



Teaching Sociolinguistic Topics in the Secondary Schools in Tikrit

Asst. Lecturer Khalid Nayef Salim and

Asst. Lecturer Hussein M. Faraj

M.A. English in Methodology

Saladin Education Directorate

Abstract

This study aims at finding out teachers' attitudes towards social topics of the preparatory school textbooks reading passages, making a survey to find out sociolinguistics factors and functions which are existed in the textbooks of English of fifth and sixth class ,and finally measuring teachers' ability in sociolinguistics .

This study hypothesizes that (1) there are significant differences in teachers' attitudes towards change of teaching and learning English language,(2)there are differences in rating the responses made by male and female teachers ,and (3) the new series of English text book (English for Iraq) include a sufficient sociolinguistic knowledge concerning other cultures of foreign countries .

This study will be limited to: (a) Tikrit secondary schools/ the academic year 2013-2014 sociolinguistic topics in the textbooks of secondary school ,(b) English language teachers of fifth and sixth years in the secondary schools .The sample of thirty male and female teachers is involved in this study. A questionnaire is constructed to find out the EFL teachers' attitudes toward teaching English sociolinguistic texts , and the results of this study showed that reading passages in this syllabus contain events and situations deal with social factors like : religion ,culture , and gender .

تدريس مواضيع في علم اللغة الاجتماعي للمدارس الثانوية في تكريت

المستخلص

تهدف هذه الدراسة إلى إيجاد مدى اختلاف وجهات نظر المدرسين في المواضيع الاجتماعية للنصوص القرائية، الهدف الثاني هو تقديم توضيح عن علم اللغة الاجتماعي بما فيها العوامل والوظائف الاجتماعية الموجودة في منهج اللغة الانكليزية للصفوف الخامس والسادس الإعدادي ، أما الهدف الأخير هو قياس قدرة المدرسين في علم اللغة الاجتماعي .

تفترض الدراسة : (١) وجود اختلاف بوجهات نظر العينة بخصوص التغير الحاصل في تعليم وتدريس اللغة الانكليزية، (٢) وجود اختلاف بين تصنيف إجابات المدرسين الذكور والإناث . (٣) يتضمن المنهج الجديد (الانكليزية من اجل العراق) معلومات اجتماعية كافية بخصوص ثقافة البلدان الأجنبية. إن حدود هذه الدراسة هي : (أ) المدارس الثانوية في تكريت للسنة الدراسية ٢٠١٣-٢٠١٤ \ المواضيع الاجتماعية في منهج اللغة الانكليزية للمدارس الإعدادية (ب) مدرسي اللغة الانكليزية للصفين الخامس والسادس الإعدادي .

تتكون عينة الدراسة من ثلاثين مدرس ومدرسة . تم بناء استبيان لاستقراء مواقف مدرسين اللغة الانكليزية ك لغة أجنبية تجاه تدريس النصوص الاجتماعية باللغة الانكليزية . وبعد تحليل النتائج



إحصائيا أظهرت النتائج أن القطع الاستيعابية تتضمن مواضيع ومواقف تخص العوامل الاجتماعية مثل الدين والثقافة والجنس .

1.Introduction

1.1 The Problem of the Study

Using language appropriately involves knowing the sociolinguistic factors for speaking in a community. This means that understanding the influence of social factors like culture , religion , society , class , dialect on speech behavior, the knowledge which appropriately is known as a sociolinguistic competence.

Crystal (2003:422) defines sociolinguistics as a branch of linguistics which studies all aspects of relationship between language and society. Ajzan (1988:4) states that attitude is “a disposition to respond favorably or unfavourably to an object, person, institution, or event”.

Teaching English in Iraq is an important necessity. Few years ago, the structural approach to language teaching was central and the British dialect was preferable in teaching English as a second language in Iraq as well as all over the world, the social factors that are included in the teaching context are directed to a specific political policy.

A variety of methods and techniques have been employed in language attitude research since the earliest studies were conducted in the 1960s. These methods and techniques are generally grouped according to three broad categories: the societal treatment approach, the direct approach and the indirect approach (McKenzie,2010 :41).Teachers who are aware of the sociolinguistic context have insights at their disposal which can make them better teachers .For example , what was once regarded as bad grammar can be seen as a systematic non-standard dialect , and corrective teaching can be replaced by an awareness of multi-dialects. This can give students great details on their performance like prestigious standard forms and confidence in their abilities (Schmitt , 2002:166).



