



Shapeshifting in Social Spaces: Sociolinguistic Competence of Multilingual Learner

Cristy Joy L. Echavez

DepEd Cebu City Division, Buhisan Night High School

Email: cristyjoy0209@gmail.com cristyjoy.echavez@deped.gov.ph

DOI: 10.23917/kls.v9i2.6606

Received: 9 September 2024. Revised: 7 Oktober 2024. Accepted: 28 Desember 2024

Available Online: 28 Desember 2024. Published Regularly: 28 Desember 2024

How to Cite:

C. J. L. Echavez, "Shapeshifting in Social Spaces: Sociolinguistic Competence of Multilingual Learner," *J. Kaji. Linguist. dan Sastra*, vol. 9, no. 2, pp. 202-218, 2024, doi: DOI: 10.23917/kls.v9i2.6606.

Abstract

The study aims to determine the sociolinguistic competence level of the multilingual Grade 10 learners at Buhisan Night High School for the Academic Year 2024-2025. Even though students have been shown to gain exceptional grades in English subjects, they fall short in sociolinguistic competence since it is not practiced more often in the Philippines. Thus, assessing sociolinguistic competence is important as well as addressing the low-level sociolinguistic competency of the learners through an action plan. A descriptive quantitative research method was used to determine the sociolinguistic competence level of the multilingual 48 student-respondents. The researcher adapted a TOIEC test and used a researcher-made questionnaire to assess the learners' sociolinguistic competence. A weighted average mean was used to determine their proficiency and sociolinguistic competence level. Based on the results of the study, situational judgment got the highest rank while reading comprehension got the lowest rank in terms of the learners' proficiency level. However, the study revealed that the respondents got a general weighted average of 15.83 which means that the respondents' sociolinguistic competence level is under "Basic Sociolinguistic Competence" which is below the passing rate with a percentage of 58.63. The study recommends enhancing students' sociolinguistic competence through the integration of sociolinguistic competence in language teaching through enhancement activities and exercises such as role-playing, dialogues and situational exercises, and future researchers may use the findings as a basis for future research or conduct related studies to enhance the sociolinguistic competence of Filipino multilingual learners.

Keywords: Communicative competence, language learning, multilingual, social contexts, sociolinguistic competence

Corresponding Author: Cristy Joy L. Echavez

Cristy Joy L. Echavez, Buhisan Night High School

Surel: cristyjoy0209@gmail.com cristyjoy.echavez@deped.gov.ph

Introduction

Language is an important tool which people utilize to express their thoughts and ideas [1]. It is crucial to know and use the appropriate language in different situations to avoid miscommunication. For this reason, a study of one of the components of communicative competence, which is sociolinguistic competence, is significant in the overall English proficiency of a student. Sociolinguistic competence is defined as the ability to understand and use language appropriately in different social contexts, considering factors such as cultural norms, social roles and relationships. According to the study of [2], entitled “Interconnectedness of Sociolinguistic Competence and Speaking Proficiency”, it was discovered that sociolinguistic awareness of the students can affect the communication skills of the participants in a multilingual communicative environment. It emphasizes the critical role of sociolinguistic competence in language learning and effective communication. Consequently, sociolinguistic competence is essential in language learning in a multilingual environment.

Based on the study [3] entitled “Attitude towards the Filipino Language and Communicative Competence of Senior High School Students in Samar National School” it explored deeply into the attitudes and proficiency levels of Senior High School (SHS) students. The study found that the student respondents had low sociolinguistic competence in Filipino. It shows that even in the Filipino language, students in the Philippines had difficulties using language appropriately in different social contexts.

Based on the studies cited, most Filipino students who are multilingual have low sociolinguistic competence in English and Filipino. The student-respondents in the previous studies were specifically in Leyte and Cebu which were considered multilingual learners but were unable to demonstrate sociolinguistic proficiency. Thus, there is a need to improve their sociolinguistic competence for them to be able to know how to use language appropriately in varied contexts. Studies [4] stated that students fall short in sociolinguistic competence since it is not practiced more often in the Philippines. It was also added that in the case of the Philippines, even though students have been shown to gain exceptional grades in English subjects, they fall short of exhibiting what was expected of them. Therefore, sociolinguistic competence is an important

component of communicative competence which puts emphasis on the use of language in a different social context.

