence but these differences doesn't create major problem while it depends on the effective classroom learning tasks and exercises prepared by lecturers determine the level required, and what is expected from the learners to get at the end. One of the Professors added a critical point of the role of linguistic variations in applying literal transfer from native language to a foreign language.

4. What is the role of cultural variations on linguistic variations?

(15) Professors set up that the highest proportion of Professors 83% assured the significant and positive role of cultural variations on linguistic variations. They agreed that cultural variation requires students to have linguistic variations while learning English to determine using the appropriate form/structure in each language and context (English/Arabic) and help students avoid sociolinguistics failure.

Moreover, Cultural variations enrich linguistic variations and enhance students' linguistic variations. Language is part of the culture. When learners are exposed to certain cultural values, they are likely to reflect them in their use of the target language. Then they added that when cultures meet in many aspects that is social, economic, political..etc,

It improves the students' social skills and behavior in a classroom context and the familiar norms of interaction with other colleagues especially when teachers focus on all aspects related to using language appropriately in context. There will be a kind of development in the cognitive skills and knowledge of students. This means that cultural variations help in creating genuine social contexts where learners are enabled to have effective communication with others. Learners need to be able to understand the intended meaning and react accordingly.

However, (3) Professors 16% defined the inefficient part of cultural variations in due the fact of cultures and their own linguistic variations, such variations conduct a big difficulties in learning English according to

the differences because languages relates to each other according to culture. Obviously, the problem occurs when ESL/EFL learners pay close attention to linguistic variation not cultural variation and this is a real problem by itself. Furthermore, they agreed that linguistic expression expresses meaning some of it linguistic and some cultural. The cultural element is the real challenge to ESL/EFL learners according to misunderstanding and intercultural disputes and eventually conflict.

5. What is the significance of implementing Sociolinguistic Competence teaching strategies in classroom settings?

(8) Professors 44% agreed that main significance of implementing Sociolinguistic Competence teaching strategies in classroom settings is to provide social and cultural patterns and properties as the first rock in acquiring sociolinguistic competence. They pointed to that teachers should vary their methods and techniques so as to teach the sociolinguistic competence explicitly rather it should be taught implicitly inside the classroom and even outside the classroom. This is very important as it presents real social contexts and enables learners to have social interaction as in real social contexts; thus allowing learners to communicate with others as if they are in a real life situation. This helps students acquire its effect easily especially through technology-based strategies that work for the advantage of helping students acquire the major components of the language learning process that may fit students' abilities, ages, interests and their background knowledge as well. This is by being aware of the use of the language in society and how to apply and use it appropriately.

There are 5 Professors whose proportion is 27% asserted that implementing Sociolinguistic Competence teaching strategies in classroom settings promotes communicative competence and language performance for EFL learners. They agreed that sociolinguistic competence strategies enable ESL/EFL learners to construe messages correctly and intelligibly and by virtue of that they will attend to requests adequately and properly. So teachers should be aware and familiar of the different strategies of teaching in order to help their learners communicate effectively and fluently and promote better understanding and accommodation in communication. This is very required not only at university but at school. This will produce students with a communicative ability.

16% that counted (3) Professors demonstrated that sociolinguistic competence strategies create clear connection to a foreign language since culture is an important aspect that is normally ignored in classrooms. Implementing Sociolinguistic Competence will eventually increase the students' awareness of and interest in reading international literature, especially if it is easily accessible or comparable to their national or local culture. Also, the dominant technique in teaching any language is communicative language teaching. Language and culture are bound together, so language can be acquired and learned through the process of social interaction. Using the type that stresses the knowledge of socio cultural rules of language and of discourse.

One of the professor assured for the importance of implementing sociolinguistic competence teaching strategies in classroom settings

absolutely creates a friendly learning environment. Another Professor added that sociolinguistic competence strategies promote oral and written discourse

6. What is the level of communicative competency for your EFL learners?

(2) Professors 11% stated that the level of communicative competency for EFL learners is advanced. About 80%-90% have high level of communicative competence because of having foreigner instructor; students are forced to talk in English and this helps them to improve their communicative competence with taking into account individual differences that may hinder its proper application.

78% of Professors that counted (14) affirmed that the level of sociolinguistic competence for EFL students at the Palestinian universities is low. They assured that speaking is not given enough time in the classroom, it is always the teacher who is speaking and the students are listening. So their communicative competence is very low and they depend on bookish language, because of lack of exposure to authentic situation in life. They added that unfortunately most of EFL learners face the difficulty of not using the language for communication even those who are juniors or seniors at university. Only a small number of students who usually have the ability to use the language for communication and as a means to express themselves either using the spoken or the written language.

While (2) professors 11% assured that the level of sociolinguistic competence for EFL students is intermediate. For major students, the level is around upper intermediate, while for the non-major the level is mainly around lower intermediate.

7. How can sociolinguistic competence strategies promote communicative competence for EFL learners?

16.6% of the professors which counts (3) Professors agreed that sociolinguistic competence strategies help in solving the problem of learning a foreign language by paying great attention to learners needs. They asserted that fear and embarrassment prevent the student from using the target language so applying the strategies in class, for example a role play dialogue with other students will give him/her the confidence to use various patterns of communication. This may motivate students to be eager to learn more and interact with others perfectly in which they are going to be encouraged by the surrounding environment.

One of the professors emphasized upon the effort of the instructors in applying different strategies that can help learners in this respect.

61% of professors that are (11) professors confirmed that implementing sociolinguistic competence strategies enhances sociolinguistic competence and performance for EFL learners by exposing the students to authentic situations of real or virtual social contexts, and to the linguistic variants used by native speakers and second language users; so concentration should be on courses related to the four skills; one course for each is not

enough to communicate with others to use language freely and skillfully. Sociolinguistic competence strategies can steer students to build their pragmatic competence. Moreover, this strategy helps to offer them better verbal and non-verbal communication.

16.6% of professors that counts (3) of them illustrates the importance of sociolinguistic competence strategies in solving the problem of residency for EFL learners. Since residency affects the level of sociolinguistic competence for EFL learners in very significant ways as it promotes their overall social, cultural and pragmatic competence. Students experience real life situation where they have the opportunity for self-expression, interaction in real social setting with native speakers.

8. What kind of sociolinguistic competence do you assume to be the best?

One of the professors asserted that professors have to expose our learners to different kinds in order to deal with the individual differences

38% of professors that counts (7) professors illustrated that the best kind of sociolinguistic competence strategies is the Register-naturalness through the perfect combination of idealized competence and communicative competence. They assured that it may state that the best or the most important aspect of sociolinguistic competence is using the language according to the specific interests and needs of the students within their specific cultures that includes their own values and norms according to the fact that sociolinguistic competence comes as on complete package that

each component complements the other because according to some language theories, language is best acquired in real life situations where the learner is exposed to meaningful units of language in natural situations. This makes the student familiar of the norms of the target language society he can communicate.

11%; two of the professors agreed that there should be an overlap between all kinds of sociolinguistic competences. We cannot say that one is better than or the best. For example, learners need the social competence, pragmatic competence as well as the cultural competence. And here all competences interact and come to play together to enable learners have effective communication.

One of the professors affirmed that intercultural sociolinguistic competence strategies is the best to be used.

27%; (5) professors confirmed that cross-cultural strategies is the best. Professors thinks that this kind of sociolinguistic competence strategies promotes the learners' linguistic abilities because there is no absolute method or best strategies for acquiring sociolinguistic competence but this is governed by the setting of learning (place, time, duration, events and characters).

Moreover, professors added that university pedagogies' and curricula should aim at challenges related to EFL learners which include problems related to classrooms, curriculum, and administration, cultural and environmental. They agreed that sociolinguistic competence strategies

which depends on the offered courses and the willingness of the instructors to discuss and offer their students with plenty of opportunities that may increase the level of the students' sociolinguistic competence.

One of the professor mentioned assessment procedures for promoting sociolinguistic strategies.

Also, another professor added the importance of Character education in enhancing sociolinguistic competence for EFL learners.

Moreover, one professor asserted for the importance of writing worksheets and writing strategies for achieving the sociolinguistic competence for EFL learners.