1.2 Value of the Study

this study will be valuable to theorists , educationalists , teachers ,learners and academic students of the English language , Besides those who are interested in the sociology of language policy , culture identity ...etc .

1.3 Aim of the Study

This study aims at :-

- 1- finding out teachers' attitudes towards social topics of the preparatory school textbooks reading passages,
- 2-making a survey to find out sociolinguistics factors and functions which are existed in the textbooks of English of fifth and sixth classes ,
- 3- measuring teachers' ability in sociolinguistics .

1.4 Limits of the Study

This study is limited to : secondary schools in Tikrit, the academic year 2013 – 2014 , and English teachers , and reading passages of fifth and sixth textbooks (English for Iraq) which deal with social topics .

1.5 Definitions of Basic Terms

- 1- **Sociolinguistic** : Crystal (2003 : 422) clarifies it as a branch of linguistics which studies all aspects of association between language and society.
- 2- **Topic** : it means what is talked about or written , also it describes information structure of sentences (Richards et al , 1992:384).

2. Theoretical Background

2.1 Historical Background of Sociolinguistics

Foreign language teaching has become a significant and considerable phenomenon in the present time. Responding to personal or professional needs, people learn a foreign language to qualify for education abroad, to communicate with colleagues in international corporations ,conferences or to prepare themselves for travel. In order to understand the phenomenon, broad knowledge of the process



of language acquisition, second or foreign language education, sociolinguistics, linguistics, psycholinguistics, and specific knowledge of foreign language teaching techniques and ways of measurement and evaluation have become especially important, the position and significance of sociolinguistics in foreign language education will be examined. Of most importance, sociolinguists have overwhelmingly used social class, gender, age, and ethnicity to capture the social structure of linguistic variation within a geographic locale in order to familiarize the formal features of a language and get some practice using it in communicative situations(Mallinson et al ,2013:8).

In the past, language teaching focused primarily on grammar and translation of written text. The shift of focus to speaking competence in more recent years fostered the idea of communicative competence, that is, ability to write and speak a language proficiently is attached to the link between sociocultural backgrounds and educational issues another feature with exploring the interface between context and attitude (Bartram, 2010:10). Furthermore the shift is toward expression of social identity (social class, sex, age, ethnicity, nationality, professional status, and so on), to social constructionist ones, which view language use as a practice that creates social identity(Strazny ,2005: 977).

Because of the increasing usage of the English language at the global level, its divergence has manifested an interest in many kinds of English language teaching and learning. With these new developments in English, some many difficulties associated with the multitude of accents present in Standard English. In particular, one of the problems is agreeing on which of these accents is acceptable as a universal norm for teachers and students to use. This paper on socio-linguistics aims to address the presence of these accents in Standard English and identify difficulties they pose for the teaching of English in non-English speaking countries. After the problems are identified, possible solutions will be suggested for the practical application to a classroom syllabus.



Trudgill (1974: 32) and Wardhaugh (2006:1) state that sociolinguistics is a part of linguistics which is concerned with language as a social and cultural phenomenon. Hudson (1980:4-5) has described the differences as follows: sociolinguistics is the study of language in relation to society”, whereas sociology of language is the study of society in relation to language", see also Richards and Schmidt (2008:494).

2.2 Language and Society

People from different ethnic groups use language differently too. In other words, particular groups may develop ways of speaking which are appropriate to their culture. Dealing with this phenomenon, Holmes (2001: 333) defines culture as positive politeness on solidarity oriented culture value involvement with others. In addition, Wardhaugh (2006: 217) even proposes culture in the sense of “whatever a person must know in order to function in particular society”. It implies that the culture of a particular society consists of whatever one has to know or consider in order to operate in an acceptable way to the member of the society. When some cultures communicate to each other, they learn others’ product of thought and behaviour.

Language variation occurs in the society because of some social factors and context. Holmes (2001:6) states that “variety refers to any set of linguistic forms which patterns according to social factors. He also states that variety is a sociolinguistic term referring to language in context. These statements mean that language variation is a set of linguistic forms used under specific social circumstances.

Attitudes means "an emotionally toned disposition to respond in a certain way to a person, a group, an issue, a practice or a thing." (Gorman, 1974: 365). In the field of foreign language learning, it is the fact that both motivation and attitudes have impact on students’ success in learning a foreign language. It is also claimed



that attitudes have a strong connection to motivation. If a language learner has negative attitudes towards a language, they cannot be motivated.

