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Enhancing Sociolinguistic Competence Through Stylistic Devices: The Case of Mostaganem University Students

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ABSTRACT

For many years, learning English language has always been based on grammar structure and concrete knowledge. However, in the contemporary field of foreign languages, learning English is based on acquiring linguistic, communicative and sociolinguistic competencies. Therefore, this research paper was undertaken to investigate the effectiveness of figurative language on the development of students' sociolinguistic competence. The present paper endeavors to elicit what makes learners competent in a foreign language-learning context by using figures of speech and other cultural references to meet the demands of modern EFL classrooms. For this purpose, a questionnaire was handed to a random selected teachers and students, both of them belong to Didactics and Applied Linguistics and Sociolinguistics branch in the department of English at Mostaganem University to check if teachers have knowledge about sociolinguistic competence, and if students recognize them, and manage to transfer them to the Arabic language. Sometimes, the connotative meaning of the image may hinder the actual interpretation of the statements. The final results have highlighted the crucial role of teachers in integrating different teaching approaches and activities in order to promote EFL students' sociolinguistic competence through the use of stylistic devices.

Keywords: Sociolinguistic competence, Figurative language, EFL classroom, English, Stylistics

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1. INTRODUCTION

When a student is able to speak a language with other people from different linguistic backgrounds and different cultures easily, and even to native speakers of that language, it is said that, one has developed a sociolinguistic competence. In addition to the mastery of some specific cultural and contextual references mainly, the use of figures of speech and idioms, which is an essential part to acquire any foreign language. Due to globalization, nowadays, the ability to express one's own opinions and thoughts to others in an appropriate and comprehensible way is highly recommended in order to fulfill all aspects of a successful communication. An overall understanding of the significant role of cultural variables in cross-cultural interactions and even within the same learning context will act as a bridge to mutual understanding and acceptance in situations of cultural conflict. Students must be aware that in certain cultures, people are expected to respond to certain utterances in an appropriate way, which is of the linguistic norm.

An EFL learner's job is to identify the implications of words consist of cultural meaning as perceived by native speakers. One of the most recognizable references are the use of idioms. Since English is a foreign language to our students, which might be an issue for them to acquire idioms because these figurative expressions do not belong to their native culture, so teachers need to opt for the right way to introduce idioms to their students in an effective and creative strategy.

2. Sociolinguistic Competence

Sociolinguistic competence definition varies from one scholar to another. Meyerhoff has suggested that sociolinguistic competence is the ability to set up some skills and resources, which helps speakers to communicate effectively in a given context by using the language [e.g. English] grammatically and appropriately (Meyerhoff, 2006). Hymes (1974) has extended this idea when he states that this appropriateness is done by selecting the possible grammatical utterances that we possess thanks to our grammatical competence, while Tarone and Swain (1995) define this competence as the ability of the members of a speech community to adapt their speech to the context in which they find themselves. For example, a more formal variety will be used in an interview whereas an informal register, a "vernacular" style will be used amongst friends.

So, the immersion between sociolinguistics and EFL teaching is highly needed to structure a new approach that helps students develop sociolinguistic competence and to not focus only on the linguistic competence. Moreover, an EFL learner is able to control his speech during a mixed group conversation, and knows how to deal with the situation appropriately, with regard to all cultural aspects, he will acquire eventually, what is called *Sociolinguistic Competence* in the target language.

A complete understanding of the major role of cultural variables in cross-cultural interactions will act as a bridge to mutual understanding and acceptance in situations of cultural diversity. An EFL

learner's job is to identify the implications of words consist of cultural meaning as perceived by native speakers. One of the most recognizable references is the use of idioms. Since English is a foreign language to our students, which might be an issue for them to acquire idioms because these figurative expressions do not belong to their native culture, so teachers need to opt for the right way to introduce idioms to their students in an effective and creative strategy.