Finally, one professor added the effectiveness of reading techniques in promoting sociolinguistic competence for EFL learners.

9. What is the level of applying sociolinguistic competence strategies in the Palestinians universities?

(4) Professors acknowledged that about 80-85 % the level of applying sociolinguistic competence strategies at the Palestinian universities is high. One of the Professors added that the new vision their University is having (becoming a universal university), the level of sociolinguistic competence strategies applied is becoming a need in the educational process; the University trying to take a lead in this part.

(4) Professors acknowledged that the level of applying sociolinguistic competence at the Palestinian universities is good or intermediate. And it

depends on the instructors and the courses they are teaching. Sometimes the students are lucky and are offered with series of elective courses such as pragmatics and culture and the language courses. When learners are exposed to such courses they increase their level of sociolinguistic competence. Very few students are lucky to participate in international programs and such programs (mobility programs and Soliya connect programs) contributed positively in enhancing their sociolinguistic competence. But all these are individual efforts and depend on the efforts of some volunteering instructors and students.

(10) Professors asserted that the level is very low as instructors teach only what no more than that is inside the books so students are not given the chance to interact in the foreign language as students studying in traditional universities. Professors agreed that the level of applying sociolinguistic competence strategies at the universities depend on many factors:

1. One of them is the instructor who teach this or that course and of course his specialization. Some instructors may tend to use lecturing in their teaching without giving the students any opportunity to use the language while others focus of language use and the students' right to participate and use the language communicatively.

2. Another factor is the course itself whether it emphasizes one or more aspects of the so-called sociolinguistic competence .For example, the course Language Use is a good example of those courses that encourage students to use the language communicatively and that takes into account

students cultural background, interest, needs, level of fluency..etc, The course Discourse Analysis, in particular gives EFL students who specialize in English a good chance to learn about some sociolinguistic theories and the significance of these for language learning.

10. How can place of living affect sociolinguistic competence of EFL learners?

According to the place of living professors were in two minds. 50% of the professors illustrated the negative role of place of living in creating the differences of sociolinguistic competence of the EFL students. They agreed that EFL learners came from three types of residence: city, village and camp. So some places like the villages or the camps do not have the same level of facilities and resources found in the main city like Nablus or Ramallah. Therefore, there might be some differences in the level of fluency or sociolinguistic competence among students at the same university or even in the same classroom.

The other 50% professors asserted for the positive role of place of living in promoting sociolinguistic competence for EFL learners. Place of living affects the level of sociolinguistic competence for EFL learners in very significant ways as it evokes their motivation to promote their sociolinguistic competence. For example, students who live in a village try to improve their sociolinguistic competence to be as those who live in Ramallah for instance. So this variations according to a place of living enlarge the desire of students to promote their competency.

11. How can gender affect sociolinguistic competence of EFL learners?

28% which consists of (5) Professors asserted that girls are better than male students- this is because the number of female students is greater than that of male students. This makes them (male students) feel shy. Girls have more tolerance in learning the language than boys when interacting with females, the conversations would be cooperative and encouraging. In terms of language learning, females are more committed to study and have that academic knowledge; this can be noticed with the level of language formality used. (Females mainly use more formal terms).

28% that is (5) Professors confirmed that boys have better sociolinguistic competence than females because some female students tend to shy away from particular academic discussions, because this may endanger their self- or social image. As males do have more chances to travel, they are more competent

44% of professors said that the level of sociolinguistic competence in accordance to their gender varies due to different reasons. . It depends on the gap between the sexes according to cultural norms and the roles assigned for males and females in a certain society. Gender may or may not have any impact on students' acquisition of sociolinguistic competence.

In some course like Language Use which requires students to work in groups in the classroom and to present something in front of the rest of students, female usually has better levels of fluency in using the language.

On the other hand, the males usually compete to talk and present so as to show –off their personalities.

12. How can year of study affect sociolinguistic competence of EFL learners?

40% of professors asserted that years of study affects EFL students sociolinguistic competence positively; they added that 4 year students are better than 1 or 2 year students. The more courses they study, the better their competence is.

The majority of Professors that counts 60% confirmed that years of study does not affect EFL students sociolinguistic competence while it depends on the accumulated knowledge since this can be attributed to the experiences students have during the years of study.

13. How can the university pedagogies and curricula affect EFL learners' level of sociolinguistic competence?

(5) Professors agreed for the importance of updating the university curricula and pedagogies to enhance sociolinguistic competence for EFL learners. For example, each year there is a process of assessment of the courses offered in each curriculum.

While 27% of Professors assured for the importance of integrating sociolinguistic competence as a basic part of the curricula and taught on different levels. University courses should include national and

international contents and should concentrate on communicative competence and not only teaching the language.

Learners needs: (4) Professors agreed that university pedagogies have to take into consideration the personal and cultural enrichment of students. In order to do so, pedagogies must question the students' competence by encouraging prolonged and regular contact with native speakers and offer courses that enables the instructors to discuss with their students to increase their level of sociolinguistic competence.

One of the Professors illustrated the significance role of universities in marrying between both modes of the target culture and the native culture. For example focusing on local current issues and other cultural aspects whether geographic, political, social, economic and etc… using the target language would enable the learners to have self-esteem and confidence in using this language.

Other Professor said that universities pedagogies and curricula need to include all aspects that develop such competence also they may include extracurricular activities that promote this process.

Professor (17) agreed for the positive role of universities pedagogies and curricula in enhancing sociolinguistic competence for EFL learners through focusing on 4 skills (listening, reading, speaking and writing) then takes into considerations various aspects that boost these skills.

Finally, one of the professor conducted that university curricula are usually prepared according to the ILOs (intended learning outcomes) and aims of

the courses, so instructors have to be aware of this and prepare material that achieve the aims of the course.

4.4 Conclusion

This chapter shows the tables of study results and proportions in accordance to study variables in accordance to four main domains. This chapter shows tables that presents the results, in which 77% of students agreed for the high effect of implementing sociolinguistic competence strategies for clarifying linguistic variations and achieving the perfect sociological realization in the matter of learning English as a foreign language, in favor of content, learners needs, strategies and pedagogies and design. Furthermore, chapter four presents the results of study hypothesis; the null hypothesis was rejected. The findings show that there are statistically significant differences at ($\alpha \leq 0.05$) in the effect of linguistic variation on sociological realization implementing sociolinguistic competence strategies in teaching English as a foreign language as perceived by students due to gender, Academic Qualification, place of living, university name. Finally, chapter four showed the answers of study interview questions in which interviews of the study consist of 14 questions that highly agree with questionnaire results.

Chapter Five

Discussion of the Results, Conclusion and Recommendations

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5.1 Introduction

This chapter consists of three main sections. The first section presents the results of the research questions and hypothesis relevant to research variable. The second section views the results of the interview questions. Finally, the third section provides some beneficial recommendation depending on the conducted results.

5.2 Results Related to the Main Question

What is the influence of linguistic variation on sociological realization Implementing Sociolinguistic Competence teaching strategies in classroom settings?

After examining data and calculating the means, standard deviations, percentages for every item and individual domains ,and the levels for students responses on the effect of linguistic variation on sociological realization implementing sociolinguistic competence teaching strategies in teaching English as a foreign language, the result in Table (6) of chapter four indicate the following:

First Domain: the influence of linguistic variations on sociological realization implementing sociolinguistic competence strategies in teaching English as a foreign language at the Palestinian universities

The findings of items (1- 4) in Table (6) show that linguistic variations had very big impact on sociological realization in the matter of teaching and

learning English as a foreign language, then it demonstrates the effectiveness of implementing sociolinguistic competence strategies to overcome such vacations in teaching the foreign language. The first domain conducted a high proportion which is 77.8%.

Table (6) indicates that the influence of linguistic variations on sociological realization implementing sociolinguistic competence strategies in teaching English as a foreign language achieved a mean of (3.45) and a good standard deviation of (.750), which means that there is a positive impact of implementing sociolinguistic competence strategies in clarifying linguistic variations to achieve better sociological realizations for EFL learners. The researchers proved this effect by providing the evidences which asserted for the huge attitudes of the students towards implementing sociolinguistic competence strategies in their learning to enhance their competency and solve the difficulties of sociological realizations that conducted from linguistic variations.

