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**Enhancing Classroom Communication: The Impact of Sociolinguistic  
Competence Training on Primary School Teachers in Multilingual  
Charsadda, Pakistan**



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**Abstract**

This study examines the impact of Sociolinguistic Competence training on primary school teachers in Charsadda district, Khyber Pakhtunkhwa, who are multilingual in Pashto, Urdu, and English, raising important pedagogical questions. The aim is to assess whether Sociolinguistic competence training enhances teachers' communicative practices. Using a mixed-methods experimental design grounded in Dell Hymes' Communicative Competence Framework, the study involves 100 teachers divided equally into Experimental and Control groups. Quantitative analysis via an independent-samples t-test reveals that the Experimental Group showed a significant improvement, with a mean difference of 69.28 points, compared to the Control Group. Results indicate that teachers in the Control Group continued to rely on inflexible, grammar-focused methods. In contrast to the teachers in the Control group, teachers who had been trained were more flexible and attempted various strategies to facilitate classroom learning, such as code-switching and register variation. This shift underscores the importance of inclusive pedagogy, which can motivate policymakers to prioritize such training. Further qualitative information also provided evidence of these outcomes, showing a change in teachers' attitudes towards linguistic diversity and its use in the classroom, not as a 'setback' but as a useful pedagogical device. Overall, the study emphasizes that introducing sociolinguistic concepts into professional development courses can foster inclusive pedagogy and instructional approaches, create a better learning environment, and reduce the marginalization of learners in multilingual classes.

**Keywords:** Sociolinguist Competence, Multilingual education, Teacher Training, communicative Competence, code switching

1. Introduction

**1.1 Background of the Study**

In the modern times of Applied Linguistics and Second Language Acquisition (SLA), there has been a phenomenal change in the epistemological paradigm of the essential teaching and the paradigm has shifted away from the thick structuralism to the communicative utility. Historically the study of language education was dominated by the Grammar Translation Method (GTM) and its emphasis on grammatically accurate and rote memorization of syntax and rule-based study out of context. But it is the demands of the globalized and connected world that have spawned the need to switch to Communicative Language Teaching (CLT). Within this modern context, language is no longer being seen as a static structure of abstract rules, but more as a dynamic 'social tool' through which meaning is negotiated, identity constructed, and through which to navigate complex social hierarchies (Wardhaugh & Fuller, 2021). This pedagogical evolution focuses on the fact that possessing a sophisticated lexicon seems useless without a necessary sociolinguistic competency to adequately use the lexicon, that is to say, not only knowing what to say, but also how, when, where, and to whom

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to say it (Hymes, 1972). The theoretical basis of such a transition lies firmly within the work of Dell Hymes (1972) who in his seminal critique of Chomskyan linguistics wrote: Hymes said that the concept of "linguistic competence," which Noam Chomsky's developed to refer to a sort of idealized, internal knowledge of the rules of a language, was inadequate to account for the complexities of real-world human communication. In response, Hymes came up with the concept of Communicative Competence, which is a combination of grammatical knowledge and the propriety of social life. A fundamental part of this framework, sociolinguistic competence refers to the command of sociocultural rules of use, such as knowledge about register (formal vs. informal), politeness strategies and the cultural aspects that determine how to interact appropriately (Taguchi, 2019). In the context of a classroom, a teacher lacking this competence is like a musician who knows musical notation but cannot hear the melody; such a teacher may be quite successful in teaching "correct" standard English and in preparing students to meet classroom standards, but they will not prepare students to cope with the fluid and context-dependent character of actual discourse.

The need for such competence is nowhere greater than in relation to Pakistan, which can be described as a country with deep diversity and stratification in languages. The country has a framework of "hierarchical multilingualism" with English being the language of power, higher education and law, Urdu being the national language of integration and indigenous languages (e.g., Pashto, Punjabi and Sindhi) serving as markers of identity and domestic life (Rahman, 2018). This stratification generates a great "pedagogical dissonance" in the classroom. While education policies often impose English or Urdu language as the maternal language as the only means of education, the cognitive reality of the child is very often based solely in his mother tongue. As a result, teachers are located at the hotbed of these competing linguistic forces and may lack the necessary professional training to mediate them positively (Shamim, 2022).

This challenge is especially acute in the district of Charsadda under the Khyber Pakhtunkhwa (KP) where the sociolinguistic variables are extremely complicated. The dominant L1 (first language) in this region is the Pashto language, which is a language that abounds in oral tradition and cultural codes called Pashtunwali. However, the academic setting requires that young students need to change their linguistic focus quickly from Pashto (Peers), to Urdu (National curriculum texts), and English (National assessments). Teachers in Charsadda often face what Mahboob and Khan (2021) do call "communicative dissimilarity" -- a profound difference between the language of the home and the language of the school. Often, students come to the classroom with a "Pashto mindset" but have been forced to function in an "English/Urdu mode source. This type of suppression can result in the "marginalization of the learner," where students withdraw into quietness, not because they don't know something, but because they don't have the type of language (which is sanctioned within the formal space in which they are learning) to communicate it in the formal setting.

Crucially though, the reason for the root of this pedagogical issue does not lie with the teachers themselves, but with the systemic limitations of their professional preparation. Teacher education in Pakistan, including B.Ed. and M.Ed. programs, traditionally emphasized a lot on pedagogical mechanics such as lesson planning and classroom management and subject-specific knowledge such

as English grammar. There is also a clear lack of modules on Sociolinguistics on Education (Rahman, 2020). As a result, teachers are entering the workforce unprepared to manage the ethicalities of a multilingual environment. They often do not have the tools to do "contrastive analysis" between the L1 students speak and the target language and often do not know how to do "translanguaging" strategies to bridge cognitive gaps.

