

**PERCEPTIONS OF ENGLISH LANGUAGE
TEACHERS REGARDING SOCIOLINGUISTIC
COMPETENCE: AN ANALYTICAL STUDY**

BY

MOIN AKHTAR



**NATIONAL UNIVERSITY OF MODERN LANGUAGES
ISLAMABAD**

JUNE, 2020

Perceptions of English Language Teachers Regarding Sociolinguistic Competence: An Analytical Study

By

MOIN AKHTAR

M. Phil, National University of Modern Languages Islamabad, 2020

A THESIS SUBMITTED IN PARTIAL
FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

MASTER OF PHILOSOPHY

In English (Linguistics)

To

FACULTY OF ENGLISH STUDIES



NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

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Thesis Title: Perceptions of English Language Teachers Regarding Sociolinguistic Competence: An Analytical Study

Submitted By: Moin Akhtar **Registration #:** 1241MPhil/Eng/F16

Master of Philosophy

Degree name in full

English Linguistics

Name of Discipline

Assistant Prof. Dr. Ghazala Kausar

Name of Research Supervisor

Signature of Research Supervisor

Prof. Dr. Muhammad Safeer Awan

Name of Dean (FES)

Signature of Dean (FES)

Brig. Muhammad Badr Malik

Name of DG

Signature of DG

Date

CANDIDATE'S DECLARATION FORM

I Moin Akhtar

Son of Mian Haleem (Late)

Registration # 1241-M.Phil/Eng./F16

Discipline English Linguistics

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Moin Akhtar
Name of Candidate

ABSTRACT

Thesis Title: Perceptions of English Language Teachers Regarding Sociolinguistic Competence: An Analytical Study

Sociolinguistic Competence has been an important part of communicative competence. Sociolinguistic Competence helps learners to use the language linguistically and socially in an appropriate way. A lot of work has been done on the lack of this competence among the learners. These studies show that more focus is given on grammatical knowledge rather than sociolinguistic competence. This study explores the perceptions of English Language Teachers about this competence and the problems that may hinder teachers from implementing strategies to enhance sociolinguistic competence among the students. To explore the knowledge and perceptions about sociolinguistic competence of English Language Teachers, the researcher used questionnaires and interviews. The questionnaires were based on the speech acts of complaints and apologies and close-ended questions. 20 schools were selected from Rawalpindi and Islamabad, both rural and urban, to collect the data. The research questions were based on the perceptions of English language teachers about sociolinguistic competence and the difficulties which the teachers face while enhancing the skills of the students about communicative competence. The results show that the development of sociolinguistic competence can help the learners to use the language linguistically and socially. This competence should be the part of language teaching and curriculum.

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LIST OF ABBREVIATIONS

| | |
|------|---------------------------------------|
| L2 | Second Language |
| DCT | Discourse Completion Test |
| IFID | Illocutionary Force Indicating Device |
| ILP | Interlanguage Pragmatics |
| EFL | English as Foreign Language |

ACKNOWLEDGEMENT

All praise to Almighty Allah, the most merciful and the most compassionate, without Whose will and blessings I could not even think of accomplishing this task.

I offer my sincere gratitude to my supervisor, Dr. Ghazala Kausar, who was always very kind to me and was available for necessary guidance and assistance throughout my thesis writing. Her sage advices, scholarly comments, patient encouragement and steadfast support, from the very start to the final level, enabled me to complete this work.

I owe my deepest gratitude to my beloved parents and siblings for supporting me throughout my studies and for their selfless love and care for me. Without their support and encouragement, this work would not have been possible.

I would like to thank my teachers, friends, colleagues, and class fellows, whose support, encouragement, help and company made this possible.

DEDICATION

I dedicate this work to my parents and siblings whose ever encouraging presence always enabled me to work harder and move forward

CHAPTER 1

INTRODUCTION

1.1. Introduction

Learning foreign languages is the need of today's world, especially English because of its importance in the world. If an L2 speaker is fluent enough to deliver his/her message in the foreign language, the learner is considered skilled. However, the speaker of L2 faces certain difficulties when he/she communicates with a native speaker. No matter how competent the learner is in the grammar of that language but still there are chances that the speaker will face difficulty in language use in a given context. The knowledge of the use of language in real life is crucial for foreign language learning. Kramsh (2014) highlights this tension and says that it has always been a matter of choice between the need in the classroom and the need in the real world regarding language teaching and learning. It is so because teachers themselves are not sure how they can prepare their students to use the language in real world context. As a result, the students have less knowledge about the real world scenario. Speaking according to the context and scenario, demands not only the speaker's grammatical knowledge of the target language but also the sociolinguistic knowledge of that language. A sound knowledge of sociolinguistics can help the learner in the most appropriate way. Only grammatical knowledge is not enough for a speaker. In order to be competent in the target language the learner must know how the natives use the language in different situations. It can be reasonably recommended that the learners of a language must know the target language both linguistically and socially.

English has been the part of syllabi since long but the results in the practical field are not very encouraging. The students even after passing their matriculation exams are not proficient and the case of speaking skill is the worst. The students have fewer chances to speak the language due to poor education system which mainly focuses on cramming. It is generally observed that students cannot even speak a number of connected sentences in one go; they demonstrate poor vocabulary, pronunciation, fluency and also lack

sociolinguistic awareness. It ultimately results in irritation and loss of temper in the learners (Marsh, 1990).

Teaching and learning process is not simple. We cannot summarize it to a few pedagogical perceptions. Other than this, the teacher is not in the class to transfer the received perceptions from others which are relevant and can be implemented in their context. Rather, the teacher's role is to come to the class for the action of teaching and learning with his/her own lively outline of knowledge. The knowledge which is based on his/ her social, cultural and personal experiences and his/her students as well. This outline, based on the teacher's own views, proficiencies, moral values, obligations, will prove the teacher's identity and stance. (Scarino & Liddicoat, 2009)

Previously, the teaching methods mostly focused on the grammatical competence. As a result, the learners were proficient in the grammar but were not able to use the language in real world. They mostly used bookish sentences which caused misunderstanding during the communication. The focus on the ability to use language in real world was ignored until Canale and Swain (1980) & (1983) talked about sociolinguistics competence. This concept changed the teaching methods by focusing on the improvement of communication skills.

According to Canale and Swain (1980) & (1983) sociolinguistic competence is the aptitude of the learner to use the language according to the social situation. Sometimes an expression which is appropriate in one culture may be different in the other. For this reason the student needs to have the knowledge of such differences. It will help a learner to use the language appropriately. The lack of sociolinguistic competence, which is the knowledge of language use in particular situation, is more evident when foreign language learners use the language in real world situation. They are unable to communicate properly. In the past the focus remained mainly on the linguistic competence or, in simple words, on grammar but now the modern world has changed the situation. Sociolinguistic competence is also considered as important for the language use as is the knowledge of grammar of L2. It is an integral part of communicative competence as it includes pragmatics as well as sociolinguistic knowledge about using a language in a social context: covering both

linguistic and social aspects appropriately. However, studies, specifically in non-native English context, highlight that English learners and speakers both lack communicative skills regardless of their linguistic proficiency level and the knowledge of the grammar of the language. That means the learners and speakers are not able to develop socio-pragmatic knowledge of the language.

Keeping the above situation in mind, the present study aims to explore and highlight the perceptions of school teachers about sociolinguistic competence in Pakistan. A questionnaire and sociolinguistic competence measure test was formulated to explore the perceptions, knowledge and practice of sociolinguistic competence of school teachers. The results will help the teachers to increase the level of sociolinguistic competence among learners.

The purpose of the study is to explore the perceptions of the teachers about knowledge of sociolinguistic competence of learners and the teachers along with any difficulty they face to teach and practice this particular competence in their classroom. The ultimate aim of the study is to help the teachers to enhance communicative competence of learners for the development of communicative competence of Pakistani English learners at school level.

1.2. The Statement of the Problem

It has been established through research that explicit pragmatic instruction is a facilitating tool to develop pragmatic competence in the learners. In Pakistani schools, this competency is generally neglected as competency in English is considered to be mastery in linguistic and grammatical accuracy. The study is an attempt to explore the knowledge of the school teachers regarding sociolinguistic competence..

1.3. Objectives

- i. To explore teachers' perception about sociolinguistic competence in English classroom

- ii. To identify problems/difficulties faced by English language teachers in schools in developing sociolinguistic competence in their students.

1.4. Research Questions

- i. What are the perceptions of English language teachers about sociolinguistic competence?
- ii. What type of difficulties do the English language teachers experience in the development of sociolinguistics competence in their students?

1.5. Methodology

The present study is qualitative as well as quantitative in nature. The data was collected by using two different tools: questionnaires and interviews. In order to achieve the goals of the research, it was needed to use such an empirical design which would help to find out the perceptions and knowledge of the teachers about sociolinguistic competence. A questionnaire was developed to assess the knowledge of the teachers about the sociolinguistic competence and few questions also helped to find out the perceptions of the teachers that how much they consider it important to enhance the skills of learners. To know about the perceptions and knowledge of the teachers regarding sociolinguistic competence, a Discourse Completion Test (DCT) was designed which contained 15 situations regarding apologies and complains. Insights for the DCT were adapted from the works of Atefeh Eshraghi & Mohsen Shahrokhi. (2016, pp. 9-20). Other than this a semi-structured questionnaire was also formulated to know the perceptions of the teachers regarding sociolinguistic competence and the problems which are faced by the teachers while helping the students to enhance the sociolinguistic competence. This questionnaire was adapted from the work of Stanislava Škopíková (2018). Interviews were included to find out the usage and perceptions of the teachers. Interviews also identified difficulties which teachers face while inculcating sociolinguistic competence.

1.6. Significance of the Study

Sociolinguistic competence helps learners in social, cultural and linguistic areas. Same is the case of the present research. The research is helpful to enable teachers to use strategies which will be helpful for learners in using the target language.

The project is useful for teachers and students alike. Our education system needs changes to improve the quality of education. The present study is helpful in a sense that it might help the whole education sector. It may help in developing communicative competence at grass root level, and also diminish the gap between the poor and the rich by giving equal opportunities for personal development to all the citizens of Pakistan. Today is the era of communication and, once communication is improved, new doors of opportunities will open for all the students in future. The study addresses risks of communicative failure leading to number of other problems at individual level and society at large. It can also help Pakistani speakers to be better communicators at international level. The research, with its practical outcomes, is significant because its results might help to improve practice of teaching interactional skills to English learners; and, hopefully, help teachers to be oriented on real, genuine communication to fully equip their students with sociolinguistic and pragmatic competences so that they appropriately conduct verbal communication in the English language.

1.7. Delimitation

The study was delimited to the twenty Government schools in Rawalpindi and Islamabad. Ten Schools from urban areas and ten from suburbs were included. As the study was related to English language, only the English language teachers were included in this study.

CHAPTER 2

LITERATURE REVIEW

2.1. Teaching of Language

In the past, language was considered only a source of communication or a code. In that perspective, language was only a set of symbols or words. Other than that, grammar was also considered important to connect words or symbols together. So we could say that language only involves learning vocabulary and the rules which are used to construct sentences. This explanation is very narrow. According to this definition, language is fixed. But now views pertaining to language have changed. Now language is not only to be studied but it is also a way to look at the things and to understand and communicate about the world. People use language on a daily basis in different contexts to communicate and to create and understand meanings in order to establish social relationship (Scarino & Liddicoat, 2009). The researcher, in the present study, has focused on the characteristic of positive communication i.e. sociolinguistic competence of the teachers. It would help the English language teachers to work on their sociolinguistic competence to make their language more effective. It is now considered an active reproducer and perpetuator of relations of power. Shazia Jamil (2014) affirms that language is now a form of discourse which is helpful in both regulating and constructing knowledge, relations and institutions. As language is the part of a social and cultural system, so it is necessary to realize the functions of a language for an effective communication. Any language is the outcome of the process through which it undergoes. It tells a lot about the culture of its speakers. In communication, the social aspect is far important because communication takes place in social context and it also shows the relationship between/among the communicators (Thompson, 2003). The aim of the present research is to get the perceptions and knowledge of the teachers about sociolinguistic competence. It is the knowledge which makes the learners to use the language appropriately by keeping in mind the situation.

The knowledge which is being provided to the students is only career oriented and, as a result, it fails to help the students in their lives, while the critical pedagogy requires, on the other hand, a strong relation between the information provided and students' life and context. So the teachers are suggested to use such strategies and methods of teaching to have an effective result in this regard. There are difficulties in this procedure but the teachers must find the available possibilities that can give a positive result (Shazia, 2014). The focus of the present research is on the sociolinguistic competence of the English language teachers which would be quite beneficial for the Learning-centered teaching, which is more effective than the learner-centered teaching. Lynne Cameron (2001) suggests that successful learning and activities are those which are for the learning of the students rather than for the interests of the teachers or for the next unit of the book which is being taught. If the teachers use learner-centered teaching style, it is better than curriculum or subject centered methods but still there is something missing. By doing so, the teachers ignore their main purpose of teaching because in such situations the teachers have been noticed to follow the student. In such situations the students do not learn as much as they might. The teacher has to do the tasks which the student is not able to do in a short period of time. On the other hand, in learning-centered classes the teachers can deal with such situations and students learn more than what they do in the above-mentioned leaning atmosphere. In language classrooms, by improving the sociolinguistic competence, the teacher can prepare his/her students to use language appropriately according to the context. They can learn more in this way. It can be done only if the teacher is well aware of the sociolinguistic competence. This study investigates views of English language teachers about sociolinguistic competence.

The main function of language classroom is to interact. However, the type and quality of interaction can be different according to the ways in which interaction is assumed and adopted. Different studies have focused on the types of interactions and structures of interactions, and interactions between teacher and student. Such studies focus on the idea that the interaction in the class must be natural. Such interactions are considered fruitful in a way that different strategies are used to make students speak in the target language.

Different activities are designed to get the desired results. Interaction must be purposeful. People use language to talk. They do not talk to use language. If there is no purpose of speaking in the class, it will not prove a fruitful activity. Interaction is not only a mere exchange of talks in target language but also a social activity. While planning for the activities for the students to interact in the class, it is important to engage the students with different tasks. Different tasks will help the students to get different experiences regarding language and culture. There must be a number of activities in class. If too much focus is given to a particular activity, it will stop the students to learn other activities (Scarino & Liddicoat, 2009). Technologies in the field of information and communication are playing a vital role in the social and economic progress and also their importance is increasing in education as well. The educators have to select the appropriate technology from an ever-increasing range of technology. We are aware of this fact that usage of different technologies in the learning process can help our students learn effectively. When the teacher uses a technology, it is evident that the student becomes more interested and it enhances the achievements of the learners and it creates new learning possibilities (Scarino & Liddicoat, Teaching and Learning Languages: A Guide, 2009). By choosing the activities, appropriate for the learning, and using the technology the learning can be more effective. English language teachers can engage their students in different activities and assigning them different roles for the use of language and help them to improve the sociolinguistic competence. The present study works on the teachers' perceptions about sociolinguistic competence and about the difficulties which they face in the classes regarding this competence. The present study will help the English language teachers to tackle this situation.

As the need of new methods is increasing in the present era, Second Language Acquisition theory's influence is getting strong. After eighties, when the more focus was on fruitful and meaningful input and exposure, the more focus is on the meaning-centered classrooms. It is expected that the research proposals and the needs of the modern era are going to make the teachers and educationists find out such insights which are relevant to teaching situations. Such type of teaching situations where dominance is of the

communicative methodology (Tragant & Munoz, 2004). Such situations can be generated in English language classes by indulging the students in such activities in which they would use the language according to the real life context. In this activity teachers' sociolinguistic competence is very important. Teachers' competence of language use in real life situation is the investigation of the present study.

2.2. Teaching of English Language in Pakistan

It was supposed that English would be used as the official language of Pakistan until any national language replaces it. However, no practical steps were taken to give a practical covering to this idea. Even today, the roots of English are deeply embedded in the domains of power in Pakistan as was the case in 1947, at the time of independence (Rahman, 2010). English has been enjoying the status of official language in Pakistan since its independence. In educational institutes it has been taught as a compulsory subject. English is considered the source of quality education, good job, and identity (Yasmin, 2018). The role of English, especially in Pakistan, is quite complex. The elite class has been using it since independence, but the lower stratum of the society has been using either Urdu or one of their regional languages for education or communication purposes. In Pakistan, there are five categories of schools: Elite private schools, schools run by armed forces, public schools, non-elite English medium schools and madrasas. Only in first two categories, English is used for teaching as well as communication purposes. While in other three types of schools, either Urdu language is used or the regional languages are used as a medium of communication. Some of the private non-elite English medium schools also claim to use English as the medium of instruction, but the situation is very critical (Coleman & capstick, 2012). English is the official language of Pakistan. Proficiency in English language has become a criterion to enter in to the domains of power. The state has declared it the official language but there is no such policy to improve the language teaching and learning situation in schools especially in state-run institutions. The medium of instruction in state-run institutes is either Urdu or one of the regional languages of Pakistan. The lack of the basic structure which can help to carry out an effective teaching of English is

missing. On the other hand, both private and elite schools use English as their medium of instruction but their fees are so high that a wide majority of parents is unable to afford them. Teaching methodologies used in these schools are also different. In state-run schools, both syllabus and evaluation system are outdated. On the other hand, the private or the elite schools use effective methodologies because they have modern aids to help their students. For proficiency in English, both the school and the domestic environment of the student play a vital role (Waseem, 2014). In Madrassas, Dars-e-Nizami is based on Urdu and Arabic alongside the mother tongue of the students. The teachers at madrassas are also not trained teachers. Students remain busy in memorizing their lesson for the whole day and, as a result, they do not find time to focus on English language, as the syllabus in madrassas neglects English language. A few such institutes where evening classes or limited English classes are conducted cannot fill this gap. A large number of students in madrassas belong to low income stratum, and, consequently, they are marginalized due to lack of English language skills. They are unable to get jobs, as job market heavily relies on English language skills (Qaisar Khan, 2014). Ghazala Kausar (2016) has talked about the beliefs of the teachers and students. Their beliefs show that they are well aware of the importance of English language. They are also aware of the difficulty of the English language, but due to certain factors, teachers mostly use such methods as make the students rely only on rote learning, which is an impediment to better learning. In limited lesson time and in large classes, it is not possible for the teachers to make the students speak in English. If we talk about the English language classes, the teachers' sociolinguistic competence matters a lot, as it would help the students to use the language in a way which is appropriate. Students can be helped to enhance their learning if the teacher is well equipped and have the knowledge of these facts. The present study is a work on sociolinguistic competence of the English language teachers. It would highlight their competence and perceptions and what are the barriers in enhancing this competence.

Harlan (2000) is of the view that there is no complete connection between Second Language Acquisition Theory (SLA) and the teaching practices in our institutes (Din, Asif, & Ghani, 2018). In Pakistani classrooms, especially in public schools, much focus is given

on reading without any specific strategy. Grammar is taught through deductive method. The text books also contain certain grammar activities but such exercises are solved by the teachers themselves and students are required to note them down only. As mentioned earlier, much focus is given on reading and grammar only and the remaining skills are neglected. It does not even improve the listening skills of the students as the teacher does not use English language in the classroom (Nawab, 2012). English is much important in practical life but the way of teaching English language in Pakistan is causing a very negative situation and the students are not able to use English language in their practical lives. The major source of learning English in Pakistan is school, where the same old-fashioned techniques are used. These techniques only focus on the spelling drills. This situation demands the use of Applied English in the classrooms. In this regard, teachers are in dire need of workshops which can equip them with improved skills of language teaching (Khan, 2011). Sociolinguistic competence helps the English language teachers to fulfill the demand of use of language in practical life. If the teachers are well aware of this competence only then they can help their students to use English in its best way.

English language had and is still having a very deep effect on the former colonies, like Pakistan. Critical pedagogy deals with the issues of power in a society and language is the chief element that is used to maintain that power in any field of life. Critical pedagogy is considered appropriate in English language teaching and learning. The knowledge, given to our students, is only career oriented and is related to a particular discipline. Students are unable to relate the knowledge to their real life experiences. Teachers are needed to relate the knowledge to students' life. So the teachers are suggested to find the alternate resources to help the students. They are suggested to use a student – centered methodology (Shazia, 2014). In other words it can be said that students' sociolinguistic competence is much important and it can only be achieved if the teachers have the knowledge of this competence and they consider it important. Perceptions of teachers about this competence is the topic of this work which is being investigated in it.

In Pakistan, there is a large number of teachers who have limited skills for teaching English but still they are teaching, since the policy about language teaching is not well

defined in our education system. It is causing poor teaching and learning (Shamim, 2017). It is unfortunate that most of the teachers, in Pakistan, are not properly qualified to teach English. According to the data, provided by Aga Khan University, just 20% of the teachers are qualified to teach English. They have the proper qualification to teach English. 80% of the teachers, who are teaching English, are not eligible to teach English because of their education. They do not have the relevant degree. Rather, they have degrees other than English, such as Pakistan Studies, Science etc. The teaching of our Pakistani teachers is also problematic. Teachers do not differentiate between teaching English and other subjects (Ayesha , 2014). Ali Nawab (2012) reports in his findings that a number of teachers were not using the proper lesson plans in the classroom. Only a few teachers were seen to follow the complete or partial lesson plan. It was alarming also to observe that some of the teachers were even unaware with the lesson planning. Other than this, there were few teachers who did not have any kind of teachers' training. No objectives are attained if there is no proper lesson planning because it is difficult to relate the objectives to activities without planning. By keeping in mind the present situation, the need of sociolinguistic competence among the teachers arises. In this way they can help their students to a certain limit. The present study is an effort in this context to highlight the teachers' perceptions about sociolinguistic competence.

The present situation of English teaching and learning in Pakistan is not only because of the teachers. Instead, the existing system too is full of flaws. There must be workshops for teachers to develop their skills. And such trainings should not be only one time show. Instead, they should be provided with better opportunities to learn new strategies to improve the learning of their students. Not only the English teachers should be relied on but the teachers of other subjects should also be provided with supportive environment to improve the learners' communication skills. Activities related to language skills would help students improve their skills. Moreover, the evaluation system should also be changed in Pakistan. It should focus on all areas of language i.e. the four skills must be kept in mind while evaluating (Nawab, 2012). Muhammad Iqbal (2012) says that the text books of intermediate level in Khyber Pakhtunkhwa (Pakistan) are not up to the mark.

They are mostly based on a discourse for the teachers or aged persons, but not for the students. The selection of the texts does not meet the need of the students. It makes the students unable to handle the problems about self-expression and comprehension. Mahmood Ahmad Azhar (2004) claims that large size English teaching classes are an obstacle to teach the target language effectively. In his research, he concludes that it is difficult for the teachers to maintain discipline in such classes, to concentrate on the weak students. Teachers are not comfortable in such classes and it becomes difficult for them to evaluate the students. Other than this, modern teaching aids are also not provided to the schools. He also suggests that English language course must be improved as the present syllabus only helps the students improve listening and reading. Other skills are mostly neglected. There should be language training workshops for those teaching English. Throughout Pakistan, English is taught as a subject from class 1 to bachelor's level. However, most of the students are unable to use English in writing or speaking effectively. The main focus of the students is only on memorizing the rules instead of understanding the rules. For teaching English, grammar translation method is used. Students are asked to translate the passages from English to Urdu and vice versa. As the same course is taught for many years, there are guide books for the students. As a result of all these situations, students don't bother to learn the rules. Rather they go for the key books, cram the lessons and get the passing marks. Those who are competent in English, mostly go to English medium schools (Rahman, 2010). If we talk about English language classes, Students must be given the knowledge about use of language in real life situation. In this regard teachers' perceptions and knowledge about sociolinguistic competence is being investigated in the present study.

2.3. Communicative Competence

The term competence has been the most controversial term in the field of general and applied linguistics. Based on Saussure's distinction between *langue* and *parole* (1916), Chomsky gave the concept of competence and performance (Bagarić & Djigunović, 2007). According to Chomsky (1965), competence is the knowledge and the performance is the use of that knowledge. He claimed that it is the linguist's task to characterize what speakers

know about their language, i.e., their competence, not what they do with their language, i.e., their performance. For Chomsky (1965) linguistic theory was concerned with an ideal speaker-listener, in a completely homogeneous speech community which is not affected by linguistically irrelevant factors, such as change of attention and interest, and errors or limited memory. (Wardhaugh, 2006).