The previous studies [5] stated that one of the reasons for language deficiency is that the speaker does not know the socially appropriate language. She added that without the ability to adjust one's speech to fit the situation, even the most perfect grammatical expressions can deliver a completely different meaning than the one the speaker intends to communicate.

[6] Stated that sociolinguistic competence describes ways in which aspects of interaction (such as setting, participants, emotional tone, or genre) can influence the language choices that speakers make. Schroeder said that sociolinguistic competence can be defined quite simply as knowing and understanding how to speak given the circumstances you are in. Sociolinguistic competence is therefore defined as "understanding the social context in which communication occurs, including role relationships, information shared by participants, and the purpose of coordinating their interactions".

[7] Defined sociolinguistic competence as knowing which words to choose for a given audience and situation to get the desired effect. For instance, if you were a 17-year-old boy, and you saw your friend Larry walking out to his car, you'd probably utter something loud and informal along the lines of: "Hey, Larry!" Conversely, if you were that same 17-year-old boy and saw the school principal drop something in the parking lot as she was walking to her car, you'd more likely utter something along the lines of, "Excuse me, Mrs. Smith! You dropped your scarf." The scenario cited by [7] is an example of how sociolinguistic competence works in a real-life context. Word choice is one of the important aspects to consider in sociolinguistics because one has to consider whom he or she is speaking with.

Another example, at a party, a person uses a nickname with a close friend but addresses the host by their last name. Based on this scenario, the person adjusts the formality based on the social closeness one has with whom he or she is speaking and interacting. In sociolinguistic competence, it is essential to consider social variables such as status, age, gender, ethnicity, level of education, etc., when communicating or having a conversation with someone. It is important to learn how to use language in

a variety of situations whether formal or informal settings.

This study endeavors to determine the sociolinguistic competence level of the multilingual learners of Grade 10 at Buhisan Night High School. Based on the result of the study, an action plan is aimed to be created to enhance the sociolinguistic competence of the students, especially those learners who have low sociolinguistic competence.

Theoretical Basis

This study hypothesizes that the multilingual Grade 10 learners at Buhisan Night High School for the Academic Year 2024-2025 demonstrate low levels of sociolinguistic competence due to their different proficiency levels in terms of listening comprehension, reading comprehension and situational judgment. Sociolinguistic competence can be assessed by determining an individual's capability to use appropriate language in varied social settings or contexts, considering factors such as cultural norms, social roles, and relationships. Canale and Swain explained sociolinguistic competence as the ability to communicate and understand communication regarding the circumstances a person is in. In linguistics, competence is the direct and internal knowledge of the speaker's language and provides the ability to speak and understand the language. This study assesses the levels of sociolinguistic competence of the students. It is also defined as the descriptive study of the effort of all aspects, including cultural norms, expectations, and the way language is used.

[8] Stated that language learners must understand and use language in different social contexts. It emphasizes factors such as the kind of participants, the purpose of the interaction, and the standards of the interaction. This is something that language learners must be taught and given opportunities to practice.

Communicative Competence Theory

Delly Hymes' communicative competence theory emphasizes the idea that language competence involves four main components, namely: Linguistic Competence, Sociolinguistic Competence, Discourse Competence, and Strategic Competence. Sociolinguistic Competence is defined as the ability to understand how to use language appropriately in varied social contexts. Thus, sociolinguistic competence requires

adjusting one's grammatical forms to be appropriate to the setting in which the communication takes place or the ability to communicate and understand communication with reference to the circumstances.

Franz Boas's linguistic anthropology focuses on how language influences and is influenced by social life, culture and power dynamics. It established and explored the relationship between language and social context. In connection, sociolinguistic competence is also concerned with knowing and understanding how to speak language appropriately and being able to differentiate the different cultural contexts of language learning. Wolfson (1989) stated that each community has its own unique set of conventions, rules, and patterns for the conduct of communication and must be understood in the context of a general system which reflects the values and the structure of society.