3. Idioms (idiomatic expressions)

Because of the complexity of idioms, and as an attempt to simplify such complexity, different authors from different perspectives defined these expressions. In each perspective, scholars show particular features and characteristics. According to (Deignan et al.,1997, Cameron & Low 1999) idioms are expressions in which the literal meaning of its individual words are different from what is meant by the user. Therefore, the idiomatic expression "*let the cat out of the bag*" is composed of several words (let/the/cat/out/ of/the/bag) whose individual meanings do not refer to the desired meaning of the idiom that actually means, "*Reveal a secret*" (Rodriguez & Moreno, 2004). Additionally, (Baker, 1992) stated that idioms are "frozen patterns of language which allow little or no variation in form and...often carry meanings which cannot be deduced from their individual components" (p.63).It is clear from this definition that idioms are fixed expressions whose meanings cannot be derived from the meaning of their constituent parts. Hence, idioms as a whole have different meanings from those of their individual words. Similarly, (Palmer, 1976) defined idioms as collocations of a special kind whose meaning is often opaque . He also claims that idioms have plenty of syntactic, semantic and grammatical restrictions.

Accordingly, idioms can be said to be semantically single units, they should not be investigated into their individual words. Grammatically speaking, idioms do not work as single grammatical words. For instance, there is no past tense such as *kicked-the bucket* for *kick the bucket*. In addition, they often allow no variation in their structure; for example, we can say it is raining cats and dogs, but it would be strange to say it is raining dogs and cats. Besides to the obvious strangeness between form and meaning, the lack of teaching materials and a clear methodology make idioms an obstacle for EFL students, which will hinder the improvement of language learning (Deignan et al., 1997; Cameron & Low 1999). According to Shirazi & Talebinezhad (2013), idioms exist in every language and are not restricted only to English language, and generally idioms are more vivid in comparison to ordinary sentences, and their explanation tend to be longer than the idioms themselves.

3.1 Pragmatic Fossilization

If language learners are exposed to a target language culture that is different from their native culture, they may have to suffer of many problems of misunderstanding in order to learn the new cultural rules of speaking. What seems natural and normal in learners culture might be bad or hurtful in the target culture situation. The problem is that many language learners may not even notice that they are breaking rules when speaking, and may continue to insult native speakers without realizing

that they are doing something wrong. According to Thomas (1983), pragmatic fossilization takes place in the cross-cultural communication and refers to the *"inability to understand what is meant by what is said"* (p. 91-112). Inappropriate language use results in misunderstanding, embarrassment, and even insult. When non-native speakers communicate in a style different from native way of speaking, they say that one has a pragmatic fossilization. Marsh (1990, p.182) stated that the term pragmatic fossilization used to describe when a language learner continues to use the rules of speaking of their native language despite a long time spent in the target language environment.

A study done by Gumperz in 1977 (cited in Ochs & Schieffelin, 1984, p. 308) found that even after living in London for ten years, Indian speakers of English were still making sociolinguistic mistakes in speaking that made them sound rude to British speakers. Classroom instruction may be a vital aid to help push students towards higher levels of sociolinguistic competence, thus preventing pragmatic fossilization.

4. Stylistics

The language we communicate in our daily life decides our choices and influences our interaction with people in the society. Style has a major role in the choices we make, for instance, the stylistic side in a set of words in a poster will convince the audience who read them and which could not do that if those words were written in a natural form. Then, the artistic aspect stylistics holds can make the language more interesting.

In his definition, Taylor (1980, p. 23) has stated that the term stylistics refers to the study which deals with language in relation to the affective side of its content, in other words to express our thoughts and our language emotionally where language and emotion influence each other. He stresses on the role of expressiveness in language and the function of language in interaction as they have the task of communicating thought.