In response to items, item (1) received a high effect degree in accordance of content domain, the majority of students"78.0%" agreed that linguistic variations affect much sociological realization of EFL learners implementing sociolinguistic competence strategies of in teaching English as a foreign language at the Palestinian universities. Item (1) received a high effect degree in favor of learners' needs domain, the majority of students"77.2%" agreed that linguistic variations affect much sociological realization of EFL learners implementing sociolinguistic competence strategies of in teaching English as a foreign language at the Palestinian

universities. Item (3) also received a high effect degree due to strategies and pedagogies domain, the majority of students that is "77.8%" agree for the big effect of linguistic variations on sociological realization for EFL learners' implementing sociolinguistic competence strategies of in teaching English as a foreign language at the Palestinian universities. The results of items (4) received a high effect degree according to design domain, the majority of students "79.0%" reported that linguistic variations have a huge impact on sociological realization for EFL learners implementing sociolinguistic competence strategies of in teaching English as a foreign language at the Palestinian universities.

Smith, Perfors, Samara, and Wonnacott (2017) supported the findings of Table (5) they asserted that human languages differ much in their linguistic which includes morphology, semantics, syntax, phonology and sociolinguistic. These linguistic variations according to them behold foreign language learning barriers in which linguistic features must be spread in teaching process through sociolinguistic functions and alternatives.

Second Domain: the influence of the major difficulties in acquiring English as a foreign language in accordance to English language competence and performance by illustrating the effect of linguistic and cultural variations on learning English as a foreign language.

The findings of items ranging from (1- 7) listed in Table (7) indicate that the effect of linguistic and cultural variations on sociological realization in

the matter of learning English as foreign language according to content domain as perceived by students achieved a high percentage "78.0%" which means that the there is a high effect of linguistic and cultural variations on sociological realization in teaching English as a foreign language for EFL learners in the Palestinian universities in favor of the content domain.

Table (7) indicates that the effect of linguistic and cultural variations on sociological realization as perceived by students achieved a mean of (3.40) and a good standard deviation of (0.70), which means that there is a high impact of linguistic and cultural variations on sociological realization in the matter of learning English as foreign language according to content domain as perceived by students.

The results to items (1) received a high effect degree, the majority of students that is "71.0% agreed that foreign language learning differs from foreign language acquisition for EFL students at the Palestinian universities. The results of items (2) received a high effect degree, the majority of students "75.5% reported that Communicating spontaneously using English as a foreign language is a major difficulty in language learning for EFL students as a result for linguistic and cultural variations. The findings of item (3) resulted in high effect degree in which 76.4% of students assured that acquiring English language skills requires high level of sociolinguistic competence for EFL students. This result is highly agreed with Matola (1993), who found that EFL learners have to acquire speaking

rule of the new language system in which it considers the main and the most significant step for achieving language competence and performance. Foreign language speaking rule includes sociolinguistic features and patterns that enables the learners to go beyond the different linguistic variations of the new language to become aware of language usage in social behaviors. The results of items (4 and 5) conducted a high effect degree, most of students that are "78.4% and 77.6% "agreed that linguistic variations affect English language learning for EFL learners' in which it is the main cause for sociolinguistic competence shortage. Similarly, the findings of items (6 and 7) strongly confirmed that cultural variations are the main part of linguistic variations that highly affect sociological realization for EFL learners the effect degree on these items is high and the percentage of response on them correspondingly is "76.4% and 70.4%.". These findings are in accord with Wright (2016) who concluded the role of linguistic variations in producing cultural variations in teaching the target language; in which these variations cause the inadequate competence for EFL learners at AN-Najah National University. Then he confirmed that traditional curricula and teaching pedagogies are the major blocks for such insufficiency.

To conclude, almost 78.0% of students agree on the high effect of linguistic variations on sociological realization for EFL learners.

Third Domain: the influence of cultural and linguistic variations across languages on sociological realization for EFL students and the impact

of the main gaps and difficulties that encounter EFL learners and teachers in implementing sociolinguistic competence.

The findings of items (from 1 to 12) in table (8) show two main themes: first, the significance of acquiring sociolinguistic competence for EFL learners. Second, the impact of the main gaps and difficulties encounter EFL learners in acquiring sociolinguistic competence. These points examined due to learners needs domain as perceived by students in which they achieved a high proportion "77.2%". Obviously, the majority of students agreed highly for the importance of sociolinguistic competence for EFL learners and the high effect of main gaps and difficulties that encounter EFL learners in achieving sociolinguistic competence.

Table (8) indicates that the significance of having sociolinguistic competence for EFL learners in the matter of learning English as a foreign language and the effect of the main gaps and difficulties that encounter EFL learners in acquiring sociolinguistic competence conducted a mean of (3.36) and a good standard deviation of (0.60), which means that there is high effect of linguistic variation on sociological realization in the learners needs domain.

The results to items (1) received a high effect degree, the majority of students that is "79.8% agreed that sociological realization helps in the foreign language acquisition for the EFL learners. The results of items (2) received a high effect degree, the majority of students "70.8% reported that having good grammar in English means the ability to speak the language

genuinely. The results of items (1 and 2) are contestant to Chung (1999) who put up the fact that acquiring a foreign language must naturalize sociolinguistic competence rule in parallel to structural and grammatical ones in which it steers the EFL learners in utilizing the foreign language patterns appropriately and spontaneously. The findings of items (3 and 4 and 5) resulted in high effect degree in which "71.6% and 72.6% and 73.2%" of students assured that awareness of cultural clues such as idioms, proverbs and language expressions improves sociolinguistic competence of foreign language learners of English language is necessary to get sociolinguistic competence and leads to good performance in a foreign language. As Vanderniet (2015) who conducted a study that approves the strong relationship between teaching idiomatic clues and improving speaking proficiency in the second language learning. The results of items (6) conducted a high effect degree, most of students that are "75.2% "agreed that sociolinguistic competence is necessary for students to perform well in English. Similarly, the findings of items (7) strongly confirmed that literary translation from NL to FL does not achieve sociolinguistic competence, the effect degree on these items is high and the percentage of response on them correspondingly is "70%. The findings of items (8 and 9) resulted in high effect degree, the majority of students "79.8% and 70.2%" agreed that learning a foreign language means acquiring a new system with its culture and rules in which what could be appropriate in NL maybe it is not in FL. The results of items (7,8 and9) strongly match with Al-Aqra' (2011) who found that speech act performance of EFL learners' at the Palestinian

universities is conditioned due to three main reasons; linguistic items of the target language, cultural clues usage and translation. Then he represents the relationship between these three reasons in delivering the appropriate utterances in communicating and interacting in the second language. Al-Aqra illustrated how literal transfer between NL and TL causes inaccurate performance for linguistic units in accordance to cultural rules of the foreign language. The result of item (10) conducted a high effect degree, the majority of students that is "76%" agreed that having a sociolinguistic competence for EFL learner help in achieving high level of English competence. The result of item (11) conducted a high effect which is 70.8% agreed for that the majority of EFL learners in the Palestinian universities do not have sociolinguistic competence in English language. Finally, item (12) conducted a high effect of the major cause for not having sociolinguistic competence for EFL students is the lack of sociolinguistic competence strategies in which 77.4% agreed for that. According to Janem (2020) the majority of EFL students in the Palestinian universities lacks speaking proficiency in which they cannot even describe their ideas and feelings using the foreign language; moreover, some of them fail to introduce him\herself in English. Then she revealed the main reason for that in which traditional teaching methodologies do not pay the attentions for exposing the learners to the life issues and domains; social-cultural-political-economic and so on.

Forth Domain: the effect of implementing sociolinguistic competence strategies for EFL learners and teachers in classroom settings for

improving EFL learners' competence and performance in the Palestinian universities

The findings of items (1- 14) in table (9) shows the significance role of applying sociolinguistic competence strategies in teaching English as a foreign language in which it has a positive effect in promoting sociolinguistic competence and performance for EFL learners due to pedagogies and strategies domain. A high percentage has been given to the effect of implementing sociolinguistic competence strategies in foreign language teaching in favor to strategies and pedagogies domain; 77.8% of students asserted the importance in integrating such methodologies in their learning and teaching process.

