

Role of Using Appropriate Vocabulary in Developing Sociolinguistic Competence Among ESL Learners

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Abstract

The aim of the study is to investigate the role of vocabulary in the process of developing sociolinguistic competence among learners learning English as a Second Language (ESL). It explores ways in which learners' language usage influences their capacity to traverse social environments, comprehend cultural nuances, and engage in effective communication. When it comes to English as a Second Language (ESL) programs, the findings underline the necessity of targeted vocabulary education in order to improve sociolinguistic awareness and overall communicative competence.

Keywords: *Appropriate vocabulary, developing, sociolinguistic competence, ESL learners.*

Introduction

Developing sociolinguistic competence is an important part of teaching English as a Second Language (ESL) because it helps students interact well in a variety of social situations. It is not enough to know how to use grammar correctly; you also need to be able to understand and use language effectively in a range of social and cultural settings. This skill goes beyond structured language rules and includes the social skills needed to get along in real life. Out of these skills, using the right words—more specifically, “actual” or “authentic” words—is the most important. ESL students enhance their sociolinguistic ability by using everyday words to communicate meaningfully.

Real vocabulary—language that native speakers actually use in real life—is important for building sociolinguistic competence because it gives students the language tools they need to say what they want to say correctly and appropriately. However, traditional ESL textbooks often oversimplify or invent their vocabulary, which can hinder students' ability to communicate effectively outside of the classroom. Such textbook vocabulary

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