Noam Chomsky proposed a general theory of grammar consisting of innate grammatical categories that facilitate all language development in children and language processing in general. Based on Universal Grammar, a child or student intuitively knows how to combine a noun and a verb into a meaningful, correct phrase like, a boy eats. In sociolinguistic competence, the child or student instinctively knows how to differentiate the use of language appropriately in various contexts. Vygotsky's Sociocultural Theory focuses on the role of social interaction and cultural tools in the development of cognitive and communicative abilities. It emphasizes the idea that language is learned and used in different social interactions. Sociolinguistic competence involves understanding how social factors such as power, status, and norms influence language use. The present paper is an attempt to assess the sociolinguistic competence of multilingual students and address the low-level sociolinguistic competency of the students through an action plan.

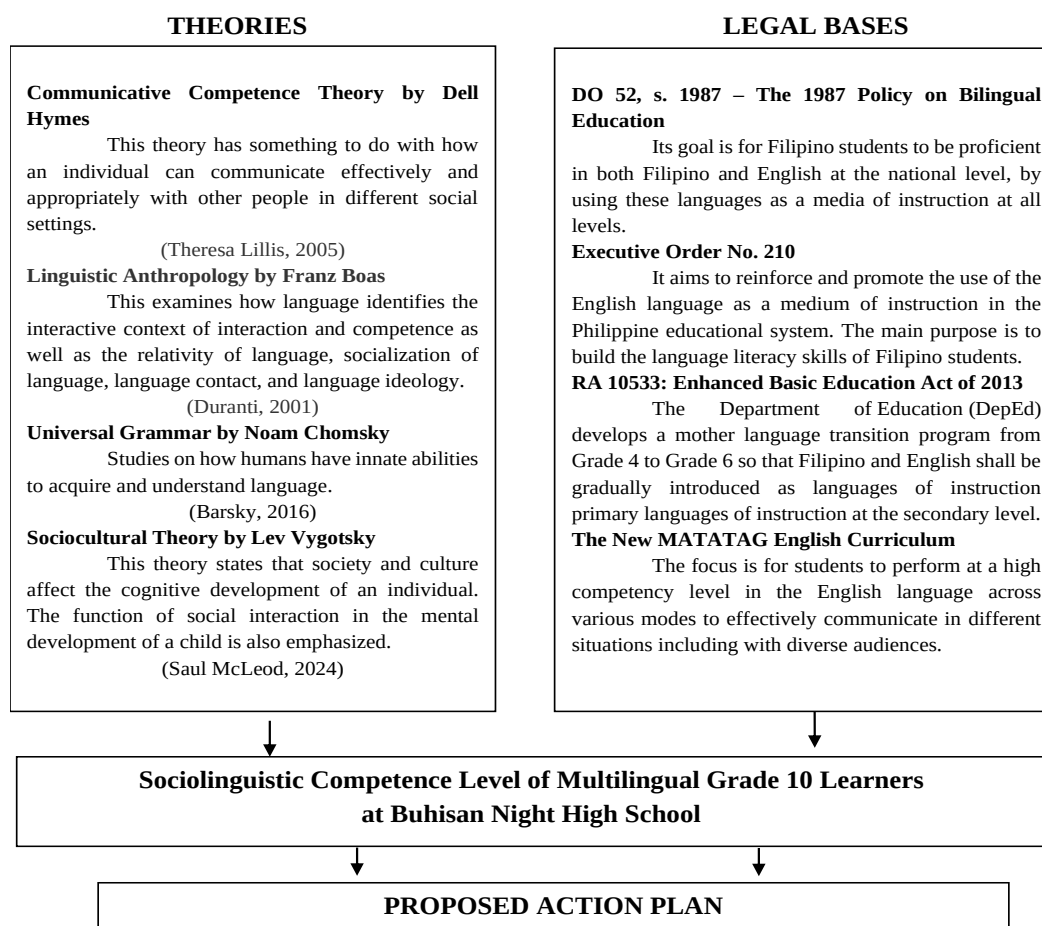


Figure 1 Theoretical Framework of the Study

Figure 1 shows the theoretical framework of the study which is anchored in Communicative Competence Theory by Dell Hymes wherein sociolinguistic competence is one of the components of this theory which focuses on language in social contexts. It is supported by Linguistic Anthropology by Franz Boas which connects sociolinguistics and how language influences an individual's social life. Other theories include Chomsky's Universal Grammar which believes that an individual is born with the natural or innate ability to acquire, develop and understand language. It also complements the functional and contextual perspectives of Hymes and Lev Vygotsky's Sociocultural Theory which emphasizes that learning is a social process and guided by social interactions which deepens an individual's perception of language use considering its social contexts. Overall, these theories can help in promoting holistic approaches to language acquisition and assessment ensuring that learners acquire the structural,

functional and sociocultural components of language.

Review of Related Literature

[9] Stated that the rise of sociolinguistics has influenced a shift in language learning interest from linguistic competence to communicative competence. Some studies have been conducted on sociolinguistic competence to achieve the optimal level of “communicative performance” which is based on Canale and Swain. This section describes the existing literature and explains the advantages and benefits of addressing multilingual learners’ sociolinguistic competency. It also provides suggestions from various related studies on the different ways to develop and enhance the sociolinguistic competence of language multilingual learners.