Stylistics is structured upon four fundamental principles (Taylor 1980, p.20-21):

1. The structure of a language is teleologically related to requirements imposed on it by communication. Therefore, the language's final objective is to achieve communication.
2. Though it has two aspects: the conceptual and the non-conceptual. The former is a result of convention while the latter has its source in personal experience and emotion.
3. Linguistics focuses on the source of the conceptual function in language. Stylistics, then, should take as its subject matter the source of the affective function in language. That is, stylistics should seek to explain how a language adapts to, and makes possible the communication of, the subjective, non-conceptual aspects of thought.
4. An adequate model of stylistics should discover the structural source of non-conceptual communication by examining the relation between elements of the language from the point of view of their potential for communicating non-conceptual aspects of thought.

In other words, the linguistic competence to use an aesthetic and beautiful language, which contains metaphors and figures of speech to attract and impress the surrounding, and the target audience positively and effectively is considered as rhetorical stylistics. Hence, stylistics gives a great importance to the artistic and decorative arrangement of language.

5. Figures of speech (Stylistic devices)

The purpose of figures of speech is to express ideas, thoughts or emotions with a set of words that have meaning beyond their real literal ones. This creative manipulation of words will create an imaginary picture for the audience and make them live it. A figure of speech is simply *"a word or phrase which is used for special effect, and which does not have its usual or literal meaning."* (Richards & Schmidt, 2002, p. 201). In addition, Kennedy (1991, p. 584) stated that, "a figure of speech may be said to occur whenever a speaker or writer, for the sake of freshness or emphasis, departs from the usual denotations of words."

From the definitions above, we understand that figures of speech or stylistic devices are words with a beautiful touch, these words can be used when writing or speaking, for the purpose to draw the others' attention to what we are saying in a creative way for a better experience of expressing ourselves. These devices can sometimes provide facts that cannot be described or communicated through the literal language. Not everyone can figure out what is really meant by the figurative statement, and here comes the role of the teacher to introduce new strategies and materials to explain them correctly since they are of great importance to understand the language from different angles.

5. Comparisons

5.1 Simile

Arthur Finley Scott (1983, p. 268) states that Simile comes from Latin word **similes** and means *like*. Simile is a trope which like metaphor describes one thing by comparing it with another, suggesting similarities between them, although they are also clearly different. However, we distinguish similes from metaphors, because the former contain an explicit indication of the comparison, while it is merely implicit in a metaphor. Cf to Aristotle on Rhetoric (1991, p. 229f, 252).

Accordingly, simile is a comparison between two elements, in which they are totally different but have one aspect or one thing in common. In simile, we use either **like** or **as...as** which are indeed **overt** or **explicit indicators** of comparison.

A simile often contains three elements:

- a) Tenor

- b) Vehicle
- c) Word of simile: like, as

Example: This house is like a castle. In this example, the simile contains all the tree components where “house” is the tenor which is compared with “castle” the vehicle and word of simile is “like”.

5.2 Metaphor

Pardede (2002,p.23) has stated that “Metaphor is an analogy identifying one object with another and ascribing to the first object one more of the quality of the second”. Wren and Martin define metaphor as “an implied simile. It does not, like the simile, state one thing is like another or acts as another, but takes that for granted and proceeds as if the two things were one”(1981,p.489). In addition, Kennedy (1991) has maintained that, “*metaphor is a statement that one thing is something else ,which, in a literal sense, it is not*”(p.587).

Hence, a metaphor is an implied comparison in which the two compared things are seen as the same thing even if they share only one significant characteristic. Unlike simile which has explicit indicators such as *like* and *as*, metaphors have implicit indicators.

6. Methodology

6.1 Aim of the Study

Being aware of stylistics and the different uses of figures of speech is the starting point to acquire a sociolinguistic competence. It is through a good instruction, that the learner will have the ability to be selective in his/her words and knows what to say? How to say it? And in what situation? In addition ,one will be able to recognize what is appropriate in a given context.

The desire to know what makes a competent learner, in using figures of speech and other cultural references in a foreign language-learning context, was the reasons to conduct this research in order to be effective instruct sociolinguistic competence in modern EFL classrooms.