Communicative Language Teaching (CLT) Approach is commonly considered as a pragmatic approach to language teaching. Such type of teaching is based on the idea that the key function of a language is to speak or communicate appropriately and the basic goal of this approach is to make the learners develop communicative competence. Chomsky's notion of competence was criticized too much and it was not considered relevant in all fields. Later on, Hymes' (1966) concept of competence replaced that of Chomsky. Hymes (1971) argued that Chomsky's concept is too ideal to exist in reality. According to Hymes, there are no such community, speaker and listener. As a result, Hymes' critique of Chomsky developed the concept of communicative competence. According to his concept, linguists who are inquisitive about the second language acquisition, their focus may not only be on the grammatical competence but they also focus on the skill to use the language appropriately (Byram, 1997). Communicative competence refers to the knowledge needed by a speaker or a listener. It is different from the linguistic competence of Chomsky (1965). Dell Hymes' concept of communicative competence (1971) referred both to the knowledge of linguistic forms and our ability to use the linguistic units appropriately. Hudson (1999) referred to Hymes (1971), who is of the view that the aim of a language student is to acquire competence as to when to speak, and when not to. A language student is utterly different from a normal student who only focuses on grammar, but a language learner needs to know about what to talk, with whom, when, where and in which manner. Sociolinguistic competence is a category of communicative competence which is being discussed in the present work.

The term Communicative competence is used, sometimes, to describe the knowledge of using a language in such a way as is culturally appropriate. While we are learning how to speak, we are also learning the ways to communicate appropriately to that

group in which we are doing the process of learning. It is termed as language socialization. The appropriate ways we learn are different from group to group, language to language and also from culture to culture. We must learn those ways if we want to fit ourselves to the desired group. So we can say that communicative competence is a key to be a part of any social group (Wardhaugh & Fuller, *An Introduction to Sociolinguistics*, 2015). Canale & Swain, as cited by Ohno (2011), are of the view that Hymes work, based on sociolinguistics, is important in the development of a communicative approach to language learning. Their work mainly focused on the interaction of social context, grammar, and social meaning. Although Hymes said that there are values of grammar that would be useless without rules of language, Canale and Swain (1983) insisted on the importance of the rules of language use. They were of the view that the grammar rules are useless without the rules of language use. They also strongly believed that the learning of grammatical competence is as essential to the study of communicative competence as is the study of sociolinguistic competence. Canale and Swain (1980) & Canale (1983) expended Hymes' model and included four components namely grammatical, discourse, strategic and sociolinguistic competence. Grammatical competence is the knowledge of the language code i.e., grammatical rules, vocabulary, pronunciation and spelling etc. The ability to combine different language structures to make them cohesive is called Discourse Competence. Strategic Competence refers to the strategies which are used in communication when the speaker faces difficulties like breakdown in communication. Sociolinguistic competence refers to the appropriate use of vocabulary, register, and politeness according to the situation (Marianne Celce-Murcia, 1993). As mentioned above sociolinguistic competence is component of communicative competence. It plays a vital role in the development of an active communication. The present study aims to highlight this competence by getting the teachers' knowledge and perceptions about this competence.

2.3.1. Theoretical Frameworks of Communicative competence

The latest models of communicative competence follow two models of communicative competence: the model of Canale and Swain (1980) Canale (1983), and the

model of Bachman (1990). Other than these two models Eghtesadi(2017) has reviewed different models as Hymes' model of Communicative Competence, Celce-Murcia, Dornyei, and Thurrell's model, and Littlewood's model of Communicative Competence (2011) etc.

2.3.1.1. Canale and Swain's Communicative Competence Model

They suggest that Hymes' sociolinguistic work is vital to the development of communicative approach to both language learning and teaching. Their contribution is focused on the collaboration of social setting, language structure, and significance of meaning in communication. Canale and Swain are of the view that there are some such rules of language use as are useless without any strict adherence to grammar. Canale and Swain opine that both grammatical and sociolinguistic competence lead to the attainment of an effective command in any language (Canale and Swain, 1980). They were of the view that knowledge is based on three different types of knowledge; grammatical patterns, the use of language in a real life situation or according to the context, and the knowledge of combining the texts to make them informative and clear. Canale (1983) added another component which was about the strategies of communication.

The model of Swain & Canale (1980 & 1983) was hypothesized on four basic components of communicative competence. One of these components is sociolinguistics competence which is relevant to the researcher's work. The components of their model are given below:

- i. Grammatical Competence:** Grammatical competence is about skillfully using the language code. The rules of making a word or a sentence are also included in grammatical competence. Some other components like knowing the meaning, spelling and pronunciation are also focused. This competence aims at using the target language in a grammatically correct manner.
- ii. Sociolinguistic Competence:** Sociolinguistic competence refers to using the target language in a particular context. The vocabulary achieved by grammatical competence needs to be properly used as the situation demands. It helps the speaker develop clarity, and avoid ambiguity. Without the knowledge of language use, the speaker will not be able to make himself clear.

- iii. **Discourse Competence:** Discourse competence is defined as the ability of a speaker to use language in a proper sequence. It is combined in such a way that there is a cohesive relation among different parts of the text. This ability makes a speaker competent to use the language appropriately and the listeners are able to get the intended meaning. Discourse competence is a speaker's knowledge of the rules governing a language. In other words, discourse competence is the ability of a speaker to understand, create and develop forms of the language that are beyond sentences. Appropriate cohesion and coherence are necessary for a discourse. Such discourse includes stories, political speech, poetry etc.
- iv. **Strategic Competence:** A speaker uses both verbal and non-verbal language to deliver his message. Sometimes when the speaker is facing certain problems, they may resort to certain strategies in order to convey the intended message. These problems can be about grammar or the lack of the knowledge of language use. In such situations the speaker uses synonyms to convey his message with more clarity. The speaker may also raise his voice or take the help of the listener for clarification. All these strategies help a speaker deal with such situation. Such competence is the part of communicative skills.

2.3.1.2. Bachman's model of communicative competence

There are three components of communicative competence in the model presented by Bachman, which are: language competence, strategic competence, and psychophysiological mechanisms. Pragmatic and organizational competences come under the heading of language competence. Grammatical or textual competences or abilities are included in organizational competence. These sub divisions play a very important role in the production and comprehension of language. Textual abilities, in other words, resemble to the discourse competence in the model given by Canale (1983). The relationship between the statements and actions or functions which are intended by the speaker or writer to perform with the help of those statements is discussed in pragmatic competence (Bachman, 1990). Illocutionary and sociolinguistic competences are included in pragmatic competence. Illocutionary competence demands the right knowledge and ability to use

language functions suggested by Halliday (1970) such as ideational, scheming, experimental, active, controlling and inspired functions. Like Canale's views about sociolinguistic competence Bachman's sociolinguistic competence is the understanding or the control of the functions of language which are determined with the help of specific utterances in specific contexts. Sociolinguistic competence makes us able to perform the functions of language in an appropriate way (p.94). The knowledge of the differences in dialect or variety of language, register and genuineness, and also the knowledge of interpreting figures of speech and cultural references are also included in sociolinguistic competence. Strategic competence is the second important part of the communicative competence in the framework proposed by Bachman. According to him, like language competence, strategic competence is a major component. According to the Bachman's model strategic competence is not a subpart but a competence which is at the same level of language competence. So it may contain different non-linguistic strategies. Bachman also believes that strategic competence is an integral part of all the uses of communicative language, not only in those situations where the language skills are poor and must be controlled by other techniques.

2.3.1.3. Littlewood's model of communicative competence

Littlewood (1981) followed Canale and Swains' (1980) and Canale's (1983) model. Not only had he developed it by adding another component but adapted the terminology also.

Components given by Littlewood are given below:

- The traditional focus of second Language Learning has been the knowledge of vocabulary, grammar, semantics and phonology. Linguistic Competence is based on these components.
- The function of Discourse Competence is to make the speaker continue the discourse by linking different ideas in a communication, by interacting, continuing longer spoken turns, with the knowledge of opening and closing of discussions.
- The next component of Littlewood's model is pragmatic competence which makes the speakers of the second language use their own linguistic knowledge to deliver and get the meanings in different real life situations. In this competence those

situations are also included where the speakers encounter certain difficulties because of knowledge gaps.

- Sociolinguistic Competence is the competence which makes the speaker use the language by keeping in mind the social situations. Sociolinguistic Competence enables the speakers to use the language appropriately, formally and informally, directly and indirectly and so on.
- Another component of this model is sociocultural competence. This competence gives the knowledge and rules of culture which affects the exchange of meaning and can create misunderstanding in intercultural communication.
- Psycholinguistics competence, which was not included in Canale and Swain's models, is the basic component of communicative language use.

2.4. Speech Acts

According to Austin (1962), says Louise Cummings (2005), through the distinction between constative and performative, different actions can be done with the help of language. Constative utterances can be described as 'true' or 'false' but the performative utterances are not 'true' or 'false'. One's purpose while speaking is not only to produce sentences with sense and particular reference. Rather, the purpose of the speaker is to produce such type of sentences which may have a particular type of communicative move.

Austin opines that speaking a sentence is to perform an action. In simple words it would be right to say that when one says something, one is doing or performing something. According to him, there are three kinds of acts:

- (i) Locutionary Act: the expression of a sentence with definite meaning and reference.
- (ii) Illocutionary Force (act): a sentence is used for a statement, proposal and promise. It is so because a conventional force is attached with such type of sentences
- (iii) Perlocutionary Act: the effects which are brought by means of using a sentence, these type of effects are special to the ongoing circumstances.

Illocutionary force has another name which is "Speech Acts". Discourse in a language means performing speech acts that are used to perform different tasks, for example

offering, disapproving, showing gratitude, and complaining. The concept of speech acts is centered on the distinction between ‘constative utterances’ and ‘performative utterances’. It was firstly introduced by Austin in his book “How to do? Things with Words” (1962). The first one refers to such expressions that can be judged along a dimension of truth when they are expressed. While the second one, “performative utterances”, is such utterances in which something has been done, and for such utterances we can’t opine whether they are true or false. However, they can go wide of the mark and become unpleasant. There are few “felicity conditions” which can be used to avoid such unpleasant experiences:

- A. (i) A well-recognized conventional procedure must be there which must have certain conventional effects.
- (ii) The specific persons and conditions in a given context must be appropriate.
- B. The ongoing process must be performed by all of the participants of the ongoing conversation.
 - (i) Correctly
 - (ii) Completely
- C. (i) As the process is made for the use of such persons who have certain feelings and thoughts, or the process is designed for a specific significant behavior on the part of any member of the conversation, a person who is participating and appealing for the procedure must have those feelings and thoughts.

The proposed or intended action fails to come off if there is violation of A and B. “Abuses”, which come in condition C may become difficult to detect while they are uttered, but can take to an action performed insincerely. Different illocutionary forces can be used in the same expressions. The intended meaning can be pointed out by looking into the proposed force, felicity conditions and IFID (Illocutionary Force Indicating Devices). It can be difficult for the foreign language learners if they, by mistake, use the pragmatic competence of L1 for L2. It can also be observed that they may make their own rules which are not appropriate for L2 and as a result they suffer. Such ‘in-between’ language competence is known as “interlanguage”. An illocutionary act and politeness values are essentials of pragmalinguistic transfer. The present work has used the speech acts of

complaints and apologizing to get the perceptions of English language teachers regarding sociolinguistic competence. By interviews the researcher has also focused on the obstacles which the teachers face in the English language classes.

2.4.1. Speech Act of Complaint

The ongoing circumstances and the actions of people with whom we have interaction often make us annoyed or disturb in our daily life. Such circumstances compels us to express the annoyance by complaining. Expressions of annoyance are used by keeping in mind the status, and circumstances (T & Sukyadi, 2011). According to Trosborg (1995) complaints are an illocutionary act. In such acts the complainer states his/her annoyed feelings for an action, for which s/he thinks that the complainant is responsible. It can be directly or indirectly (Ghaznavi, 2017). The act of complaint is done by the speaker (S) to show annoyance or disapproval as a response to an ongoing or past action done by the hearer (H) and the consequences of such an action, according to the speaker, are affecting him or her. There are certain preconditions which can be considered as a complaint-Hearer (H) does a socially undesirable act (SUA) that is conflicting to a common code of behavioral rules shared by S and H (Deveci, 2015). George (1990) classifies two styles of complaints: expressive and directive. Expressive objections (according to George) can either address the doer of an irritating action or not: in simple words we can say that the speaker by using expressive objections or complaints, is reporting on an unpleasant act done by the hearer without any demand of reparation. On the other hand “Directive Complaints” are used when the speaker is actually trying to convince the hearer about the unpleasant act and also the speaker is trying to make it clear that it should not happen in the future.

2.4.2. Speech Act of Apology

The earliest definition of apology was of Austin (1962). According to him when one uses the words *I am sorry* or *I apologize*, one is performing an act of apologizing based on the speech act theory that performative verbs carry with them an illocutionary force that conveys their purpose or intention (Masaad & Soori, 2014). It is a natural phenomenon to ask for forgiveness. In other words, it is a step towards reconciliation for the improvement

in relations and better feelings (PAUL O. DELA ROSA & B. CASTRO, 2016). According to Olshtain and Cohen (1983) the speech act of apology, as a kind of social event, takes place when the rules of a society are broken. Apologies are universally acknowledged human need to show regret over an offensive act. Apologies are included in the human communication from the earliest to the present. (Valkova, 2013)

Al-Sobh (2013) revealed that the apology strategies used were apology and repentance, clarification, offer of repair etc. Similarly, Mohammad Reza Sadeghi (2013), by using DCT as a tool, found out the resemblances and differences among approaches used in performing speech act of apologizing in Southern Kurdish. The conclusions of study showed that Kurdish and Persian children's apologies were fixed in pragmatic structures and there were some significant differences between Kurdish and Persian. Dwi Qorina (2012) investigated the awareness of apology strategies by English department learners of Pekalongan University. The results uncovered that a clear expression of apology, in specific, the technique of showing regret is the most frequent apology strategy. With pragmatic transfer, pragma-linguistic transfer whereas the socio-pragmatic transfer is more covered with a socio-culture varying from Indonesian to English, making it objectionable in English language. Pakistani University students used only four strategies out of fifteen different apology strategies. For example there were explanations, explicit apology, self-deficiency and intensifiers. It shows that Pakistani students have less knowledge about different strategies used for apologizing in different contexts. It also insists on the need of enhancing sociolinguistic competence of the students (Saleem, Azam, & Saleem, 2014).

2.5. Politeness and sociolinguistic competence

For maintaining interpersonal interactions, it is important to understand the ways of politeness which are deeply rooted in the norms of the society. Politeness is one of those main elements which are considered important. "Speaking politely" is considered important in the act of conversation. This aspect of the communicative purpose was mostly ignored by Austin, Searle and Grice (Peccei, 1999). This can be a reason of our using indirect language specially while complaining. According to some research, polite

behavior goes beyond politic behavior. Politic behavior is the behavior, linguistic and nonlinguistic, which is used by the participants to be appropriate in the current social context. Such type of behavior is generally observed to be appropriate by keeping in mind the social restrictions of the present social interaction. When a waitress is said “Yes, *please*”, when one is served with more coffee, this is an example of politic behavior. We can’t say polite or impolite about it but we can say that it is socially appropriate. On the other hand, polite behavior is beyond what is considered as appropriate to the present ongoing interaction. Politeness is more than what is expected. Keeping in mind the above given example, replying to the waitress who is asking about more coffee, we can respond by saying “Oh yes, Please! It would be very pleasing. That’s very nice of you.” Here in this situation such type of behavior goes beyond what is merely expected (Universal class, n.d.). Politeness theory depends on the idea that there are faces of different kinds which are used in different social interactions: positive and negative faces. Positive face shows one’s need for one’s wishes which should be appreciated in the society. Such type of intention in an interaction would be called positive and consistent self-image. On the other side, negative face shows one’s need for freedom of action, decisions and obligations. This theory is based on the idea that most of the speech acts naturally threaten the face of anyone of the persons indulged in a conversation. Here politeness works and it becomes necessary to save the face of the speaker and the listener as well (Universal class, n.d.).

When we are careful about the listener’s feelings in a conversation, we mostly use the things in such a way which may minimize the potential threat in the conversation. In other words, politeness is used in the conversation. Politeness theory hypothesizes that politeness increases when distance, power, and threat increases. Here distance refers to the degree of social familiarity between two people. The more familiar are the people the more casual and less polite they are. Rank, status and social position of the two persons refer to the power. The one who is less powerful would be more polite. Threat depends on the importance of the request being done by the speaker. If the listener notices interference with his/her sovereignty then a threat would be felt. This is a threat to the positive or negative face (Roberts, 1992). When we talk we must be aware of the positive and negative

face so that we can use different politeness strategies. Positive politeness is used to maintain the positive face of the listener. Positive face is maintained through the use of compliments and appreciations. While negative face is displayed by using apologies etc. Both of these faces can be made through a number of linguistic means. A great deal of work has been done of politeness. Japanese, who are considered the most polite people by the west, have been taken as population in different works on politeness. (Wardhaugh & Fuller, 2015)

The main aim of using negotiating frames (politeness) in communication is to save one's own and also the other participant's face to maintain a smooth conversation. Members of a group (cultural group) feel it their right to be respected and they do not compromise on their sovereignty/ independence pride and autonomy (in other words negative face). In their view, there is also a need of being protected as polite, kind, understanding, and respectful (in other words positive face). These two conflicting needs require very delicate structure because it is in the interest of both the members in a conversation as every wants to save his/ her positive and negative faces so that this process of conversation can continue (Kramsch, 2010).

2.6. Sociolinguistic Competence

Two basic components of sociolinguistic competence are: the knowledge of rules of language use and the knowledge of sociocultural context. Such appropriate use of language rules may change as the situation changes (R'Emi A. Van Compernelle, 2012). The definition of sociolinguistic tells that it is a relationship between language and society. When the learner knows about the relationship of language and society and knows how they affect each other then it would be easy for the teacher to explain to learners about the sociolinguistic competence and how much it is important to have the knowledge of it (Leon & Ioana, 2014). It is rightly said by Canale& Swain (1980) that without the knowledge of the rules of language use the rules of grammar are of no use.

By learning sociolinguistic competence, the learner can get more visions about a language. In this process, there would be problems for the learners who are unfamiliar with culture of the target language. Anything may be common in one's culture but might be

different in the other. So we can say that by getting knowledge about various cultures of the target language and by enhancing the knowledge about the language, the learners can improve their position in language usage. Then they would be able to use the language in a meaningful purpose which would not be ambiguous or misleading. It is considered important for the teachers to be aware of sociolinguistic competence because teaching language is not only to teach the fundamentals of that language but also the need to know of culture of that language. The teachers' duty is to inform the students about the formal and informal use of a particular expression. In this way, students would be well-versed with the specific expressions for specific contexts or situations. The students need to be aware of the situations where they can use informal expressions and where they have to be confined to formal expressions. The students need to be aware of the fact that it is not only the knowledge of the language which is compulsory or native proficiency which is considered important but it is the universal intelligibility which is valuable (Muniandy, Nair, Krishnan, & Ahmad, 2010).

The knowledge of sociolinguistic competence is the knowledge of the cultural rules of a particular language and the rules of discourse. Such type of competence demands the knowledge of context in which the language is used. To improve sociolinguistic skills among the students, carefully designed activities about language can be used by the teachers. It is necessary for the teachers to focus on the universal unambiguousness. The students need to be taught the proper use of English in the context or in real life situations. In the learner's knowledge of sociolinguistic competence, the knowledge of culture of the target language is important. By acquiring it, he or she can be a proficient and skillful speaker (Muniandy, Nair, Krishnan, & Ahmad, 2010).

Sociolinguistic competence is one of the basic parts of communicative competence other than linguistic, discourse and strategic competences. The knowledge of rules of language rule in a particular society is called Sociolinguistic competence, i.e. knowing how to practice and reply to language correctly. The correctness depends on the background of the interaction, the theme, and the relationship of the interlocutors is also kept in mind. In addition, being relevant rests on the knowledge that what are the taboos of the other culture,

what kind of politeness strategies are used in different cases, what is formal and informal, how a particular attitude is expressed, how power, friendliness, criticism is shown, etc. (Koran, 2016)

2.6.1. Sociolinguistic competence and concept of culture

It is not the sociolinguistic competence only which deals with the crucial matters of becoming a user of foreign language. According to the council of Europe “The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how” CEFR (2001, p. 43). It is quite important to understand what does this term mean. A society is consisted on the members who share the values regarding different experiences of life and beliefs. Spradley and McCurdy (1980, p.5) states culture as that knowledge which is acquired to understand experiences and to build social behaviors. There is a link between cultural knowledge and a particular behavior and this manner of behavior must be acceptable by the members of that particular society. It is not enough to know only about certain social rules of certain contexts. There is always a need to learn about a number of contexts because the changes are occurring in the world which are affecting every society on each level. In order to foster relationships among the social members it is important to learn about the cultures in detail. An enormous variation can be observed in the societies of east and west and in culture, if we talk in general. There is a need to be aware of different misconceptions and prejudices prevailing because of such differences. Benett (1999, p. 73) highlights that it is our prejudice which tends our actions. Such perspective about a certain culture arises when there is a misconception or misleading belief. Teachers’ role is to present moral patterns and role models to the students. Language is a tool to maintain social relations and it also highlights the differences in fundamental attitudes and values. According to Hymes (1971) sociolinguistic competence is the behavior of the target language and it also highlights the rules of communication. Wolfson (1989) approves this idea that in every society there are different patterns which are adjusted by the members of that society according to the context. This claim that there is an obvious influence of various features of a society and the culture of the society on the member of that society in communication highlights the

important part of sociolinguistic competence. It can be concluded that culture has a vital role in the development of relations between the members who have different identities.

2.6.2 Sociolinguistic competence and pragmatics

In linguistics, pragmatic competence is the aptitude to use language successfully in a contextually suitable manner. Pragmatic competence is an essential aspect of a more general communicative competence. Pragmatic competence has a relation with sociolinguistic competence in terms of meaning of expressions in a particular setting. The uses of language, according to the rules, are dealt in pragmatic competence. It is highly linked with the social magnitudes of a language. We can compare it with computer by saying that is a hardware while sociolinguistic competence is a software. It consists of three units: discourse, functional and design competence. In discourse competence the ideas are constructed and systematized. The communicative functions are linked with functional competence. How a message would be arranged, it is represented with design competence.

2.6.3. Difficulties in developing sociolinguistic competence

The concept of sociolinguistics is difficult to grasp. This concept involves the knowledge of such principles which determine the use of a particular expression in a particular situation. It is difficult to teach the students in the classroom (Ritchie, 2011). The teachers, of the target language, affect the management of the class negatively effecting student's learning. Certain activities which are available now can be used to understand the culture in a proper way. The teacher needs to be aware of both formal and informal ways to perform a specific speech act in the classroom. It is the duty of a teacher to be aware of different ways of speaking. For instance: storytelling, simple conversation or chitchat, narratives or joke telling. All of these things help the learners speak proficiently. Students or learners are well-versed in the target culture or values of that culture by using the above mentioned activities. The task of the student is to master the sociolinguistic rules of English in different situations and uses. It can be mastered only when the learner focuses on the area where there is a sociolinguistic difference between their culture and culture of the target language. In this activity, the teachers can help the students by designing some exercises which can help the learners deal with the differences (Muniandy, Nair, Krishnan, & Ahmad, 2010).

Developing sociolinguistic competence among the students is not an easy task. It becomes very difficult when the learner is not much competent in the target language because the culture and the features of the sociolinguistics competence are not easy to teach. Another problem regarding teaching sociolinguistic concepts is that students unconsciously learn all the features of culture. As a result, it becomes difficult for the teacher to teach the student in the language classrooms. Another problem is that the cultural elements of a language are normally introduced as a supplementary topic. It is done through textbooks or extra material. The sociolinguistic features of a language are left at the learner's disposal to learn by experience in the real world. In simple words, it can be summarized that there is not much progress in the syllabus to introduce to the students about the cultural and sociolinguistic aspects of a language through textbooks in the classroom. If there are the resources, the teachers do not bother to use them. The two ways by which the teachers can teach sociolinguistic competence are by using cultural elements which are deep-rooted in the language and by exposing students to such situations where students are forced to use the target language by following the cultural elements of the target language such as the status of the hearer etc. There are multiple factors which are impediments to teach sociolinguistic competence in the class. Owing to these factors, the classroom environment is not conducive to learning. The material which is used in the classes is not authentic. Mostly the teachers who are teaching language are non-native. They themselves are not well equipped with the knowledge of the language. The existing curriculum requirements are a challenge for such teachers. The teaching goals are difficult for them to achieve. Other problems for non-native teachers are the students' motivation and the procedures of evaluations. Such problems are critical in learning a language properly because the students' only aim is to produce the sentences which are grammatically correct and full of vocabulary rather than focusing on the context and real situation (Mede & Dikilitas, 2015).