Gardner(1985: 37) also comments that attitudes towards the second language may affect the learners' motivation to learn. There are various studies conducted on motivation and attitudes from a variety of perspectives, some researchers have investigated the effect of attitudes on success, some others have conducted studies on how students' attitudes changed due to direct contact with the native speakers of the target language, some have worked on identifying whether attitudes could change things to education. The social sciences provide the descriptive categories that have been found to be important in the structure of society and that play important roles in the social basis of wealth, education , power, and influence (Mallinson et al , 2013: 8).

2.3 Teaching Sociolinguistic Topics

There are complications involved in teaching of sociolinguistics. As mentioned before, the sociolinguistic rules of speaking in a given language are so ingrained within a person that a native speaker is often unaware of them (Wolfson, 1989: 54). For example, some previous studies show that native speakers were asked to describe what they would say in a given situation, their responses did not used to coincide with their observed speech behavior. Even linguists are not aware of all the sociolinguistic rules of speaking in their native language, and studies must be conducted in order to describe these features of language.

The ability of learners to communicate through language is both a unique and a general human quality. learners capacity to think symbolically and to interpret and produce sounds makes it possible to create a language system. Human culture, social behavior and thinking would not exist without language. On the other hand, communication would be meaningless in the lack of thinking. Language and thinking are so closely connected that it is hard to discuss one



without the other, for speech can serve thought and thought can be revealed in speech (Coulmas,2007:265).

3.5 Sociolinguistic Topics of Fifth and Sixth Secondary Stages

The English textbooks of both fifth and sixth secondary stages contain various and very interesting topics .The textbook of sixth preparatory class includes 34 social topics , while the textbook of fifth class includes 36 social topics. These topics are about culture of some states, real life situations, conversations, foreign places, traveling ,...etc, as shown in tables (1) and (2) . All of these lessons are interesting and related to different cultures Arabic , European , American and Asian . The texts contain various opinions , point of views , advices , comments ,historical events , information about specific topics and so on .

Table (1) Social Topics of Sixth Secondary Stage Text-book

no	unit	lesson	Title	Topic objective
1	One	4	Most Smokers Take it up as teenagers	Smoking danger
2		5	Take some exercise every day	Health advices
3		6	Teachers used to be stricter	Past facts
4		7	Let's start with diet	Health habits
5		10	I 'll always be proud of him	Helping sick people
6	Two	2	Police duties in Iraq	Everything about police
7		3	What to do at the airport ?	Some advices and directions
8		5	Types of military jobs	What can you work in military
9		6	How to regret about daily events ?	Some negative events
10	three	7	Learning English in U K	What to study in UK
11		10	Some characteristics of interpreter life	Interpreter life and how to be an intelligent one
12	Four	1	Clothes designs	Some aspects about clothes
13		2	Establishing health and sport club	Working privately
14		3	How to be the best in your life	Life advices
15		4	The type of personality you have	Life habits



16		6	What you should have of skills if you want to work in a company	Important skills
17	Five	2	Have you ever stayed in a really unusual hotel ?	Sudden events and troubles
18		3	I 've been coming here since 2009	A tribe
19		4	I 've tried it a few times	About holiday time
20		5	We couldn't get a room because we hadn't booked	Arrange and programming our life
21		6	The Atmosphere was really peaceful	
22		7	Beautiful Kerkennah	Tourism and culture
23		10	Why are holidays so important	The advantages of holidays
24	Unit Six	3	Meet a Banker	Job details
25		4	A Car Loan	Making small business
26		10	Making More from Money	Developing our life financially
27	Seven	1	What can I study	Chances to study
28		3	Improve your computer skills	Chances to learn computer skills
29		5	Volunteers at the children's Hospital	Voluntary works
30		10	Using the Library	Advices to use library easily
31	Eight	1	Our natural resources	Naming some natural resources
32		2	Recycling Waste	How to use waste again
33		4	Career connected with the environment	Jobs serve our environment
34		7	The Euphrates River	Identifying Euphrates

Table (2) Social Topics of Fifth Secondary Stage Text-book

no	unit	lesson	Title	Topic objective
1	One	1	Why are you writing to your mother	Mother's day
2		2	Ramadan in Iraq	Religious month in Islam
3		4	A trip to Scotland	Tourism in Scotland
4		10	What are you really like?	People habits and feelings
5	Two	4	The swimmer	Helping people
6		6	We had such a good time	Spending nice times
7		8	The internet	How is internet important in life?
8	T	2	Almost extinct	Animals factfiles