6.2 Research Questions

To conduct this study, three main questions are raised:

- *Do teachers have sufficient knowledge about the importance of sociolinguistic competence in classroom instruction?
- *Is the instruction of the figurative language in the EFL classes important to enhance learners’ language proficiency?

* Is it possible for EFL learners to translate the different types of figures of speech correctly?

6.3 Research hypotheses

These questions have three possible answers:

- 1-If Teachers have knowledge about sociolinguistic competence, they may not know how to provide it explicitly to their students.
- 2-Since foreign language learning requires more than language structure , it is possible to improve student's mastery of languages skills through learning figures of speech.
- 3- Even if students manage to transfer the meaningful terms correctly between English and Arabic language, the connotative meaning of the image may hinder the actual interpretation of the statement.

6.4 Population and sample

Our population of interest is composed of two groups of second year Masters Students registered at the Department of English of Abdelhamid Ibn Badis University in Mostaganem, who belong to: Didactics and Applied Linguistics and Sociolinguistics and Gender Studies.

6.4.1 Students

Since working with the whole population, which consists of about one hundred (100) students is practically impossible , a sample of 15 students in each specialty has been randomly selected. This sample was chosen as they are considered well informed of such abstract knowledge, and they are familiar with importance of figurative language in foreign language teaching.

6.4.2 Teachers

The questionnaire was addressed to ten (10) teachers at the same University who are of different levels of experience, however, only eight (8) of them gave the questionnaire back. The selection was done randomly in order to investigate their familiarity of the subject. Moreover, there was no age group division, nor has the number between the two genders (males and females) been balanced for the simple reason that this research does not aim at testing the competences of boys and girls apart.

6.5 Research tools

6.5.1 Procedures

This qualitative study aims at making link between two important variables: the situation of teaching sociolinguistic competence within English classes at the Departments of English and

improving learners' figurative competence. Thus, the tools used to undertake this research are two questionnaires, one is direct to teachers and the other two students.

6.5.2 The students' questionnaires

The students' questionnaire is composed fourteen (14) open-ended and close-ended questions. This questionnaire is implicitly divided into three parts, the first part (from Q1 to Q4) is introduced in order to identify what difficulties the students may come across when dealing with the different figurative devices. The second one (from Q5 to Q12) aims at investigating the learners' attitudes towards learning figurative language, while the last part (Q13 and Q14) was to test the students' ability to come up with the right explanation or translation of the two statements given in the questionnaire, one is in English and the other one is in Arabic.

6.5.3 The teachers' questionnaires

The questionnaire comprises of five (05) questions consisting of open-ended questions and multiple choice questions. Its questions were about figurative languages which we aim to know how often teachers use figures of speech when teaching. After conducting our questionnaire, we found that the majority of the students have the desire and the tendency to study figures of speech, because they believe that it will help them understand the language better from an aesthetic view even if, sometimes, it is hard to process figurative statements. Learners claimed that they are interested in learning stylistic devices, but, the inadequacy of the teaching methods and the lack of cross-cultural awareness hold them from understanding some English figures of speech and especially idioms. Some students said that the vocabulary is the reason why they cannot understand the figure. In fact, it is not always the case, sometimes, the constituents of a figurative expression are so easy to understand on their own, but once they are combined, they change the whole meaning, which needs intelligence and reflection to decode its hidden message.

This deficiency could be reduced or solved if the university provides teachers and students with the authentic materials needed to develop their language proficiency and to include some activities based on real life situations in the curriculum.