A sociolinguistic study was done by [10] who identified the competence level of the respondents and aimed to determine a significant relationship between the respondents’ sociolinguistic competence across their profiles. It specifically established the profile of the respondents in terms of their socio-structural perspective, socio-cultural perspective, and language learning characteristics. Consequently, some factors may affect positively or negatively the sociolinguistic competence level of the students. Another study is by endeavored to examine the sociolinguistic competence of students at the different levels of the undergraduate program and explores the students’ profile, their level of sociolinguistic competence, and aspects contributing to the improvement of the sociolinguistic competence of the students to improve their communicative English. Hence, sociolinguistic competence is relevant to the improvement of their communicative skills.

Studies of [11] examined the level of sociolinguistic competence of the students and figured out the profile of the respondents, their level of sociolinguistic competence and factors contributing to the development of the sociolinguistic competence of the respondents to enhance their communicative English. Findings showed that there was a correlation between students’ characteristics and their sociolinguistic competence. So, it is implied that the development of sociolinguistic competence improves the communication skills of an individual. Moreover, [12] investigated the influence of

sociolinguistic factors on oral communicative competence. It turned out that sociolinguistic components play a significant role in ensuring students' vocabulary in real-life communication. It simply proved that sociolinguistic competence is an essential part of boosting one's communicative competence.

A study [13] explored how epistemology tries to challenge the existence of sociology concerning the role and function of sociolinguistics itself. It was concluded that sociolinguistics must begin to view language as a form of culture that becomes a social system and acts as a tool for human development. It is worth noting that sociolinguistic competence and culture are intertwined. Meanwhile, a study [14] looked at participants' ability to accommodate language to social context through style-shifting, mapping how they detected and/or corrected (in)appropriateness in formal contexts. Results showed that trainees' overall accommodative competence initially improves, but subsequently stagnates. Accordingly, it highlighted the need to design effective sociolinguistically responsive instruction to heighten sociolinguistic awareness and the controlled use of stylistic variation.

Studies [15] explored in developing a general understanding of sociolinguistic competence in the pedagogical field. It emphasizes how sociolinguistic skills can be used in language teaching, such as the role of active language in writing lessons and classroom discussions. It was also mentioned that an individual learning a new language may benefit from this competence to avoid offense or misunderstanding in cross-cultural communication. For this reason, cross-cultural communication is taken into consideration in sociolinguistic competence. Moreover, [16] wanted to determine the relationship of sociolinguistic competence and linguistic intelligence to self-efficacy. It was found that there was a significant relationship between sociolinguistic competence and self-efficacy. Sociolinguistic competence is therefore attributed to self-efficacy.