Table (9) indicates also that the effect and the significance of implementing different branches of sociolinguistic competence teaching strategies that are essential for the foreign learners in the strategies and pedagogies domain as perceived by students achieved a mean of (3.39), which means that there is a high effect and a good standard deviation of (.60).

In response to items, item (1) received a high effect degree, the majority of students "77.6%" agreed that implementing sociolinguistic competence strategies for EFL students' helps a lot in achieving perfect acquisition of English. Item (2 and 3) also received a high effect degree, the majority of students that is "70.4%" and "79.2%" agreed for the high effect of implementing sociolinguistic competence strategies in English language teaching improves student's ability in using and communicating in the

foreign language. The results of items (4 and 5) received a high effect degree, the majority of students "79.2% and 70.8%" reported that implementing sociolinguistic strategies expands EFL learner's vocabulary and makes cultural clues of English familiar for EFL students. Item (6) conducted a high effect degree in which "78.2%" of students assured for the importance of implementing sociolinguistic strategies facilitates the matter of acquiring the foreign language.

Similarly, Mede (2015) concluded that sociolinguistic competence strategies become a major part in teaching a foreign language that teaches EFL learners the specific details of linguistic and social clues of the foreign language rules in which students would be able to use the language professionally and appropriately. Mede also conducted that sociolinguistic competence strategies must be integrated in teaching a foreign language to achieve sociolinguistic competence to communicate spontaneously using the foreign language.

While Items (7 and 8) was given a high effect degree, about "75.6% and 77.8%" of students agreed that implementing sociolinguistic strategies defines and clarifies the linguistic variations for the EFL learners. Item (9) received a high effect degree since the majority of students "78.8" agreed that implementing sociolinguistic competence strategies provides sociological realization in English acquisition. These finding of these items highly go along with Samara, Smith, and Brown and Wonnacott (2017) they found that sociolinguistic competence strategies are the only mean for

naturalizing the sociolinguistic system for the EFL students since linguistic variations are the main requirements for illustrating sociolinguistic rubrics in teaching a foreign language; in which they exhibit sociolinguistic rules of the target language, they must be included to steer the foreign language utilization in accordance to social contexts rubrics. Item (10) was given a high effect degree that "78.2" asserted that implementing sociolinguistic competence strategies covers the four skills of English language learning. Item (11) received a high effect degree, the majority of students "77.8" agreed that implementing sociolinguistic competence strategies is not emphasized in the Palestinian universities for EFL learners. The finding of item (10) is highly convenient with Maraheel (2004) who conducted a study that stated the positive effect of integrating the four language skills in promoting communicative competence for the EFL learners using pragmatic strategies in the matter of acquiring the foreign language. Then she asserted the lack of communicative competence strategies in educational institutions settings in Palestine in which pragmatic activities that consist of both communicative and sociolinguistic strategies. She stated that teaching syllabus, curricula and pedagogies do not pay the attentions for implementing these strategies. Items (12 and 13) were given a high effect degree in which "77% and 77.6%" of students confirmed that implementing sociolinguistic competence strategies enables EFL learners to use the language genuinely and produce English utterances spontaneously. Item (10) has given a high degree effect in which "77.6" of students asserted that implementing sociolinguistic competence strategies

consider as important pedagogies in English acquisition. According to Sa'da and Mohammadi (2014), implementing sociolinguistic competence strategies for EFL learners has shown a great evolution in utilizing linguistic and social utterances of the foreign language appropriately.

Fifth Domain: The effect of implementation process on applying Sociolinguistic Competence teaching strategies in classroom settings in the design domain as perceived by students

The findings of items (1- 8) in table (10) show the high impact of using specialized teaching methodologies and curriculum as the main requirements in implementing sociolinguistic competence strategies in favor to the design domain. In which 79% of students highly agreed that utilizing some specific teaching pedagogies and curriculum are the main elements for implementing sociolinguistic competence in teaching English language.

Table (10) indicates that the effect of using specific teaching pedagogies and curricula as the main requirements for implementing sociolinguistic competence strategies in teaching English as a foreign language in accordance to the design domain as perceived by students achieved a mean of (3.45), which means that there is a high effect and a good standard deviation of (.79).

Item (1) was given a high effect degree in which "77.8" agreed that Sociolinguistic competence strategies require EFL teachers' instructions. Item (2) received a high effect degree, the majority of students "79.8"

assured that Sociolinguistic competence strategies require EFL teachers' to expose their learners to the cultural features of the foreign language.

These findings highly confirmed with Wright (2016) who found that instructional techniques such as document-based questions have an effective influence in promoting sociocultural competence for EFL leaners at An-Najah National University. This strategy has been designed according to specific cultural resources; in which students would be able to acquire the foreign language across its cultural properties. Moreover, Wright conducted that it is one of the most effective methods that help EFL learners to avoid stereotypes and misuse of the target language. Item (3) also was given a high effect degree in which "78.4" of students confirmed that Sociolinguistic competence strategies need enrichment curricula and materials. This finding agrees with Garret (2010) who asserted the effectiveness of conducting new specialized curricula and materials at English Language Center (ELC) at Brigham Young University (BYU) in promoting students competence and performance in the Target language. Garret states that such curricula has been designed to prepare students to use the foreign language in their life outside university classrooms; wherein English is the spoken language. Item (4) received a high effect degree in which "78.8" of students confirmed that Sociolinguistic competence strategies require across-cultural pedagogies. Moreover, Item (5) got a high effect degree in which "78.8" of students agreed for the importance of special sociolinguistic competence pedagogies for enhancing EFL learners' competence and performance for them. Furthermore, Wright (2010)

illustrated that using intercultural approaches and pedagogies are the main instruments for implementing cultural teaching of the foreign language features. Then, item (6) conducted high effect degree in which "79.2" of students added that sociolinguistic competence strategies join both traditional and modern ways of a foreign language learning. Item (7) provided high effect degree, the majority of students "79.8" agreed for that Sociolinguistic competence strategies increase the level of productivity for FEL learners. Finally, item (8) received a high effect degree in which "79.2" assured that sociolinguistic competence strategies encourages EFL learners creativity. Shaqfa (2007) assured that Palestinian EFL students suffer from major difficulties that prevent them from mastering English; whereas English becomes the world language for all majors and domains. So Shaqfa (2007) found that paying much attention to the target culture in teaching English by combining some traditional methods such as teaching literature helps EFL students to master the foreign language spontaneously. Moreover, he concluded that utilizing enrichment materials besides the Palestinian curriculum supports much the matter of acquiring English for EFL students at the Palestinian schools and universities. Finally Shaqfa asserted that well qualified and trained teachers helps in overcoming the cultural gaps and promote students learning.

5.3 Discussion of the Results of the Sub-Questions

The main question of this research triggers three separate sub-questions. For every question a hypothesis has been articulated:

5.3.1 Results related to the first hypothesis

There are statistically significant differences at ($\alpha \leq 0.05$) in students' responses of implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of Gender.

The researcher uses associated analysis to test the hypothesis. After data analysis, it is proved that there are statistically significant differences at ($\alpha \leq 0.05$) in students' responses of implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of Gender except the content domain in favor of female students. This prove the fact that linguistic variations that derive from cultural differences is the main cause for the deficiency of sociolinguistic competence of EFL learners at the Palestinian universities. Also, it assures the importance of implementing sociolinguistic competence strategies in classroom teaching pedagogies.

5.3.2 Results related to the second hypothesis

There are statistically significant differences at ($\alpha \leq 0.05$) in students' responses of implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of Academic Qualification.

The researcher utilize relevant analysis to examine the hypothesis. After data analysis, it is proved that there are no statistically significant differences at (α ≤ 0.05) There are statistically significant differences at (α ≤ 0.05) in students responses of implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of Academic Qualification. Accordingly, the study results agreed for the great influence of linguistic variation in a foreign language usage by EFL learners which requires a foreign language system to be steer towards applying sociolinguistic competence in classroom settings.