Against this backdrop, this current study is therefore not a mere academic exercise, but a pedagogical necessity. If the message of education in Charsadda is to produce students who can not only read, but also to communicate and confidently, it is necessary for the role of teacher to change from that of a "grammar instructor" to that of a "sociolinguistic facilitator." This research assumes that, at the level of teacher training, more precisely through the implementation of a Sociolinguistic Competence Training Module (SCTM), educational stakeholders can fundamentally change things at the classroom level. By giving teachers the awareness to not only validate local languages but simultaneously also teach the target language, it is possible to change the multilingual classroom from a place of linguistic struggle to a place of rich, additive learning.

## **1.2 Statement of the Problem**

Demonstrating how unique the country's needs are, despite the critical need for culturally responsive and linguistically inclusive pedagogy, teacher education programs in Pakistan are predominantly traditional. Existing curricula primarily emphasize the linguistic accuracy, the syntactic mechanics and the Grammar Translation Method (GTM) without giving enough attention to the sociolinguistic and pragmatic aspects of the communication (Rahman, 2018; Shamim, 2022). This pedagogical orthodoxy forms a knowledge gap where the teachers are qualified to teach English or Urdu but do not have the knowledge on how to cope with the sociolinguistic environment of a multilingual classroom of Charsadda.

Therefore, several teachers do not have professional training so that they could cope with the intricate language hierarchy in the region. Without exposure to sociolinguistic theories it is possible for teachers to unintentionally delegitimize the children's native language(s) or fail well utilize code-switching as a strategic pedagogical resource rather than as a deficiency. This deficit view of bilingualism not only concurs with theories of modern Second Language Acquisition (SLA), which claim that the first language acts as a scaffold for the second language to learn from.

This lack of professional development results in communication barriers among teachers which can be manifested by student disengagement, "silent period," in which students refuse to speak for fear of being wrong, and student non-participation in the classroom. Furthermore, although there is literature on this issue in the form of theoretical writing, there is a distinct paucity of empirical research in the South Asian context - particularly in the context of Khyber Pakhtunkhwa - which quantify the impact of specific sociolinguistic training on teacher performance. This research addresses this critical gap by examining the effects of a particular Sociolinguistic Competence Training Module (SCTM) that

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seeks to develop competency in dealing with the multiple languages in the classroom and fostering an inclusive learning environment by the teachers.

## **1.3 Research Objectives**

1. This study is designed to bridge the gap between the sociolinguistic theory and classroom practice. The key goals and targets include to:
2. Measure the effect of the Sociolinguistic Competence Training Module (SCTM) on the ability of primary school teachers to deal with discourse in the classroom and communicate effectively in a multilingual context.
3. Explore the views of teachers in relation to the practical utility, relevance and difficulty of implementing sociolinguistic competence strategies in their real world classroom practices post- training.
- 4.

## **1.4 Research Questions**

To achieve the above-mentioned objective and to solve the problem identified in relation to the topic, this study is aimed to ask specific research questions as follows:

1. To what extent the inclusion of Sociolinguistic Competence Training Module (SCTM) enhances communicate practices and sociolinguistics awareness of primary school teachers of Charsadda?
2. Is there a statistically significant difference in the post training sociolinguistic competence scores in the teachers who received the SCTM (Experimental Group) and those who did not (Control Group)?
3. How do trained teachers perceive the influence of sociolinguistic competence on the way they manage their classroom and students interact in multilingual contexts?

## **1.5 Significance of the Study**

The significance of this research is multi-dimensional and can be recognized in the contributions of the research at the theoretical, pedagogical, and policy level. Theoretically, such research is an extension of Dell Hymes' (1972) seminal notion of communicative competence. While Hymes' framework has been extensively researched in western settings, this study contextualizes Hymes' framework in a non-Western context in a multilingual educational context within the Global South. In this way, it challenges the universal nature of sociolinguistic structures and makes them fit the aspects of the Pashtun culture. This study presents a professional development model, the Sociolinguistic Competence Training Module (SCTM), which is considered viable and empirically tested. The research claims that Pakistani teacher education requires a significant paradigm shift, not a continuation of the obsession with the concept of rightness (grammatical perfection and syntactic accuracy) but with the idea of appropriateness (communicative success and social relevance). This change is not nominal but formal, which puts pressure on the conventional approach of the Grammar-Translation Method (GTM), which tends to estrange students in a multilingual space. The focus on sociolinguistic competence has given this research a basis for promoting the idea of a pedagogy of equity and inclusion, in which students with heterogeneous linguistic backgrounds are not seen as a loss but as a resource. This strategy is directly linked to United Nations Sustainable

Development Goal 4 (Quality Education), which requires delivering inclusive and equitable quality education and fostering lifelong learning for everyone (UNESCO, 2023). The results indicate that when teachers are prepared to meet the social density of language, they create an ambience of learning that appears psychologically secure and academically empowering for marginalized learners.

In practice, the findings of this study provide actionable, evidence-based information to the Directorate of Curriculum and Teacher Education (DCTE) and other educational stakeholders in Khyber Pakhtunkhwa. The research offers a practical roadmap for change and shows that there are statistically significant benefits for teacher efficacy and classroom management from a short-term, focused sociolinguistic training. In turn, this study presents strong arguments for the inclusion of specialized sociolinguistic coursework in the current curricula of the Bachelor of Education (B.Ed.) and Master of Education (M.Ed.). The findings suggest that, instead of treating sociolinguistics as a unitary fringe subject, it should be seen as an indispensable part of pre-service training, equipping teachers with the readiness to meet the multifaceted communicative needs in diverse Pakistani classrooms.