Ritchie (2011) referred to Hinkel about sociolinguistic competence. Who was of the view that sociolinguistic is considered most important for learning L2 to speak in an appropriate way in any context but it is very difficult to handle, define and teach. It is so

because this competence includes certain principles about the target culture and also the appropriate norms by which the speaker can use the appropriate language and it is not an easy task to teach in the classroom.

The process of sociolinguistic competence in a learner's first language is also challenging. Broersma (2001) considers it difficult and proposes that we can find the evidence of this difficulty in the popularity of "Miss Manners" columns. According to him if everyone is perfectly equipped with sociolinguistic competence, there is no need of the advice about the appropriate ways of sending invitations of wedding or a dinner party. If one knows about the sociolinguistic competence it means how to "give every person his or her due." It means that one knows appropriately about the language use. One knows when to talk and when to be quiet, when it is the time to give compliments to others. One also knows about the time to apologize. It also refers to the knowledge about the situations when one knows to do or say the right things. There are unlimited numbers of situations, intentions, roles, and tasks which decide what is appropriate for a better encounter (Muniandy, Nair, Krishnan, & Ahmad, 2010).

Sociolinguistic competence is considered a multidimensional and complex knowledge which helps the learner to use the language appropriately and by this knowledge both the speaker and the listener are convenient. They do not bother each other. For this to happen, cultural knowledge is important which is hard to achieve but it is not impossible. A learner can be skilled in it by reading books, listening to relevant materials, watching videos and other materials which are related to the target culture. Such things would help the learner understand the culture and use the language in the real world situation appropriately. Besides this, now it has become convenient for the learners to come across with the people of different cultures due to advancement in technology. People can see or talk with people of different culture either face-to-face or online. However, the question of the availability of such resources and the implementation of such activities by the teachers in the classrooms are main goals to help the students in acquiring sociolinguistic competence (Mede & Dikilitas, 2015). If the students are given such tasks as are relevant to the real world and for such tasks authentic language is used. It will help the students a

lot to achieve communicative goals. As in this way they would be introduced with the natural texts instead of artificial ones. They will take part actively in it and achieve communicative goals. If much attention is given to such tasks in which use, usage, fluency and accuracy are taken into account, the students think about their improvement in language and they are involved in the process of learning. The teacher should be aware of it that strategies are differently used in different situations depending upon the learners' ability to solve the problems (Lasala, 2014).

2.6.4. Sociolinguistic Competence and Pakistani Educational Institutes

English is used in the domains of power: Education, mass media, judiciary, military, civil services, and business. People, with the background of Urdu-medium schools and with the less exposure to English, lack the sociolinguistic competence. Different classes have different attitudes towards English. Upper class takes it highly positive, middle class shows mixed attitude towards English and lower class takes the language and its learning very negative. The idea of global marketing is emerging and there is a revolution in information technology. It has made the middle class of Pakistan realize the importance of English language and its learning. We can say that people have a mixed attitude towards English in Pakistan. Same is the case with the position of English in our institutes. Most of the students are not able to speak properly after completing the degrees from these institutes. A bird's eye view on the present Pakistani education system shows disagreement between the language teachers' practices in the classrooms and the needs of the students (Raza, 2015). By observing the current syllabus we can say that it is based on only reading and writing skills. Whatsoever is taught in the classroom seems irrelevant to the world outside the classroom. Unfortunately, our students are unable to speak properly and continuously after schools, colleges or even after universities. Moreover, the students who get good grades in English are not good speakers. Pakistan needs such language labs in institutes where students are exposed to language in context. Pakistani educational institutes need modern aids to fill this gap. Such labs can promote communicative activities in which the students are exposed to the real life situations. In our institutes teacher-centered methods are being practiced. The shift from teacher-centered methods to student-

centered methods may improve the condition (Yasmin, 2018). There is a need to equip our students with the knowledge of language use in context. So that they can communicate effectively and deal with the language in use in a better way (Kausar, 2016). Controversy prevails regarding English in Pakistani institutes due to a number of reasons, like: outdated teaching practices, traditional curriculum etc. (Raza, 2015). In Pakistan EFL learners are good at grammar but they lack sociolinguistic competence. In Pakistan, students start learning English from early classes and it is continued as a mandatory subject till graduation. As it is an era of social media, the students have a regular contact with English because of these sources of media but still they are not able to achieve the desired level of competence. The responsible factors for this lack of competence are: teachers' competence, curriculum, and material developers. It is mostly observed that English Language Teachers in Pakistan do not give a due importance to make the students able to speak effectively in different situations. (Saleem, Azam, & Saleem, 2014). Teachers' lack of knowledge about sociolinguistic competence can also cause a hurdle in enhancing the students' communicative skills. The present work is significant in a sense that it highlights the teachers' perceptions about the discussed competence, the problems faced by the teachers and their solutions. No work was found by the researcher on teachers' perceptions regarding sociolinguistic competence. So this work plays a vital role make a progressive step to a successful learning.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Research Design

The present work is both qualitative and quantitative in nature. Mixed method approach has been used for the collection and analysis of data. Different researchers have used different ways to mix the two approaches. In the present study 'two studies-design' approach has been used keeping in mind the outline of types given by Kathrina J. Srnka and Sabine T. Koeszegi (2007) for the mixed methods approach. This research is based on two distinct studies' data that are qualitative and quantitative. Quantitative data is collected through designed questionnaire and Discourse Completion Test and analyzed with Torsborg Compliant Taxonomy and Olhestain and Cohen's apology taxonomy then qualitative data is collected through interview separately to confirm the results generated by quantitative approach.

3.2. The Setting

The present study was carried out in the rural and urban areas of the twin cities i.e. Rawalpindi and Islamabad. Twenty government schools were selected for the research. Both of the cities are affiliated with different boards. The schools in Rawalpindi are affiliated with Rawalpindi board while the schools in Islamabad are affiliated with Federal Board.

3.3. Theoretical Framework

An integrated theoretical framework was used in the present study incorporating Trosborg's (1995) complaint taxonomy and Olshtain and Cohen's (1983) apology taxonomy.

3.3.1. Trosborg's complaint taxonomy

Trosborg (1995) has outlined four complained types which have the similarity to those types offered by Oleshtan and Weinbach (1987). The difference between both of these approaches is that Trosborg has divided his four categories into eight sub categories which are mentioned below.

No explicit reproach

When a complainer gives any kind of hint with the intention of not mentioning the complainable or the complainer does not directly state the offensive or bad act.

Expression of annoyance

For annoyance, dislike, disapproval etc. the complainer uses this expression of annoyance. With the help of this expression the complainer may also state the ill consequence resulting from an offence.

Accusation

Accusation can be of two kinds: indirect accusation and direct accusation. The complainer can ask the agent different questions about the offended action or state that s/he was in some way linked with the offence. It is indirect accusation. Alternatively, the complainer can directly accuse the agent or complainant of having committing the offence.

Blaming

In this strategy a complainer assumes that the accused is guilty of the offence. This category can be divided into subcategories i.e. modified blame, explicit blame (behavior) explicit blame (person).

Asking for responsibility

In this strategy, the complainer asserts that the complainant is responsible for the offence.

Warning

When the intention is to advise the complainant to be careful and cautious as what s/he did or is doing is a cause of offence.

Expressing disappointment

Feeling of dissatisfaction is expressed through this strategy as the expectations are not fulfilled by the other party or person. This strategy is used to show the displeasure for a certain action which is unsatisfactory with what the speaker expects.

Threatening

Threatening shows an intention to impose pain, damage, penalty or any other unpleasant consequences to the complainant.

Criticizing/ rebuking/ reproving/ admonishing

This strategy is used for an action which is considered bad for the complainer and the complainant is considered responsible for it. In this strategy sharp and stern remarks are used for certain state of affairs.

Requesting/ ordering

This is the act of asking for something to be done or given. In Trosborg (1995) it is considered as “other” act which is not included in main complaint strategy. However the researcher has followed the modified taxonomy used in “politeness in Interlanguage Pragmatics of Complaints by Indonesian Learners” (Wijayanto, et al. 2013), so in that research requesting/ ordering is used as head act of the complaint by the research participants.

Letting off hook (forgiving and accepting the offence)

This strategy is used when the complainer forgives or accepts the offence due to some reasons. In this strategy the complainer forgives the complainant and even accepts the complainable matters.

3.3.2. Olshtain and Cohen's apology taxonomy

In Olshtain and Cohen system of strategies and offender apologies in the following ways:

1. Illocutionary Force Indicating Device (IFIDs):
 - A. An expression of regret ("I'm sorry.")
 - B. An apology ("I apologize")
 - C. A request for forgiveness ("Forgive me.")
2. Taking responsibility
 - A. Accepting the blame ("It's my fault.")
 - B. Expressing self-deficiency ("I am so forgetful.")
 - C. Recognizing the hearer's entitlement to an apology ("You deserve an apology.")
 - D. Expressing lack of intent ("I didn't mean it.")
3. Explanation or account of the situation ("Traffic is always so heavy in morning.")
4. Offer of repair ("I will fix it.")
5. Promise of forbearance ("That won't happen again.")
6. The offender may deny responsibility by :
 - A. Not accepting the fault ("it was not my fault.")
 - B. Blaming the victim ("It was your fault.")
 - C. A denial of the need for an apology ("There is no need to apologize.")

This theoretical framework explains various positions found in the spoken expression of social behavior. While preparing the questionnaire and adaption of Discourse Completion Test to the present study these were utilized so accurately analyze the responses and gather data objectively.

3.4. Population and Sample

The target population of the study was all the teachers of English language in Rawalpindi and Islamabad. Shortage of time and resources were the prevention in reaching everybody related to the study. For this reason the researcher confined himself to a limited

number of institutes. For conducting the research, the researcher used convenience sampling technique. 48 participants were selected from the Government schools. 20 schools were selected in total. 10 schools were from Rawalpindi and 10 from Islamabad. Among these 10 schools, 5 schools were from rural areas while the other 5 were from urban.

3.5. Research Tools

The instruments, used in the study, were: Discourse Completion Test, semi-structured questionnaire and interviews. Research tools were used keeping in mind the nature of research problem and the data. This test enables to analyze the underlying assumptions that govern the speaker's world. Also, appropriate for large number of sampling population. Moreover, it can cover a set of situations that involve response of speakers. To know about the perceptions and knowledge of the teachers regarding sociolinguistic competence, a Discourse Completion Test (DCT) was designed which contained 15 situations regarding apologies and complains. Insights for the DCT were adapted from the works of Atefeh Eshraghi & Mohsen Shahrokhi. (2016, pp. 9-20).

A separate semi-structured questionnaire was prepared to gather their point of view in teaching English language that was to compliment the outcome of the DCT. This questionnaire was adapted from the work of Stanislava Škopíková (2018). Further, teachers' interview was taken before handing over the questionnaire to gather basic information for the purpose of this study. These three were combined to acquire data.

3.5.1. Discourse Completion Test (DCT)

Inter language Pragmatics (ILP) survey shows that the Discourse Completion Test (DCT), also mentioned as "discourse completion task" has been the most repeatedly used tool to assess the learners' ability to use target language. While studying ILP it was firstly introduced by Blum-Kulka (1982) to study speech acts. It is generally consisted on certain situations and the respondents are requested to complete the discourse by following the directions. Written DCT has been widely used because it enables the researcher to collect and analyze a large amount of data, though it has also been criticized on its authenticity

(Labben, 2016). Kesper and Dahl (1991) defines DCT by saying that it is a questionnaire that is consisted on the descriptions of different situations and this questionnaire aims to make the respondents to provide the relevant speech acts. A discourse completion test (DCT), having 8 apology situations and 7 complaint situations, was formed to gather the data from the participants. A brief introduction was also given at the start of the questionnaire about the sociolinguistic competence (see Appendix B).

3.5.2. Semi-structured Questionnaire

The second part of the questionnaire was a semi-structured questionnaire. In semi-structured there are both type of questions, e.g. open and close ended questions. The respondents are made to select any one choice from the given choices in close ended questions. It can be Yes/No or multiple choice questions as the researcher has used. As the respondents are asked to select any one answer from the given answers so it is not difficult for the participants to give the answer to a close – ended question. The responses are achieved quickly and more questions can be asked. The data is quickly analyzed and coded. While in open-ended questions it is choice for the participants to answer the questions. A space is given to give the answer in detail. They are not bound to select from the given options. Disadvantages are also there to close-ended questions. The researcher cannot get the detailed response. It is also possible that the answer may not reflect the nature of the respondent. As the choices are given so the respondent is facilitated with a hint (Hyman & Sierra, 2016). Open-ended questions take to time to be analyzed and interpreted. There were 11 questions about the importance, tools, strategies, syllabus regarding sociolinguistic competence and about the difficulties which teachers of English language face.

3.5.3. Interviews

Interviews are one of the frequently used tools in researches to collect the data. Interviews are particularly used to get the data regarding the experiences of the participants, views and beliefs. In the present study, the researcher conducted semi-structured interviews to get the information about the main problems regarding sociolinguistic competence of the students. For the convenience of the participants the researcher tried to mold the questions in order to make the questions clear to the participants.

3.6. Data Collection Procedure

Before collecting the data the researcher got the permission from the heads of the selected schools. For the collection of data three different instruments were used that were: (a) Discourse Completion Test; (b) Semi-structured questions; and (c) interviews.

The teachers were approached in their institutes and were briefed individually about the task of questionnaire and a basic information was given to them regarding present study. An interview was conducted to gather basic understanding about Socio-linguistic competence. They were given DCT and semi-structured questionnaire to fill within their own pace and time and handed over next day. It was also in the effort to not let participants of the survey consult each other in the answers of questions.

Semi-structured interviews were conducted with the participants before handing over these questionnaires. Few teachers did not agree for the interview, especially the female teachers, for which they didn't reveal any reason. The main aim of the interview was to learn the EFL teachers' views or perceptions about the sociolinguistic competence, their own knowledge about sociolinguistic competence, difficulties which they face while teaching EFL learners, and the suggestions which can help the EFL learners to develop their sociolinguistic competence.

Discourse Completion Test (DCT) was used to get the data regarding speech act realization. The DCT which the researcher used had two sections. The first one was about the speech act of apologies and the second one was about complaints.

Another questionnaire was designed based on the semi-structured questions. This questionnaire was used to get the perceptions of the EFL teachers regarding sociolinguistic competence and hurdles, faced by the teachers. The questions were based on the curriculum, teaching strategies and techniques, tools, and methodologies etc. This was filled by all teachers.

3.7. Data Analysis Procedure

3.7.1. Qualitative Analysis

For the qualitative analysis of the data, the researcher used two frameworks: Trosborg's (1995) complaint taxonomy and Olshtain and Cohen's (1983) apology taxonomy. The researcher used the taxonomy of Trosborg to find out the strategies used by the participants in the given situations about complaints. While the second taxonomy, which was of Olshtain and Cohen's, to analyze the data based on apology strategies. Similarly, the conducted interviews were analyzed by the researcher to determine the perceptions of the EFL teachers regarding sociolinguistic competence. It was also aimed to find out the difficulties which the EFL teachers face while teaching and the solution of these difficulties as well.

3.7.2. Quantitative Analysis

While analyzing Discourse Completion Tasks (DCT), after the qualitative analysis, the researcher counted the numbers of used strategies in both, complaints and apologies, situations. Responses to complaints were given in the tables after counting and responses to apologies were tabulated after converting them into percentages. For semi-structured questions, each answer was analyzed after getting the percentage of responses.

CHAPTER 4

DATA ANALYSIS

This chapter deals with the analysis of the data. Data was analyzed to find out the perceptions of the EFL teachers about sociolinguistic competence, difficulties they face in the class, and solutions to these problems. There are different parts in this chapter the first part deals with the speech act of complaint. The second part is about the speech act of apology. The third part deals with the responses to semi-structured questions. The last part is about the interviews.

4.1. Complaints

4.1.1. Trosborg's taxonomy

To classify the complaint strategies the researcher used modified taxonomy based on Trosborg (1995). This strategy has been used in different works such as in "Politeness in Interlanguage Pragmatics of Complaints by Indonesian learners of English" (Wijayanto, Laila, Prasetyarini, & Susiati, 2013), "The Realization of Complaint Strategies among Iranian Female EFL Learners and Female Native English Speakers: A politeness Perspective" (Eshraghi & Shahrokhi, 2016), and "Complaining in EFL Learners: Differences of Realizations Between Men and Women" (T & Sukyadi, 2011) etc.. Complaints can be based on different utterances which function as head acts (the main part of the strategy which is used to express complaints). These head acts are combined with other information as supporting moves. The head acts include the given strategies.

4.1.1.1. Strategy # 1: No explicit reproach

When a complainer gives any kind of hint with the intention of not mentioning the complainable or the complainer does not directly state the offensive or bad act. In a situation when in the library students are making situation and the response, "Can I have some peace" is a hint for complaining.

4.1.1.2. Strategy # 2: Expression of annoyance

For annoyance, dislike, disapproval etc. the complainer uses this expression of annoyance. With the help of this expression the complainer may also state the ill consequence resulting from an offence. For example, in situation when a student of another class is sitting in your class and “One thing, you are not regular student of this class, still I let you sit here, but you instead of listening to me, are disturbing rest of the class too. So enough now.”

4.1.1.3. Strategy # 3: Accusation

Accusation can be of two kinds: indirect accusation and direct accusation. The complainer can ask the agent different questions about the offended action or state that s/he was in some way linked with the offence. It is indirect accusation. Alternatively, the complainer can directly accuse the agent or complainant of having committing the offence. “Why are you sitting here and disturbing the class?” is an example of accusation a situation in which a student of another class is sitting in your class while you are teaching and he is disturbing the class.

4.1.1.4. Strategy # 4: Blaming

In this strategy a complainer assumes that the accused is guilty of the offence. This category can be divided into subcategories i.e. modified blame, explicit blame (behavior) explicit blame (person). For example, in situation in which a student of another class is sitting in your class while you are teaching and he is disturbing the class also the response was: “I haven’t seen people like you! Be social a little bit please. Go into your own class and mind your own business please”

4.1.1.5. Strategy # 5: Asking for responsibility

In this strategy, the complainer asserts that the complainant is responsible for the offence. For example, in a situation when your colleague has accidentally spilled a cup of tea/ coffee all over the book the response was: “Sir, this is not just an accident. It is a huge blow and there is no alternative but to get another copy of this book. Please do the needful.”

4.1.1.6. Strategy # 6: Warning

When the intention is to advise the complainant to be careful and cautious as what s/he did or is doing is a cause of offence. “Sir, I have to fulfill my needs. “If you can’t pay me then I will resign from job”, is an example of warning in a situation when your boss is your friend and is not paying your salary.

4.1.1.7. Strategy # 7: Expressing disappointment

Feeling of dissatisfaction is expressed through this strategy as the expectations are not fulfilled by the other party or person. This strategy is used to show the displeasure for a certain action which is unsatisfactory with what the speaker expects. Again in the same situation when your boss is your friend and he/she is not paying your salary, the response “Please give me my money. I can’t wait any longer. As a friend you should have realized that I am working for salary, I have some needs” is an example of expressing disappointment.

4.1.1.8. Strategy # 8: Threatening

Threatening shows an intention to impose pain, damage, penalty or any other unpleasant consequences to the complainant. “Do you think you could be expelled from school due to misbehavior?” is an example of threatening in a situation when a student of another class is sitting in your class and he/she is disturbing the whole class.

4.1.1.9. Strategy # 9: Criticizing/ rebuking/ reproofing/ admonishing

This strategy is used for an action which is considered bad for the complainer and the complainant is considered responsible for it. In this strategy sharp and stern remarks are used for certain state of affairs. The response, “kindly return it back to me otherwise I will never trust on you in future”, is an example of admonishing and warning in a situation when your colleague has not returned your book.

4.1.1.10. Strategy # 10: Requesting/ ordering

This is the act of asking for something to be done or given. In Trosborg (1995) it is considered as “other” act which is not included in main complaint strategy. But in this research requesting/ ordering is used as head act of the complaint by the research participants. In a situation in which your colleague has not return your book and you need it badly the response “Dear I have already told you that I need the book for preparing my exam. Please, return it me just right now. I will accompany to your at your home” is an example of this type of strategy.

4.1.1.11. Strategy 11. Letting off hook (forgiving and accepting the offence)

This strategy is used when the complainer forgives or accepts the offence due to some reasons. In this strategy the complainer forgives the complainant and even accepts the complainable matters. For example in a situation, in which your friend has accidentally spilled a cup of tea/coffee all over the book, which you were reading the response, “Ok, no problem. Though I have only the single copy of this book. I will try to find the substitute of it” is an example of letting off hook.

4.1.2.1. Situation # 1

The first situation about complaints which the researcher looked into was as follows: You have lent your book to one of your students in order to prepare a presentation. Now he/she has returned the book but some of the pages have been damaged. How will you complain?

Table # 4.1for the results of situation 1

| Strategy | Rawalpindi | | Islamabad | |
|--------------------------------|------------|-------|-----------|-------|
| | Rural | Urban | Rural | Urban |
| No explicit reproach | 1 | 2 | - | 2 |
| Expression of annoyance | 1 | 3 | 3 | - |
| Accusations (Direct/ indirect) | 1 | 9 | 2 | 6 |

| | | | | |
|--|---|---|---|---|
| Blaming (behavior/ person) | 5 | 1 | 4 | 7 |
| Asking for responsibility | - | - | - | - |
| Warning | - | - | - | - |
| Expressing disappointment | - | - | - | - |
| Threatening | - | - | - | - |
| Criticizing/ rebuking/ reproofing/admonishing | - | - | - | - |
| Requesting/ ordering | - | - | 1 | - |
| Letting off hook (forgiving and accepting the offence) | - | - | - | - |

The findings indicate that most of the participants used either the strategy of blaming or accusations. For example, “some pages are missing. My child you should not spoil things like this” [Explicit blame (behavior)], “what is this? What have you done to my book? I had given it to you to prepare your presentation and see you damaged all its pages.”(Direct accusation) Only two other strategies were used for this situation and one response was of order. “Dear Aslam, you returned my book in poor condition, how will I prepare my lesson now. Don’t ask me for a book next time.”(It is an example of annoyance in which ill consequences has been described) The difference can be seen in the responses of rural and urban participants. The limited use of the strategies show the less knowledge about the other strategies of complaints. Teachers’ sociolinguistic competence will help the teachers to use different strategies by keeping in mind the situations.

4.1.2.2. Situation #2

This situation for which the researcher tried to find out the viewpoints of the participants was: while you are teaching, you get to know that a student from another class is sitting in your class without your permission and also disturbing the class. How will you complain?

Table # 4.2 for the results of situation 2

| Strategy | Rawalpindi | | Islamabad | |
|--|------------|-------|-----------|-------|
| | Rural | Urban | Rural | Urban |
| No explicit reproach | - | 1 | - | - |
| Expression of annoyance | 2 | 1 | - | 4 |
| Accusations (Direct/ indirect) | 2 | 3 | 3 | 3 |
| Blaming (behavior/ person) | 1 | - | 1 | 1 |
| Asking for responsibility | - | - | - | - |
| Warning | - | 3 | 3 | - |
| Expressing disappointment | 1 | - | - | - |
| Threatening | 1 | - | 1 | 1 |
| Criticizing/ rebuking/ reprovig/admonishing | 1 | 1 | - | 1 |
| Requesting/ ordering | - | 5 | 2 | 4 |
| Letting off hook (forgiving and accepting the offence) | - | - | - | 1 |

As the findings in the table show that different participants used different strategies to respond the same situation. Table shows the difference. Most of the participants either ordered or requested for this situation. Eleven participants also used the strategy of accusation. No participant went for the “Asking for responsibility” strategy. “No explicit reproach”, “Expressing disappointment” and “Letting off hook” were used by the least participants. “Expression of annoyance can also be seen in the table which was used by a number of participants. “One thing, you are not regular student of this class, still I let you sit here, but you instead of listening to me, are disturbing rest of the class too. So enough now” (annoyance), “go to your class and meet me after the class” (order). “Why are you sitting here and disturbing the class? (Accusation), “Why are you here? Which is your class? I will take you to the principal.” (Threatening). Once again very limited use of strategies highlights the need of awareness among the teachers that there are other ways to complain. Teachers’ sociolinguistic competence needs to be enhanced.