5.3.3 Results related to the third hypothesis

There are statistically significant differences at (α ≤ 0.05) in students' responses of implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of living place.

The researcher operates the required analysis to test the hypothesis. After data analysis, it is indicated that there are no significant differences at (α≤0.05) in students' responses of implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of living place except in the design domain. The result shows that there are significant differences at (α ≤ 0.05) in the effect of linguistic variation on sociological realization implementing sociolinguistic competence in teaching English as a foreign language in the design domain between village and city in favor of village. The research outcomes conducted a positive attitudes for sociolinguistic competence

implementation in a foreign language teaching process to fill in the huge gaps resulted from linguistic and cultural variations of a foreign language learning. Also, the study suggested such strategies to enhance EFL learners' abilities to communicate and use English spontaneously.

5.3.4 Results related to the forth hypothesis

There are no statistically significant differences at ($\alpha = 0.05$) in students responses of implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of year of study.

The study used the correlational analysis to examine the hypothesis. After data analysis, the results implies that there are no statistically significant differences at ($\alpha \leq 0.05$) in in students responses of implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of year of study except content domain in favor of junior. So the study indicated that there is a positive connection between EFL learners' competence and sociolinguistic implementation in teaching. Also, the study concluded that the sociolinguistic competence strategies are the real solution for linguistic variation that occurs among languages in the matter of learning a new one.

5.3.5 Results related to the fifth hypothesis

There are statistically significant differences at ($\alpha \leq 0.05$) in students' responses of implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of university name.

The researcher again utilize the associated analysis to check the hypothesis. After data analysis, it is demonstrated that there are significant differences at ($\alpha \leq 0.05$) in students' responses of implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language, in favor of university name, in favor of Arab-American, Birziet and Hebron Universities. To conclude, since language systems differences in accordance to linguistic variations; sociolinguistic competence strategies must be included in a foreign language teaching and learning process in the Palestinian universities" to improve EFL learners competence and performance in English.

5.4 Results of interview questions

A sample of (18) professors was selected to answer the questions of the interview

5.4.1 Results related to the first question

1. What are the major difficulties that encounter your EFL learners while acquiring English as a foreign language?

The first question results showed that the majority of professors 72.2% (13) confirmed that the major difficulty in a foreign language is to acquire speaking skill abilities due to linguistic variations between English and Arabic; such variations derive from cultural and social difference among the two languages especially since the EFL learners in the Palestinian universities lack sociolinguistic competence. They mentioned many

reasons for this deficiency such as literal transfer, the lack of exposure to authentic situation in life and practice.

It should be noted that the findings of the first question is highly agreed with the findings of table (8). These findings are highly confirmed with Mohammed (2018) who found that the EFL learners' stuck in linguistic and cultural variations which obstruct their communicative competence. The major difficulty of EFL Palestinian students in learning English is speaking deficiency. He conducted that the main cause for that is the process of teaching English language skills; grammar, vocabulary and structure) traditionally without relating curricula topics to authentic life contexts and target language culture (Al-Muhtaseb, 2015).

Also, the results showed that the shortage of vocabulary affected English language usage for EFL learners at the Palestinian universities.

Moreover, results demonstrated that 16.6% of professors stated that grammatical and writing difficulties may construct a great block for EFL learners at the Palestinian universities; such problem resulted from the inseparable of the four language learning skills (listening, speaking, writing and reading).

Finally, one of the answers asserted that learning difficulties much related to teaching pedagogies and teachers methods.

5.4.2 Results related to the second question

2. Why is it important for EFL learners to have a sociolinguistic competence?

The results of the second question proved a positive effect of sociolinguistic competence for EFL learners; in which 83.3% of professors agreed that acquiring sociolinguistic competence in the matter of learning English as a foreign language makes the students aware of the linguistic and cultural variations of the foreign language which enables them to communicate the foreign language spontaneously. Also, they added that sociolinguistic competence enhances students' abilities to interact easily in an authentic and real life situations.

While (3) professors; about 16.7%, agreed that sociolinguistic competence helps EFL learners use the knowledge they have gained. It indicates how prepared they are to have the knowledge required and whether they can be perceptive enough to realize they have come across that particular knowledge. In other words, it improves the learner productivity to perform in a professional way.

The findings of the second question were highly convenient to the findings of the questionnaire. These findings highly agree with Lopez (2014) who stated that individuals have to speak more than one language since the globalization of the modern life system worldwide. According people need to use different languages especially English for travelling, working, studying and even for browsing on the internet. This means acquiring

sociolinguistic competence for achieving foreign language performance. Wherein students acquire linguistic competence system within its structure and vocabulary to utilize it for linguistic performance in real life situations.

5.4.3 Results related to the third question

3. What is the effect of linguistic variations on learning English as a foreign language?

The results of the third question agreed that the majority of professors 62% assured for the negative effect of linguistic variation for EFL learners in the Palestinian universities. Linguistic variations cause communication breakdown and misunderstanding for EFL learners. Since each language has a unique system that includes linguistic, culture, semantics, syntax, grammar, vocabulary, phonetics, phonology, pronunciation and so on; so it creates the sociolinguistic competence rules which confuses students in a producing the foreign language in literary transfer in which they relates the foreign language rules to those related ones.

On the other hand, the study results stated that 38% of professors stated the positive influence of linguistic variations in the foreign language positively; linguistic variations expand students' awareness of language differences that enables them to use the language correctly in accordance to its features and rubrics.

The findings of the third question agreed with questionnaire findings. Both of them assured that linguistic variations play a major role in promoting

sociolinguistic competence for EFL learners. In which it state the main rules of the target language system. As Wardhaugh (2006) confirmed; learning a foreign language indicates recognizing the linguistic knowledge system of the target language. Since the huge value of linguistic rules that distinguish languages and construct learning obstacles. In this view, many sociolinguists asserted that linguistic variation investigations must be included as a part of the second language data. This steers EFL students for promoting sociolinguistic competence unconsciously Al-Aqra' (2010), linguistic patterns of the language are the most intricate part of the language; it forms the main rubrics that differentiate languages due to their cultures and pragmatics. So foreign language tutors must set up the linguistic rules of the foreign language learning.

5.4.4 Results related to the forth question

4. What is the role of cultural variations on linguistic variations?

The results of the forth question showed that the majority of professors 83% agreed for the significant part of cultural variation in a foreign language learning as a tool for understanding linguistic variations between English and Arabic because culture is affecting all our aspects of life, as it is a way of life for any nation.

While 16% of professors related the deficiency of English language for EFL learners to cultural variations.

The findings of the forth question highly corresponded with questionnaire results. Winters (2016) found that cultural explanations have a long history in linguistic field. Cultural variations are emerge from linguistic variations in forming contextual patterns of the language. In this view, linguistic-cultural approach states situational conversations through relating structural language knowledge to contexts. So linguistic-cultural approach demonstrates language systems for learning and communicating. Moreover, it provides the learners with the main clues for delivering the intended meaning appropriately. In brief, the relation between linguistics and culture draws the headline for acquiring the foreign language and obtain language performance and competence.

5.4.5 Results related to the fifth question

5. What is the significance of implementing Sociolinguistic Competence teaching strategies in classroom settings?

The results of the fifth question illustrated the positive effects of implementing sociolinguistic competence strategies in classroom setting due to many reasons.

88% of professors stated that implementing sociolinguistic competence strategies are important for clarifying the linguistic and cultural variations among languages to be the first base for learning English process in which enlarges students' awareness for language components properties to be able to use the language in social life genuinely. In which they create clear connection to a foreign language since culture is an important aspect that is

normally ignored in classrooms. As a result implementing Sociolinguistic Competence teaching strategies in classroom settings promotes communicative competence and language performance for EFL learners.

Finally, 12% of the professor assured for the importance of implementing sociolinguistic competence teaching strategies in classroom settings absolutely creates a friendly learning environment.