## **2. Literature Review**

### **2.1 Introduction**

The literature review is the critical backbone of this study, and it aims at analyzing the theoretical development of sociolinguistic competence and its significant pedagogical implications in the context of complex multilingual education. In this chapter, an attempt is made to bridge the gap between the epistemological gap between the western sociolinguistic theory, which was developed mostly in the monolingual or stable bilingual situation and the volatile and the hierarchical linguistic realities of Pakistan in particular, Charsadda district of Khyber Pakhtunkhwa. To achieve this, in the current review, we have structured it in a manner that traces the transition from structural linguistics to the communicative utility, whereas the frictions of specific sociolinguistic influences being created in the classroom situation from a historical perspective in Pakistani classrooms and finally evaluating the shortfall in the current educational program of teacher training in terms of communication. The chapter ends with the presentation of the Theoretical Framework, based on the model developed by Dell Hymes, in which the experimental intervention undertaken in this study is based.

### **2.2 The Evolution of Competence: From Chomsky to Hymes**

The starting point of such research in theory is the historical and intellectual dichotomy between linguistic competence and communicative competence. In the middle of the 20th century, Noam Chomsky (1965) made a revolution in linguistics when he developed transformational- generative grammar. Chomsky outlined linguistic competence as the inbuilt, internalized, knowledge of the rules of grammar, of the ideal speaker-hearer, which he strictly separated the notions of performance, the practical application of the language in actual, frequently fallible, circumstances. While Chomsky's model offered a needed cognitive basis with which to understand syntax, it was heavily criticized by sociolinguists as being too abstract, as well as reductionist and removed from the

social realities of human interaction.

Dell Hymes (1972) in a direct criticism of this asocial view argued that Chomsky's "ideal speaker" was a theoretical fiction. Hymes famously hypothesized that if a child gained only grammatical competence, he would be a "social monster," able to produce infinite grammatically correct sentences which nonetheless would be socially inappropriate, irrelevant or offensive. In response to this, Hymes coined the notion of Communicative Competence, by which he asserted that real language learning is the ability to know "when to speak, when not to speak, and as to what to speak about whom, when, where and how" (Hymes, 1972, p. 277). This pivot fundamentally changed the theory of Second Language Acquisition (SLA) and the focus of study shifted from focusing on the form (or structure) of language to its function. This theoretical expansion was going further by Canale and Swain (1980), who defined four different sub-components: grammatical, sociolinguistic, discourse and strategic competence. This study particularly isolates Sociolinguistic Competence (the mastery of sociocultural rules of use), as the critical, and frequently neglected, variable for effective pedagogy in the multilingual class of Charsadda.

### **2.3 Sociolinguistic Competence: Defining the Construct**

Sociolinguistic competence is operationally defined as the ability to interpret the social meaning of a linguistic choice as well as use language appropriately based on the exigencies of the context (Taguchi, 2019). Unlike grammatical competence, which is based on a binary logic of correctness (correct/incorrect), sociolinguistic competence is based on a continuum of appropriateness that is heavily dependent on such variables as social distance between speakers, setting (formal vs. informal), as well as topic of discourse (Wardhaugh & Fuller, 2021). Recent scholarship in the field of SLA emphasizes that for teachers, sociolinguistic competence is multidimensional including:

**Register Variation:** The ability to vary the linguistic register depending on the formality for instance between the authoritative tone required for classroom discipline and the empathetic tone required for student counseling (Holmes, 2013). **Pragmatics and Politeness:** The knowledge of how speech acts (such as those of requests, apologies, or refusals) are culturally codified. Littlewood (2019) points out that the direct translation of polite forms from native language (L1) to target language (L2) often leads to "pragmatic failure" in which a speaker is rude, even if grammatically accurate. Al-Issa and Dahan (2022) argue that in the context of teacher education, sociolinguistic competence is not simply or less than a desirable "soft skill" but a "professional necessity." Teachers, who do not have this competence, do not model appropriate language use but actually train students who are grammatically proficient and pragmatically incompetent in how real language is used.

### **2.4 The Linguistic Mosaic of Pakistan: Policy vs. Reality**

Pakistan is in a unique and challenging situation of "hierarchical multilingualism" (Rahman, 2018). The nation is linguistically diverse, with more than 70 different languages spoken; however historical state educational policy has allowed the nation to be extremely stratified linguistically: English The

language of power, elite education, the judiciary and government administration

Native Languages (e.g., Pashto, Punjabi, Sindhi): Languages of the house and emotional close connectivity, which are often pushed to the background or even omitted altogether in a traditional education (Rahman, 2021). In the province of Khyber Pakhtunkhwa (KP), in particular in the district of Charsadda, the language Pashto is used as the dominant L1 (Mother Tongue). But it is the "English-medium" ideal which dominates the educational narrative. Manan et al. (2016) note that this leads to the creation of a "myth of English" where the local languages are not seen as an asset but as an obstacle to socio-economic advancement. This phenomenon is described as linguistic imperialism, which creates a classroom environment where students are "culturally alienated." Mahboob (2017) calls this a "subtractive model of schooling", where the school has effectively demanded that the student's L1 be "subtracted" or silenced, to make room for the L2, causing great cognitive and emotional rupture.

### **2.5 Code-Switching and Translanguaging as Pedagogical Resources**

A theme of all-pervading importance in modern works of sociolinguistics is the critical re- evaluation of Code-Switching (CS). Historically, curricula education policies in Pakistan have seen CS as a sign of incompetence, "semilingualism" or linguistic contamination. However, recent scholars such as Ghafoor and Khan (2023) and Hornberger and Link (2022) promote Translanguaging. This way of looking at language sees the free use of a student's entire linguistic repertoire not as a defect, but as a sophisticated cognitive tool for making meaning.