The relationship between sociolinguistic skills and fluency in second language learning was examined by [2]. It was discovered that sociolinguistic awareness of the students can affect their communication skills. Consequently, sociolinguistic competence is essential to the individual's language learning and effective communication. In addition, [3] investigated the attitudes and proficiency levels of

Senior High School (SHS) students, revealing a multifaceted landscape characterized by both promising strengths and notable areas for improvement. It was found in the study that the student-respondents had low sociolinguistic competence in Filipino. This showed that even multilingual students have difficulties in utilizing the proper use of language in different situations which implies that the sociolinguistic area is one of the competencies which needs improvement and enhancement.

In conclusion, sociolinguistic competence is crucial in developing and enhancing the multilingual learners' communicative proficiency. Students can improve their communication skills and cultural awareness through the integration of sociolinguistic competence into language teaching. Educators may promote the teaching of sociolinguistic competence to achieve the set language learning goals.

Method

This study will employ a descriptive quantitative research design to assess the sociolinguistic competence of multilingual Grade 10 learners. The research will be conducted at Buhisan Night High School, a public junior high school located in Buhisan, Cebu City. The school serves a total population of 242 students and is staffed by 11 teachers, providing a diverse and dynamic environment for exploring the sociolinguistic abilities of its learners.

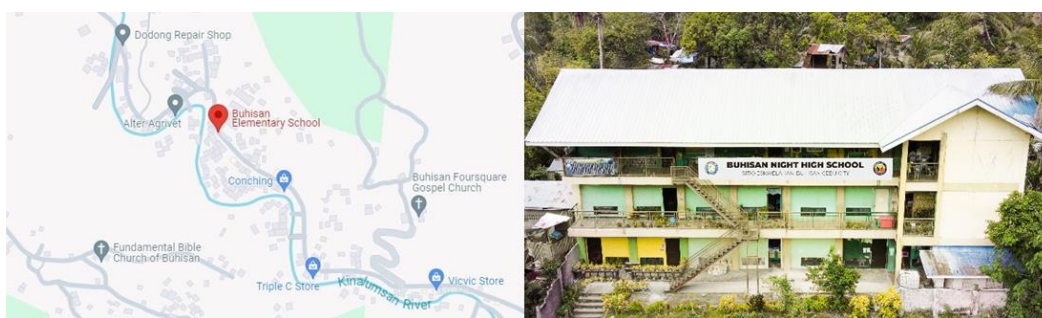


Figure 1 Buhisan Night High School

The participants of this study will be Grade 10 students enrolled at Buhisan Night High School during the School Year 2024-2025. The respondents consist of two sections: Grade 10 - Andromeda and Grade 10 - Polaris, with a total population of 49 students. To gather the required data, the researcher will employ a combination of

<https://journals2.ums.ac.id/index.php/cls>

tools. Parts 1 and 2 will utilize an adapted TOEIC assessment tool sourced from https://english.best/, while Part 3 will rely on a researcher-made questionnaire. These instruments are designed to measure and evaluate the sociolinguistic competence of students, including their listening comprehension, reading comprehension, and situational judgment skills, which assess appropriate language use in specific contexts.

The study will follow a structured procedure for data collection and analysis. Initially, a transmittal letter will be sent to the school head to obtain permission to conduct the study. The researcher will then administer the exam based on a prearranged schedule. After data collection, the gathered information will be tallied, presented in tables, analyzed, and interpreted using percentage and weighted average mean. To determine the profile of the respondents, a percentage formula will be applied during the data treatment process.

Formula: $P = F/N \times 100$

Where:

P = Percentage

F = Frequency

N = No. of Respondent

100 = constant

To determine the proficiency level of the Grade 10 students in terms of listening comprehension, reading comprehension, and situational judgment, the researcher will be using the weighted average mean. To determine the sociolinguistic competence level of the Grade 10 students, the researcher will also be using the weighted average mean.