4.1.2.3. Situation #3

The situation is: a few days ago you have lent a book to one of your colleague and you have told him/her that he/she should return it soon because you need it. Tomorrow you have an exam and you need the book. You have called him/her but it is not returned yet. How will you complain?

Table # 4.3for the results of situation 3

| Strategy | Rawalpindi | | Islamabad | |
|--|------------|-------|-----------|-------|
| | Rural | Urban | Rural | Urban |
| No explicit reproach | - | - | - | - |
| Expression of annoyance | 3 | 4 | 1 | 3 |
| Accusations | 1 | 3 | - | 3 |
| Blaming (behavior/ person) | 2 | 5 | - | 5 |
| Asking for responsibility | - | - | 2 | - |
| Warning | - | - | - | - |
| Expressing disappointment | 2 | 1 | 1 | - |
| Threatening | - | - | 1 | - |
| Criticizing/ rebuking/ reprovig/admonishing | - | 1 | 2 | - |
| Requesting/ ordering | - | - | 2 | 1 |
| Letting off hook (forgiving and accepting the offence) | - | - | - | 3 |

Results from the table show that no participant used “No Explicit reproach” and “warning” strategies. Most of the participants preferred to use either “blaming” or “Expression of annoyance” strategy. Few participants opted for other strategies. “Dear kindly return my book to me. I have my exam tomorrow. I have to get through the exams. Be responsible” (Blaming), “you really lack good manners. I gave you the book in hope you return it on time. No I am waiting and waiting in utter frustration. Tomorrow I have exam I need book badly now” (Blaming). It’s really disgusting that you have not returned my book yet. I have to prepare so many things” (annoyance). “I will go her home and will

get my book back or will study together” (letting off hook). The examples show that there is difference between the participants regarding the use of strategies but the participants also used very limited types strategies which shows their lack of knowledge about other strategies.

4.1.2.4. Situation # 4

Next situation which was tested by the researcher was: you are waiting in a line to buy something, suddenly a person cuts in the line in front of you. How will you complain?

Table # 4.4for the results of situation 4

| Strategy | Rawalpindi | | Islamabad | |
|--|------------|-------|-----------|-------|
| | Rural | Urban | Rural | Urban |
| No explicit reproach | 1 | - | - | 2 |
| Expression of annoyance | 1 | 3 | - | 4 |
| Accusations | - | 1 | 2 | 1 |
| Blaming (behavior/ person) | 2 | 4 | 2 | 2 |
| Asking for responsibility | 1 | - | - | - |
| Warning | - | 1 | 2 | - |
| Expressing disappointment | - | - | - | - |
| Threatening | - | - | - | - |
| Criticizing/ rebuking/ reprovig/admonishing | - | 1 | 1 | 4 |
| Requesting/ ordering | 3 | 5 | 3 | 2 |
| Letting off hook (forgiving and accepting the offence) | - | - | - | - |

As this situation deals with a person of no acquaintance so most of participants used the strategy of request. “Oh man! That is not fair please. Wait for your turn please” secondly the participants preferred to use the “blaming” strategy. “You are so ill mannered. Try to be disciplined”, “excuse me, you are an ill-mannered person. Try to be disciplined” (Explicit Blame on person). A number of participants also selected the strategy of annoyance: “Sorry sir! I guess you are in hurry. But, I may tell you we all are also in hurry”. “Excuse me Mr.! You must learn some manners and etiquettes. You can’t cut the line, so

better stand behind the last man in time, and wait for your turn” (admonishing/criticizing). Neither of the participants used the strategies of “Expressing disappointment”, “Threatening” and “Letting off hook”. Lack of politeness and other strategies can be observed in this situation. The participants must be aware of complaining to a person with no acquaintance. They must show politeness or using different strategies to avoid face threatening.

4.1.2.5. Situation #5

This situation deals with a person superior in rank but a friend also. The situation is: You are an employee in a company. The boss, who is an old friend of you, has not paid your salary for two months. How will you complain?

Table # 4.5 for the results of situation 5

| Strategy | Rawalpindi | | Islamabad | |
|--|------------|-------|-----------|-------|
| | Rural | Urban | Rural | Urban |
| No explicit reproach | 1 | 2 | 1 | 1 |
| Expression of annoyance | - | 4 | 2 | 8 |
| Accusations | - | - | - | - |
| Blaming (behavior/ person) | - | - | - | - |
| Asking for responsibility | 1 | 2 | 4 | - |
| Warning | 6 | 1 | - | - |
| Expressing disappointment | - | 1 | 1 | - |
| Threatening | - | 1 | 1 | 1 |
| Criticizing/ rebuking/ reprovig/admonishing | - | - | - | 1 |
| Requesting/ ordering | - | 2 | 1 | 3 |
| Letting off hook (forgiving and accepting the offence) | - | - | - | 1 |

According to the table most of the participants used the strategy of annoyance with ill consequences. “Dear Sir, my wife has warned me today. I didn’t pay my utility bills yet.

Please arrange my salary today”, “Sir, I need the salary badly. It’s been two months that I am waiting for my salary. It is becoming difficult for me to meet my expenses. Few participants used “No explicit reproach” by giving hints in their responses: “Sir, I have no penny at home. Please”. The strategy of “warning” was also used by few of the participants: “Sir, I have to fulfill my needs. If you can’t pay me then I will resign from job”. “Request” strategy also use by the few: “Sir, I need it. Kindly pay my salary please”. Islamabad Rural participants preferred to use the strategy of “Asking for responsibility”: “Munificence apart, account must be clear. Though we are friends but salary is my right. My family needs my salary”. As it depends on the situation to use a specific strategy for a specific context but still there are chances to use language in different ways. Here, we can see that there is lack of choice. Participants mostly opted for the same limited strategies.

4.1.2.6. Situation # 6

Next hypothetical situation was: your colleague has accidentally spilled a cup of tea/coffee all over the book, which you were reading. You have only copy of that important book. How would you complain?

Table # 4.6 for the results of situation 6

| Strategy | Rawalpindi | | Islamabad | |
|---|------------|-------|-----------|-------|
| | Rural | Urban | Rural | Urban |
| No explicit reproach | - | 1 | - | - |
| Expression of annoyance | 1 | 4 | 3 | 3 |
| Accusations | 2 | 3 | 2 | 1 |
| Blaming (behavior/ person) | 1 | - | 1 | 4 |
| Asking for responsibility | 1 | 2 | - | 2 |
| Warning | 1 | - | - | - |
| Expressing disappointment | - | - | - | - |
| Threatening | - | - | - | 1 |
| Criticizing/ rebuking/ reproofing/admonishing | - | - | - | - |

| | | | | |
|--|---|---|---|---|
| Requesting/ ordering | - | - | - | - |
| Letting off hook (forgiving and accepting the offence) | 2 | 4 | 4 | 4 |

As the incident in situation happened accidentally so most of the participants used the last strategy “Letting off hook (forgiving and accepting the offence)”, examples are: “Ok! No problem. Calm yourself”, “I won’t mind it. I would not complain, as it’s something natural, it could have spilled by me”. A number of participants used the strategy of annoyance in this situation: “Oh what you have done with my book!”, “Oh! What have you done Kashif Sir! You spoiled my rare book. At least you must look”. “Accusations” strategy can also be seen in the table used by the participants. “Oh my God! You have spoiled it. It was very important book (Direct Accusation). “Darling you will have to buy a new copy for me”, “Sir, this is not just an accident. It’s a huge blow and there is no alternative but to get another copy of this book. Please do the needful” (Asking for responsibility). “So much stupid you are. You have destroyed my whole book” (Explicit blame on person).

4.1.2.7. Situation # 7

The last imaginary situation was: you are in the library for studying but students are making noise which is disturbing you. How would you complain?

Table # 4.7 for the results of situation 7

| Strategy | Rawalpindi | | Islamabad | |
|----------------------------|------------|-------|-----------|-------|
| | Rural | Urban | Rural | Urban |
| No explicit reproach | - | - | - | 1 |
| Expression of annoyance | - | 2 | 2 | 2 |
| Accusations | - | - | - | - |
| Blaming (behavior/ person) | - | - | - | 1 |
| Asking for responsibility | 1 | - | - | - |
| Warning | 1 | - | 2 | 2 |
| Expressing disappointment | - | 2 | - | - |
| Threatening | - | - | - | - |

| | | | | |
|--|---|----|---|---|
| Criticizing/ rebuking/ reproving/admonishing | - | 1 | - | 2 |
| Requesting/ ordering | 6 | 10 | 6 | 7 |
| Letting off hook (forgiving and accepting the offence) | - | - | - | - |

The table indicates that most of the participants used the strategy of “Requesting/ordering” to maintain the silence. Few participants showed annoyance in this hypothetical situation and some used warning to handle the situation. Examples are given here: “Boys, please keep quite. You should know that library is not place for making noise. It is a place for reading books in total silence. So don’t make noise now onwards”, “stop it. Don’t make a noise” (order). “Listen please! Please follow the rules of the library and be quiet”, “This is not a place to make noise. Kindly be quiet” (Request). “Yaar its library is not a canteen if you want to gup-shup, go in ground”, “What nonsense, friends! Does it suit you make so much noise in a place like this! Behave yourself please” (Annoyance).

Discussion

The basic aim of the study was to find out the sociolinguistic competence of the teachers. The researcher used the complaining and apologizing strategies for this purpose. Here in this section the discussion is about the complaining strategies based the obtained data.

The use of different strategies varies according to the context. It can be observed that participants used different strategies for the same situation. It might be issue of politeness or understanding the situation. The most commonly used strategy was of annoyance and accusation. The use of different strategies was also because of status/position difference.

4.2. Apologies

4.2.1. Coding Scheme

There are many strategies of apology but Masaad & Soori(2014) mentioned a few which are of Fraser, Olshtain and Cohen, Holmes and Blum-Kulka et al.. The coding scheme which is used by the researcher in this study is of Olshtain and Cohen (1983).

In Olshtain and Cohen system of strategies and offender apologies in the following ways:

7. Illocutionary Force Indicating Device (IFIDs):
 - D. An expression of regret (“I’m sorry.”)
 - E. An apology (“I apologize”)
 - F. A request for forgiveness (“Forgive me.”)
8. Taking responsibility
 - E. Accepting the blame (“It’s my fault.”)
 - F. Expressing self-deficiency (“I am so forgetful.”)
 - G. Recognizing the hearer’s entitlement to an apology (“You deserve an apology.”)
 - H. Expressing lack of intent (“I didn’t mean it.”)
9. Explanation or account of the situation (“Traffic is always so heavy in morning.”)
10. Offer of repair (“I will fix it.”)
11. Promise of forbearance (“That won’t happen again.”)
12. The offender may deny responsibility by :
 - D. Not accepting the fault (“it was not my fault.”)
 - E. Blaming the victim (“It was your fault.”)
 - F. A denial of the need for an apology (“There is no need to apologize.”)

4.2.2. Results and Discussion

For coding scheme the researcher used abbreviations for convenience which are given below:

1. Illocutionary Force Indicating Devices IFIDs

- | | |
|--|-------|
| 2. Taking responsibility | RESP |
| 3. Explanation or account of the situation | EXPLN |
| 4. Offer of repair | REPR |
| 5. Promise of forbearance | FORB |
| 6. Not accepting the responsibility | N.A |

The frequencies of the apology strategies are provided in the table.

Table # 4.8

| Strategies | No. | % |
|-------------------|------------|----------|
| IFIDs | 233 | 36.18 |
| RESP | 93 | 14.44 |
| EXPLN | 176 | 27.32 |
| REPR | 28 | 4.34 |
| FORB | 81 | 12.57 |
| N.A | 33 | 5.12 |
| Total | 644 | 100 |

4.2.2.1 IFIDs

Illocutionary Force indicating devices are mostly used by the speakers for apologizing. The speaker uses different words to say sorry e.g. (be) sorry, excuse, apologize, forgive, regret, pardon etc. (Masaad & Soori, 2014). As the table shows that mostly participants used IFIDs to apologize. Among these devices the most commonly used device was an expression of regret i.e. “sorry” with combination of other strategies. Other than this there were the participants who used other IFIDs e.g. an apology, request

for forgiveness etc. Request for patience was not seen in the responses as it was observed in Arabian culture (Masaad & Soori, 2014). The number of IFIDs shows that the participants accept their mistake. Offer of apology was also used by some of the participants especially in situations where they were facing their principals or seniors. Another IFID device which is a request for forgiveness “Forgive me” was also used by some of the participants. Intensifiers were also used by some of the participants while using IFIDs i.e. use of “very” “extremely” etc. There were participants who did not give any response left the situation for an unknown reason. The use of such explicit expression of apology i.e. sorry shows that the participants feel the need to be direct. As “sorry” was mostly used by the participants so it can be said that it is the word which is overused by the Pakistani culture as it was observed by Tahir Saleem et al.(2014). Another possibility of using direct and explicit expression of apology is that this strategy is heard or overheard in our daily routine conversation. It can be the cause of its usage.

4.2.2.2. Taking Responsibility (RESP)

As can be seen in the table, taking responsibility of the action was the third most used strategy by the participants. This includes: accepting the blame, expressing self – deficiency, and recognizing the hearer’s entitlement to an apology. Responses show that most of the participants accepted the blame and also expressed self- deficiency as “I forget to switch off my cell”, “I prepared it but I forget it at home”, “I am sorry I’m in hurry I didn’t see you”. These examples show the self-deficiency of the participants. As Pakistanis are mostly status conscious, such type of strategy usage shows how much they are concerned about the status. As mostly this strategy was used when the hearer was higher in status than the speaker i.e. principal or teacher etc.

4.2.2.3. Explanation or account of the situation (EXPL)

This strategy is used when the protection of the speaker’s face is intended. This is an indirect strategy. To save the relationship it is considered in our society to give best explanation to satisfy the offended. Explanations help you and your victim to understand the situation. When the speaker intends to explain or justify the offence or mistake which

is the result of external factors over which s/he has no or very little control, explanation can fulfill the function of apology (Blum-Kulka & Olshtain, 1989). The table shows that this strategy stands second. Explanations can be explicit and implicit. “I couldn’t sleep well at night due to load-shedding”, “I wasn’t feeling well”, “I have family disputes at my home” are few examples of explicit explanations. The researcher did not find any implicit explanation in the responses of participants.

4.2.2.4. Offer of repair (REPR)

Explanation, offer of repair and promise of forbearance are situation-dependent and are therefore closely related to the type of violation which occurred. In situations, where the damage or troublesomeness which affected the hearer can be compensated for, speaker can choose offer of repair in a definite or general manner, intending this as an apology (Blum-Kulka & Olshtain, 1989). This response can be in a literal sense or in a form of payment to compensate the offended person (Alsulayyi, 2016). In the present research the table shows that this category comes at the end because very few participants (4.4%) used it. Few examples of this strategy are: “I will prepare it again in 10 minutes”, “I will arrange your things” “I will help you collect the books”. These examples show that the apologizers are trying to compensate the victim.

4.2.2.5. Promise of forbearance (FORB)

There are offences for which a speaker feels the need to promise forbearance. This is also a way to accept the responsibility (Blum-Kulka & Olshtain, 1989). It is a way of apologizing with or without admitting the mistake with a promise that nothing like this would happen again in future. So we can say that it is an indirect apology. The table shows that 12.57% of the participants used this strategy. Examples for this strategy are: “I will be quite now”, “Next time I would be careful”, “I will manage it next time”, “I will be responsible next time”. All these responses show that the speaker is promising not to repeat the mistake again in future.

4.2.2.6. Not accepting the responsibility (N.A)

Not accepting the responsibility means to save one's face. It can also be linked with the Islamic point of view that Islam requires complete surety before accusing the victim. So this is not uncommon the speaker blames the other person (Masaad & Soori, 2014). Blaming the victim also comes in this category. According to the table the intended strategy was used 33 times which is 5.12%. Examples for this strategy are: "Narrow minded person nothing happened to your car", "oh how funny! Don't take it serious dear", "I am trying to concentrate sir", "Walk carefully others are also walking along you". All these examples show that sometimes the offender did not accept his or her fault and blamed the victim instead.

4.2.2.7. Modifiers

Sometimes the participants also used modifiers to make their apologies more appealing. There are different words which are used as modifiers or intensifiers in apology statements e.g. very, terribly, awfully etc. In the present study, there are examples of such modifiers. For example in situation # 7 a participant apologized by saying, "I am really very sorry sir" and "I am extremely sorry sir". In another situation (situation #8) a respondent used intensifier by saying "I am really sorry I was in hurry towards my home." According to Felix-Bradsdefer (2007) different methods can be used for modifying a strategy like *intensifier* ("terribly," "awfully," "very"), *downtowner* ("possibly," "perhaps"), *hedges* ("maybe," "sort of," "kind of," "somehow"), *mental state predicate* ("I suppose," "I think," "I believe") *intensifying expression*, such as an adverb ("very sorry"), *iteration or duplications of the adverb* ("very, very sorry"), *explicit expression of concern for the hearer* ("Have you been waiting long?"), etc. (Masaad & Soori, 2014). Modifiers are not treated as separate strategies in Blum-Kulka et al. (1989). Data analysis shows that participants occasionally used modifiers. Only modifiers like "very," "extremely" and "really" etc. were used by the participants. It shows the lack of knowledge about the usage of intensifiers. Only the commonly used modifiers were used by the participants.

4.2.3. Discussion

The present section deals with the use of apology strategies. Data shows that different strategies have been used for different contexts. Apologizing is a face threatening and self-humbling to the speaker. Almost all strategies were used by the respondents but there were few strategies which were used frequently. IFIDs (Illocutionary Force indicating devices) were used most frequently. With IFIDs the participants also combined other strategies to a limited scale. The apologies of the participants show the social status of the participants also. Explanation of the situation was another strategy used by the participants. It shows that the participants tried to handle the situation by explaining it. As there was less frequency of other strategies, it shows the lack of knowledge of the participants regarding different kinds of apology strategies, which can be used in different contexts and the need of developing L2 English sociolinguistic competence of the English Language teachers.

Detailed table about the strategies used by English Language Teachers **Table # 4.9**

| Situation | Semantic Formula | Rawalpindi | | | | Islamabad | | | |
|---|------------------|------------|--------|--------|--------|-----------|--------|--------|--------|
| | | Rural | | Urban | | Rural | | Urban | |
| | | MA Eng | Others | MA Eng | Others | MA Eng | Others | MA Eng | Others |
| Apologizing to the Principal for being late | IFIDs | 2 | 3 | 3 | 9 | 4 | 2 | 8 | 2 |
| | RESP | 2 | 0 | 1 | 0 | 1 | 0 | 4 | 0 |
| | EXPLN | 5 | 1 | 0 | 3 | 2 | 1 | 4 | 0 |
| | REPR | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | FORB | 5 | 1 | 2 | 12 | 6 | 3 | 11 | 2 |
| | NA | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Apologizing to the Principal for not preparing the presentation | IFIDs | 2 | 3 | 1 | 3 | 3 | 0 | 6 | 2 |
| | RESP | 1 | 0 | 0 | 1 | 1 | 0 | 2 | 0 |
| | EXPLN | 5 | 2 | 3 | 9 | 6 | 2 | 11 | 2 |
| | REPR | 1 | 0 | 1 | 1 | 0 | 2 | 2 | 1 |
| | FORB | 0 | 0 | 1 | 1 | 0 | 0 | 2 | 0 |
| | NA | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Apologizing to the colleague | IFIDs | 4 | 2 | 1 | 6 | 4 | 0 | 8 | 2 |
| | RESP | 2 | 1 | 0 | 1 | 1 | 1 | 6 | 0 |
| | EXPLN | 3 | 0 | 1 | 6 | 4 | 1 | 5 | 1 |
| | REPR | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| | FORB | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| | NA | 1 | 0 | 1 | 3 | 1 | 1 | 3 | 0 |
| Your cell phone rings in a meeting in principal's office | IFIDs | 5 | 3 | 3 | 8 | 5 | 1 | 10 | 2 |
| | RESP | 3 | 0 | 1 | 6 | 4 | 3 | 5 | 1 |
| | EXPLN | 0 | 0 | 0 | 3 | 1 | 0 | 3 | 0 |
| | REPR | 1 | 0 | 0 | 0 | 0 | 1 | 5 | 0 |
| | FORB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | NA | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 |
| Apologizing to your teacher | IFIDs | 2 | 1 | 3 | 9 | 4 | 2 | 8 | 1 |
| | RESP | 3 | 1 | 1 | 1 | 2 | 2 | 4 | 0 |
| | EXPLN | 2 | 2 | 0 | 2 | 1 | 1 | 3 | 1 |
| | REPR | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | FORB | 0 | 1 | 1 | 8 | 3 | 1 | 4 | 1 |

| | | | | | | | | | |
|--|-------|---|---|---|----|---|---|----|---|
| | NA | 0 | 1 | 0 | 0 | 1 | 0 | 3 | 0 |
| Apologizing to your teacher for not being attentive in the class | IFIDs | 2 | 2 | 2 | 5 | 4 | 1 | 7 | 0 |
| | RESP | 0 | 0 | 1 | 0 | 2 | 2 | 2 | 0 |
| | EXPLN | 3 | 2 | 3 | 9 | 4 | 0 | 11 | 0 |
| | REPR | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | FORB | 1 | 0 | 1 | 0 | 1 | 0 | 6 | 0 |
| | NA | 1 | 1 | 0 | 1 | 2 | 1 | 0 | 2 |
| Apologizing to your teacher for not preparing the lesson | IFIDs | 2 | 2 | 2 | 4 | 4 | 0 | 6 | 2 |
| | RESP | 1 | 0 | 0 | 0 | 2 | 3 | 4 | 1 |
| | EXPLN | 4 | 3 | 2 | 12 | 4 | 2 | 8 | 1 |
| | REPR | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| | FORB | 2 | 0 | 0 | 0 | 1 | 0 | 3 | 0 |
| | NA | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Apologizing to your student | IFIDs | 4 | 2 | 3 | 9 | 6 | 3 | 12 | 2 |
| | RESP | 1 | 2 | 2 | 1 | 2 | 1 | 4 | 0 |
| | EXPLN | 3 | 1 | 0 | 6 | 0 | 0 | 2 | 0 |
| | REPR | 1 | 0 | 2 | 0 | 1 | 1 | 4 | 1 |
| | FORB | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | NA | 0 | 0 | 0 | 2 | 0 | 1 | 1 | 0 |

4.3. Semi-structured Questions

This part deals with the analysis of the semi-structures questions about the perceptions of the teachers regarding sociolinguistic competence and other related factors. In this questionnaire there are both: open and close ended questions. The findings and discussion are given below.

4.3.1. Analysis of Semi-structured questions

The main aim of this questionnaire was to investigate the awareness of importance regarding the development of sociolinguistic competence. For this purpose, a definition of sociolinguistic competence was used, which was given by Council of Europe in the Companions Volume with New Descriptors -Common European Framework of Reference for Languages: Learning, Teaching, Assessment issued in February 2018, to introduce respondents to the subject matter. The definition is **“Sociolinguistic competence is concerned with the knowledge and skills required to deal with the social dimension of language use. The matters treated here are those specifically relating to language use and not dealt elsewhere: linguistic markers of social relations; politeness conventions, register differences, and dialect and accent.”**

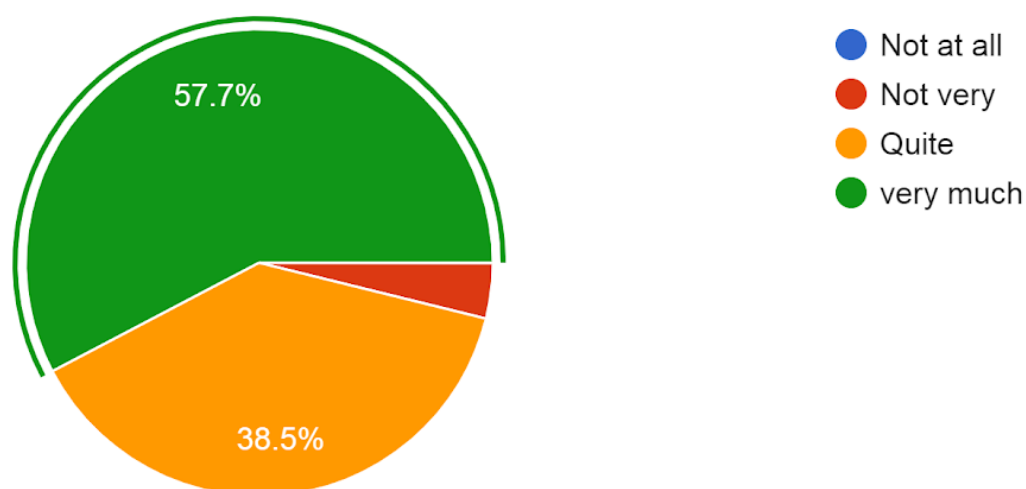


Figure #1: Opinion regarding the importance of Sociolinguistic competence

By this question the respondents were asked to express their opinion regarding sociolinguistic competence as how much it is important for positive communication in English language. They were asked to use the evaluation scale which had different categories like “not at all”, “not very”, “quite”, “very much”. 57.7% of the respondents were fully agreed that it is very much important for better communication. 38.5 % respondents selected the option of “quite” while answering it. Only 3.8% respondents thought that it is not very important to improve communication level.