In the specific case of the city of Charsadda, Mahboob and Khan (2021) uphold the idea that 'judicious code-switching' is a critical scaffolding mechanism. It gives the teachers the freedom to explain complicated abstract concepts in Pashto, where students will make immediate cognitive understanding, before transferring the student to the English terminology. However, because of insufficient professional training, teachers tend to code-switch guiltily, haphazardly or covertly. This study's premise is that trained code-switching is a marker of high sociolinguistic competence and that L1 transforms from being a barrier into being a pedagogical bridge (Baker & Wright, 2021).

### **2.6 The Teacher Training Gap in Pakistan**

Despite the overwhelming evidence in the empirical research in favor of Sociolinguistically responsive pedagogy the sector of teacher education in Pakistan is very much stationary. Shamim (2022) highlights that pre-service programs (i.e. B.Ed. and M.Ed.) still heavily rely on Grammar Translation Method (GTM) and behaviorism models of learning. The lack of training modules offering a detailed discussion of: is profound.

Strategies for inclusive management for multilingual classroom. The primary difference between any linguistic errors (grammar) and pragmatic inappropriateness (social use). Richards (2020) and Dar and Rahnema (2020) highlight that without specific targeted intervention teachers always return to how they were taught - often through rote learning and strict monolingual enforcement. This generates a "cycle of incompetence" which justifies the dire need for the Sociolinguistic Competence Training Module (SCTM) recommended in this thesis.

## **2.7 Research Gap**

While there is an abundance of research on communicative competence in the Global North (Hymes, 1972; Canale & Swain, 1980) and macro-politics of language in Pakistan (Rahman 2018; Mahboob 2017), there is still an apparent disconnect in terms of features and forms of methodology and context. That is why there is little research that is directed specifically by primary school teachers in Charsadda, by far a region in Pakistan with its own peculiar sociolinguistic condition that differs from the urban areas located in Lahore or Karachi. This study resolves these gaps by offering empirical, quantitative information on the effectiveness of the SCTM.

## **2.8 Theoretical Framework**

The theoretical framework of the current study consists of the groundbreaking Model of Communicative Competence provided by Dell Hymes (1972), which criticized the structuralist conception of mastering a language that centered its methodology on grammatical correctness. However, unlike abstract linguistic models, this paper situates the Hymes framework explicitly within the peculiar pedagogical setting of Charsadda, Khyber Pakhtunkhwa. According to the framework, the language use and delivery by a teacher, along with their instructions, should meet four standards that are cumulative: Possibility, Feasibility, Appropriateness, and Occurrence.

Possibility, which is the first parameter, is related to Grammatical Competence. In theory, this criterion evaluates the possibility of an utterance being formal in a grammatical system of the language. In this study context, it is a minimum requirement that teachers have basic knowledge of English and Urdu grammar. Nevertheless, the study hypothesizes that grammatical correctness is just the beginning - a prerequisite, although not an end unto itself, of good pedagogy. Leaving the area of structure, the second parameter, feasibility, focuses on Psycholinguistic Competence. This is to determine the feasibility of an utterance when there are limitations in implementation, including the ability to hold information in memory and to think. This would apply to the Charsadda classroom, with educators being highly aware of the cognitive load on their students. For example, although using an all-English language to provide intricate instructions can be grammatically correct, it is, psycholinguistically, impractical when first-year students are using their first language (L1) without the support of their native language (L1).

The third and most vital parameter to consider in this Intervention is the Appropriateness or socio-linguistic competence. In the study, the center of Intervention is the two essential skills: Politeness Strategies and Code-Choice. Educators should know when to use Pashto and when to use English when communicating with students. Moreover, they are also obliged to educate students in developing polite requests or discursive statements in English, rather than merely translating Pashto patterns, which might be acceptable but, consequently, perceived as violent or insulting by non-Pashto speakers. Lastly, the parameter of Occurrence refers to Performance, or the reality of whether a specific linguistic behavior actually occurs. In this case study, this signifies the transfer of theoretical knowledge into the daily classroom context, where it is not only necessary to

know the rules of sociolinguistics but to put them into practical practice in the day- to-day instructional activities.

The Sociolinguistic Competence Training Module (SCTM) that will be used in this study is specifically aimed at the level of Intervention via the level of Appropriateness. The theoretical framework gives potential for a positive ripple effect because of such an intervention: the more appropriate the use of language on the part of the teachers, by verifying the L1, by showing the student how to use the English language in teaching pragmatics, the more likely they will be successful in learning. The latter, in turn, results in increased frequency of dynamics of student participation/engagement, which consequently reshapes the classroom dynamic.

### **3. Research Methodology**

#### **3.1 Overview**

This chapter shows the methodological plan used to research the effects of Sociolinguistic Competence training among primary school teachers in Charsadda. To ensure rigorous inquiry, the research design is mixed, namely, the Convergent Parallel Design (Creswell and Plano Clark, 2018). This design enables simultaneous gathering and combination of both quantitative and qualitative data to generate a whole picture of the research issue that both of the methods could not create individually (Tashakkori and Teddlie, 2021). The quantitative part of the study uses a Quasi-Experimental Control Group Pretest-Posttest Design to quantitatively assess the statistical variation of teacher competence, whereas the qualitative one makes use of phenomenology to study the lived experiences of the participants (Cohen et al., 2018).

#### **3.2 Research Design**

The choice of the quasi-experimental design is predetermined by the educational context, in which the random allocation of individual teachers to groups is frequently limited by the school organization due to the logistical limitations (Campbell & Stanley, 2015). Therefore, the research involved nonequivalent samples who had been predetermined by clusters of schools to preserve the ecological validity (Bryman, 2016).

Phase I (Pre-Intervention): The Sociolinguistic Competence Questionnaire (SCQ) and baseline classroom observations of both groups will be administered to determine the homogeneity (Field, 2018). Phase II (Intervention): Phase II focused on the Sociolinguistic Competence Training Module (SCTM) was implemented in the Experimental Group (Group B) only and the Control Group (Group A) was subjected to regular in-service training (Placebo). Phase III (Post- Intervention): The SCQ and follow-up interviews should be conducted again to determine the treatment effect and qualitative changes in pedagogical conceptualization (Dornyei, 2007).