The findings of the fifth question are highly in agreement with questionnaire findings. According to Dikilitaş and Mede (2015) implementing sociolinguistic competence in classroom setting has become a crucial pedagogy for teaching the foreign language. Since EFL leaners need to use the foreign language in real life situations; they have to promote sociolinguistic competence strategies in their learning instead of studying English within a specific curriculum to pass exams. Implementing sociolinguistic competence strategies provides EFL learners with authentic language along with teaching English language courses through practicing. Sociolinguistic competence strategies deals with the four learning integrated skills to clarify pragmatic structures for improving foreign language proficiency.

5.4.6 Results related to the sixth question

6. What is the level of communicative competency for your EFL learners?

78% of Professors (14) that counted (14) affirmed that the level of sociolinguistic competence for EFL students at the Palestinian universities is low.

(2) Professors 11% stated that the level of communicative competency for EFL learners at the Palestinian universities is advanced.

While (2) professors 11% assured that the level of sociolinguistic competence for EFL at the Palestinian universities students is intermediate.

These findings of the sixth question are convenient to the results that has shown in the questionnaire analysis; in which both students and professors stated that the level of sociolinguistic competence for EFL learners at the Palestinian universities is low. The finding of this matched with Al-Muhtaseb (2015) the lack of oral competence of EFL learners in Palestinian educational institutions is an important issue to be considered and solved.

5.4.7 Results related to the seventh question

7. How can sociolinguistic competence strategies promote communicative competence for EFL learners?

The seventh question results confirmed the following:

The majority of professors which is 55.6% of professors counts (10) professors confirmed that implementing sociolinguistic competence strategies enhances sociolinguistic competence and performance for EFL learners by exposing the students to authentic situations of real or virtual social contexts to communicate with others.

Moreover, 16.6% of the professors which counts (3) Professors agreed that sociolinguistic competence strategies help in solving the problem of

learning a foreign language by paying great attention to learners needs and interests. Since English becomes the language of social interactions; learners interest much in using it socially and daily so sociolinguistic competence start dealing more with learners' attitudes.

While other 16.6% of professors that counts (3) of them illustrated the importance of sociolinguistic competence strategies in solving the problem of residency for EFL learners. Since residency affects the level of sociolinguistic competence for EFL learners in very significant ways as it promotes their overall social, cultural and pragmatic competence.

One other professor 5.6% affirmed that implementing sociolinguistic competence strategies solves the problem of deficiency of sociolinguistic competence for EFL learners by exposing students to the linguistic variants used by native speakers and second language users; so concentration should be on courses related to the four skills; one course for each is not enough. On the other hand, one of the professors 5.6% emphasized upon the effort of sociolinguistic competence in encouraging instructors to apply different strategies that can help learners in this respect.

The findings of the seventh question got a moderate relevance to the questionnaire results. This finding confirmed much with Abu Hatab (2010) stated that the study results approved the effectiveness of aural authentic materials in improving EFL learners' skills in mastering the second language at A-Aqsa University. EFL learners attend to choose energetic academic environment. In this view, teachers have to pay much attention to authentic topics that relate the learners to his needs (Ara Ashraf, 2018).

5.4.8 Results related to eighth question

8. What kind of sociolinguistic competence do you assume to be a good choice?

The results of the eighth question recommended the following:

The majority of professors which is 38% recommended those strategies of Register-naturalness through the perfect combination of idealized competence and communicative competence that adjust learners' needs and interests to their community culture and norms.

Also, 27%; (5) professors confirmed that university pedagogies and curricula should aim at challenges related to EFL learners which include problems related to classrooms, curriculum, administration, cultural and environmental. Also, it should be taken into consideration to modify and revise textbooks to focus on the different cross-cultural differences to avoid any possible pragmatic failure.

Moreover, 16.6%; three of the professors agreed that there should be an overlap between all kinds of sociolinguistic competences. We cannot say that one is better than or the best. For example, learners need the social competence, pragmatic competence as well as the cultural competence. And here all competences interact and come to play together to enable learners have effective communication. One of the professors asserted that professors have to expose our learners to different kinds in order to deal with the individual differences

One of the professors affirmed that intercultural sociolinguistic competence strategies is the best to be used. Another of the professor mentioned assessment procedures for promoting sociolinguistic strategies.

Also, another professor added the importance of Character education in enhancing sociolinguistic competence for EFL learners.

Moreover, one professor asserted for the importance of writing worksheets and writing strategies for achieving the sociolinguistic competence for EFL learners.

Finally, one professor added the effectiveness of reading techniques in promoting sociolinguistic competence for EFL learners.

Mizne (1997) proposed that best pedagogy for teaching sociolinguistic competence is teaching culture. It creates a relationship among learners' needs and their surrounding environment by presenting the foreign language genuinely, in other words; culture exposers EFL learners to the norms of life. Moreover, culture identify sociolinguistic rubrics of the second language which are two main aspects: pragmatic and linguistic variations. So sociolinguistic competence for EFL learners would be enlarged freely. Then Mizne concluded that intercultural technique must be utilize for teaching culture in order to differentiate variations across languages so EFL learners will be able to conduct the target language utterances appropriately.

5.4.9 Results related to the ninth question

9. What is the level of applying sociolinguistic competence strategies in the Palestinian universities?

The results of the ninth questions concluded the following;

First, 55% of professors asserted that the level is very low as instructors teach only what no more than that is inside the books so students are not given the chance to interact in the foreign language as students studying in traditional universities. As (Kramsch 2014 as cited in Mede and Dikilitas 2015 p.14-15) stated promoting sociolinguistic competence needs operate up to date learning teaching process for foreign language through elaborating integrated classroom methodologies which must be steered by the teacher. Moreover, there is one main factor for the lack of sociolinguistic competence of the EFL students which is the teaching pedagogies that determine a dead line for teaching a given materials within the curricula and syllabuses regardless of their content and their values.

Then, 22.5% of professors confirmed that (4) Professors acknowledged that the level of applying sociolinguistic competence at the Palestinian universities is good or intermediate.

Eventually, 22.5 of Professors acknowledged that about 80-85 % the level of applying sociolinguistic competence strategies at the Palestinian universities is high.

The researchers noticed that the number of females is more than males one according to the fact that English major usually preferable field for females more than males. Also, females are more punctuate learners for attending lectures than males.

5.4.10 Results related to the tenth question

10. How can place of living affect sociolinguistic competence of EFL learners?

According to the place of living professors were in two minds. 50% of the professors illustrated the negative role of place of living in creating the differences of sociolinguistic competence of the EFL students. They agreed that EFL learners came from three types of residence: city, village and camp. All in all, the students share the same basic values and beliefs that characterize the Palestinian community with some slight differences between them in terms of the accent spoken, some different words used here but not there, some customs. Despite that some places like the villages or the camps do not have the same level of facilities and resources found in the main city like Nablus or Ramallah. Therefore, there might be some differences in the level of fluency or sociolinguistic competence among students at the same university or even in the same classroom.

The other 50% professors asserted for the positive role of place of living in promoting sociolinguistic competence for EFL learners some students are difficult to deal with because they come from places that may not welcome exchanges or may have a different set of values or traditions that contradict

the main aims or procedures used to improve Sociolinguistic Competence. Students will be able to understand the surrounding environment and act accordingly. Place of living affects the level of sociolinguistic competence for EFL learners in very significant ways as it promotes their overall social, cultural and pragmatic competence.

5.4.11 Results related to the eleventh question

11. How can gender affect sociolinguistic competence of EFL learners?

The results of eleventh question conducted the following:

The majority of professors 44% agreed that the level of sociolinguistic competence in accordance to their gender varies due to different reasons. In some course like Language Use which requires students to work in groups in the classroom and to present something in front of the rest of students, female usually has better levels of fluency in using the language but, unfortunately, some females lack self-confidence especially those who come from remote villages and marginalized areas where females are not accustomed to speaking even Arabic in front of strangers. On the other hand, the males usually compete to talk and present so as to show –off their personalities. Day after day, such lack of confidence tends to disappear with the help of the various strategies and encouragement given to the females in particular. It depends on the gap between the sexes according to cultural norms and the roles assigned for males and females in a certain society. Gender may or may not have any impact on students' acquisition of sociolinguistic competence.