Formula: $\bar{x} = \frac{\sum x_i}{N}$

Where:

$\bar{x}$ = mean

$\sum x_i$ = total no. of responses

N = no. of respondents

To determine the proficiency level of listening comprehension, reading comprehension and situational judgment of the multilingual Grade 10 learners, a researcher-made score range and descriptions will be utilized.

Table 1 Listening Comprehension

Score Range	Category	Description
8-9	Excellent	Able to completely understand spoken language and can correctly infer meanings which are not implicitly stated in the material.
6-7	Good	Able to mostly understand spoken language with minor misunderstandings but cannot infer meanings which are not implicitly stated in the material.
3-5	Fair	Able to sometimes understand spoken language but cannot infer meanings which are not implicitly stated in the material.
1-2	Poor	Rarely able to understand spoken language, cannot infer meanings which are not implicitly stated in the material and often misses key information.

Table 2 Reading Comprehension

Score Range	Category	Description
8-9	Excellent	Able to demonstrate a complete understanding of written language and texts and can correctly infer meanings which are not implicitly stated in the material.
6-7	Good	Able to mostly understand written language and texts with minor misunderstandings but cannot infer meanings which are not implicitly stated in the material.
3-5	Fair	Able to sometimes understand written language and texts but cannot infer meanings which are not implicitly stated in the material and miss some details key information.
1-2	Poor	Rarely able to understand written language and texts and cannot infer meanings which are not implicitly stated in the material and miss most details and key information.

Table 3 Situational Judgment

Score Range	Category	Description
8-9	Excellent	Able to completely make appropriate, sound and insightful judgments in various contexts.
6-7	Good	Able to make appropriate, sound and insightful judgments in various contexts most of the time but with minor misunderstandings.
3-5	Fair	Able to make correct judgments sometimes but often misses key aspects.
1-2	Poor	Rarely able to make appropriate judgments and frequently misses important details.

To determine the sociolinguistic competence level of the Grade 10 students, the following score range and descriptions will be utilized.

Table 4 Sociolinguistic Competence Level

Score	Category	Description
24-27	High Sociolinguistic Competence	The advanced ability to use language that is appropriate to social contexts.
18-23	Moderate Sociolinguistic Competence	The intermediate ability to use language that is appropriate to social contexts.
10-17	Basic Sociolinguistic Competence	The ability to use language that is appropriate to social contexts but with limited proficiency.
1-9	Low Sociolinguistic Competence	Struggles to use language that is appropriate to social contexts.

Before the data collection, the researcher will seek authorization from the respondents through a consent form which requests their voluntary contribution to this study. To declare privacy and confidentiality, the respondent's identities will be assigned in a code. Also, the data collected will be kept confidential to guarantee that it is exclusively used for research purposes only.

Results and Discussion

This chapter presents the results, discussion and personal insights that the researcher has gathered through the process of assessing the sociolinguistic

competence level of the multilingual Grade 10 learners at Buhisan Nigh High School who spoke English, Filipino and Cebuano.

Table 5 Profile of the Respondents

Section	Grade 10 -Andromeda		Grade 10 -Polaris		Total	
	F	%	F	%	Total	%
	24	50	24	50	48	100

Table 5 presented the profile of the respondents in terms of their sections. Based on the result, it showed that there are 24 multilingual learners from Grade 10 - Andromeda or 50% of the total population while there are 24 multilingual learners from Grade 10 - Polaris or 50% of the total population. Hence, the respondents are equally selected per section.

Table 6 Profile of the Respondents in terms of Sex
N= 48

Sex	Male		Female		Total	
	F	%	F	%	Total	%
	26	54.17	22	45.83	48	100

Table 6 showed the profile of the respondents in terms of sex. Based on the result, there is a total of 48 multilingual Grade 10 students. Specifically, there are 26 females with a percentage of 54.17 and 22 females with a percentage of 45.83. Thus, there are more male respondents than female respondents.