#### **3.3 Population and Sampling**

The target population consisted of all primary school teachers in the present state of Charsadda District, Khyber Pakhtunkhwa, which are in the active employment by the government within its public sector. Charsadda was chosen

through purposive sampling because it is in the sociolinguistic density of Pashto, Urdu, and English intersecting in the most rigorous detail in daily prescription (Rahman, 2018; Mahboob & Khan, 2021).

Stratified random sampling was used to choose a sample of size of 100 teachers so that both gender and rural/ urban school location were well represented (Taherdoost, 2016). The respondents were split into two cohorts which were equal: Control Group (Group A, n =50) Was not provided with any specialized sociolinguistic training. Experimental Group (Group B, n=50): The intensive intervention (SCTM).

Demography demonstrated that the sample represented the wider teaching labor-force in KP including B.Ed. to M.Phil. qualifications (Shamim, 2022).

### **3.4 Research Instruments**

In order to achieve construct validity, the researcher used a triangulated approach to instrumentation (Denzin, 2017), i.e., the research used three unique tools:

#### **3.4.1 Sociolinguistic Competence Questionnaire (SCQ)**

To quantify teachers' pedagogical perceptions and sociolinguistic knowledge, the research constructs a self-report measure, the Sociolinguistic Competence Questionnaire (SCQ), in the form of a structured questionnaire. The theoretical structure of the SCQ was clearly operationalized within the communicative competence framework proposed by Canale and Swain (1980). Although grammatical accuracy and communicative aptitude are frequently confused in traditional instruments, the SCQ was formulated to consider sociolinguistic competence - the aptitude to use language appropriately depending on the social setting - as a latent variable that can be isolated. This measurement comprised 30 items, each rated on a 5-point Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The choice of this scaling procedure was made to reflect participants' attitude strength and go beyond dichotomous answers to assess the subtlety of their pedagogical beliefs regarding multilingual instruction in the multilingual environment of Charsadda. First, it also evaluated Attitude Toward Pedagogical Code-Switching, which means how much the teachers perceived the native language (Pashto or Urdu) as a scaffold rather than an obstacle to learning (e.g., I think students can learn better when the teacher speaks Pashto). Second, it tested Pragmatic Awareness, namely the teachers' skills in teaching students to use socially appropriate speech acts, in particular, how to say no without coming across as a hostile person when speaking English. Third, it used Cultural Inclusivity, which evaluated teachers' ability to situate language learning within a broader cultural context, as in explaining English idioms. To ensure the data were robust, the SCQ was psychometrically tested before large-scale administration. To determine the instrument's internal consistency, a pilot study was conducted in which a representative sample of teachers (n=20) was administered the instrument. The result of the analysis produced a Cronbach's Alpha  $\alpha$  coefficient equal to 0.82, which, Taber (2018) reveals, represents a high internal consistency, which confirms that the items helped measure the underlying constructs. Also, content validity has been established through three subject-matter experts in Applied

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Linguistics. These specialists certified that the items fit the theoretical parameters of Appropriateness presented by Dell Hymes (1972) and were representative of the particular sociolinguistic reality of the Pakistani classroom.

## **3.4.2 The Sociolinguistic Competence Training Module (SCTM)**

Based on the researcher, the independent variable was the SCTM which is a special 4-week series of workshops. This module was based on Interactional Sociolinguistics (Gumperz, 1982) and it involved:

Week 1: Busting the myth of Linguistic purity.

Week 2: The pedagogy of Translanguaging and Code-switching. Week 3: Teaching Speech Acts (Requests, Refusals and Apologies).

Week 4: Handling the Affective Filter in the multilingual classrooms (Krashen, 1982).

## **3.4.3 Semi-Structured Interviews**

The Experimental Group was sub-sampled to  $n=10$  to achieve post-intervention interviews where the thick descriptions of training experience were to be obtained (Geertz, 1973). The interview plan was devoted to the applicability of the concepts of sociolinguistic in real-life classroom contexts of Charsadda (Seidman, 2019).

## **3.5 Data Collection Procedure**

Both groups were gathered on different grounds and they were used to take SCQ. The Control Group was informed from the beginning of the study that it was about the overall teaching methods to control the possibility of the Hawthorne Effect (observation bias) (Adair, 1984). In the Experimental Group, there were 12 hours of in-person training provided by the researcher. The training involved Micro-teaching where the trainees exercised sociolinguistic techniques (e.g., Defining a concept in terms of both Pashto and English) and got instant peer feedback (Hattie and Timperley, 2007). Post-Test: A week following the end of the training, both groups were re-administered with the SCQ. At the same time, the semi-structured interviews were taped, transcribed and anonymized.

## **3.6 Data Analysis**

The analysis of data was divided in order to match with the mixed-methods design.

### **3.6.1 Quantitative Analysis**

Data processing was done using SPSS (Statistical Package for the Social Sciences) Version 26.0, which was used to deal with quantitative data.

Descriptive Statistics: The central tendencies of the two groups have been summarized using the mean and standard deviation, which are M and SD, respectively.

Inferential Statistics: To compare the mean difference of the Experimental and Control group during the post-test stage, an Independent Samples t-test was used (Pallant, 2020).

Paired Samples t-test: It was used to test within-group improvement (Pre-test vs. Post-test) of the Experimental Group.

The alpha threshold was established to be  $p < 0.5$ . The practical significance of the intervention was determined using Cohen's  $d$  to calculate effect sizes (Cohen, 1988).