Some professors 28% asserted that girls are better than male students- this is because the number of female students is greater than that of male students. This makes them (male students) feel shy. Girls have more tolerance in learning the language than boys when interacting with females, the conversations would be cooperative and encouraging. While other professors 28% confirmed that boys have better sociolinguistic competence than females because some female students tend to shy away from particular academic discussions because this may endanger their self- or social image. As males do have more chances to travel, they are more competent. In terms of language learning, females are more committed to study and have that academic knowledge.

5.4.12 Results related to the twelfth question

12. How can year of study affect sociolinguistic competence of EFL learners?

The results showed that the majority of Professors 60% confirmed that years of study do not affect EFL students' sociolinguistic competence while it depends on the accumulated knowledge since this can be attributed to the experiences students have during the years of study. While 40% of professors asserted that years of study affects EFL students sociolinguistic competence positively; they added that 4 year students are better than 1 or 2 year students. The more courses they study, the better their competence is.

The findings of this question did not match the questionnaire one, which asserted that years of study do not have a big deal for EFL learners' competence; while questionnaire findings showed that years of study play a pig role in a foreign language competence. For example, the researcher noticed that freshman and sophomore students were not even able to answer the items of the questionnaire.

5.4.13 Results related to the thirteenth question

13. How can the university pedagogies and curricula affect EFL learners' level of sociolinguistic competence?

The results agreed that 27% Professors agreed for the importance of updating the university curricula and pedagogies to enhance sociolinguistic competence for EFL learners. Also, another 27% of Professors assured for the importance of integrating sociolinguistic competence as a basic part of the curricula and taught on different levels. On the other hand, 22% Professors agreed that university pedagogies have to take into consideration the personal and cultural enrichment of students.

Also, one of the Professors illustrated the significance role of universities in marrying between both modes of the target culture and the native culture. Other Professor said that universities pedagogies and curricula need to include all aspects that develop such competence also they may include extracurricular activities that promote this process. Moreover, one of the Professors agreed for the positive role of universities pedagogies and curricula in enhancing sociolinguistic competence for EFL learners through

focusing on 4 skills (listening, reading, speaking and writing) then takes into considerations various aspects that boost these skills.

Finally, one of the professor conducted that university curricula are usually prepared according to the ILOs and aims of the courses, so instructors have to be aware of this and prepare material that achieve the aims of the course.

5.5 Recommendation

Based on the study findings, the researcher recommended the following to be taken into consideration in the matter of teaching English as a foreign language

5.5.1 for the teachers

1. Teachers have to pay more attention to include linguistic and cultural variations and features as a main courses for teaching English as a foreign language. In another words, teachers have to teach the entire linguistic system for the foreign language, then to set up the differences between the target language system and the foreign language one. This guides the students to conduct the foreign language speeches perfectly and spontaneously.

2. Teachers are advised to utilize sociolinguistic competence strategies in classroom pedagogies; such as strategies that have been mentioned in chapter two.

3. Teachers should stimulate EFL students for using English language through breaking down their barriers towards the language.

4. Teachers must expose EFL students to authentic materials and situations. These materials are social and real life situations; how to interact at home with family members or with strangers, how to communicate in formal or informal contexts. Also, how to ask and answer personal questions or describes social and personal events and issues. Moreover, it is important to teach students different conversations start by conversations at home, moving to streets, universities, libraries, schools, mosques, hotels, airports and even kitchens. Students must be taught how to express their cultures, homeland, feelings and religion in the foreign language.

5. Teachers are responsible to take into consideration students' needs and interests that have a big effect on their learning outcomes.

6. Teachers need to provide their student with enrichment materials that includes sociolinguistic contexts and authentic materials. Enrichment materials such as short booklets that include extra vocabulary related to social and cultural aspect of the mother language. Also, it can be a novel or short stories to be read and summarized. Or daily life conversations for practicing.

7. Teachers ought to vary their teaching pedagogies in learning process; teaching strategies must vary between conventional and communicative learning. Since teaching a foreign language needs more exposure to the foreign language.

8. Teachers are advised to integrate all the four skill together for improving the learners' sociolinguistic competence.

9. Teachers can use literature pieces and native speaker's videos and plays.

5.5.2 For students

1. Students are advised to be more responsible for their learning instead of depending on teachers and university courses. They have to enrich their experiences with the foreign language clues and features.

2. Students must practice the language individually and within groups by applying the four basic skills of the language.

3. Students are advised to use social media apps like YouTube to listen to the native speaker and acquire the authentic properties, in order to be relevant to the foreign language speeches and utterances.

5.5.3 For the universities administrations

1. Universities policies should include sociolinguistic courses as a compulsory courses.

2. Universities system are advised to provide resources and teaching aids that might promote sociolinguistic competence for EFL learners.

3. Universities are responsible for giving EFL learners the opportunity to interact with native speakers whether inside or outside the country especially for joiners and seniors students.

5.5.4 For the ministry of education

1. The ministry of education must integrate sociolinguistic syllabus in English language teaching for all educational institutions; in which students will have authentic materials that relate them to social life.

2. The ministry of education have to provide all teaching aids that would help teachers to create real life situations within classroom environment. For example, a teacher can use labs to conduct scientific experiments using English language, or use the kitchen to make cake using English expressions.

3. The ministry of education is responsible for providing technology with all its forms, such as computers, projectors and so on; which can highly facilitate foreign language acquisition.

4. The ministry of education is advised to emerge professional training programs for teachers and English instructors that prepare them to apply sociolinguistic competence strategies.

5. The ministry of education have to include national contests programs for EFL learners that improve their competence through performing English language outside classrooms.

5.5.5 For curriculum designers

1. Curricula designers must include natural language materials when designing curriculum, for example, how to complain restaurants' bad services.

2. Curriculum design have to conduct enrichment materials and courses that conduct sociolinguistic topics. Since school curricula do not include contexts for real life situations, such situations can be provided through enrichment materials.

3. Curricula designer have to update the current curriculum regularly and frequently; to go along with updated issues of the local community. For example; nowadays, it's important to include political materials the represents the current case of normalize relations between Palestine and Israel.

5.6 Conclusion

This chapter shows the findings of the study in accordance to the previous study that has been conducted in the same topic. It ends up with the fact of that acquiring a foreign language must identify linguistic and cultural variations as the main block of learning due to language differentiations. Then it indicates the strategies that are needed to achieve sociolinguistic competence for EFL learners at the Palestinian universities. The researcher illustrates the relationship between linguistic variations and sociolinguistic competence of English language performance. Moreover, this chapter reveals the high correspondence between the discussions of the findings of the questionnaire and the discussions of the findings of the interview.

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Appendix

An-Najah National University

Faculty of Graduate Studies

Methods of Teaching Department

Dear participant,

This questionnaire is designed as a tool to collect data for Master thesis entitled "The Effect of Linguistic Variation on Sociological Realization: A Case Study on: Implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language in Palestine" for a TFEL M.A. degree. The following questionnaire consists of two main parts. The first part includes personal information. The second part includes the questionnaire items.

The data gathered through this study tool will be used for research purpose only. I appreciate your time and effort in answering all items in the questionnaire, it only needs just 10 minutes to fill.

Thank you for your kind cooperation.