9		4	Faud's phone	How to recycle things?
10		5	Now you too can be green	Saving energy & recycling
11		6	The environment " what are the effects of oil and gas pollution ?"	good environment
12		8	Shall I feed the baby lion ?	Voluntary works
14	Four	1	Bakkar's adventure	Social episodes
15		5	I 've just won first prize	Social dialogues
16		6	Are you organized ?	How to organize our life ?
17	Five	1	My kind of food	Food types
18		2	Healthy habits	Advices to a good health
19		3	You'd better wash it first	Cooking steps
20		4	If you were in trouble	Social troubles
21		5	If we asked two teenagers	Future ambition
22		7	If I were you , I wouldn't worry	Problems and advices
23		8	If only I'd listened	Short Family story
24	Six	2	The language of newspaper	Explosion destroys office
25		3	You said you were happy	Great memories
26		5	Different opinions	Various opinions in films
27		6	A famous Iraqi Artist	Profile of an Artist
28	Seven	3	Have you ever had your eyes tested	Advertisements
29		4	A market where you can buy spices	The best things in Iraq
30		5	Fifteen questions must be answered	Scientific and social programme
31		9	I 'm really sorry	Apologizing
32		10	You poor things	life problems and obstacles
33	Eight	1	A person who cut hair	Various Jobs
34		2	Wouldn't it be great !	Friends conversation
35		3	Caught at last !	Story in London
36		4	Travels in Arabia	Visiting an area

3.The Procedures

3.1 Population



Best et al (2006:13-16) state that population is any group of individuals that has one or more characteristics in common. The population of this study consists of secondary school teachers .The sample of this study is 30 teachers 21 male and 9 female during the academic year 2013-2014.

3.2 The Study Instrument

To obtain the necessary data of this study , two tools are used. The first is a questionnaire and the second are scales of the social factors .

The questionnaire mainly measures teaching social topics and sociolinguistics , student book, activity book role of teacher and student , social factors, teachers' knowledge ,and how to improve English . The questionnaire contains 15 items .These items are (yes\no) questions and (agree\disagree) questions .

The second tool for measuring social factors is a corpus of teachers' writing has been recorded to find out the social factors such as (status ,power , language-variety and gender , to analyze the type of language uses in the late years , So teachers' written texts has been recorded and then analyzed statistically. Written texts of eight female teachers and twelve male teachers has been collected and analyzed . Holme's (2008) scales has been used in the study. the scales are :(a) the status scale, (b) the formality scale , and (c) referential and affective function .

3.3 Validity of the Questionnaire

The instrument is valid if it measures accurately what it is supposed to measure (Ebel, 1972: 555 and Fulcher, 2010:19) .Validity of the questionnaire refers to the degree or level to which a research instrument measures what it purports to measure (Borg and Gall, 1983:173).

To ensure the face validity of the questionnaire, it has been exposed to a jury of university teaching staff members. Each juror is asked to point out remarks , advices and suggestions about the suitability of the questionnaire details .

3.4 Reliability of the Questionnaire



Reliability is defined as the extent to which the results can be considered stable or consistent (Brown ,2003: 98 ; Fautley and Savage, 2010 :11) .

To find out the reliability of questionnaire, Persons Correlation Coefficient formula is used by using split – half method. It is found that the Computed Pearson correlation coefficient of reliability is 0.74. Spearman-Brown formula is used to correct Pearson Correlation of the result of split – half method. The reliability of the questionnaire of the study 0.83 .

3.5 Statistical & Analysis Means

1. Pearson's Correlation Coefficient is used to compute the reliability of the questionnaire :
- 2- Spearman Brown Coefficient is used to correct Pearson Correlation of the result of split – half method :
- 3- Percentage is used to find out the percentages of the questionnaire items.

4- Data Collection

4.1 Data Analysis Related to the Questionnaire

After calculating the percentages of the questionnaire items as they are mentioned in Appendix A , the following statistical values are found, see table (3).