### **3.6.2 Qualitative Analysis**

Qualitative data from the semi-structured interviews were analyzed using a rigorous Thematic Analysis to identify a typical pattern of meaning across the data. This was an analytical step that followed the six-step recursive model of Braun and Clarke (2006). The data were processed through familiarization, which entailed reading and re-reading transcripts multiple times to obtain a general picture of the material. This was followed by generating the first semantic encoding, in which the data's interesting attributes were systematically identified. This was compiled into possible themes, which were verified and refined against the data to reflect the participants' exact experiences. Lastly, the themes were demarcated and named, and then subsequently synthesized into the overall scholarly report thoroughly, which made the final interpretation with good ground and precise results on the changes in the pedagogical approaches of the teachers in the context of sociolinguistic competence.

1. Familiarization with data.
2. Coming up with first codes (e.g., fear of Pashto, validation of L1).
3. Searching for themes.
4. Reviewing themes.
5. Defining and naming themes.
6. Producing the report.

To be credible, the researcher employed the method of member checking to get back transcripts to the participants to verify their translation (Lincoln and Guba, 1985).

### **3.7 Ethical Considerations**

The research complied with the moral standards of the American Psychological Association (APA, 2020). All the 100 participants who participated in the study had informed consent as they were made aware of the voluntary nature of their participation in the research. Participant privacy was ensured by anonymizing all the data, and schools were identified using codes (e.g. School A, School B). Moreover, purely due to the principle of ethics fairness, the Control Group was also presented with the SCTM training contents at the end of the experiment in order to prevent their disadvantage in terms of professional activities (Resnik, 2018).

## **4. Data Analysis and Results**

### **4.1 Overview**

This chapter will offer a detailed discussion of the research findings, which will assess the usefulness of the Sociolinguistic Competence Training Module (SCTM) in the improvement of the sociolinguistic competence of primary school teachers in Charsadda, Khyber Pakhtunkhwa. The research was conducted to evaluate how the SCTM could influence the ability of teachers to negotiate multilingual classrooms and enhance their communication practices that

transcended the analysis of grammatical correctness, to one that comprises aspects of sociolinguistic appropriateness.

The research is drawn in terms of a Convergent Parallel Mixed-Methods Design, which is a methodological approach that presents the opportunity of collecting and analyzing both quantitative and qualitative data simultaneously. The design allows triangulating data, which will allow a more rigorous and balanced assault of the effect of the SCTM. The combination of statistical analysis and personal experience of teachers will guarantee that both quantifiable results and personal stories will be taken into account when determining the overall success of the intervention.

In the quantitative part of the analysis, the emphasis is on the statistical techniques of determining the changes in the sociolinguistic competence of teachers. The primary statistical measure adopted is the SPSS (Version 28.0) and the Independent Samples t-test is adopted to compare the results before and after the test among Control Group (Group A) and Experimental Group (Group B) that received the SCTM. It is a method of examining the scope and statistical significant amount of any changes in teacher competence following the training.

The qualitative analysis section is premised on the information gained using semi-structured interviews and observations in the classroom. The thematic analysis as applied by Braun and Clarke (2006) will be used to analyze the lived experience of the teachers with addressing the perspectives in addition to alterations in beliefs, attitudes, and teaching practices after the intervention. Such qualitative perspectives provide a more in-depth insight of how the SCTM impacted the pedagogical beliefs and practices of the teachers and how they implemented the sociolinguistic principles in their learning institutions.

In order to achieve the holistic review, a theoretical framework that is associated with the Communicative Competence Model suggesting a high level of sociolinguistic appropriateness along with grammatical accuracy will be taken into account. Using the model, the study will seek to demonstrate how the SCTM will help in refocusing the teachers who only emphasize on grammatical correctness but to a wider perspective of effective communication in the multilingual and diverse classroom environment.

The chapter is divided into two primary parts: Quantitative Data Analysis, where the reader is exposed to the statistical results of the pre- and post-tests and Qualitative Data Analysis where the reader is exposed to the thematic observations based on the reflections of the teachers and observation of the classroom. In such a dualistic manner, the research gives a complex comprehension of the effects of the SCTM and makes certain that this aspect, both quantitative and personal experiences of teachers, can be entirely taken into account when assessing the intervention.

#### **4.2 Quantitative Data Analysis**

The quantitative data were gathered using Sociolinguistic Competence Questionnaire (SCQ) given at two measurements that included Pre-test (Baseline) and Post-test (Post- Intervention). The sample size in the study will be 100 teachers who will be categorized into the Control Group (Group A) and an Experimental Group (Group B), which will include 50 participants each.

**4.2.1 Reliability Statistics**

Cronbach's Alpha at both the pre-test and post-test levels was used in order to determine the internal consistency of the SCQ. The findings can be as follows:

**Table 4.1: Reliability Statistics (SCQ)**

<b>Instrument Phase</b>	<b>Cronbach's Alpha (<math>\alpha</math>)</b>	<b>N of Items</b>	<b>Interpretation</b>
Pre-Test SCQ	0.656	30	Moderate Reliability
Post-Test SCQ	0.990	30	High Reliability

The pre-test Cronbach's Alpha of 0.656 suggests moderate reliability, which is acceptable for an exploratory study in a complex sociolinguistic context. However, the post-test value of 0.990 indicates exceptional internal consistency, highlighting a significant improvement in the coherence of the Experimental Group's understanding of sociolinguistic concepts after the intervention.

**4.2.2 Pre-Test Analysis (Baseline Comparison)**

To ascertain the presence of significant difference between the two groups before the intervention, an Independent Samples t-test was to be taken to identify the presence of any difference between them. The following are the results: it ensures that any divergence observed in the post-test phase can be confidently attributed to the independent variable (the training intervention) rather than confounding pre-existing disparities in teacher competence. The results of this analysis serve as the foundational benchmark against which the subsequent efficacy of the SCTM is evaluated.