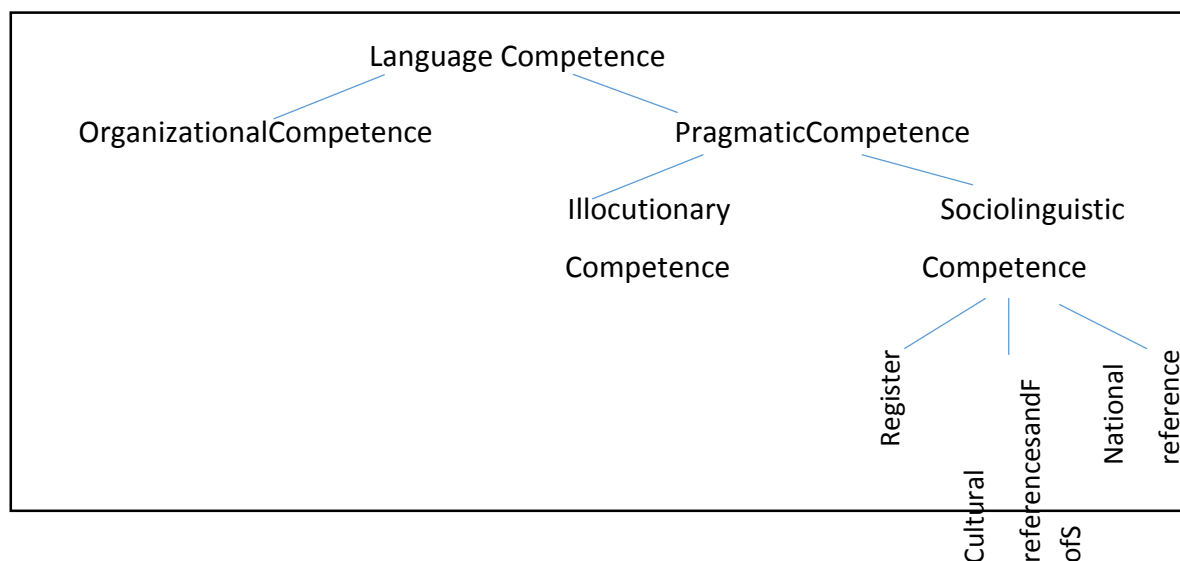
As far as the studying figures of speech, their attitudes and suggestions, most of the participants appreciated learning figures of speech because they think that figurative language will make learning more vital and innovative in contrast to the ordinary language learning. Discussion and interaction between teachers and students will help them overcome the difficulties and make the learners more eager to know about the English language and its culture. All the informants agreed that figurative language is a combination of both learning and enjoyment.

6.6 Discussion

The questionnaires distributed aimed at gathering some qualitative data about how learners' sociolinguistic competence can be promoted by using figures of speech as a key element and a step towards achieving language competence, as it was explained by Bachman (1990) in the following

diagram:

Fig1. Language Competence Theory



Source: Bachman, 1990, p.87

6.6.1 Discussion of the Students' Results

After conducting our questionnaire, we found that the majority of the students have the desire and the tendency to study figures of speech, because they believe that it will help them understand the language better from an aesthetic view even if ,sometimes, it is hard to process figurative statements. The students' questionnaire dealt only with the side of figures of speech and not with sociolinguistic competence, for the simple reason that they cannot conceptualize the complex meaning of the term. In the first part of the questionnaire, which concerned with the difficulties faced by the students when dealing with stylistic devices, the students asserted that teachers do not encourage the use of figurative language during the classes. Secondly, they claimed that they are interested in learning stylistic devices, but, the inadequacy of the teaching methods and the lack of cross-cultural awareness hold them from understanding some English figures of speech and especially idioms. Some students said that the vocabulary is the reason why they cannot understand the figure. In fact, it is not always the case, sometimes, the constituents of a figurative expression are so easy to understand on their own, but once they are combined, they change the whole meaning, which needs intelligence and reflection to decode its hidden message.

This deficiency could be reduced or solved if the university provides teachers and students with the authentic materials needed to develop their language proficiency and to include some activities based on real life situations in the curriculum.

The second part concentrated on what student think of studying figures of speech, their attitudes and suggestions. Most of the participants appreciated learning figures of speech because they think that figurative language will make learning more vital and innovative in contrary to the

ordinary language learning. Discussion and interaction between teachers and students will help them overcome the difficulties and make the learners more eager to know about the English language and its culture. All the informants agreed that figurative language is a combination of both learning and enjoyment.