Table (3)
Percentages of Teacher' Responses in the Questionnaire

Items No.	Response	Percentage value	response	Percentage Value
1	Agree	33.3 %	disagree	66.6 %
2	Writing	40.0 %	speaking	60.0 %
3	Some of them	53.3 %	Most of them	46.6 %
4	Agree	36.3 %	disagree	63.3 %
5	Agree	83.3 %	disagree	16.6 %
6	Agree	43.3 %	disagree	56.6 %
7	Agree	53.3 %	disagree	46.6 %
8	Yes	70.0 %	no	30.0 %



9	Yes	66.6 %	no	33.3 %
10	Yes	36.6 %	no	63.3 %
11	Yes	73.3 %	no	26.6 %
12	Yes	83.3 %	no	16.6 %
13	Yes	56.6 %	no	43.3%
14	Yes	60.0 %	no	40.0 %
15	Yes	20.0 %	no	80.0 %

The collected responses of the questionnaire items are summed up in the following points:

1. It has been noticed that 66.6 % of the participants in the questionnaire agree that the new syllabus **English for Iraq** has sufficient social topics , and this value is regarded high .
2. Social topics are very important and teachers of English agree that speaking is developed by reading deal with society , and culture .Thus . 60.0 % of the sample agree about this item.
3. Some of the teachers of English are interested in reading magazines , journals , social media , novels and stories . 53.3 % of the participant are interested in these means and regarded them useful to learn English.
4. 63.3 % of the participants think that only some teachers have knowledge about sociolinguistics and others don't care about this important field .
5. Vocabulary learning which has an essential role in learning any language can be extended by reading and studying social topics .83.3 % of the participants agree on the importance of vocabulary .
6. More than half of the respondents about 56.6 % feel that the **Student Book** doesn't have very interesting topics and they need new stories or wonderful events .
7. Most teachers observe that their students prefer reading stories deal with past social events ,like wars , strange stories , fiction ...etc .The value is 53.3% .



- 8- 70.0 % of the teachers have noticed that students are affected by social and cultural topics existed in " English for Iraq " syllabus .
9. It has been found out that 66.6 % of the participants find difficulties in teaching sociolinguistic topics .
10. Teaching reading passages that deal with social topics doesn't need much time to be achieved or accomplished according to teachers experience of motivating his/her students .63.3% said 'no ' it doesn't need much time .
11. 73.3 % of the teachers feel that some topics in **English for Iraq** series are useless and students feel boring during studying them .
12. Social topics has an essential role in learning English language .83.3% of the participants agree that enhance and motivate students during learning process .
13. It has been found that reading passages contain social factors like: gender , religion...etc . 56.6 % of the respondents agree about this point .
14. It has been observed that **Student Book** has interesting and important social topics rather than the **Activity Book** . 60.0 % of the teachers agree about this point of view .
15. 80.0 % of the participants think that the significance of sociolinguistics is not valuable by the ministry of Education . So it needs more attention by the ministry of Education .

4.2 Ranking Teachers' Responses

After analyzing data statistically by using the percentages of the frequencies of questionnaire items , They are arranged and ranked .Table (4) shows the rank of the items of the questionnaire according to respondents point of view and attitudes concerning teaching social topics .

Table (4)
Items Ranks of the Questionnaire According to Teachers' Attitudes
Concerning Teaching Social Topics



No	Sq.	Items	Ranking	
			Response	Perc.value
1	5-	reading social passages increases vocabulary	Agree	83.3 %
2	12-	Social topics enhance students learning	Yes	83.3%
3	15-	Ministry of education neglect sociolinguistics field	No	80.0%
4	11-	Some topics are useless	Yes	73.3%
5	8-	Students are affected by social topics	Yes	70.0%
6	1-	English for Iraq has sufficient material	Agree	66.6%
7	9-	Facing difficulties in teaching sociolinguistics	Yes	66.6%
8	4-	Teachers of English have a high knowledge about sociolinguistics	Disagree	63.3%
9	10-	Teaching social topics needs a lot of time	No	63.3%
10	2-	Teaching social topics improve	Speaking	60.0%
11	14-	Activity book has less social topics	Yes	60.0%
12	13-	Reading passages contain social factors	Yes	56.6%
13	6-	Students book has various topics	Agree	56.6%
14	3-	Teachers use magazines and journals to improve their English	Some of them	53.3%
15	7-	Students prefer stories deal with past events	Agree	53.3%

One can conclude that the highest ranks according to the above table are belong to reading social passages and social topics increases vocabulary learning and enhances students learning in language use properly . This result shows that teachers attitudes are extremely directed to learn English and focusing on sociolinguistic knowledge, which plays the most important role in English language learning and teaching .