Findings:

1. By this result, we can assume that 96% of respondents considered and recognized the importance of sociolinguistic competence for better communication.

By keeping in mind the importance of sociolinguistic competence, the next question was about different sources of sociolinguistic competence development. For its analysis, four different options were selected. The respondents gave their opinion by selecting the given options regarding each mean of sociolinguistic competence development. The first one was about the contact with a native speaker.

Findings:

1. Almost 92% of the respondents considered using different sources important for the development of sociolinguistic competence. The remaining respondents do not take it as a serious source to improve the sociolinguistic competence as shown in the chart.

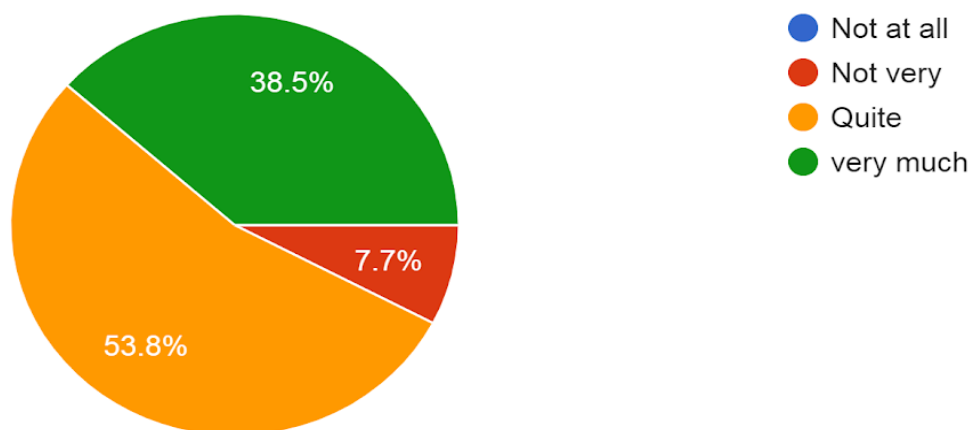


Figure #2: Contact with native speakers

Speech acts are communicative acts that deliver a proposed language function. Speech acts consist of functions such as requests, apologies, suggestions, commands, offers, and appropriate responses to those acts. Of course, speakers of these acts are not truly successful until the intended meaning they convey are understood by listeners. It is certain that such speech acts cannot show the intended result until and unless they are not understood by the listeners. Speech acts are important in case of sociolinguistic competence. Speech acts are used while keeping in mind the status of the listener and setting etc. The respondents were asked to give their opinion about learning dialogues and focusing on speech acts. They gave their responses by selecting the choices.

Findings:

1. The chart shows that there were 27% who think that it is not much important for effective communicative skills.
2. Results also show that 73% of the respondents take it an important part of improving sociolinguistic competence of the students.

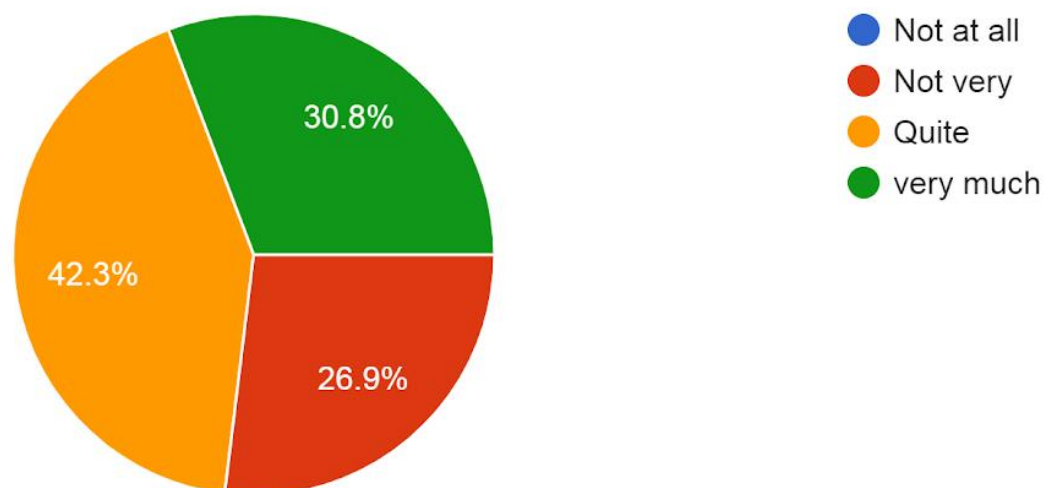


Figure # 3: Learning dialogues focusing on Speech acts by heart (address forms, Greetings, apologies, requests, Compliments)

The learning or acquiring of sociolinguistic competence is not very fast for the one living in one's own speech community. It is a gradual process. It is not possible for a learner

to acquire this competence naturally. It is the responsibility of the teacher to provide the chances to students to make them able to learn sociolinguistic competence. There are different techniques to help the students. Another technique for this process is to read about social matters. Such matters are related to family and friends. Such matters show different status and settings. In such conversations, one can learn about different formal or informal situations by keeping in mind the status and situation in the mind.

Findings:

1. While answering, 96% of the respondents took it as important technique to improve the sociolinguistic competence.
2. The remaining 4% of the respondents didn't take it an important strategy to help the students.

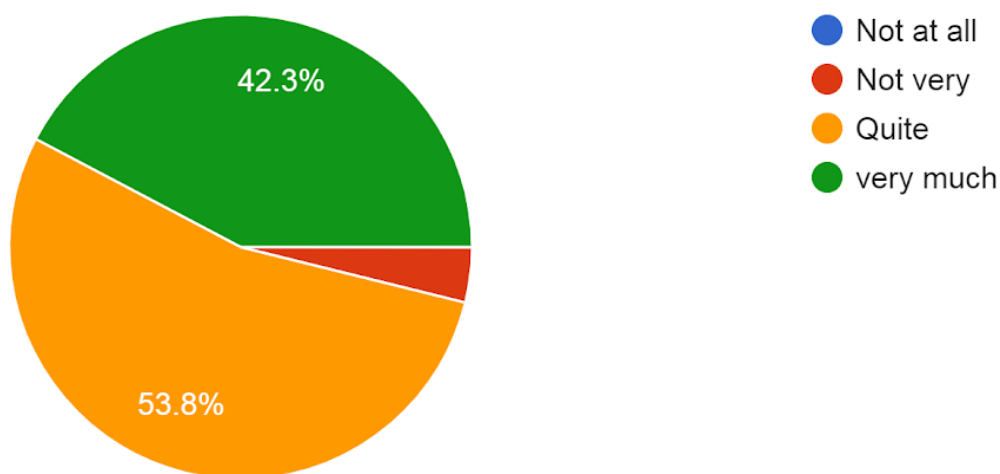


Figure # 4: Reading texts about social matters (Family, friends.....)

It is a fact that only grammar teaching is not sufficient to improve the sociolinguistic competence. The teacher must give the explicit explanation. The next source of sociolinguistic competence which was asked from the respondents was “explicit teaching (direct explanation of what is important to whom, when).

Findings:

1. The chart given below shows that the respondents perceived it an important and effective way to make the students able to communicate effectively. 88.5% of the respondents took it as important technique.

2. There is also possibility that they may not be informed about this technique but explicit explanation is important technique and they perceive it so because of their personal and professional observance and experience.

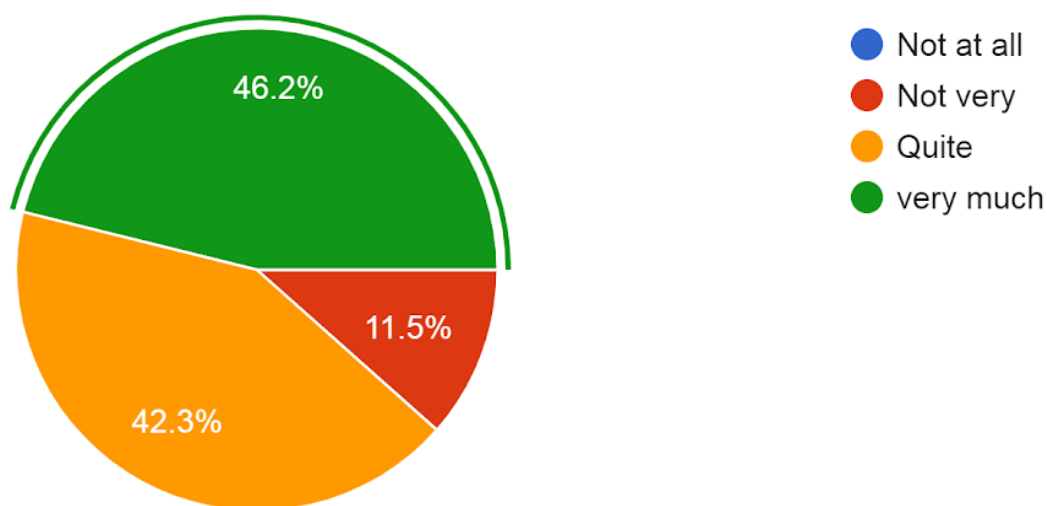


Figure # 5: Explicit instruction by the teacher (Direct explanation of what is appropriate to say to whom,...)

In the next part of the research, the respondents were asked about the material which is used in their institutes. They were asked to respond by giving their opinion about the textbooks which cover sociolinguistic competence in respect to requirements provided in the Framework Education Program for Basic Education (FEP-BE). A number of respondents were not satisfied by the sources.

Findings:

1. Almost 65% respondents were of the view that the resources in the textbooks regarding sociolinguistic competence are not satisfactory.

2. 31 % responses were in favor of the resources.
3. Here we can also assume that those who are not satisfied with the textbooks may not have the information about sociolinguistic competence.
4. For remaining 31 percent the textbooks are satisfactory and can help the teachers and students and are fulfilling the requirements provided in the Framework Education Program for Basic Education (FEP-BE). The chart of the responses is given below.

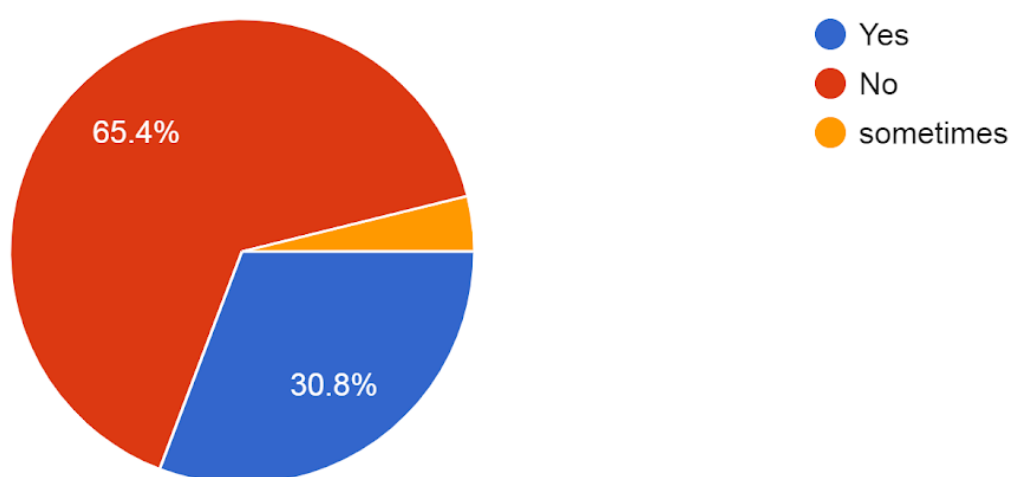


Figure # 6: The resources in the textbook to meet the requirements

The next question was about the teaching approaches used in different schools. The collected data analysis shows that 50% of the respondents use CLIL- Content and Language Integrated Learning. It is an approach in which students are encouraged to learn the content of a subject and the language at the same time. As here in Pakistan mostly focus is given to the questions which are related to the exams, the content is also focused to answer the asked information in the exams. English teachers try to teach language with the help of content as the data analysis shows.

Findings:

1. Data evaluation shows that teachers also use Communicative Language Teaching (CLT). 30% of the respondents use this technique. The main aim of this approach is to make the

students able to communicate effectively (spoken and written), which have the preferred social value or purpose. It is quite helpful for learning sociolinguistic competence but here in our institutes, as some respondents responded in the interviews, due to the examination system and background of the system it is much difficult to use this approach. The third most used approach was competency based language teaching.

2. The data shows that almost 8% of the respondents preferred this approach. Competency Based Language Teaching addresses what the learners are expected to do rather than what they are expected to learn about. It can be a possibility that, as the teachers mentioned in the interviews, they have very limited time and the students' background knowledge is also not. So it becomes necessary and difficult also to reinforce the formerly acquired basic knowledge by revision.

It is possible that because of lack of time during the school year and low level of pupils' language competence, teachers will tend to reinforce previously acquired basic knowledge by revision. As here in Pakistan, it has been observed, Translation method is also used keeping in mind the background and competency of the students but the data collection in this research shows that very few teachers responded that they use translation method i.e. 3.8% only. The given chart also shows that other methods or techniques are also used. Only 3.8% of the respondents responded that they used a blend of different methods. It shows that teachers may not be sufficiently equipped to be able to develop a mixture of different methods for the ease of the students in learning sociolinguistic competence.

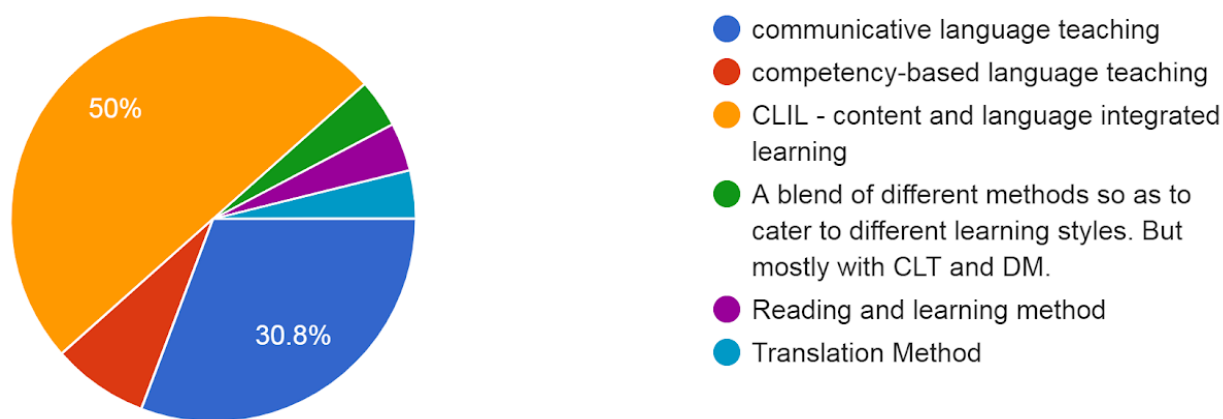


Figure # 7: Teaching Approaches used by the teachers

In the next part of the research the researcher chose six sources of the development of sociolinguistic competence as the chart given below shows. Range of teaching activities got 50% of all votes. Different activities contribute to the development of the competence and encourage the students.

Findings:

1. In the present research, use of authentic materials related to the sociolinguistic competence got the 2nd highest votes which were 46.2% of all the votes. Authentic materials have a direct influence on the learners but there is always a need of guidance by the teacher to ensure the proper information regarding sociolinguistic competence.
2. The next category, which got the highest response, was the use of Interactive Technologies. This activity got the 38.5% of all the votes. By using this method the teacher can help the student to improve the communication skill and the learner can speak effectively with the peers and teachers both. With the help of whiteboard or presentations, students can be encouraged to share their views with their fellows.
3. Only 7.7 % of the respondents were of the view that native speakers can play an effective role for improving sociolinguistic competence of the students because it was much difficult here in Pakistan but now with the help of social media this means can be used. It is not inevitable also. The contact with the schools abroad can be used as an alternate to the category of native speaker. It can encourage the students to enhance their sociolinguistic competence. This category got only 7.7% of all the votes.
4. The category of reading explanation got only 3.8% of all the votes. Here once again it can be said that teachers must be trained to use more than one techniques to encourage the students. Variety of techniques can give the best result in improving the sociolinguistic competence of the students. All these mentioned sources of the development of sociolinguistic competence are related to each other in one way or the other.

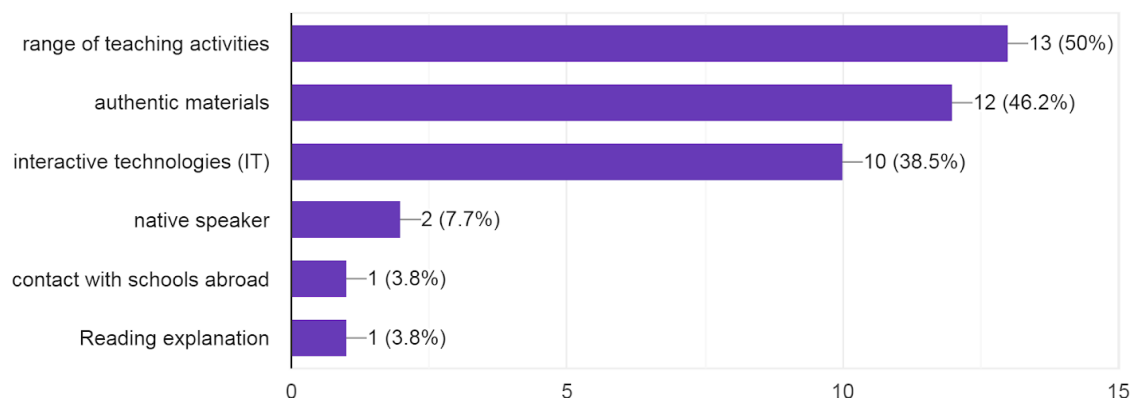


Figure # 8: Sources of the development of sociolinguistic competence

The respondents were asked to give at least three ideas that they think the most important in view of improving the sociolinguistic competence of the students. The responses can be categorized in different groups. The first group of responses include those ideas which focus on the **communication needs**. This group includes some of the already mentioned ideas also like communication with the natives and social interaction etc. Other responses were the use of easy vocabulary, daily conversation with friends and family, use of different vocabulary on different situations, sense of success while using appropriate expressions. The second group, which we can make, is related to **reading needs**. The respondents gave the suggestions that there must be the use of standard books on sociolinguistics, reading material related to family ethical concerns, reading about traveling etc. The third category is of **miscellaneous needs**. The respondents were of the view that real life situations, exposure to native speakers and culture, memorizing the correct structures, watching native speakers' TV shows, movies, role plays, dialogues, appropriate behavior etc., can be productive for the progress in sociolinguistic competence.

The next question in the questionnaire aimed to find out the teachers' views about different activities which can be effective in improving sociolinguistic competence.

Findings:

1. Post-listening activities got the highest percentage. Post-listening activities are useful for reusing and activation of the target lesson. It is only possible if such activities are

interesting and relevant. 73.1% of the respondents were of the view that it is quite useful for improving the sociolinguistic competence. 19.2% of the respondents responded it with the “very much” response. Whereas for the response of the post-reading activities 65.4% of the respondents considered it quite useful for competence. While 30.8% of the respondents thought it very much useful. Post-reading activities are useful because they help the students to use other skills also like speaking, writing and listening etc. Discussion is another important and useful activity for better learning. It helps students process the information instead of merely receiving it. Discussion helps the students to practice thinking. On the other hand, video representation has very useful effects as it engages students by using different senses at the same time. Videos enhance knowledge preservation. According to the respondents discussion and video representation are much useful activities. 61.5% of the respondents said that it is very much useful for sociolinguistic competence.

Role-play is a performance that encourages students to discover lifelike situations with the help of other people in a managed way to get a true experience Depending on the intention of the activity, role plays are considered very useful for communication skills as it creates a situation for the learners to speak.

Findings:

1. 42.5% of the respondents considered it very much useful and 57.5% of the participants thought it quite useful. No responded gave a negative remark about role plays.

Watching movies and TV series and then discussing them in the class is quite helpful as it helps the learners to observe the native speakers or their culture and environment.

Findings:

1. In the present research, 38.5% of the respondents considered this technique very much useful while 53.8% of the participants said that it is quite helpful but for 7.7% of the respondents it is not very useful activity. The respondents were given an option to give other ideas also which can help in improving sociolinguistic competence. They thought that sociolinguistic competence can be improved by comparison with own culture, newspaper reading, acting different social situations, group presentations, environment,

multimedia, outdoor visits, demonstration, knowing about different cultures, joining different literary groups/forums, pre-reading activities, daily conversation with family and friends, meeting with a native speaker and social interaction also.

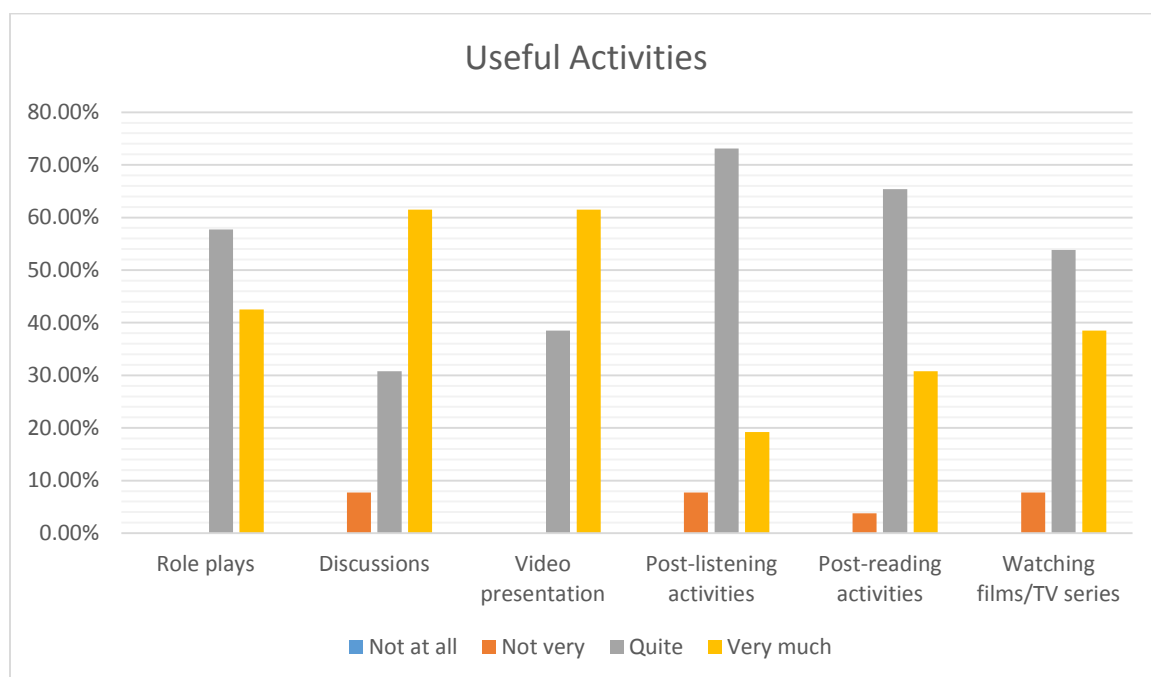


Figure # 9: Useful Activities to enhance the sociolinguistic skills

The main teaching tool of the teachers, especially here in Pakistan, is the text book. In the next question the participants were asked to evaluate the textbooks, which they use, to ensure whether these speech acts, which are much important for sociolinguistic competence, are present or not. Speech acts prove quite beneficial for better communication because they provide us a lot of chances to perform different expression in our normal routine, like; compliment complaint, request, apologize etc. The respondents were asked to check the speech act of greeting, requesting, refusing, apologizing, agreeing/disagreeing or any other speech act. The chart given below shows that, in general, the teachers were not satisfied with the use of such speech acts in the text books. Most of the respondents responded that these speech acts are not dealt quite sufficiently in the texts books. Greetings and requesting has got the highest responses respectively in their favor.