Table 7 Proficiency Level of the Respondents in terms of Listening Comprehension, Reading Comprehension, and Situational Judgment
N=48

Proficiency Level	Weighted Average	Category	Rank	Legend:	
Listening Comprehension	4.23	Fair	2	Score Range	Category
Reading Comprehension	3.75	Fair	3	8-9	Excellent
Situational Judgment	7.85	Excellent	1	6-7	Good
				3-5	Fair
				1-2	Poor

Table 7 presented the proficiency level of the respondents in terms of listening comprehension, reading comprehension, and situational judgment. Based on the results, in Listening Comprehension, the learners got a weighted average of 4.23 which means “fair”, in Reading Comprehension, the learners got a weighted average of 3.75 which

means “fair”, and in Situational Judgment, the learners got a weighted average of 7.85 which means “excellent”. On the other hand, situational judgment got the highest rank while reading comprehension got the lowest rank in terms of the learners’ proficiency level.

Table 8 presented the Sociolinguistic Competence Level of the Respondents

Proficiency Level	Listening Comprehension	Reading Comprehension	Situational Judgment	General Weighted Average	Category
	4.23	3.75	7.85	15.83	BSC

Table 9 presented the Sociolinguistic Competence Level of the Respondents. It revealed that the respondents got a general weighted average of 15.83 which means that the respondents’ sociolinguistic competence level is under “Basic Sociolinguistic Competence”.

Legend:

Table 9 Sociolinguistic Competence Level of the Respondents
N=48

Score	Category	DI
24-27	HSC	High Sociolinguistic Competence
18-23	MSC	Moderate Sociolinguistic Competence
10-17	BSC	Basic Sociolinguistic Competence
1-9	LSC	Low Sociolinguistic Competence

Most of the Filipino multilingual learners have low sociolinguistic competency levels in both English and Filipino based on the studies mentioned earlier. They were not capable of demonstrating sociolinguistic proficiency despite their outstanding grades in these subjects. The main reason behind this is that sociolinguistic competence is not practiced more often in the Philippine settings. Hence, there is a necessity to assess their sociolinguistic competence to enhance their ability to use appropriate language in varied contexts through a proposed action plan. It also showed that sociolinguistic competence is significant and may influence the language proficiency of the students. It would be beneficial for it to be integrated into language classes since learners nowadays fail to apply this skill in the actual context.

The sociolinguistic competence level of multilingual Grade 10 learners at Buhisan Night High School is at the “basic sociolinguistic competence” which means that the learners could use language appropriate to social contexts but with limited proficiency. Furthermore, they got a percentage of 58.63 which is below the passing rate. Therefore, an action plan is needed to address and enhance the low sociolinguistic competence of the multilingual learners at Buhisan Night High School.

This study contributes to the Sustainable Development Goals - Quality Education (SDG 4) by assessing multilingual learners' language proficiency in terms of listening comprehension, reading comprehension and situational judgment. With this assessment, learners can demonstrate a better understanding of the significance of diverse linguistic backgrounds and cultures which could address the gaps in learners' use of language in different contexts to achieve better overall educational outcomes and student performance.

Conclusion

Through the findings, conclusions are formulated as follows. The multilingual Grade 10 learners at Buhisan Night High School for the Academic Year 2024-2025 demonstrated basic sociolinguistic competence levels in terms of listening comprehension, reading comprehension, and situational judgment. The student-respondents got below the passing rate with a percentage of 58.63. Based on the findings and conclusions of the study, the following recommendations were drawn from the study. First, enhance students' sociolinguistic competence through role-playing, dialogues and situational exercises. Second, suggest teachers to conduct enhancement activities or exercises on reading and listening comprehension through integrating local stories, conversations, and scenarios. Third, encourage the school head to conduct training and seminars on the integration of sociolinguistic competence in language teaching. Lastly, future researchers may use the findings as a basis for future research or conduct related studies to improve the sociolinguistic competence of Filipino multilingual learners.