4.3 Analyzing the Corpus of Teachers' Writing

Writing of (30) teachers of English / Tikrit Province about their point of view in English language ,has been analyzed by using the adopted scales mentioned in



Holmes(2008:10) to find out the formality , status , gender , effect in their speech .

Table (5) shows social factors analysis ,as they are divided into the following :

1) Status / Power

This type of scale concerns with politeness and graciousness of the writer and the use of strong linguistic forms .

Since the sample of this study consists of different gender ,so they represent varieties in using polite and strong forms .(60 %) of the sample have a high status and power in using English .

2)Formality

Formality factor accounts for variation in different setting or context .

After applying this kind of scale on teachers' writing .It is found that (20%) of the teachers use formal forms of English language in their writing like passive forms and the like.

3)Function

Holmes (2008:441) clarifies that the function of the interaction can also be an important influence on its linguistic forms .

Because most of the teachers present high information content ,or referential commentaries and their life description , so there is a good function of their language .The percentage is (70 %) .

Table (5)
Percentages of Teachers' Performance Using Social Factors Scale

No. of Sample	Scale type	Low	Perc.	High	Perc.
30	Status scale	(low status) Subordinate	40%	Superior (High status)	60%
	Formality scale	Informal (low formality)	80%	formal (High informality)	20%
	Referential Affective function	Low information content	30%	High information content	70%



All the mentioned items match with the aims of the study so the hypotheses are accepted because there is a significant effect in learning English language nowadays and gender factor is clearly different according to respondents' views. Thus the scale of functional language show that teachers' of English language are superior in using this quality of language forms rather than the other two scales i.e. (status and formality).

4.4 Discussion of the Results

The main findings of this study are that the current study show the differences between the attitudes of both male and female English teachers. After analyzing corpus of teachers' writing, it becomes clear that male teachers write about facts and information, while female teachers ask questions as a means to maintain the conversation after that they try to answer these questions. Also male teachers use direct speech and formal forms in their writings, whereas female teachers use simple language rather than formal speech.

It has been noticed that both male and female teachers of English use speech acts domains , such as : opinion , suggestion , comments , warning , conclusion , assertion , advice , intention and preference , ...etc .These domains are inserted contextually within their writings about their life , their point of view about the new syllabus English for Iraq .It seems that teachers of English prefer the new syllabus rather than the old one because it concentrate on communication and gives chance for both teachers and learners to communicate and share ideas .

After surveying the two text-books of (fifth and sixth) preparatory classes , it is found out that both of them have sufficient sociolinguistic topics like habits , traditions , accidents , advices , sport , pollution and environment , voluntary works , financial affairs , tourism and religion .



Sociolinguistics has a great role in teaching learning process .Teachers educational offices and ministry of Education should present their cooperation to reflect the life of the society of the English language , and this matter may need efforts to be achieved .

5. Conclusions ,Recommendations and Suggestions

5.1 Conclusions

This study has come up with the following conclusions

- 1- Male and female teachers have different attitudes concerning the social topics existed in English for Iraq syllabus because of the religion , habits, life style and culture .
- 2- There is a vital role of social topics in enhancing and motivating both teachers and learners during their language learning process .
- 3- It is preferable for teachers to be aware in sociolinguistics since they use magazines journals and other forms of social media .
- 4- it has been found out that reading passages contain events and situations deal with social factors like formality , religion ,culture , and gender .
- 5- Both textbooks have sufficient social instructional material . Students books of both classes (fifth and sixth) have the same number of social instructional material .
- 6- Sociolinguistics has a great importance in teaching English language and Ministry of Education should increase contribution to enhance teachers to prepare suitable environment in classes that reflect the culture of the target language .

5.2 Recommendations

- 1-Syllabus designers should pay attention to increase texts which contain those modern information that come up with the current life that reflect the cultural , social factors , gender and language variation .



- 2- Teachers should acquaint learners with social factors such as : culture , variety of language ,social status , and gender by giving extra exercises on these domains .
- 3- Ministry of Education should urge teachers and help them to prepare an English environment that make students nearest to the English culture.