The researcher: Fidaa Z Owdetallah

Part one: personal information

Please insert the symbol (x) for the option that suits your case:

1. Gender

Male ( )   Female ( )

2. Living place

Village ( )   town ( )   city ( )   camp ( )

3. Year of study

Freshman ( )   sophomore ( )   junior ( )   senior ( )

4. University name

AN-Najah National University ( )   Arab-American University ( )

Birzeit University ( )   Hebron University ( )   Al-Quds Open University ( )

Part two:

The second part consists of the questionnaire items that includes the questions of the study

No	Items	Strongly disagree [1]	Disagree [2]	Neutral [3]	Agree [4]	Strongly agree [5]
Content						
1.	Foreign language learning differs from foreign language acquisition					
2.	Communicating spontaneously using English as a foreign language is a major difficulty in language learning for EFL students					
3.	Acquiring English language skills requires high level of sociolinguistic competence for EFL students					
4.	Linguistic variations is the main cause for sociolinguistic competence					
5.	Linguistic variations significantly affect English language learning for EFL learners					
6.	Linguistic variations affect sociological realization					
7.	Cultural variations are part of linguistic variations					
Learners needs						
8.	Sociological realization helps in the foreign language acquisition for the EFL learners					
9.	Having good grammar in English means the ability to speak the language genuinely					
10.	Sociolinguistic competence leads to good performance in a foreign language					

11.	The use of idioms, proverbs and language expressions improves sociolinguistic competence of foreign language learners					
12.	Awareness of cultural clues of English language is necessary to get sociolinguistic competence					
13.	sociolinguistic competence is not necessary for students to perform well in English					
14.	Literary translation from NL to FL does not achieve sociolinguistic competence					
15.	What could be appropriate in NL maybe it is not in FL					
16.	Learning a foreign language means acquiring a new system with its culture and rules					
17.	Not having a sociolinguistic competence for EFL learner does not help in achieving high level of English competence					
18.	EFL learners in the Palestinian universities have sociolinguistic competence in English language					
19.	The major cause for not having sociolinguistic competence for EFL students is the lack of sociolinguistic competence strategies					
Strategies and pedagogies						
20.	Implementing sociolinguistic competence strategies for EFL students helps a lot in achieving perfect acquisition of English					
21.	Implementing sociolinguistic competence strategies in English language teaching improves students ability in using the foreign language					
22.	Implementing sociolinguistic competence strategies in the Palestinian universities enhances their capabilities in communicating using English					
23.	Implementing sociolinguistic strategies expands EFL learners vocabulary					

24.	Implementing sociolinguistic strategies makes cultural clues of English familiar for EFL students					
25.	Implementing sociolinguistic strategies facilitates the matter of acquiring the foreign language					
26.	Implementing sociolinguistic strategies defines the linguistic variations for the EFL learners					
27.	Implementing sociolinguistic competence strategies clarifies linguistic variations for EFL learners					
28.	Implementing sociolinguistic competence strategies provides sociological realization in English acquisition					
29.	Implementing sociolinguistic competence strategies covers the four skills of English language learning					
30.	Implementing sociolinguistic competence strategies is not emphasized in the Palestinian universities for EFL learners					
31.	Implementing sociolinguistic competence strategies enables EFL learners to use the language genuinely.					
32.	Implementing sociolinguistic competence strategies enables EFL students to produce English utterances spontaneously					
33.	Implementing sociolinguistic competence strategies is considered as important pedagogies in English acquisition					
Design						
34.	Sociolinguistic competence strategies require EFL teachers instructions					
35.	Sociolinguistic competence strategies require EFL learners efforts					
36.	Sociolinguistic competence strategies require Qualified curriculum					
37.	Sociolinguistic competence strategies require special pedagogies					
38.	Sociolinguistic competence requires meeting and dealing with native tutors					

39.	Sociolinguistic competence strategies join both traditional and modern ways of a foreign language learning					
40.	Sociolinguistic competence strategies increase the level of productivity for FEL learners					
41.	Sociolinguistic competence strategies encourages EFL learners creativity					

Interview

An-Najah National University

Faculty of Graduate Studies

Methods of Teaching Department

Focused Interview with TEFL and English major Professors and Instructors

Dear Professors,

This interview is designed as a tool to collect data for Master thesis entitled "The Effect of Linguistic Variation on Sociological Realization: A Case Study on: Implementing the Teaching Strategies of Sociolinguistic Competence in Teaching English as a Foreign Language in Palestine" for a TFEL M.A. degree.

The data gathered through this study tool will be used for research purpose only. I appreciate your time and effort in answering all items in the questionnaire, it only needs just 10 minutes to fill.

Thank you for your kind cooperation.

Please answer the following questions:

1. What are the major difficulties that encounter your EFL learners while acquiring English as a foreign language?

_____

2. Why is it important for EFL learners to have a sociolinguistic competence?

_____

3. What is the effect of linguistic variations on learning English as a foreign language?

_____

4. What is the role of cultural variations on linguistic variations?

_____

5. What is the significance of implementing Sociolinguistic Competence teaching strategies in classroom settings?

_____

6. What is the level of communicative competency for your EFL learners?

_____

7. How can sociolinguistic competence strategies solve the problem of not having a sociolinguistic competence?

_____

8. What kind of sociolinguistic competence do you assume to be the best?

_____

9. What is the level of applying sociolinguistic competence strategies in the university?

_____

10. How can place of living affect sociolinguistic competence of EFL learners?

_____

11. How can gender affect sociolinguistic competence of EFL learners?

_____

12. How can year of study affect sociolinguistic competence of EFL learners?

_____

13. How can the university pedagogies and curricula affect EFL learners' level of sociolinguistic competence?

_____

14. How can the university curricula affect EFL learners' level of sociolinguistic competence?

_____

Notes

*The study targets only professors who teach the first degree

TEFL: is teaching English as a foreign language

First degree: bachelor degree in English

Sociolinguistic competence: the ability to use the foreign language skillfully and spontaneously in different social and cultural concepts and how to utilize utterances of the foreign language for their suitable occasions according to cultural, grammatical and social norms and rules.

Sociological realization: how can the foreign learner realizes social patterns in a foreign language.

The researcher: Fidaa Z Owdetallah

The supervisor: Dr. Nedal Jayousi

جامعة النجاح الوطنية

كلية الدراسات العليا

أثر التباين اللغوي على الإدراك الاجتماعي: دراسة حالة حول تنفيذ استراتيجيات تدريس الكفاءة اللغوية الاجتماعية في تدريس اللغة الإنجليزية كلغة أجنبية في فلسطين

إعداد

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الملخص

يهدف البحث إلى التعرف على تأثير الاختلافات اللغوية على الإدراك الاجتماعي مــن خــلال تطبيق استراتيجيات الكفاءة اللغوية الاجتماعية في تدريس اللغة الإنجليزية كلغــة أجنبيــة فــي الجامعات الفلسطينية

لتحقيق الغرض من الدراسة ، اعتمد الباحث على كل من مناهج جمع البيانات الكمية والنوعية. استخدم الباحث أداتين رئيسيتين لجمع بيانات الدراسة. أولاً ، استبيان مفتــوح لمتعلمــي اللغــة الإنجليزية في الجامعات الفلسطينية. ثانيًا ، استخدم الباحث أيضًا مقابلة مركزة لأســاتذة اللغــة الإنجليزية. تضمنت عينة الدراسة 450 طالبًا مبتدئًا ومتقدمًا في قسم اللغة الإنجليزيــة ، و 18 أستاذًا للغة الإنجليزية ولغوية في الجامعات الفلسطينية تم اختيارهم من بين الجامعات الخمــس. استخدم الباحث الحزمة الإحصائية للعلوم الاجتماعية لتحليل البيانات.

أظهرت نتائج الدراسة تأثيراً إيجابياً لتنفيذ استراتيجيات الكفاءة اللغوية الاجتماعية منــذ الــدور الكبير للاختلاف اللغوي في الإدراك الاجتماعي في تدريس اللغة الإنجليزية كلغة أجنبية.

كما اظهرت النتائج رفض الفرضية الصفرية حيــث ($\alpha \leq 0.05$) ووجـــود فروقـــات ذو دلالـــة احصائية فس اثر التباين الاجتماعي على الادراك اللغوي بتطبيق استراتيجيات الكفاءة اللغويـــة في تدريس اللغة الانجليزية ك لغة اجنبية في فلسطين.

أشارت نتائج الدراسة إلى أهمية تطبيق استراتيجيات الكفاءة اللغوية الاجتماعية فــي توضــيح الاختلافات اللغوية والثقافية لاكتساب الإدراك الاجتماعي. علاوة على ذلك ، أكدت النتـــائج أن هذه هي الأداة الرئيسية لاكتساب الكفاءة اللغوية الاجتماعية لمتعلمي اللغة الإنجليزية كلغة أجنبية في الجامعات الفلسطينية..