

# Sociolinguistic Competence Awareness Among ESL Students

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## Abstract

*For students of English as a Second Language (ESL), sociolinguistic competence, often known as the capacity to make successful use of language within particular social circumstances, is a crucial component. The purpose of this study is to investigate the function that sociolinguistic competence plays in language learning and to highlight the significance of this capacity in facilitating communication across cultural boundaries. This study offers insights for English as a Second Language (ESL) educators regarding the incorporation of cultural and social language awareness into their teaching techniques. This study provides these insights by reviewing fundamental theories, components, and the practical implications of sociolinguistic competence. In the end, these tactics make it possible for English as a Second Language (ESL) students to communicate in an accurate and suitable manner, improving their overall language skills and their capacity to adapt to different cultures.*

**Keywords:** sociolinguistic competence, awareness, ESL students.

## Introduction

Nowadays, sociolinguistic ability is an important part of learning a second language (SLA), especially for people who are learning English as a Second Language (ESL). “Sociolinguistic competence,” as described by Canale and Swain (1980), is the skill of knowing how language use changes in different cultural settings, speaker relationships, and social situations. For people to be successful in real-life communication, they need to be able to not only recognize language but also change it based on social situations. Beyond knowing how to use grammar, sociolinguistic competence gives ESL students the power to understand and communicate meaning in a way that fits with cultural norms. This makes relationships easier and more genuine.

Social and linguistic ability primarily involves understanding a few key concepts.

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