5.3 Suggestions for Further Research

This study suggests the following :

- 1- A research should be conducted to show how the English language has linguistically influenced by culture and gender .
- 2- A contrastive study can be conducted among (teachers of primary schools secondary and college instructors) to show their attitudes towards English language.
- 3- A contrastive study between two provinces can be conducted to measure teachers' consciousness concerning sociolinguistics.

References

- Bartram ,Brendan (2010).**Attitudes to Modern Foreign Language Learning** . London : Continuum International Publishing Group
- Best, John W. & Kahn, James V. (2006).**Research in Education**. USA. Pearson Education Inc. 3rd ed.
- Borg, W. R. & Gall, M. B.(1983)**Educational Research: An Introduction**. New York: Longman.
- Brown, N. A. (2003). **Language and identity in Belarus**. Language Policy 4. 311-332.
- Coulmas, Florian . (2007) .**The Handbook of Sociolinguistics**. Blackwell Publishing.
- Crystal, D.(2003) . **A Dictionary of Linguistics and Phonetics** . UK. Blackwell Publishing Ltd .
- Ebel, R. L. (1972) **Essentials of Educational Measurement**. New Jersey
- Fautley ,Martin and Savage, Jonathan (2010). **Assessment for Learning and Teaching in Secondary Schools**. Exeter :Learning Matters Ltd.
- Fulcher , Glenn (2010) **Practical Language Testing** .London: Hodder Education, An Hachette UK Company.
- Gardner, R. C., and Lambert, W. E. (1972). **Attitudes and motivation in second language learning**. Rowley, MA: Newbury House.Prentice Hall.
- Holmes, J. (2008). **An Introduction to Sociolinguistics**. Oxford: Longman.
- Hudson, R. A. (1980). **Sociolinguistics**. Cambridge: Cambridge University Press.



- Mallinson ,Christine; Childs , Becky; and Van , Herk Gerard.(2013). **Data Collection in Sociolinguistics : Methods and Applications**. New York : Routledge .
- McKenzie , Robert M. (2010).**The Social Psychology of English as a Global Language**. Newcastle: Springer .
- Richards , Jack C. and Schmidt,Richard .(2008). **Longman Dictionary of Language Teaching and Applied Linguistics** . London: Longman Group Ltd.
- Schmitt , Nobrbert(2002) . **An Introduction to Applied Linguistics** .London : Arnold Publishers.
- Strazny , Philipp .(2005). **The Encyclopedia of Linguistics** . Oxon : Taylor & Francis Books, Inc.
- Sultan ,Amra Ibrhim .(2006).Attitudes Towards the English Language After the American Invasion. Tikrit University Journal for Humanities .Vol.(13) . No.(10) .P.20
- Trudgill , P.(1974) . **Sociolinguistics : An Introduction to Language and Society**. England : Penguins Books .University of Chicago press .
- Wardhaugh , R .(2006). **An Introduction to Sociolinguistics** . 5thed.Oxford : Blackwell Publishing Ltd.
- Wolfson, W. (1993). **Identifying and Interpreting Variables**. In Preston. D.R. (ed.), American Dialect Research. Philadelphia/Amsterdam: John Benjamins.

Appendix A

The Questionnaire

sq	Item	Response	
1	Do you think that " English for Iraq ' generally has sufficient social topics ?	agree	Disagree
2	Social topics of reading passages may help students and teachers be advanced in	Writing	speaking
3-	Teachers extend and improve their English by reading: magazines , journals , novels and stories .	some of them	most of them
4-	Do you think that your colleagues in teaching English language have a high knowledge about sociolinguistics ?	agree	disagree
5-	Vocabulary is easy learned by reading social reading passages .	agree	disagree
6-	Students book has more various and interesting topics in reading passages ?	agree	disagree
7-	Students prefer stories deal with past social events .	yes	No
8-	Have you noticed that students are affected by social and cultural topics existed in "English for Iraq" ?	Yes	No
9-	Do you as a teacher of English find difficulties in teaching sociolinguistic topics	yes	No
10-	Teaching social topics in reading passages needs much time to be achievement	yes	No
11	have you noticed that some topics are useless and students feel boring in studying them ?	yes	No



12	Do you think that social topics enhance and motivate students to learn English language ?	yes	No
13	Reading passages contain social factors (elements) like gender , culture , religion , accent	yes	No
14	Student book only has topics deals with social topics ,while the activity book does not have .	yes	No
15-	Do you think that the significance and impact of sociolinguistics in foreign language is valuable by the ministry of Education ?	Yes	No