The data analysed from the third part of the students' questionnaire concerning the translation of the figurative expressions, raised an issue of misinterpretation of the statements given to them. Literal translation was present most of their answers and only few of them managed to translate or explain them. This results show that the students do not possess the suitable techniques to undertake when translating such cultural references. Some students relied on the dictionary whereas, others explained it in Arabic word by word. The reason we addressed this question is not only to know their ability in translation, but also to test their familiarity with the different figures of speech, be it in Arabic or in English.

فلان كثير رماد القدر this expression is generally said to a person who host so many guests, so that the fire (of cooking) is always flamed. The purpose of saying this expression is to show the generosity or the hostility of the person.

13) Explain or translate the following figurative devices:

- فلان كثير رماد القدر

Someone & let ashes destiny.

Concerning, this example, we see that the students misunderstood the expression in Arabic which impacted negatively on his translation even if it was word by word. For instance, the word "قدر" is the equivalent of "a cooking-pot" in English. Still, there are some students who provided acceptable answers:

13) Explain or translate the following figurative devices:

- فلان كثير رماد القدر

This person is as generous
as a Chef in cooking.

While others explained in a wrong way, which means that they did not understand the speech figure:

13) Explain or translate the following figurative devices:

- فلان كثير رماد القدر

*It is an id that human being talks a lot as
guests in his house*

The white house is on a visit to France: This second expression represents a personification, where The White House is given the human trait “visiting”. Most of the participants explained the figurative device appropriately. Unlike, the first example, in which the majority of the students used literal translation as the only technique, in the second expression, their answers were impressive. And the answers were quite accurate. But, only one person was able to recognise the type of the figure of speech, it was obvious that all teachers encourage the use of stylistic devices during the class, saying that the incorporation of such metaphorical items will have a deep impact on the learners’ learning of English. Most of teachers (70%) asserted that they will encounter no problem when explaining the figures of speech, if they used the suitable strategy. And will, eventually, help achieve an effective communication among learners through the use of the cultural references and mainly, idioms. Apparently, the teachers were against the use of literal translation of figures of speech, asserting that it will lead to mistranslation of the speaker’s intended meaning.

- The white house is on a visit to France.

*This is a personification, The white house means
The president*

7. Important implications about interpreting Figures of Speech

In order to be aware of the figurative expressions, a student have to bear in mind that the words displayed have different meaning from their real one. Because, if the student took the meaning literally, one will completely misunderstand the meaning intended by the speaker. Hence, understanding the figure of speech is much more important than identifying its type. According to Palmer and Brooks (2004), “figurative language interpretation is based on students’ schemata; therefore, direct, or explicit, instruction is often needed to provide the knowledge necessary to understand not only the figurative language expressions but the context surrounding them as well” (375). All emphasis on how to provide introduce the different stylistic devices explicitly in classroom instruction.

8. The Translatability of Figures of Speech

For (Al-Harabsheh, 2013): "The translatability of figures of speech into English is problematic, as it is hard to render the same emotive tone in English language. So, translation of figures of speech from one language to another requires a high level of familiarity of the two languages, the source language and the target language. And it is very hard to EFL learners to come up with the right translation of the figurative language, while the connotative meaning is always an obstacle even for language experts.

9. Types of Authentic Materials

Today, thanks to science and technology, materials integrated to teaching in general and foreign language teaching in particular have been developed, and the teacher has a wide range of authentic materials to choose from. New means of instruction are now introduced in printed and audio visual formats that are based on real life situations. Authentic materials are classified into: Audio sources, visual resources, and written texts.

Audio sources: learners can listen to native speakers in interviews, oral poetry or songs. These sources can be the radio or other recordings.

Visual sources: they are very useful since the students will listen and see at the same time, because, pictures are so powerful in terms of language. Visual aids are presented in terms of TV programs, movies, or talk shows.