**Table 4.2: Group Statistics (Pre-Test)**

<b>Group</b>	<b>N</b>	<b>Mean (M)</b>	<b>Std. Deviation (SD)</b>	<b>Std. Error Mean</b>
Control (Group A)	50	55.38	7.188	1.017
Experimental (Group B)	50	52.00	4.772	0.675

**Table 4.3: Independent Samples Test (Pre-Test)**

<b>Levene's Test for Equality of Variances</b>	<b>Test for Equality of Means</b>
	t-test for Equality of Means

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F	Sig.
6.964	.010

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**4.2.3 Post-Test Analysis (Impact of Intervention)**

The research hypothesis of this study was that the implementation of the Sociolinguistic Competence Training Module (SCTM) would serve as a critical variable in significantly improving the sociolinguistic competence of the Experimental Group. The following comparison of the post-test data provides strong empirical evidence for this prediction. The statistical data support the alternative hypothesis with no doubt whatsoever, and they show that the SCTM intervention was transformative rather than helpful. The significant difference in post-test results demonstrates that the training module was practical in providing teachers with adequate sociolinguistic instruments and led to a considerable, verifiable improvement in their communicative skills relative to their pre-intervention level.

**Table 4.4: Group Statistics (Post-Test)**

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Group	N	Mean (M)	Std. Deviation (SD)	Std. Error Mean
Control (Group A)	50	55.26	7.185	1.016
Experimental (Group B)	50	124.54	5.315	0.752

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**Table 4.5: Independent Samples Test (Post-Test)**

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Levene's Test	t-test for Equality of Means
F	Sig.
2.946	.089

---

Control Group showed negligible progress with the mean taking 55.38 at the pre-test to 55.26 at the post-test. It means that the conventional professional development interventions, which do not target the sociolinguistic competence, do not meet the needs of the multilingual classrooms.

Contrary to the Control Group, the Experimental Group showed a dramatic increase in competence, and in their case, the mean increased by 52.00 to 124.54.

This was not only statistically significant ( $t(98) = -54.812, p < .001$ ) but it was of a scale to show a radically changing the way of teaching. Magnitude of Effect: The Mean Difference of 69.28 can be used as an indication of a very significant improvement thus, the SCTM was not a slight improvement but indeed change in the perceptions and the application of teachers in their respective ways of using the sociolinguistic strategies in/or in their classrooms.

#### **4.2.4 Item-Level Analysis: Key Sociolinguistic Indicators**

To furnish a grainy impression of the precise effect of the intervention, a core level of analysis of the most critical sociolinguistic measures was conducted, which has shown significant differences between the two sets of participants after the training. In relation to the Item 7 statement (I believe code-switching could be a potentially useful communication strategy), the scores were uneven: acclamations of the Control Group (Group A) (80 percent) continued to hold the belief that working in the native language is a growing impediment in the pedagogy process. In sharp contrast, 92% of the Experimental Group (Group B) concurred, indicating a redefinition of code-switching as a communicative resource. The same patterns were evident in Pragmatic Awareness (Item 2), in which Group A remained obsessed with grammatical mistakes. In contrast, Group B scored high in their ability to differentiate and recognize pragmatically unfit utterances. Perhaps the most notable difference was observed in Item 14 which was about politeness strategies; at the time at which only 2-per cent of Group A indicated that they corrected pupils on inappropriate politeness markers, 90-per cent of Group B did otherwise. This enormous statistical difference suggests a thorough-going pedagogical reorientation in the Experimental Group towards lesson-centered concern with syntax to a proactive instruction in the social machinery and courtesy.

#### **4.3 Qualitative Data Analysis**

The semi-structured interviews ( $n=10$ ) and classroom observations ( $n=10$ ) of the teachers of the Experimental Group were used to collect the qualitative data. Thematic Analysis of the interviews and observations showed three key themes that would explain the improvement of the quantitative scores.

Theme 1: What linguistic policing has become translanguaging.

Before the training, the teachers were very rigid in implementing the use of English or Urdu language and considered the use of Pashto as a failure in communication. After the intervention, the teachers started to employ the applications of the concept of translanguaging, e.g. sandwiching (English-Pashto-English), so that they could make sure that the students grasped the concepts without hurting the native languages of the students.

Theme 2: The Pragmatics Discovery.

The teachers had indicated that they were no longer just concerned with grammatical correctness, but appreciated the fact that pragmatics was important which included politeness strategies and use of context-sensitive language.

Theme 3: Adequately Decreased Anxiety and Increased Engagement.

It was also through the training that the affective filter among students was reduced. When teachers said that their culture was being endorsed, they said that it was more likely that students would actively participate in class.

#### **4.4 Discussion and Triangulation**

The hypothesis of the study is reinforced by the fact that both quantitative and qualitative data are triangulated. The dramatic increase in the sociolinguistic competence of the Experimental Group confirms theoretical claim of Dell Hymes (1972), that competence in communication transcends grammatical knowledge. The gap between the pre-test and post-test of 69 points measure a significant one from a monolingual attitude to a plurilingual attitude in pedagogical practices of the teachers.

#### **4.5 Conclusion of Analysis**

Another strong point present in this research is that the Sociolinguistic Competence Training Module (SCTM) is a successful intervention that can be used to improve the sociolinguistic competency of primary school teachers in Charsadda. The combination of quantitative and qualitative data indicates the great impact of the training, which helped to restore the transition to the more context-related training as compared to the initial grammar-based training that encouraged sociolinguistic suitability in multilingual classes. The findings support the applicability of the Communicative Competence Model proposed by Dell Hymes, and the results of the Experimental Group (Group B) indicate that the skills of using the sociolinguistic principles have significantly improved. The statistical outcomes, t- test ( $p < .001$ ) and a delta of 69.28-point increase in the post-test have been emphasized to serve as evidence of the effectiveness of SCTM in promoting an actual pedagogical transformation. To sum up, this study suggests that a change in paradigm is needed in teacher education that involves incorporating sociolinguistic competence as a central aspect of professional development that facilitates consideration of the inclusive and efficient classroom communication strategies.