According to the respondents speech act of requesting is dealt in the text books and 53.8% of the respondents responded that its use is quite sufficient. Whereas 7.7% of the respondents were of the view that this speech act is very much sufficient in the text books. Speech act of greeting was the second highest category. It got 50% of the responses in its favor and the respondents responded that it is quite sufficient while the remaining were not satisfied. Speech acts of refusing and agreeing/disagreeing are quite neglected in the textbooks, as the responses in the chart show that 57.7% responses say that these speech acts are not very sufficiently dealt in the text books. Half of the respondents said that speech act of apologizing is dealt not very adequately.

Findings:

1. The chart shows that 34.6% of the respondents regarded speech act of refusing quite sufficient and 42.3% and 38.5% of the respondents considered the use of the speech acts of apologizing and agreeing/disagreeing quite enough respectively.
2. The respondents were also asked about other speech acts. They didn't mentioned the names of such speech acts but 34.6% of the responses say that other speech acts are dealt quite sufficiently, while 42.3% of the responded said that they are not very sufficient. 19.2% of the respondents totally negate it by responding that other speech acts are not at all dealt with. We may agree on these responses but here arises another question for further research to compare these results with the text books.

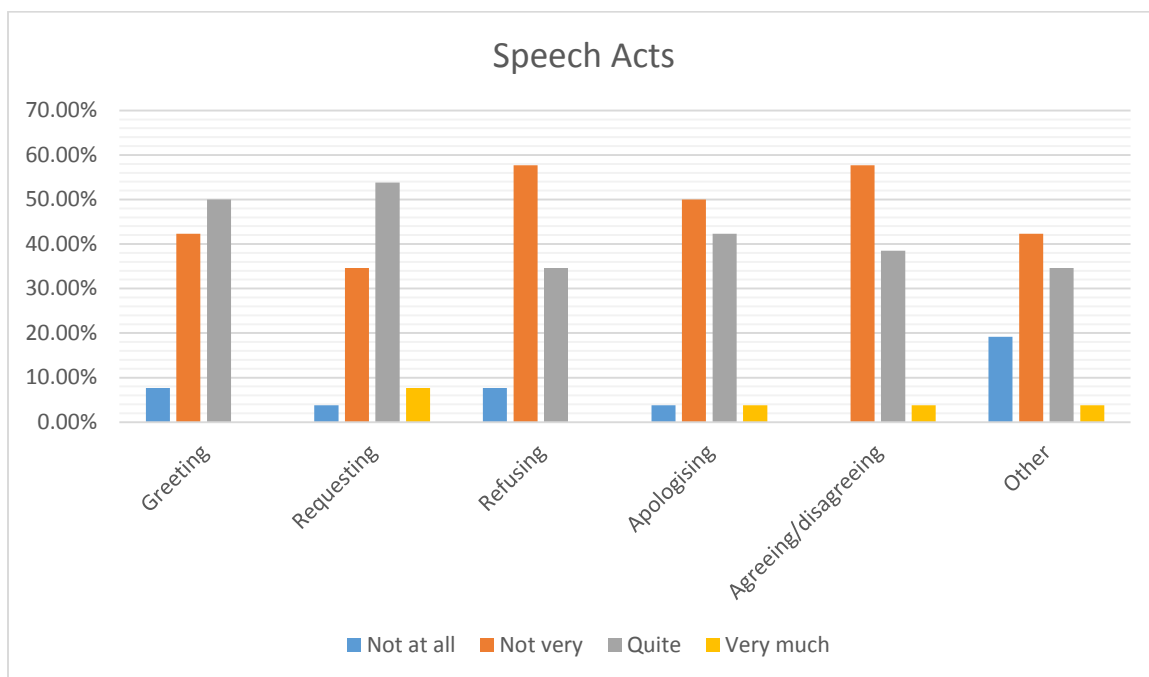


Figure # 10: Use of Speech Acts to improve Sociolinguistic Competence

Sociolinguistic competence enables the learners to judge the formal and informal registers and their proper use in proper context. In the next question the respondents were asked to respond that either the activities, which improve the ability to distinguish and use appropriate formal and informal registers, are sufficient or not.

Findings:

1. 42.30% of the participants were quite satisfied with the number of activities in the text books which they use in their relevant institutes.
2. 7.70% of the respondents were very much satisfied with the number of activities regarding formal and informal registers. 38.50% of the respondents are not very content with the number of activities which deal with the formal and informal registers.
3. The chart also shows that 7.70% of the participants satisfied not at all with the number of these activities in the textbooks. While the same percentage i.e. 7.7% says that they are very much satisfied with the number of such activities.
4. There is another group of respondents that says that there are no such activities at all in the textbooks and their percentage is 3.80%.

By this question another area can be investigated which is teachers' knowledge regarding formal and informal registers and how do they teach such registers to their pupils.

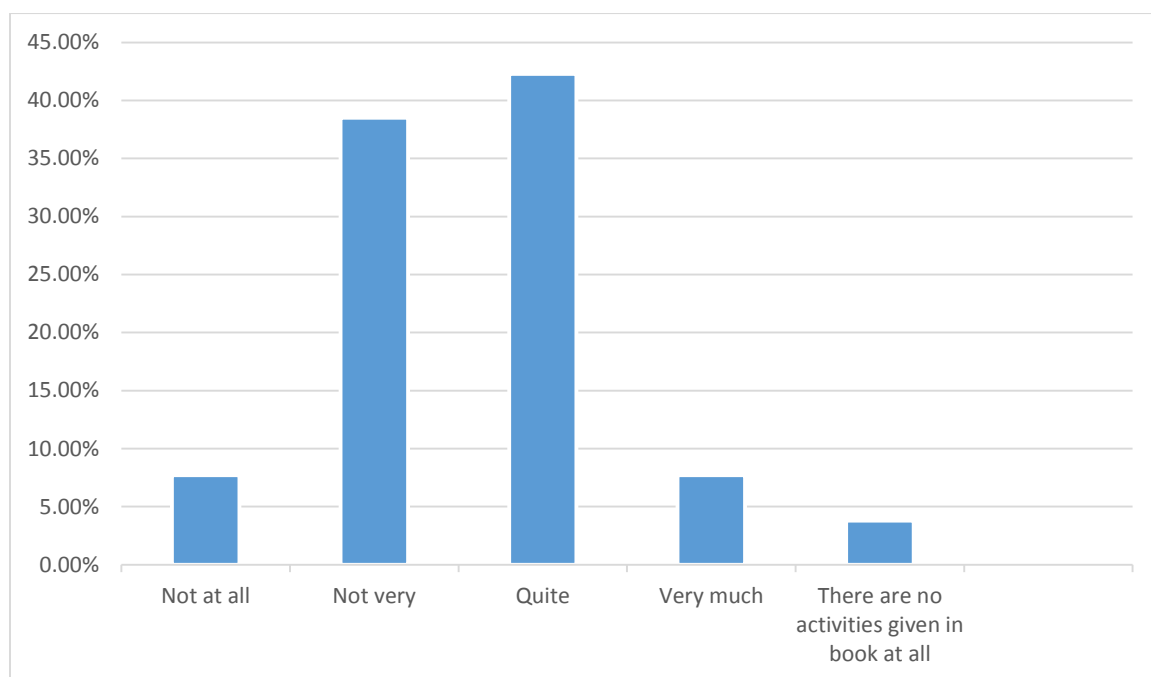


Figure # 11: Use of Formal and Informal Registers

In the next part of the research, the researcher selected different topics for the respondents to respond about their importance for the development of sociolinguistic competence. The respondents gave their votes which show that life of the teenagers is the topic which is quite important for the respondents.

Findings:

1. 65.4% of the respondents considered it quite important for sociolinguistic competence.
2. 23.1% of the respondents took it as very much relevant and important for the development of sociolinguistic competence. Here we can apply the culture differences among the lives of teenagers. As social problems deals with the communication problems between teachers and students teenagers with others, although it is not mentioned in the relevant questionnaire for the present investigation. Teenagers talk in a specific way with others by using a lot of slang or informal expressions. Most of them are even unaware of

it. So we can say that it can be an important theme to teach students how to communicate in a suitable way by pointing out the social problems.

3. 53.8% of the respondents considered it quite important theme and 34.6% of the respondents responded that it is very much important theme. Family life is an important theme as it gives a chance to use and practice different speech acts. On the other hand, it can also be used to teach the students about social habits for families. They can be guided about the politeness or other etiquettes regarding family. For example table manners etc.

4. The chart shows that once again 53.8% of the participants said that it is a quite important theme for enhancing sociolinguistic competence.

5. 38.5% said that it is very much important. Friendship and love, like life of teenagers, can give a number of variations to learn the use of different speech acts and social norms.

6. 42.3% of the respondents said that it is very much important theme which must be included in the textbooks.

7. 38.5% of the respondents said that is quite important. Customs and traditions vary in different societies. The knowledge about different customs and traditions can help the learners to act differently in different societies. It can be considered an important theme as the chart shows.

8. 50% of the respondents considered it very much important, which is highest number in “very much” response. 38.5% of the respondents think it as quite important theme. 30.8% and 46.2% of the respondents consider the theme of facts about countries as very much important and quite important respectively. As we know these facts are normally presented in the form of list of information regarding history, population, geography of that country etc. As the chart shows, there were few respondents who consider these themes as not very much important in connection with sociolinguistic competence.

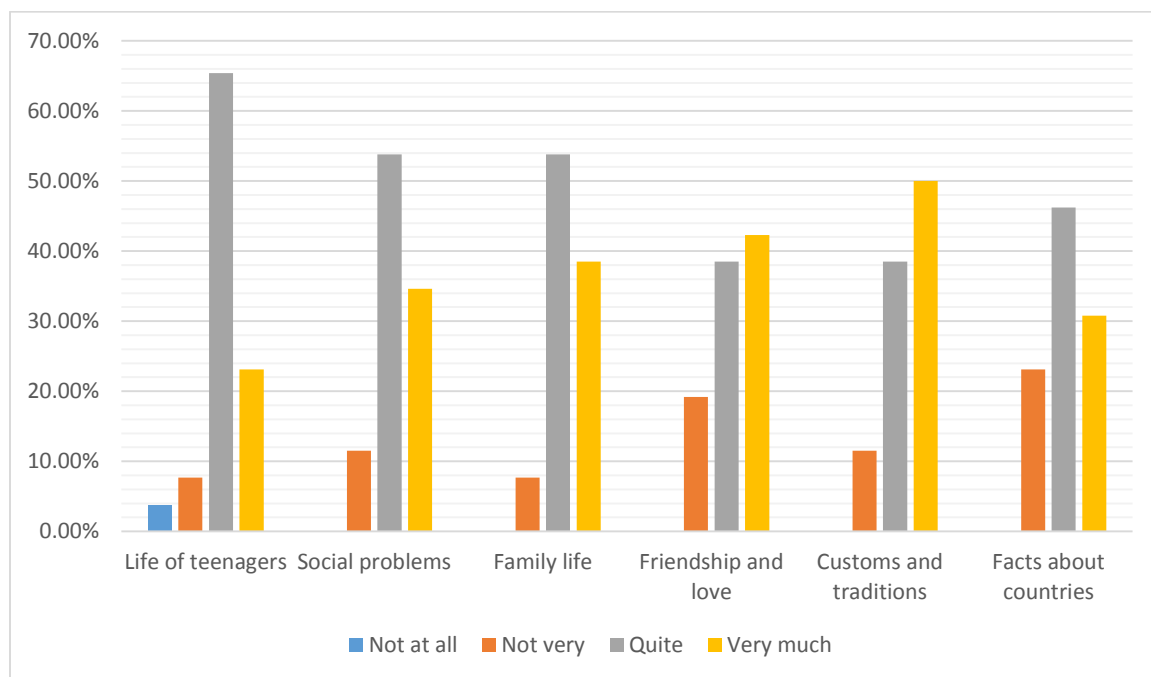


Figure # 12: Importance of themes used in textbooks with reference to the development of sociolinguistic competence

After observing different themes and strategies from the textbooks, the respondents were asked to respond whether they are content with the amount of resources regarding sociolinguistic competence in the textbooks, which they use in their institutes.

Findings:

1. The highest number of response, which is 57.7% of the respondents, says that the amount of resources in the textbooks is not very sufficient.
2. 11.5% of the respondents were of the view that they are not content at all with the amount of resources in the textbooks, which can help the students to improve their sociolinguistic competence.
3. There are respondents who think that the number of resources is quite (23.1%) or very much (7.7%) sufficient and they are content with it. The resources and their usage is dependent on the eligibility of the students and the availability of the time, as pointed out by different participants in the interviews. There is lack of time which hinders to go for such extra activities. The background of the students is also a hurdle in this regard. They

are very slow and it is not possible to repeat everything again and again because it costs time.

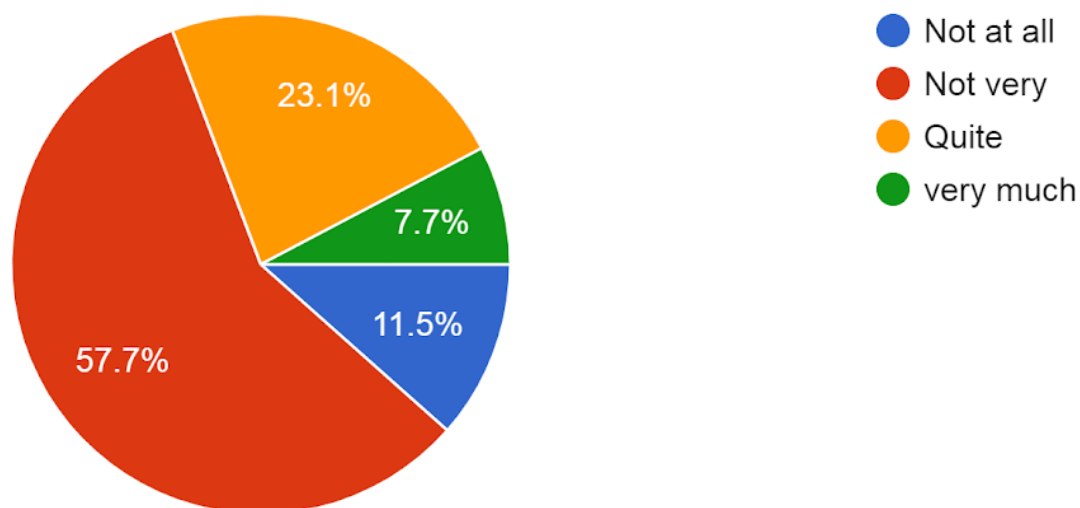


Figure 13: Contentment of respondents with resources in the textbooks

Discussion

This part of the research was about semi-closed ended questions as this questionnaire contained few open-ended questions as well. This questionnaire contained questions about the usefulness of sociolinguistic competence, different strategies for the development of sociolinguistic competence, resources in the textbooks about sociolinguistic competence, teaching approaches and activities, ideas for the development of sociolinguistic competence, speech acts, formal and informal registers, themes in the textbooks for the development of sociolinguistic competence, and the amount of resources in the textbooks. Majority of the teachers showed dissatisfaction with the textbooks in context of sociolinguistic competence. Teachers lack the knowledge related to sociolinguistic competence. It is the need of the day to equip the teachers with the both, theoretical and practical knowledge. While talking about different tools and activities, mentioned in the questionnaire and findings, it is needed to improve the skills of the teachers to able them to make their own plans and strategies to help the students. As most

of the participants are not satisfied with the syllabus, so these reservations must be addressed by the authorities.

4.4. Interviews

To know about the difficulties and perceptions of the teachers, interviews were conducted. Very few teachers were willing to give the interview due to some unknown reasons especially the female English language teachers. In the interview there were 3 questions in addition to the introduction of the participant. As already mentioned there were teachers who were unaware of sociolinguistic competence as their qualification was not relevant (but still they were teaching on general posts). For the convenience of such teachers the researcher explained them in Urdu that what sociolinguistic competence is. The researcher also tried to ask the question in an easy wording to get the appropriate answers regarding sociolinguistic competence. In some cases the researcher molded the question about the sociolinguistic competence e.g. the question was “Which kind of strategies do you use in the class to improve the sociolinguistic competence of your students?”, and it was changed into “which kind of strategies do you use in the class to make your students able to speak appropriately in the real life situation or in different contexts?”

The research questions of the study were about the perceptions and difficulties regarding sociolinguistic competence so with the help of interviews the researcher tried to get the answers by interviewing English language teachers. The teachers with no specialized education in English were mostly unaware of this term but after informing and rephrasing the question they tried to give some answers.

4.4.1. Perceptions:

Sociolinguistic competence is to adjust oneself while speaking in a different culture. One's usage of language must be appropriate according to the given setting in which the communication is taking place. One must be sure of the target gender, age and status etc. Every society or culture has its own norms regarding language, which can be

changed from the other culture. To get the exact knowledge of a language a student must be aware of the target culture (Mizne, 1997). One of the participant had the same view:

“Language does not exist in vacuum, it takes place in society. It takes place in society. Definitely we use the language in society for accomplishing our various needs. Sociolinguistic competence is the competence that we use language in social context for accomplishing our various tasks. It is the ability to use language appropriate to the context and setting and the status.”

The participant highlighted the importance of setting, status etc. which are important to improve sociolinguistic competence. Another participant had the same opinion and said that sociolinguistic competence is “How to respond effectively in a particular social context”. Most of the interviewees talked about the language in context. They talked about the appropriateness of the language usage. As one of the interviewee said: “It’s language competence which you use in different social contexts”. We can say that this competence deals with the ability to use language and understand communication in given circumstances. On the surface it seems very simple and easy but it turns out very complex while speaking a foreign language. As it is about the society, almost all of the interviewees talked about the language and society or language in context. Few examples are given below:

“It refers to the ability to use the language that is appropriate to its social context”

“In my opinion it is the use of language in social context I think it is the proper use of language”

“Use of language according to the context is the sociolinguistic competence, the knowledge of use in particular atmosphere helps the speaker to express in a better way.

“Sociolinguist competence means how much student is able to say fluently or what kind of skills he has as far as his interaction capacity is concerned.

How people are competent to speak in society.

This is something about society and language so it is, in my view, the proper use of language in a special social context so what should we speak, how we should speak in different kind of situations.

“Sociolinguistic competence it is norms, believes and behaviors that we have to our languages either it is English, either it is Urdu.

“Something about society and language.”

Nobody talked about the awareness of the status, gender or culture of the person with whom the conversation is going on but only one, who has been mentioned at the start of this section. It shows the lack of knowledge about the sociolinguistic competence among the teachers.

4.4.2. Strategies

The speaker selects a language because of two factors. First of all he/she focuses on his knowledge of language and secondly how much does he/she know about the context of the situation in which the speaker is engaged. The speaker must be aware of the use of formal or informal use of language and also the strategy which should be used to accomplish the communication task. Brown and Yule (1983) say that these factors cause to establish and maintain social relationship. All these decisions must be based on the norms and attitudes of the target culture of the participants. If the speaker uses a wrong strategy to communicate by using the inappropriate language, it would send a wrong message or signal and a result it can cause a break-down in communication.

The teachers must be aware of the sociolinguistic competence and its elements. To enhance the skills of the students the teachers must expose them to the real life contexts for actual use of language. There must be such strategies designed by the teachers to engage the students in real life situations. It can be done through social media, literature and songs etc. other than this, students must be encouraged to interact with native speakers through social media from where they can easily make friends around the world. Other than this, sociolinguistic elements must be included in the existing curriculum as well as in the

assessment which will prove an aid to promote sociolinguistic competence. (Mede & Dikilitas, 2015)

To promote sociolinguistic competence, it is compulsory to tell the students about the target culture which would help the students to understand the sociolinguistic features of target language. Students can be divided in different groups and they can be provided with different materials presenting real life situations with the help of teachers' help can prove an essential source of sociolinguistic development. Knowledge about the target culture can be promoted by different ways like: reading, writing, listening and speaking on a variety of topics can be motivational and authentic. Such material should be prepared very carefully so that it can affect and encourage the students to learn about the target cultures and life style of the age fellows of the students. Real contact with the native speakers can prove more effective and it can cause strongest motivation.

The interviewees were asked about the strategies which they use to make their students able to speak in real life situations. This question was to know about the teachers' knowledge and perceptions regarding sociolinguistic competence. As it was told earlier some of the teachers were unaware of this term so they were explained about it by the researcher. After that they were able to give some answers.

In the interviews different interviewees talked about different strategies. Few of them are given below:

- “Dialogue is an element which maximizes the opportunities for the students.”
- “Make them speak in the class in English language. They do not have confidence to speak because they think that they are doing mistakes and they cannot speak properly so I just told them to ignore the mistakes and just try to speak and when they speak I will encourage them and this thing will make their speaking skill better.”
- “Though we need to be proactive in preparing students for society but the students we are teaching and the parents of those students, they have certain targets regarding examinations. We are limited to their choices, though we try a bit that by

telling students in different situations that this word, at word level, I myself make students aware that such words and such and such words should not be allowed in certain contexts so in fact for the examination system we are preparing the students that does not encourage or rather demand from the students that they should have spoken competence. So we are just preparing them for a written exams so far as writing is concerned I as a teacher tell them such kind of words you have to avoid such kind of expressions you may not and what kind of expressions you should use in written contexts.”

- “I just go for the interactions of the students. I allow them to introduce themselves to their fellows. I also indulge them in different activities to improve their confidence.”
- “It depends upon the interest of the teachers. I use different techniques different methodologies to improve the language especially English language for example I like to use presentation in the class some oral communications skills are also there. In the text books there are some oral communication practices or exercises which I use to improve the language of the class.”
- “Give them short sentences to speak in the classes.”
- “I help the students by asking them to read in correct pronunciation I call the students to speak in front of the class I encourage them to speak in English.”
- I help the students to speak with correct pronunciation and asked them to speak in front of the class and build a confidence.”
- “I myself make the students to say something and make them to have interaction among them and I supervise the students, I encourage them to say something for example introduce themselves in front of the class.”
- “Direct method in the classroom is used to make the students able to speak appropriate in different situations.”
- “The fact is that the Students in Islamabad, I mean in those institutes which are run by the government, their speaking is not a priority, because I always speak the bitter , here the main priority is just passing the exams with good marks so this is just rot

learning preparation, reading the books, not learning to gain maximum marks so they don't think that speaking of English will prove beneficial for them in the long run this a narrow mindedness I always try I tell them that speaking of English having good reading ability and the rest all kinds of abilities, these give them lots of benefits. Their lives will see a total change because I have seen a lot of young men and women becoming out because they have ignored English in their in these crucial years.”

- “Yes a lot of practices I have done in my classes especially in secondary classes I specially taught to my students to how to read properly with basic terminology. The first thing I insist towards students they must do grammar specially the pronunciation and the method how to read I suggest them to get through the daily newspaper and listen the BBC news so that to get their language.”

By looking into the strategies by the interviewees we get the idea that most of the participants talked about the speaking skills. It shows that they were less aware of the sociolinguistic in specific. Only a couple of participants had the idea. They did not talk about such strategies which can enhance the knowledge of students about the target language's norms and culture. They did not talk about the strategies which deal with the politeness theories or speech acts. However an interviewee talked about the knowledge of formal and informal words and another talked about to listen to the natives by listening BBC news. Direct method can also help in this situation but still teachers' guideline and their own knowledge about proper use of language is compulsory. As we know in direct method use of mother tongue is discouraged so by using target language teacher can help the students to know about the different uses of words i.e. formal or informal, polite or impolite, relevant or irrelevant etc.

4.4.3. Barriers:

If we talk about the barriers or difficulties which our teachers face, are many. There are certain causes behind such difficulties. Mede & Dikilitaş(2015) pointed out some hurdles which teacher face while promoting sociolinguistic competence. The possible

factors which cause the failure to promote sociolinguistic competence in class given by them are as under:

| Central themes | Sub-themes |
|--|--|
| <i>Pedagogical Issues</i> | Lack of sufficient interaction with natives Lack of exposure to culture Formal learning principles |
| <i>Testing and Assessment</i> | Learning objectives Instrumental motivation to learn Test-dependency through goals SC not tested in the exams |
| <i>Curriculum and Syllabus</i> | Curricular content lacks SC |
| <i>Personal and Contextual Constraints</i> | Teacher and learner perception Teachers' and students' attitudes |

We can summarize from the table that the barriers are related to pedagogy, assessment and curriculum. The participants were also asked to talk about barriers which they face in the class. Which cause the failure to promote sociolinguistic competence so they mentioned a few which are given as under:

“We are not living in the target language community. It is the environment which poses hurdles in developing sociolinguistic competence. The background of the students is also a hurdle as they mostly use their mother tongue as well as Urdu the national language for communication so they do not see the maximum opportunity for using the English language as communicative tool for communication”

In this answer the interviewee talked about the environment, background of the students which are causing this failure. Our education system also compels the students to focus on the written exam only. Speaking skill are totally neglected. As one of the interviewee said:

“They are conditioned somehow for their written exams. This thing or target controls our teaching and their learning. We deliver what we are demanded from the market, from the environment. So we are preparing them for the written exams”

Other participants had almost the same views. They said:

“Students’ targets are getting good expression in written form.”