Reference

<https://journals2.ums.ac.id/index.php/cls>

- [1] S. Pinker, *The Language Instinct: How the Mind Creates Language*. London: Penguin UK, 2003.
- [2] N. Fariha, K. Anwar, and N. Maruf, "Exploring the Correlation of Sociolinguistic Competence and Speaking Proficiency, and How Learners Perceived Them," *English Rev. J. English Educ.*, vol. 11, no. 3, pp. 1001-1012, 2023, doi: 10.25134/erjee.v11i3.9083.
- [3] L. Rebato, "Attitude Towards The Filipino Language And Communicative Competence Of Senior High School Students In Samar National School," vol. 27, pp. 39-46, 2024.
- [4] I. J. R. Terogo, C. A. C. Elimino, J. P. M. Tallo, J. A. Sacal, and C. M. J. Balahadia, "Linguistic and Sociolinguistic Competence of Senior High School Students," *Philipp. E-Journal*, vol. 6, no. 1, 2018, [Online]. Available: <https://ejournals.ph/article.php?id=13079>
- [5] C. A. Mizne, "Teaching Sociolinguistic Competence in the ESL Classroom," 1997. [Online]. Available: https://trace.tennessee.edu/cgi/viewcontent.cgi?article=1019&context=utk_int_erstp%092
- [6] D. Hymes, *Fondations in Sociolinguistics: An Ethnographic Approach*. Philadelpia: University of Pennsylvania, 1974.
- [7] R. Nordquist, "The Definition of Sociolinguistics: The Relationship Between Language and Society." [Online]. Available: <https://www.thoughtco.com/sociolinguistics-definition-1692110>
- [8] D. E. Freeman and Y. S. Freeman, *Essential Linguistics: What You Need to Know to Teach Reading, ESL, Spelling, Phonics, and Grammar*. Portsmouth, NH: Heinmann, 2004.
- [9] S. J. Savignon, "Communicative Competence," *TESOL Encycl. English Lang. Teach.*, pp. 1-7, 2017, doi: <https://doi.org/10.1002/9781118784235.eelt0047>.
- [10] J. L. Martinez and P. V. De Vera, "Sociolinguistic Competence of Foreign National College Students," *Asian EFL J.*, vol. 21, no. 2, pp. 291-336, 2019, [Online]. Available: <https://eric.ed.gov/?id=ED604155>
- [11] N. Thi Thu Huong, L. Thi Thu Nga, and N. Thi Thu Huong Thai Nguyen, "Enhancing Communicative English Basing On Sociolinguistic Competence Of TUAU Students," *IOSR J. Res. Method Educ.*, vol. 10, no. 4, pp. 54-62, 2020, doi: 10.9790/7388-1004025462.
- [12] A. T. Nguyen and O. Nguyen, "The Impact of Sociolinguistic Factors on Learners' Oral Communicative Competence," 2020, [Online]. Available:

<https://zienjournals.com/index.php/tjpch/article/view/5038>

- [13] I. Siregar, "Epistemological Challenges Against Sociolinguistics," *Int. J. Linguist. Stud.*, vol. 1, no. 2, pp. 37-42, 2021, doi: 10.32996/ijls.2021.1.2.6.
- [14] J. J. J. Ureel, E. Diels, I. S. Robert, and I. Schrijver, "The Development of L2 Sociolinguistic Competence in Translation Trainees: an Accommodation-Based Longitudinal Study into The Acquisition of Sensitivity to Grammatical (in)Formality in English," *Interpret. Transl. Train.*, vol. 16, no. 1, pp. 78-95, 2022, doi: 10.1080/1750399X.2021.1900712.
- [15] D. Subandowo, "A Detailed Overview on Sociolinguistic Competence in Pedagogical Applications," *Int. J. Humanit. Stud.*, vol. 5, no. 2, pp. 238-246, 2022, doi: 10.24071/ijhs.v5i2.4411.
- [16] R. R. Avila, "Sociolinguistic Competence, Linguistic Intelligence, and Self-Efficacy in Teaching Filipino: Input to Pedagogical Enhancement in National High Schools of Capiz," *Int. J. Arts, Sci. Educ.*, vol. 4, no. 2, pp. 233-243, 2023, [Online]. Available: <https://www.mail.ijase.org/index.php/ijase/article/view/260>