Written texts: authentic literary texts written by native people are very helpful. Harmer (1991) defines authentic texts as materials produced for native speakers; they are authentic texts; developed not for language students, but for language speakers.

Sometimes, newspapers are excellent written sources, for the reason that, they can provide learners of English with updates about the target culture. Teaching English using authentic materials is highly recommended in order to ensure the exposure of correct language in the classroom. In addition to that, they can boost the micro and macro skills via a variety of means introduced into the classrooms.

10. Pedagogical Implications

10.1 Sociolinguistic Competence in Foreign Language Teaching

The sociolinguistics emphasis has always been on the co-influence of language and society. This interaction helped foreign language teaching, in general, and EFL teaching in particular to achieve a great comprehension of language in itself and language in relation to society. Scholars say that even if students have great knowledge of grammar, and do not how to perform in social interactions, the language is, then, of no value.

Unlike traditional methods in language teaching mostly focused on the linguistic competence of the learners in theoretical way imposed by teachers, as being considered the main source of knowledge. Sociolinguistic competence encourages guidance from teachers to help develop students' ability to produce an appropriate language and understand it in different sociolinguistic contexts.

Grammar and vocabulary are not sufficient to master a language, because without knowledge of other extra-linguistic elements such as speech figures and idiomatic expressions, the language learnt by students will remain idle and passive. Which will lead to a slow and unproductive communication. Thus, these figurative expressions should be part of any language learning

10.2 Students' suggestions on how to overcome the difficulties of dealing with idioms and figures of speech

- ❖ Raising awareness of the target culture.
- ❖ To learn the different technique on translation and mainly metaphorical translation.
- ❖ Reading is the most important procedure to know about figures of speech.
- ❖ Encouraging cooperative work.
- ❖ When translating, the translator should be acquainted of the two languages cultures.
- ❖ The use of technology and visual aids.
- ❖ Develop idiomatic awareness among students.
- ❖ Direct contact with native speakers.
- ❖ Introducing contextual and real figures of speech.

11. CONCLUSION

All in all, improving students' sociolinguistic competence using stylistic devices as a key element is not an easy task, and cannot be achieved in a short amount of time. And awareness about the topic is highly recommended for both students and teachers. Therefore, it is necessary for educational decision makers to implement a curriculum at university for foreign language studies, consists of the basic units needed to instruct sociolinguistic competence as a subject. Figures of speech, are of great importance in developing students' language skills in addition to the figurative competence, and for this reason, language teachers should consider classroom instruction as an opportunity to produce learners' who are motivated to learn the various stylistic devices to apply them in their daily language communication.

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11. Appendices

Level and Specialty:

Master2

Dear students

This questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire in order to investigate the importance of learning figures of speech. We would be very grateful if you could help us accomplishing our research in filling in the questionnaire.

Note: Stylistic devices: figurative language (figures of speech and idioms)

1) Do you confront some difficulties to understand different figures of speech?

☐ Yes

☐ No

2) What are the main factors that lead to your deficiency in understanding figurative language? You can choose more than one answer.

☐ Language difficult style

☐ Inadequate teaching methods

☐ Cross-cultural differences

3) What are the figures of speech that you find difficult to understand? You can choose more than one answer.

☐ Metaphor

☐ simile

☐ personification

☐ allegory

☐ metonymy

• Others.....

4) Which of these processes you think is the most difficult for the students,

- Understanding the figurative devices
- Translating the figurative images

5) Do you appreciate learning figures of speech?

☐ Yes

☐ No

Why?

6) Learning English figures of speech is important for me to develop my skill of expressing myself by using figurative language in English.

☐ Strongly disagree

☐ Disagree

☐ Strongly agree

☐ Agree

☐ Neutral

7) Learning the creative figurative language helps you developing your:

☐ Language proficiency

☐ Verbal skills and fluency

☐ Cross-Cultural understanding

☐ Writings kills

8) Does the teacher give importance to teaching the figurative devices to

9) promote your understanding of the language?