There are main four main objectives of teaching a language. In our schools or institutions it is bad that teachers mostly stress on reading and writing they ignore listening and speaking. I think the experts, the educationists, while preparing syllabus, curriculum for the specific classes they should keep in mind that these skills are ignored by the teacher. That’s why problem is seen on all levels.

Syllabus must be set accordingly to help the teachers to promote sociolinguistic competence. Another problem is the overcrowding of the classes. It makes difficult for the teachers to meet the needs of the students. A couple of participants highlighted this issue as well by saying:

“Urdu medium school and overcrowding classes and such type of syllabus government has given to us and every time we are trying about covering the syllabus and didn’t find such type of element in the class room.”

“Our classes are over populated and our syllabus is much much more. We cannot use any skill for improvement of language we only emphasize on our covering syllabus.”

We are the part of such atmosphere where students are bound to focus on theoretical aspects instead of practice. They mainly focus on grammar and vocabulary etc. They have no idea how to use language in different situations. Such a view had one of the participant:

“Our students in this public sector colleges’ environment they are conditioned somehow for their written exams this thing and this target control our teaching and their learning mean we are encircled in this little demand set. We deliver what we

are demanded from the market from the environment so we are not practicing kind of teaching them spoken language we are preparing them for the written exams so I may not be able to give in certain neat and clean assertions and statements that what kind of different practical problems they might have faced if we would have been teaching them spoken language. They are very happy in understanding and comprehending their lessons and trying to write and learning spellings and learning the better expressions so students' targets are getting good expressions in written form. They are very least bothering are very least bothered learning how to speak.”

Other than this some of the interviewees talked about other factors like “Lack of basic education” and “parents don't take interest.”

Instructive techniques, syllabus and testing issues are the major barriers. Students have little or no chance to interact with the natives in natural settings. Other than this the teachers and learners don't understand the role of sociolinguistic properly specially the later.

4.4.4. Suggestions

Different activities can be used to promote sociolinguistic competence among the students. Students can be exposed to different situations like the introduction of the people, telephone calls, formal and informal usage of words, letters or applications, CVs etc. and by telling the students about the different phrases and expressions which are used in these situations. Other than this other aspects can also be taught like the formal and informal usage of different words, courtesy words, taboos, cultural specific words. Sociolinguistic competence should be tested in the most authentic way. Multiple choice tests should not be used to assess the students. As sociolinguistic competence is linked to productive skills so it is suggested that it should be assessed through such skills. Role-plays would be a better tool because in such situations students can be encouraged to adopt specific sociolinguistic behavior. (Schmidhofer, García, & Strotmann)

In the last question of the interview the researcher asked for the suggestions of the participants to improve the desired competence among our students or how is it possible to make our students to perform well in different real life situations. The participants in the interview gave different suggestions to make the students able to speak in different situations effectively. A number of interviewees talked about the awareness programs for the teachers because the main focus is on the grammar not on such competencies. One of the interviewee said:

“Before making the students aware of it actually we should make teacher more aware of sociolinguistic competence because they have to inculcate all these things in the minds of the students they can actually make them aware of how they have to respond in particular context. So there should be workshops there should be awareness programs there should be language awareness programs.”

As teachers can encourage the students to perform well while communicating so the teacher must be aware of its importance and he/she must know certain strategies or techniques to adopt in the class. For this teachers’ training can play a very vital role in this regard. A few others also talked about the teachers’ training in this way:

“It depends on the training of the teachers. If we train teacher. In training we should realize the teacher that they should stress properly on all the four skills. We should plan that how can we include listening and speaking in our examination system. If we can do that we can properly evaluate listening and speaking it may be better we can improve the listening and speaking of the student”

“Teacher’s qualification, specialized in their subjects, Government should appoint subject specialist teachers in our schools, and our education system must be changed according to our native language, our religions.”

There are other areas other than teachers' training which need more attention. Such areas are our syllabus, size of the classes, motivation etc. Some of the participants stressed on these things as well. They said:

“Student friendly syllabus, more qualified language teachers, reasonable size of the class”

“Limited classes, and facilities for the boys to improve”

“Qualified language teachers, size of the class”

“All the schools should be provided with such teachers ... our courses should be oriented in such a manner that students are made able to speak.”

“The primary thing is the situation the environment that our students don't possess in our classes. Especially English is not our mother language our mother language is Urdu or Punjabi or Pashto. So we feel shame to speaking English in our classes and the second thing is that English of student is not very good they are specially the syllabus the curriculum is not suited for speaking English we can only improve reading English not speaking.”

As our education system does not focus on such skills which can make our students more productive. Contrary to this our education system is promoting cram learning. Students mainly focus on the marks rather than on their skills. In such situation if we talk about the improvement of sociolinguistic competence of our students so it would not be wrong to call it a hypothetical situation as two of the interviewee said:

“Hypothetical scenario: motivate the students. You get a prestige by speaking well and when you go for any interview you need to speak well and consciously you get better chances of being selected.”

“This might be, realistically speaking, a hypothetical scenario for me as a teacher working in a public sector education, students might be only introduced. First we have to motivate them that you have to learn English that it has kind of social

capital. Otherwise learning better spoken English might not be rewarding for them for getting examination degree so this can only be done through motivating them that this has social capital and kind of prestige in speaking English and in our society this is a kind of post-colonial culture residues so they can be motivated for learning sociolinguistic competence for being, taken as a good human being and later in a practical life when they go for an interview they need to be very much aware of these fine points and nicest of getting good spoken language skill this is how in my capacity and in this situation where there is very little attached with the learning sociolinguistic competence and spoken language I encourage them and motivate them that you have to, you get a prestige by speaking good and you not only prestige but when go for any interview for getting admission in university or even after university for getting job interview you need to speak well and consciously and smartly you get better chances of being selected”

Since our education system is a great hurdle in our way to improve the sociolinguistic competence of our students so we can only motivate them by telling them about the importance of speaking English appropriately. Our classes need such atmosphere where students are encouraged to speak according to the situation. As one of the participant said:

“So it is crystal clear that until and unless we develop or we provide an artificial sociolinguistic context within the parameters of the school their ability or their competence would not improve”

Government should start programs for the teachers to make them well-equipped with the strategies to enhance sociolinguistic competence of the learners. Teachers must be aware of different uses of language and he/she must have a choice of strategies and lesson plans. As Štěpánka Ondráčková (2014) refers to Littlewood in her dissertation and says that it is the teacher who can create an atmosphere in the class in which the learners are expected to choose appropriate language. They are made to choose such language which is socially acceptable and also functions effectively at the same time. Artificial environment

can be used as social context for the teaching of sociolinguistic competence. First of all the teacher can engage the students in classroom language in which the activities take place. Discussion is the second thing which can promote turn-taking because in turn-taking activities students are encouraged to express their opinion, information and agreement or disagreement with the topic being discussed. Role plays can also be used to tell the students about the social importance of different words in different contexts.

CHAPTER 5

CONCLUSION AND FURTHER RECOMMENDATIONS

5.1. Conclusion

This study proposes that sociolinguistic competence is an important skill which should be a part of language teaching and syllabus. In Pakistan, where students are not introduced with the target culture, language teachers can help the students to get the knowledge about the sociolinguistic use of the language through a variety of strategies.

The current study was carried out with an aim of finding the teachers perceptions about sociolinguistic competence. After analyzing the data, the results showed that if the teachers themselves are unaware of the sociolinguistic competence, they are similar to the students in this situation. Speech acts of apology and complaint were used to gather the data in addition with interviews and semi-structured questions. English language teachers of rural and urban area of Rawalpindi and Islamabad used different apology strategies but the most frequently used strategy was IFID (illocutionary Force Indicating Device). The participants used different words like sorry or apologize etc. Secondly the participants used the strategy of explanation and thirdly they used the strategy of taking responsibility. Few participants did not notice the status of opponent and also they did not think about the settings. These strategies are used in our own culture. Since apologizing is a face threatening act to the speaker so the speaker must be aware of it. The teachers must have wide knowledge of different speech acts so that they can teach the students in a proper way. Second speech act was of complaints. The teachers used different strategies to complain but they did not keep in mind the politeness strategies. As the status or social difference and situation matter a lot but the participants used the politeness strategies very rarely and used face threatening acts.

To get the perceptions of the teachers about sociolinguistic competence semi-structured questions and interviews were also used. In Pakistan students, especially in public schools, are not exposed to the target culture so it is difficult for them to understand the norms and attitudes linked with the target language. So it is the responsibility of the

teachers to guide the students but the teachers also face different problems. The findings from the interviews and semi-structured questions show that the teachers must be aware of the sociolinguistic competence and they should know that how they can it introduce to students by using different tools, techniques and strategies. For this the government should arrange different programs to increase the sociolinguistic competence of the teachers. The teachers should be well aware of the different aspects and importance of this competence. To enhance their own and the students' sociolinguistic competence the students must be exposed to such situations from where they can get the authentic use of language like social media, songs, target language literature, native speakers, target language culture etc. Other than this there should be classroom activities to enhance the skills of the learners like role-play, discussions, presentations etc. students should also be encouraged to interact with the natives through social media as it has become very easy nowadays. The syllabus must contain such data which can help the teachers to enhance the learners' sociolinguistic competence. Another point which was raised by the participants that is the classroom size. Our classrooms are overcrowded and it has become difficult for the teachers to give quality education and also the syllabus bounds them to stick to the syllabus. Students also only focus on the marks so they depend on rote learning. There is a dire need to change the complete education system to make our students up to the mark.

5.2. Further Recommendations

There is no doubt in it that no study can solely be comprehensive from every aspect. The doors are always open for further studies. In the present work the researcher used apology and complaint strategies, further research can explore more detail about sociolinguistic competence by using other strategies like refusal, complements etc. Secondly the data was collected through DCT, semi-structured questions and interviews, in new studies other methods can be used like role-plays etc. Thirdly a comparative study, based on government and private schools, can be conducted to get more knowledge about the aspects of sociolinguistic competence.

As curriculum plays very vital role in this regard so a study can be conducted to improve the syllabus and techniques also. As mentioned in conclusion that students must be encouraged to have conversation with the natives. In this regard a study can be conducted that how much difference is there in face to face interaction with the natives and online interactions with the natives. It would also be very interesting to note that the one, who improves his/her sociolinguistic competence through social media, is transferring to its real life situations or not.

This work is based on mainly the teachers but it is also recommended to check the sociolinguistic competence of our students by using class-room observations and different class-room activities.

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APPENDIX A

Name of the Teacher: _____

Institution: _____

Class Grade you are teaching: _____

Qualification: _____

Situations related to making apologies

Situation # 1: The Principal: This is the third time you're late. Next time you will be given explanation letter.

You: _____

Situation # 2: The Principal: I had told you that there won't be an extension. Why didn't you prepare your presentation?

You: _____

Situation #3: Your Colleague: Can't you look where you are going? See what have you done? (Ran into his/her car)

You: _____

Situation # 4: Your cell phone rings loudly in a very serious meeting in principal's office

You: _____

Situation # 5: The teacher: Don't you think it is impolite to speak while I am teaching? (you are a student)

You: _____

Situation #6: The teacher: what are you thinking about? Are you following me? (again you are a student and you are daydreaming in the class, unaware of the lecture)

You: _____

Situation # 7: The teacher: I told you several times that you must be always ready for the class. Why didn't you study this chapter?

You: _____

Situation # 8: Accidentally bump into your student, causing to spill all his/her books all over the floor. You hurt your leg too. It's clearly your fault. How would you apologize?

You: _____

APPENDIX B**Situations related to complains**

Situation # 1: You have lent your book to one of your student in order to prepare a presentation. Now he/she has returned the book but some of the pages have been damaged. How will you complain?

You: _____

Situation # 2: While you are teaching, you get to know about a student from another class is sitting in your class without your permission and also disturbing the class. How will you complain?

You: _____

Situation # 3: A few days ago you have lent a book to one of your colleague and you have told him/her that he/she should return it soon because you need it. Tomorrow you have an exam and you need the book. You called him/her but it is not returned yet. How will you complain?

You: _____

Situation # 4: You are waiting in a line to buy something. Suddenly a person cuts in the front of you. How will you complain?

You: _____

Situation# 5: you are an employee in a company. The boss, who is an old friend of you, has not paid your salary for two months. How will you complain?

You: _____

Situation # 6: Your colleague has accidentally spilled a cup of tea/coffee all over the book, which you were reading. You have only copy of that important book. How would you complain?

You: _____

Situation # 7: You are in the library for studying but other students are making noise which is disturbing you. How would you complain?

You: _____

APPENDIX C

The following questionnaire is designed for the purpose of gathering data for my MPhil thesis which focuses on the perceptions of English language teachers about sociolinguistic competence.

Thank you for your kindness and time spent on the responses for my questionnaire.

PERCEPTIONS OF ENGLISH LANGUAGE TEACHERS REGARDING SOCIOLINGUISTIC COMPETENCE: AN ANALYTICAL STUDY

Please, complete the following information which will serve to categorize the data.

| | | | |
|--------------------------------------|--------|------|---------------|
| Date: | Place: | Age: | male - female |
| Professional experience (years): | 1-5 | 6-15 | 16 and more |
| Are you a qualified English teacher? | YES | NO | |

Answer the following questions using the scale:

| | | | |
|------------|----------|-------|-----------|
| Not at all | Not very | Quiet | Very much |
| 1 | 2 | 3 | 4 |

“Sociolinguistic competence is concerned with the knowledge and skills required to deal with the social dimension of language use. The matters treated here are those specifically relating to language use and not dealt with elsewhere: linguistic markers of social relations; politeness conventions; register differences; and dialect and accent.”

(Companions Volume with New Descriptors –Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 2018, p. 137)

1. Look at the above mentioned quotation of sociolinguistic competence. How important do you consider sociolinguistic competence for successful communication in English?

4. What teaching approach do you use at your school?

- a. communicative language teaching
- b. competency-based language teaching
- c. CLIL - content and language integrated learning
- d. other _____

5. Which of the following elements do you use in English lessons at your school? (You can choose more than one option.)

- a. range of teaching activities
- b. authentic materials
- c. interactive technologies (IT)
- d. native speaker
- e. contact with schools abroad
- f. other _____

6. What do you consider to be the most motivating for learning in order to develop sociolinguistic competence? List at least three ideas.

- a. _____
- b. _____
- c. _____

7. How useful do you consider the following activities for development of sociolinguistic competence for your pupils?

- | | | | | |
|----------------|---|---|---|---|
| a. role-plays | 1 | 2 | 3 | 4 |
| b. discussions | 1 | 2 | 3 | 4 |

| | | | | |
|-------------------------------|---|---|---|---|
| c. video-presentations | 1 | 2 | 3 | 4 |
| d. post-listening activities | 1 | 2 | 3 | 4 |
| e. post-reading activities | 1 | 2 | 3 | 4 |
| f. watching films / TV series | 1 | 2 | 3 | 4 |
| g. other _____ | | | | |

8. How effectively do your textbooks deal with the following speech acts?

| | | | | |
|---------------------------|---|---|---|---|
| a. greeting | 1 | 2 | 3 | 4 |
| b. requesting | 1 | 2 | 3 | 4 |
| c. refusing | 1 | 2 | 3 | 4 |
| d. apologizing | 1 | 2 | 3 | 4 |
| e. agreeing / disagreeing | 1 | 2 | 3 | 4 |
| f. other _____ | 1 | 2 | 3 | 4 |

9 . Do you consider the number of activities in your textbooks to improve the ability to distinguish and use appropriately FORMAL and INFORMAL registers as sufficient?

1 2 3 4

- Other _____

10. Which of the following themes do you consider to play the most important role in the development of sociolinguistic competence? (You can choose more than one option.)

| | | | | |
|----------------------|---|---|---|---|
| a. life of teenagers | 1 | 2 | 3 | 4 |
| b. social problems | 1 | 2 | 3 | 4 |

| | | | | |
|---------------------------|---|---|---|---|
| c. family life | 1 | 2 | 3 | 4 |
| d. friendship and life | 1 | 2 | 3 | 4 |
| e. customs and traditions | 1 | 2 | 3 | 4 |
| f. facts about countries | 1 | 2 | 3 | 4 |
| g. other _____ | | | | |

11. Are you content with the amount of resources in textbooks you use at your school with respect to the development of sociolinguistic competence?

1 2 3 4

APPENDIX D

Interviews

1

I. What do you know about sociolinguistic competence?

R. Actually sir the word is defined by its own meaning, is actually, it refers to the ability to use the language that is appropriate to social context

I. What do you do in the classes to enhance the sociolinguistic competence of your students?

R. Ok, at this level I just go for the interaction of the student with the other their colleagues and second thing I do is to introduce their will power. I allow them to introduce themselves to their fellows and I also indulge them in different activities to improve their confidence.

I. As we have seen that students, they are facing problems in speaking skills, they cannot speak appropriately, they don't know about the given context. So, what do you suggest that how we can improve their sociolinguistic competence or how we can help them in this situation?

R. On my view sir, we can improve this by giving them some practical applications like we first indulge them in some video, we also tell them, we also give them the pronunciation of different words and by listening that words and by viewing the videos of that things, they must get improved and we also get practical plays to improve their language skills.

2

I. What do you know what is sociolinguistic competence?

R. Sociolinguistic competence is very important in the learning and education. I think, this terminology has broad spectrum and varies from situation to situation and person to person and circumstances to circumstances. So, it is very important in learning activity

I. Do you use any element or any methodology in the class to improve the sociolinguistic competence of the students?

R. Sometimes we use Keeping in view the mental ability of the students and how much they know it with the passage of time we realize them that how much it is important that they should behave in different circumstances how they can be how can they learn. In the same time they show some positive response as well.

I. As we have seen that students, they cannot speak appropriately. They are facing so many problems; they are hesitant most of the time, they don't know different words to use in an appropriate way or in a given context. So, what do you suggest that how we can cope with such difficulties or we can deal with such problems which the students are facing these days?

R. Actually this problem is very common and it depends on their socio there in society in which they are living and what they do at home how their parents treat them. At the same time in the class, the teachers how they can manage with them. So, this I think, we can reduce such type of problems by cooperating with them and making them realize that they are very important for us and making congenial environment in the class and by interacting their parents.

3

I. What do you know about sociolinguistic competence?

R. In my opinion sociolinguistic is the use of language in social context I think it is the proper use of language in which class, which word is better, which you would like to speak in the specific class or social in social context, keeping in view the social context.

I. Do you use any element or specific methodology in your class to improve the sociolinguistic competence of your students?

R. Yes, of course, it depends upon the interest of the teachers. I think if the teacher is interested in teaching and specially teaching of the language, also depends upon the interest of the teachers. I use different techniques different methodologies to improve the language, especially English language, for example I like to use presentation in the class some oral communications skills are also there. In the texts books there are some oral communication practices or exercises, which I use to improve the language of the class. As well as I use, I want to practice sociolinguistic also.

I. As we have seen that students they are facing problems in their speaking skills specifically. So, what do you suggest that what are the things which can help them to improve their speaking skills or which by which they can they cope with the difficulties or barriers which they face while speaking.

R. In this regard, I would like to mention that there are main four objectives of teaching a language. The first one is listening, the second is speaking, the third one is reading and the last is writing. In our schools or institutions, it is bad that teachers mostly stress on reading and writing they ignore listening and speaking. I think the experts, the educationists while preparing syllabus, curriculum for specific classes they should keep in mind that these skills are ignored by the teachers. Listening is

ignored, speaking is ignored. That's why problem is seen at all levels. Even, we can see that if a student who did M.A English but he can't speak English fluently. The reason is that these skills are ignored. It is a hurdle. How can we improve this? It also depends upon the training of the teacher. If we train teacher so well and we should realize the teacher that we should, the teachers should stress properly on all the four skills: listening, speaking, reading and writing. The second thing which I would like that we should plan that how we can include listening and speaking in our examination system. If we can do that, we can properly evaluate listening and speaking, it may be better and we can improve the listening and speaking of the student as well.

4

I. Do you have any idea about sociolinguistic competence?

R. As you know language does not exist in vacuum, it takes place in society. Definitely, we use the language in society for accomplishing our various needs and tasks. I am well aware of sociolinguistic competence. Sociolinguistic competence is the competence that we use language in social context for accomplishing our various tasks. The ability to use language appropriate to the context and setting and the status of the boss and the subordinate or the customer and the shopkeeper, these are the relations where we use language appropriate to those context.

I. Being an English teacher, do you use any specific element or strategy in your class to improve the socio competence of your students?

R. Yes, to enable the students to use the language in the social linguistic context, I personally try my level best to give them opportunity for maximizing their socio linguistic competence. For example, dialogue is an element which maximizes the opportunity for the students to see the language taking place in sociolinguistic context.

I. Do you see any hurdles in this regard? If there are, what do you suggest that how can we improve the sociolinguistic competence of our students?

R. The hurdles, as you know very well we are not living in the target language community. It is the environment which poses hurdles in developing sociolinguistic competence. The background of the student is also a hurdle as they mostly use their mother tongue as well as Urdu, the national language, for communication. So, they do not use opportunity of using English language as a communicative tool for communication. So, it is crystal clear that unless and until we develop or we provide an artificial sociolinguistic context within the parameter of the schools, their ability or their competence would not improve

5

I. Do you have any idea sociolinguistic competence?

R. I do not have much idea about sociolinguistic competence, but what I have understood from the questionnaire that it is how to respond effectively in a particular social context.

I. As an English teacher, do you use any specific strategy in your class to improve the students' sociolinguistic competence or to make them able to speak effectively in different situations?

R. Yes, I actually make them speak in the class in English language. They, actually, more of the problems are due to like students they do not have confidence to speak because they think that they are doing mistakes and they cannot speak properly but I just told them to ignore the mistakes and just try to speak and when they will speak and I will correct them and then this will make their speaking skills better.

I. What do you suggest that how can we improve the sociolinguistic competence of our students or how can we make them able to speak effectively in different situations

R. Before making the students aware about it actually we should make teachers make more aware about sociolinguistic competence because they have to inculcate all these things in the minds of the students they can actually make them aware of how they have to respond in a social context in a particular social context. So there should be workshops, there should be awareness programs there should be language awareness programs. So in this way the teacher will understand it better and then he will be able to transfer it to the student.

6

I. Do you any idea about sociolinguistic competence?

R. Yes, I am myself a student of linguistics and I have some idea about that this sociolinguistic competence. I may operationalize it and can say that its language competence that you use in different social contexts. How to be courteous, how to be kind. Mean this is just one shade of the thing how you get communicated

I. As an English teacher, do you use any specific element or strategy in the class to make the class able to speak effectively or to speak in different situations?