### **Discussion, Conclusion, and Recommendations**

#### **5.1 Discussion**

Empirical data from this research strongly support the theoretical assumption that the sole element of an effective pedagogy in multilingual contexts is grammatical. The statistically significant difference between the Sociolinguistic Competence Training Module (SCTM) and the Experimental Group, as indicated by the difference between these two columns in the experiment ( $S = .001$ ), supports the Communicative Competence Model developed by Dell Hymes (1972). Still, it is applied to the recent educational context of post-colonial Pakistan. Though Hymes pointed out the theoretical arguments that the appropriateness is as essential as the grammaticality, this paper is a quantitative confirmation that the training of the teacher in sociolinguistic appropriateness, when and whom to speak to, and in what code, is directly proportional to increased communicative effectiveness. The results indicate that the linguistic rigidity that is common in Charsadda classrooms does not reflect an intrinsic causal reaction to the curriculum, but instead a symptom of a training gap that obscures the distinction between a linguistic mistake and a pragmatic nuance. A critical analysis of the pre-intervention data shows that linguistic rigidity is not

necessarily an inescapable consequence of the curriculum but, in fact, a symptom of a training gap that masks the distinction between a linguistic error and a pragmatic nuance. The vast difference in the utility of code-switching (80 percent in the Control Group) shows that, in the past, teachers have viewed their students' linguistic repertoire as a weakness rather than a strength. Such a pedagogical position was successful in alienating learners, creating a situation of communicative dissonance in which students had to undermine their cultural identity to engage in academic dialogue. This is not only seen as a pedagogical lapse in the study but also as a determinant of the marginalization of rural learners, where the suppression of the mother tongue represents a psychological obstacle to cognitive learning. The post-intervention changes in the Experimental Group, with a gigantic mean difference of 69.28 points compared to the Control Group, is a paradigm shift. Such a variation is not just a statistic but a cognitive reorganization by the trained teachers, who have shifted from an ideology of accuracy to one of appropriateness. Teachers in the Experimental Group were also in a position to reduce students' Affective Filter by removing the concept of code-switching as a sign of failure and instead regarding it as a scaffold strategy. Qualitative triangulation showed that teachers validated local cultural discourse and politeness cues when they minimized classroom anxiety. This understanding implies that sociolinguistic competence operates as an emotional and cognitive intervention, affirming the learner's identity and fostering the psychological safety that second language acquisition requires. On the other hand, the stagnation of the Control Group, with  $\$M$  post = 55.26, is a condemnation of the status quo. It shows that all kinds of standard professional development, most of which tend to use the Grammar-Translation Method (GTM), are virtually neutral on issues in multilingual classrooms. These data suggest that unless a specified sociolinguistic intervention is put in place, educators will perpetuate a cycle of exclusion, leading them to commit correct syntactic mistakes without being cognizant of the pragmatic and social disruption in their classrooms. In this way, the paper explains the lack of sensitivity to sociolinguistic factors as one of the main reasons why people say English proficiency is relatively low in the public sector in Khyber Pakhtunkhwa.

## **5.2 Conclusion**

In this regard, the study takes the pattern of pervasive insensitivity to sociolinguistic variables as a major, albeit generally underestimated, contributory factor to the continued low rates of English competence reported among the general population in schools of Khyber Pakhtunkhwa. The copying nature of the educational system, which emphasizes strict, grammar-based methods, not only stifles fluency but also actively marginalizes students by making the cognitive tools on which students depend for learning illegitimate. In particular, natural sense-making practices like code-switching and the use of local cultural schemas are often stigmatized as mistakes, whereas scaffolding strategies are not. The result of this pedagogical exclusion is that learners are forced to keep their linguistic identity in check, which creates cognitive dissonance and prevents them from acquiring their second language.

However, the fact that the Sociolinguistic Competence Training Module

(SCTM) performed remarkably well empirically is a strong counter-discourse that proves that this condition is entirely reversible. These results clearly show that sociolinguistic awareness is not a gifted, innate, or born skill that only a few people are blessed with, but rather a skill that can be taught and learnt. This information demonstrates that a limited, non-indifferent intervention delivered over a relatively short period was appropriate to break the entrenched professional biases toward the use of native languages. By providing teachers with the theoretical frameworks and practical means to assess their students' linguistic backgrounds, the SCTM offered a viable way to pursue an inclusive pedagogy that would turn the classroom, which had been a site of linguistic oppression, into a place of communicative empowerment.

### **5.3 Recommendations and Implications**

The Systemic Curriculum and Training Reform Directorate of Curriculum and Teacher Education (DCTE) needs to abandon the venerable Grammar-Translation Method (GTM) and adopt models of Communicative Language Teaching (CLT) that place strong emphasis on pragmatic competence. This necessitates a compulsory pre-service course, "Sociolinguistics in the Classroom," that literally authorizes code-switching and multilingualism. The training manuals and textbooks should be amended to include the concept of Contrastive Pragmatics, teaching students about the societal variation between what is polite in Pashto and English, rather than presenting it as a mistake. In the classroom, Policy and Pedagogical Practice. On the institutional level, school administrators need to implement more flexible language policies that distinguish between English-medium instruction and English-only punishment. To address the cultural barrier between school and home, teachers should be advised to use Cultural Storytelling, which involves telling local folktales in English. Moreover, the study should be extended to longitudinal research in the future to determine how viable these sociolinguistic changes would be over the years, and to other linguistically diverse areas like Chitral and Hazara to test the generalizability of the model.

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