☐ Yes

☐ No

10) Do you feel yourself motivated to learn some innovative figurative images?

☐ Yes

☐ No

11) What are the main important processes that help you understand the figurative expressions?

☐ Dictionary meaning of words

☐ Searching for an equivalent in Arabic

☐ Depending on the context of the figure

☐ Negotiating the meaning with the teacher

12) What are the strategies you believe are beneficial to teach figures of speech:

☐ Negotiating the meaning orally

☐ Providing visual aids

☐ Different activities and exercises

Others.....

13) Tick when it is applicable:

N°	Attitudes towards learning Figurative Language	Always	Sometimes	Seldom	Never
1	Learning English figures of speech/idioms is interesting	4	11	0	0
2	Using idioms and figures of speech is for enjoyment and not for learning	0	4	6	5
3	There is nothing to be gained from studying stylistics	0	0	3	12

4	English figures of speech/ idioms are difficult because they contain difficult vocabulary and expressions	4	11	0	0
----------	---	---	----	---	---

14) Translation of English figures of speech into Arabic is useful

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

15) Explain or translate the following figurative devices:

فالن كثر مادلؤدر

.....

- ☐ The white house is on a visit to France.

.....

16) Do you have some suggestions to help you overcome the difficulties in dealing with the figures of speech or idioms?

Appendix II: Teachers' Questionnaire

Language Teaching Background

How many years have you been teaching English?

Years _____

Months _____

Dear Teachers

We would be so grateful if you could answer the following questions for the sake of gathering information about the role of teaching figurative language in developing Sociolinguistic Competence and language proficiency.

I. Sociolinguistic Competence

1) Are you familiar with the concept sociolinguistic competence? If yes, could you define it in few words, please?

.....

.....

2) Mention some elements that can help enhancing sociolinguistic competence?

.....

.....

3) What difficulties are involved in presenting such abstract information directly to students whose English proficiency may be limited?

.....

4) Sociolinguistic competence should be taught separately in an independent subject

- Strongly agree
- Agree
- Strongly disagree
- Disagree

5) Is it possible to teach sociolinguistic competence overtly in EFL classrooms?

- Yes
- No

If no Why?

II. Stylistics

1) What is your definition of stylistics?

.....

2) What shortcomings (if any) do you find in Stylistics as a subject?

.....

3) Do you believe that Stylistics should be introduced in university modules? If yes, at what level?

.....

4) According to you , in what ways does the study of Stylistics help students ?

.....

III. Figurative Comprehension

1) Learning to use English idioms is necessary for achieving effective communication.

- | | |
|--|----------------------|
| ☐ Strongly disagree | <input type="text"/> |
| ☐ Disagree | <input type="text"/> |
| ☐ Strongly agree | <input type="text"/> |
| ☐ Agree | <input type="text"/> |
| ☐ Neutral | <input type="text"/> |

2) I believe it is necessary to incorporate English Figures of Speech in English classrooms.

- | | |
|--|----------------------|
| ☐ Strongly disagree | |
| ☐ Disagree | <input type="text"/> |
| ☐ Strongly agree | <input type="text"/> |
| ☐ Agree | <input type="text"/> |
| ☐ Neutral | <input type="text"/> |

3) Do you think that the literal translation of such metaphorical items by the students is appropriate?

- | | |
|------------------------------|----------------------|
| ☐ Yes | <input type="text"/> |
| ☐ No | <input type="text"/> |

4) How often do you use figures of speech and idioms while explaining or talking to your learners?

- | | |
|------------------------------------|----------------------|
| ☐ Never | <input type="text"/> |
| ☐ Sometimes | <input type="text"/> |
| ☐ Usually | <input type="text"/> |
| ☐ Always | <input type="text"/> |

5) Do you find difficulties in explaining figures of speech to your learners?

- | | |
|------------------------------|----------------------|
| ☐ Yes | <input type="text"/> |
| ☐ No | <input type="text"/> |

If yes, say why.....