R. In fact, I must admit that though we need to be proactive in doing and preparing students for society but the students we are teaching and the parents of those students. They have certain targets regarding examination. We are limited to their choice. Though in a peripheral way kind of we try a bit that by telling students in different situations that this word at word level I myself make student aware that such word and such and words should not be allowed in certain context. So, in fact what for the examination system we are preparing the students that does not encourage or rather demand the student that they should have spoken competence. So we are just preparing them for a written exam. So, in so far as writing is concerned I, as a teacher, tell them such kind of words you have to avoid such kind of expressions you may not and what kind of expressions you should use in this written context

I. What do you see, what kind of hurdles the students are facing to improve their speaking skills?

R. I think our students in this public sector college's environment, they are conditioned somehow for their written exams. This thing and this target controls our teaching and their learning. Mean, we are encircled in this little demand set. We deliver what we are demanded from the market from the environment. So, we are not practicing

kind of teaching them spoken language. We are preparing them for the written exams. So, I might not be able to give in certain neat and clean statements that what kind of different practical problems they might have faced. If we would have been teaching them spoken language. They are very happy in understanding and comprehending their lesson and trying to write and to learning spelling and learning the better expression. They, students' targets are getting good expression in written form. They are very least bothering and are very least bothered learning how to speak

- I. What do you suggest that how can we improve the students' sociolinguistic competence or how can we make them able to speak effectively?**
- R. This might be a, realistically speaking , this might be hypothetical scenario for me as a teaching working in public sector education, they, students might be only introduced .. first, we have to kind of motivate them that you have to learn English that it has kind of social capital, otherwise learning better spoken English is, might not be rewarding for them for getting a certificate or examination degree. So this can only be done through motivating them that this has social capital and kind of prestige in speaking in English in our society which is a kind of post-colonial culture, residues. So they can be motivated for learning, for learning sociolinguistic competence, for being taken as a good student a good human being, and for in later in the practical life when they go for an interview they need to be aware of the fine points and necessities of getting good spoken language skills . This is how in my capacity and in this situation where there is very little attached with learning sociolinguistic competence and spoken language, I encourage them and motivate them that you have to, you get a prestige by speaking good and you not only prestige but when you go in any go for any interview for getting admission in any university or even after university for getting a job interview, you need to speak well and consciously and smartly you get better chances of being selected. This is my way of motivating them.

I. Do you have any idea about sociolinguistic competence?

R. I have very little idea. And this idea I have formed through after reading, I have read your paper. So, I think this is something about society and language. So it is, in my view, the proper use of language in a special social context. So what should we speak, how we should speak in different kind of situations. So, this is what I know. The rest, I, I haven't studied linguistics or other such kind of disciplines. So I am short of material.

I. As you are an English teacher, so you have also noticed that our students, they are facing problems specially in speaking. So, do you use any strategy or any element in the class to improve the speaking skills of the students to make them able to speak in different situations?

R. The fact is that students in Islamabad, I am in those institutions which are run by the government, there speaking is not a priority. Because I am, I always speak the bitter facts. Here, the main priority is just passing the exam with good marks. So, this is just rote learning, preparation, reading the book, rote learning to gain maximum marks. So, they don't think that speaking of English will prove beneficial for them in the long run. This is their narrow mindedness. I always tried and I tell them that speaking of English, having good ability and the rest all kinds of abilities, these give theirbenefits, lots and lots of benefits. They will, their lives will see a total change, because I have seen a lot of young men and women becoming out of failure because they have ignored English in their, in these crucial years. So I am precising again and again. So, we don't, I at least tell them that having good writing ability reading ability that is important but final decision is theirs.

I. So do you use any strategy to make them better in this skill, to make them able to speak in different situations and different contexts?

R. Oh! Yeah, yeah, that is a far cry. I mean you are talking about something which is not in the not in the mind of the students this is not in their priority list. To enable them in different kind of situation is a tall order their main focus is to memorize the lessons memorize questions and answers and the rest of the things similar to pass their exams in good numbers. This is a strange thing, a very bitter reality rather a paradox. Those students who read their books more attentively, they score lower marks. There are students who not even bother to read any lesson. They ignore the whole book but they just emphasize on preparing their English paper and they get more marks than those students. So, what you are asking is something that is that is not practiced in our institutions. We don't enable the students pass their exams in diff or we don't enable our students to speak English in different kind of social. Yeah, I tried at this they are they have this capability to speak on various kinds of topics like I teach them a lesson and then I I just ask certain questions so that they are able to give me good answers. But there are few students who are who are who are attentive or who giver proper response. The basic fault lies in the whole education system.

I. What do you suggest that how can we improve the speaking skills of our students to make them to make them able to speak in different situations how can we help them?

R. Yeah, I think that if we just want students to be good speakers then for that we need the help of higher authorities like: AFD, federal directorate of the education and the ministry that they should set the whole syllabus. Our syllabus should be reset in such a way that enabling students in various kinds of situations should become a priority. If that happens if the order we receive the such kind of orders from the higher authorities then yes we will do accordingly. So what if I am concerned I just tell the students that they should be able to speak English according to the various kinds of levels that they are in like 9th, 10th, first year, second year, and my whole concern is to educated speech because I listen to this BBC world service and rest of the world radio stations which broadcast their programs in

English and I also listen various kinds of broadcast. So colloquial language or language used in social context that is not priority even but if we have get such kind of orders from the higher authorities yeah we will enable students. I think the proper thing proper thing for encouraging students who speak in English is I provide them a background like teach them a lesson and then I ask various kinds of questions, important questions, leading questions, and then I encourage them to speak, give me answers and then this is how they become bold and more courageous because most of the people, young people are shy in speaking English. But I mean social linguistics I mean we haven't been received any kind of instructions or orders from the higher authorities that we prepare students and according to according to this discipline, various kinds of situations various kinds of abilities are required. I mean this is not just happening in our institutions. That is the reality

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I. Do you have any idea about sociolinguistic competence?

R. The sociolinguistic competence, I think it is norm, a belief, and behavior that we have to our languages either it is English or either it is Urdu. It is called sociolinguistic.

I. Being an English teacher, do you use any methodology or any strategy in the class to improve the sociolinguistic competence of your students to make them able to speak effectively at different situation in the society?

R. Yes, a lot of practices I have done in my classes especially in secondary classes. I specially taught to my students to how to read properly with basic terminology. I think the first thing I insist towards student they must do grammar specially

pronunciation and the method they how to read and I suggest them to get through the daily newspaper to get their language.

I. As an English teacher, I hope you would have also noticed that students are not good in speaking English they cannot deliver their message properly. So, what do you suggest that how can we improve the sociolinguistic competence of our students? How can we make them able to speak properly in different situations?

R. The primary thing is the situation, the environment that our students don't possess in our classes. Especially, English is not our mother language. Our mother language Urdu or Punjabi or Pashto. So we don't want, we feel shame to speak English in our classes. The second thing is, English is the English of students is not very good. There especially the syllabus, the curriculum is not suited for speaking English. We can only improve their reading English not speaking.

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I. Being an English teacher English language teacher do you have any idea about sociolinguistic competence?

R. I have little bit idea that the sociolinguistic competence mean that a person can use language in different situations. Whether he can use language according to that context. I think that is language competence.

I. As a language teacher, do you use any element or strategy in the class to improve the sociolinguistic competence of your students to make them able to speak in different situations?

R. Most of the time we speak in English or communicate in English with students and we always guide them that what kind of sentences or simple sentence that you can use in different situations. We being using it and actually the response of the students is not that we are expecting. So, we are using it and we are trying our best to do this. But our students did not respond as we expect from them.

I. What are the barriers which you see?

R. The barriers are so many, that social barriers, that financial barriers, and most important barrier that the students have nothing in their exam if they speak in English they will no reward in written exam. So, I think that there should be there should allot 20 or 25 marks in each English subject so that they can take interest in this. As science subject, did a practical of 20 or 25 numbers then that's why students take interest in it. So, I think that should, there should be allocation of some marks in each English paper for the students that can take interest.

I. Any other suggestion regarding sociolinguistic competence that how can we enhance the sociolinguistic competence of the students? Any other suggestion by you.

R. I have no such idea that how we can improve that because we haven't use these experiences because in social context we find our self is totally different. So, I don't have any suggestion.

10

I. Do you have any idea about sociolinguistic competence?

R. Yeah, a bit. I do have the idea of sociolinguistic competence that the language of people must vary when they are in society. There are different canopies in the society. While in one strata they must know what the level of formality they must know the level of formality of the situation and must use their language accordingly.

I. As you are an English teacher, so, do you use any specific strategy in the class to improve the sociolinguistic competence of your students or to make them able to speak in a better way at different situations in the society?

R. Well, so far as our scenario or the situation is concerned, the situation is not very welcoming for using these techniques and things like that the students may proficiently get aware of these situations in spite of that we are feeling the need of this thing and we do use, so far as our resources are concerned, we exploit our available resources and try to keep our students at par with the required state.

I. So, I think these are the hurdles which you think are causing the lack of the sociolinguistic competence of your students?

R. Yesthe thing is, our new generation is emphasizing more on these social media networks and they are away from books. Whatever they need their first priority is to google it and they don't know that everything on Google is not true and not relevant and what exactly they require that is, I think not possible for them to get the required information. I think this social media networks are responsible for deterioration of these values which must be there in our societies.

I. What do you say about curriculum? Is it relevant?

R. To some extent, after I think we are pursuing 2006 curriculum. Well, this curriculum, no doubt, comparatively to the previous curriculum, this is better but so far as this sociolinguistic competence is concerned I don't think that the curriculum is at par with the needs of this sociolinguistic competence.

I. What do you suggest? What are your suggestions that how can we improve the sociolinguistic competence of our students to make them able at different situations perfectly or in a better way?

R. Ours is resources, you can say there is scarcity of resources. I think and I suggest if there is any opportunity for the student that they explore they travel to some areas they must be indulge in some sort of projects. Until and unless they are not put in to real situation they are unable to get the knowledge of this sociolinguistic competence.

11

- I. Do you have any idea about sociolinguistic competence?**
- R. Yes, sociolinguistic competence means that the use of appropriate language according to the situation.
- I. As you are an English teacher, do you use any particular element or any specific strategy in the classes to improve the sociolinguistic competence of your students or to make them able to speak in different situations in the society?**
- R. We have a lot of hurdles and due to different hurdles we cannot we are not following the you can say that sociolinguistic method but we are trying to bring the competence in the children and we are trying to follow the curriculum which are given us by the authority.
- I. What are the hurdles which you see, which is, which are causing problems for the students to speak English?**
- R. Hurdles are many that most important hurdles are the environment. First and foremost is that environment as far English language is concerned. English language is not our native language. It is our second target language. So, we have no environment of English speaking. Second is that, as far as I am teaching, mostly students belong to the poor family and poor family has no, you know, that that environment at home. There is no educational environment at home. That's why this is also a big hurdle.
- I. What do you suggest that how can we overcome these problems and how can we enhance the sociolinguistic competence of our students to make them able to speak at different situations?**
- R. If a teacher is committed, he can do it by himself. The teacher should himself speak, use the English language in the class and in the beginning at the first stage,

definitely, there would be a lot of problem but gradually and with the passage of time the students will be able to understand him and this way he can change it in full manner.

- I. What do you think that curriculum is OK? The curriculum which you are teaching in the classes.**
- R. As you know that recently the curriculum has changed and new curriculum has been given to the schools and teachers and as far as I think now the new curriculum tries to, you know that, accommodate the sociolinguistic demand.

12

I. Do you have any idea about sociolinguistic competence?

R. Sociolinguistic competence, I think it is cultural specific language, cultural specific language that is sociolinguistic competence. For example some specific context when we are talking in that context we have to, we have to talk concerned words as the first language learners use there. This is sociolinguistic competence.

I. As a language teacher or English teacher, do you use any specific element or any specific strategy in the class to improve the student students' sociolinguistic competence?

R. Yeah, on our behalf we are trying our level best to improve their sociolinguistic competence. we set some activities, which have some sociolinguistic or cultural based activities are designed for the students in classrooms and role plays and many other activities to improve the sociolinguistic competence.

I. Do you see any hurdle in this regard? As we have seen that students are not able to give their message or to explain themselves or to tell something in English in the society.

R. Yes, there are so many problems. Actually, the students have no such background. There is no environment in their home. So that they are practicing such types of words in their contexts. so these are the barriers.

I. What do you suggest how can we overcome these barriers or how can we improve the sociolinguistic competence of our students to make them able to speak in different situations in the society?

R. I think in teaching English in language classes, there must be English language teachers specifically English language teachers and the curriculum must be changed, according to the sociolinguistic competence. There should be included

some cultural specific activities that the students will adopt and practice in their home and school and classroom. As, in this way I think they may be able to improve their sociolinguistic competence.

13

I. Do you have any idea about sociolinguistic competence?

R. Sociolinguistic competence means the values whatsoever we use to inculcate in our students, how to tackle the situation that are occurring now and then, how to response it then and there. So these are the values originated thought of approaches.

I. As, sociolinguistic competence is the use of language according to the context. So, do you use any specific strategy or any methodology in the class to improve the students' sociolinguistic competence, to make them able to speak in the different situations in the society?

R. Frankly, I use to exercise such things whatsoever are given in the books. There are certain exercises in which you may prepare the things how to respond, how to respond the situational occurring time and again but the thing what so you are focusing upon, it is something competence. As far as competence is concerned we don't have any such exercises. Whatsoever it is given in terms of speaking skills and as for as the values are concerned, let say, if you are going to respond someone by asking you will ask "please" and you will respond "thank you", these are the things. These are simply value originated thought of approaches. But as far as competence is concerned, how to tackle a situation which is absolutely, you can say, unexpended, then you do have some sort of competence to, in order to handle it appropriately. If you know enough, you will respond sufficiently. But we don't have such exercises in our teaching.

I. Do you see any hurdles, as you have mentioned also, any other hurdle in this context because of those, as , what do you say that what are hurdles because of which students are not able to speak appropriately?

R. Basically, we are exam oriented sort of schooling and we focus upon whatsoever it is there in that would come in the paper and we do exercises whatsoever it is given in the book. These are total, you can say, the classroom environment. As for as your question is concerned, we should have, I personally say that we should have certain sort of curriculum. Whether it is designed by the government or by your own. It should be spared a separate time for that situation. It is it is related to the competence of the students, it is relevant to the values of the students, it is genuinely very good thing.

I. So your suggestion is to change the curriculum?

R. Yeah, up till certain you may say that it must be integrated form or in an isolation you can have separate lesson for it. If you are going to train your students in such a way then they will be able to communicate. They will be able to produce something more fruitfully and they will definitely they are different practical students. It is relevant in my opinion, it is relevant to the competence of the students, which is genuinely required in the later practical life of the students.

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I. Do you have any idea about sociolinguistic competence?

R. I could not give you a very detailed answer but I think the language we use in our daily life, our students, as a member of the society. Usually, we come across different people, different friends in the markets. So in all these situations, we have to use a particular language. On the bus stop, we have different language, but in the classroom while we are discussion with the students, we use different language. When we are in the bus stop, in the bus, and we are with the strangers we have different, you can say, language and different context. So I think, the language that we use in our daily life that is sociolinguistic.

I. As you have told that in different situations we use different situations we use language which is related to the context. So, do you use any strategy or any method to make your students improve their sociolinguistic competence to make them able to speak in a particular in any kind of situation?

R. Actually, as a teacher, you know teacher is a very broad.. you can say in a broad situation. Yes, we have so many different techniques, devices to make our students understand and behave in a particular situation. For example there is a role taking. Sometimes, not regularly but after weeks, especially when we have bazm-e-adab period and all the incharges have this bazm-e-adab period. In that period we have this talk. We ask the students to take role for example: dialogue. Then a student is behaving as a customer and the other is behaving as a shopkeeper. Similarly, father and son; teacher and student. So in this different such situations we can give an idea to our students about this thing.

I. Do you see any kind of hurdle in this regard?

R. I think, the major hurdle is that our students are hesitant. Some of the students they have good background of language. Their parents and their families have good

approach towards language they speak English at home. So they take it as a good chance but most of the students don't have such opportunity.

I. So, what do you suggest that how can we improve the sociolinguistic competence of the students?

R. I think that we should have some particular aspects of the language, for example if a student has to behave as a role model, dramas can be very good example. It is a good technique. Similarly, story writing. In story writing, we can also have introduction of two or more characters. So in this way I think we can improve sociolinguistic competence.

15

I. Do you have any idea about sociolinguistic competence?

R. Not exactly, in the strict sense of words because I am not a student of linguistics, I was not a student of linguistics. I did my masters in literature. Anyways, I got a vague idea about that, that I would like to share with you. In my opinion sociolinguistic competence refers to the sense that a person should have while talking to anybody. I mean, you should consider the level of education, the background of that particular person whom you are talking to and then you should be using language accordingly.

I. As you have told that you are teaching English subject in the classes, so, do you use any particular element or method in the classes to improve the sociolinguistic competence or in other words to make the students to speak in different situations and different contexts in a better way?

R. Usually, we don't have that much time for these side shows, I would say, in college. The reason that we have to teach that curriculum within 3, 4 or hardly 4 and half month to our students but then as a student of language, English is actually a

language, we are teaching a language and considering the keeping in mind the importance of the spoken skill we suggest them a few things just like we make it mandatory for the students to explain the reason for their being absent in English language or we encourage them to speak out their minds and not to hesitate while speaking also sometime when we have time and we are not that much burdened, we ask them to share some of the interesting things that have happened in their life in English language.

- I. As we have seen and observed that the students they have not much they are not good in speaking skills especially, they cannot express themselves in a better way. So, what do you suggest that what are the things which can help the students to improve their sociolinguistic competence or make them able to speak in different situations and different circumstances in the society?

- R. You see, students, the level of the students or the students of intermediate, it is not very easy to inculcate interest in English language in the students of that age group, it is not that easy. We will have to make it mandatory. It can be like, you see, they take nazra examination, nazra paper or oral paper in islamiat and they allocate some marks to it. So, there can be a practical examination in which the spoken skills of the students can be tested and then 20 or 25 marks can be allocated to that. May be this would compel them to focus a bit on their spoken skills and may be that will help them improve their communication skills in a longer way. This is what I can suggest in the moment.

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I. Do you have any idea about sociolinguistic competence?

- R. I have done masters in English literature but I know about language competence specially that how people are competent that how people are competent to speak in society. Though they have known little bit this thing but still they have some little bit they can speak they try to speak. But actually they have no competence to speak. Basically, it means that language is used in society. If they are competent they can speak if they are competent they cannot speak in English

I. As an English teacher, do you use any kind of element or any methodology in the class to improve the students' sociolinguistic competence or to make them able to speak in different situations and different circumstances in the society?

- R. Yes of course, no doubt I am trying my best to use direct method in classrooms because in this way they will able to speak. Because four skill are there in English language, for any kind of language. First listening, second speaking, third is reading and the fourth one is writing. When the students are listening they can speak better. Those students who are good listeners they are good speakers but the problem is that that our county is multi-lingual country. Here, students and teachers, all people are using different languages. So, students are facing many problems to speak. Though they understand what I am going to speak, they listen but the response from them in English have some problems from students' side.

I. What do you use, what do you do in the classes to make them speak?

- R. I basically use two languages: Urdu and means English. First of all, I am using English language then I can sometimes, I can translate some difficult words for them to just to make them understand easily. So, the students then, I am doing some acting during my classrooms because when you are doing something practical acting before your students they can easily understand otherwise if you just only talk in English, students are unable to means because it language needs basic

environment but here in our school such like environment is not provided not available. That's why students are face problems.

I. What are your suggestions to improve the sociolinguistic competence among the students or what do you say how we can improve the speaking skills of the students to make them speak in different situations or in different circumstances?

R. I think only direct method is used, if used direct method in our classrooms even in our common life so this way and this way they will be able to understand and then they will speak. I have already practiced and I have this my experience that then after one month you can directly speak in English language in front of students, the students will respond automatically in English. If you are using different languages then students are means confused. They can respond but they are not clear about language. That's why if direct language is used then students will be able to respond.

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I. Do you have any idea about sociolinguistic competence?

R. As for as since I am teacher of literature sorry I should say I am a student of literature, I haven't got much idea about this but as far as my own thoughts are concerned I should say sociolinguistic skills or competence means that how much a student is able to say something fluently or what kind of skill he has as far as his interaction capacity is concerned.

I. Do you use any strategy or any element in the class to improve the sociolinguistic competence of the students or to make the students able to speak in different situations or in different contexts?

R. Yes, as far as my own strategy and techniques are concerned, I myself make the student to say something and make them to have interaction among themselves and I as my own

person being present in the class, I make supervision. I supervise the students. I and encourage them to say something for example introduce their themselves in front of the class and such things like,,

I. As we have noticed that our students, they are facing problems in speaking skills, they cannot speak fluently. So, what do you suggest that which things should be done to improve their speaking skills, to make them able to speak in different situations, in different circumstances, to improve their sociolinguistic competence?

R. As far as my own opinions are concerned, I should say that all the schools should be provided with such teachers that they not only can say, express themselves fluently and our courses should be oriented in manner, in such a manner that students are made able to speak and such things, I think, would prove better and make the students to improve their fluency

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I. Do you have any idea about sociolinguistic competence?

R. I have no idea about sociolinguistic competence. We have to cover our syllabus in a very short time.

I. Do you use any method or any element in the class to improve the speaking skills of your students to make them able to speak in different situations and different contexts?

R. Actually, we have to cover our syllabus in a very short times, so, in short periods. Secondly, our environment is not supportive to our skills which have to improve. Thirdly, parents are also not interested in such skills. That's why we can't do it.

I. What do you suggest to enhance the sociolinguistic competence of the students or to make them able to speak in different situations, in different contexts: informal and informal situations?

- R. Actually, government should appoint subject specialist teachers, subject specialist teachers in our schools. Our education system must be changed, according to our native language, according to our religion. That's why we can improve the skills of our students otherwise it is impossible.

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I. Do you have any idea about sociolinguistic competence?

- R. No, I have no idea about sociolinguistic because I am simple B.A B.Ed.

I. As you have told that you are teaching in English classes, in the classes you are teaching English subject, do you use any methodology or any element in the class to improve the skills, speaking skills of the students to make them speak in different contexts and in different situations?

- R. Basically, our classes are overpopulated and our syllabus is much much more and our students' interest is very poor. So, we cannot use any skill for improvement of language. We only emphasize on our covering syllabus.

I. Do you have any suggestion to enhance the sociolinguistic competence or the speaking skills of the students to make them speak in different situations?

- R. Yes, I think teachers should be minimum qualification masters, specialized in their subjects then we can improve the language.

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I. Do you know anything about sociolinguistic competence or what is sociolinguistic competence?

R. I am not subject specialist so I did not know about it.

I. As you have told that you are teaching English in the classes also, so, do you practice any strategy or do you use any kind of methodology to improve the speaking skills of your students so that they would be able to speak in different contexts in different situations?

R. I apply different method of teaching for the speaking of English but the students have lack of basic education and their parents are also not interested in it so I am fail in this problem, specially the speaking English.

I. What do you suggest that which thing can help the students to improve their speaking skills to improve their sociolinguistic competence?

R. First of all their parents have lack of education and second is a financial problem. Almost 60 % of the students do work in the market in the evening time. So, they cannot improve their abilities in education in any field. So that the government must improve their financial problems then they improve their English or other subjects.

I. Do you have any idea about sociolinguistic competence?

R. I have no idea about it.

I. As we have seen that the students they face so many problems in their speaking, So, how do you help your students to improve their speaking skills so that they can speak in a correct way in the society in different contexts?

R. I help the students by asking them to read with correct punctuation (Pronunciation) and I call them I call the students to speak in front of the class and build a confidence and encourage them to speak English and also speak in news also speaking power are reading newspaper then they will have confidence to speak English.

I. As, the main problem which the students face it is with their speaking skills. They cannot speak in a right way. So, what do you suggest that which things can help the students to improve their speaking skills or to improve their sociolinguistic competence?

R. We should have student friendly syllabus first of all and then second is more qualified language teachers also and also size of the class will be very high or there will be no focus on anyone.

- I. Do you have any idea about sociolinguistic competence or what is sociolinguistic competence?**
- R. I don't know about this.
- I. As you have told that you are teaching English in Elementary classes, Do you use any kind of methodology or any specific technique in the class to improve the speaking skills of your students?**
- R. I try to first reading the text books for the boys and come into front to ask the question that improve your vocabulary and speak to other students that's may be better for this.
- I. What do you suggest that what are the problem, the problem which we are facing nowadays that students are unable to speak properly. So, what do you suggest that how can we improve their sociolinguistic competence or how can we improve their speaking skills?**
- R. First, our classes are overpopulated. Other I have no audio and video topic. So it is necessary for the government schools, classes limited and many facilities for the boys to improve their skills.

I. What do you know what is sociolinguistic competence?

R. Use of language according to the context is sociolinguistic competence. The knowledge of language use in particular atmosphere helps the speaker to express in a better way.

I. Do you use any strategy or any methodology in your class to improve the sociolinguistic competence of your students?

R. Yes, I do. I help the students by asking them to read with correct pronunciation. I call the students to speak in front of class. I encourage them to speak in English.

I. As we have seen that the students they are facing the problem while speaking, they cannot speak in an appropriate way. So, what do you suggest that which things can help them to improve in a better way to improve their sociolinguistic competence?

R. We have to put special effort for the students. First of all we have to make the syllabus according student friendly syllabus and with that we can use more qualified more qualified language teachers and with that we are also suffering from the size of the class. By reasonable size of the class we can help in the improving that language.