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Formulaic Expressions and Sociolinguistics Competence of Iraqi EFL University Students :A Correlational Study

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Abstract

The present study investigates how Iraqi EFL university students' Formulaic expressions relate to their sociolinguistics competence.The study sample, includes 495 third-year college students who are randomly selected from the colleges of Education for Human Sciences/ Departments of English at three universities, Baghdad, Tikrit and Wasit. The study instruments are: Formulaic expressions test and sociolinguistics competence test.The major findings of this study can be summarized as follows:

1.Iraqi EFL university students possess good levels of idiomatic, collocation, binominal expressions and routine formulas(formulaic expressions) and sociolinguistics competence.

2. The variable Formulaic expressions positively correlated with Iraqi EFL university students' sociolinguistics competence.

3. formulaic expressions are the best contributor to the variance of vocabulary proficiency.

Keywords: Formulaic expressions ,Sociolinguistics Competence, Idioms , Collocations, Indispensable sequences

المستخلص

تهدف الدراسه الحاليه الى معرفة مستوى العلاقه بين التعبيرات الاصطلاحيه والكفاءة اللغوية الاجتماعية لدى طلاب الجامعات العراقية الذين يدرسون اللغة الإنجليزية كلغة أجنبية .مجتمع الدراسة الحالية هم طلاب السنة الثالثة في الجامعات في كليات التربية للعلوم الإنسانية وكليات التربية للبنات/ أقسام اللغة الإنجليزية في العراق، باستثناء إقليم كردستان، خلال العام الدراسي (٢٠٢٤-٢٠٢٥). عينة الدراسة تشمل ٤٩٥ طالبًا وطالبة من السنة الثالثة في كليات التربية للعلوم الإنسانية/ أقسام اللغة الإنجليزية في ثلاث جامعات، بغداد، تكريت، وواسط، الذين تم اختيارهم عشوائيًا. يمكن تلخيص النتائج الرئيسية لهذه الدراسة على النحو التالي .1 :يمتلك طلاب الجامعات العراقيون الذين يدرسون اللغة الإنجليزية كلغة أجنبية مستويات جيدة من التعابير الاصطلاحية، والتراكيب، والتعابير الثنائية، والصيغ الروتينية ، والكفاءة في علم اللغة الاجتماعي.

٢ .المتغيرات التعبيرات الاصطلاحيه مرتبطة بشكل إيجابي بكفاءة السوسيولغويات لدى طلاب الجامعات العراقيين في تعلم اللغة الإنجليزية كلغة أجنبية.

٣ .التعبيرات الاصطلاحيه أفضل مساهم في تباين كفاءة المفردات.

Section One : Introduction

A native listener may understand a fully grammatically correct statement made by a language learner, but the speaker may not be aware of the typical social meaning that the statement conveys in the target language culture Canale & Swain (1980). According to Mizne (1997), a speaker's inability to determine which utterances are

appropriate for the social context in which they are speaking is one of the contributing elements to their language ineptitude. Sociolinguistic competence is the capacity to modify one's speech to suit the social context; without it, even well-formed grammatical statements may have a completely problem in understanding the intended meaning. Along with language, discourse, and strategic competencies, sociolinguistic competence is a part of communicative competence Many non-native English speakers received their instruction in the language in a formal educational setting, such as classrooms, with the hope that this would facilitate their interactions with English-speaking locals. Instead, a lot of them still find it difficult to communicate with in real life, particularly when it comes to the unique ways that English is used in different real-world social contexts that differ greatly from the academic English they were taught. For both teachers and students, addressing the sociolinguistic and cultural facets of the language in an EFL context can be difficult. While it is evident that educators must assist students in reaching a high degree of sociolinguistic competency, there still be problems of how to implement the issues and factors of sociolinguistics competence in teaching.The best way to identify the current study's issue is to respond to the following questions:

1.What are Iraqi EFL university students' levels of formulaic expressions, and sociolinguistics competence ?

2. What is the level of Iraqi EFL university students in formulaic expressions?

3.Is there any correlation between Iraqi EFL university students' formulaic expressions and sociolinguistics competence?

4. Which variable among the two variables formulaic expressions could best contribute positively to the total variance of sociolinguistics competences?

Aims

The current study aims at:

1.finding out Iraqi EFL university students' level of formulaic expressions and sociolinguistics competence.

2.identifying the correlation between Iraqi EFL university students' formulaic expressions and sociolinguistics competence.

3.finding out the extent of the contribution of Iraqi EFL university students' formulaic expressions in interpreting the variation in sociolinguistics competence.

Limits

The current study is limited to:

Iraqi EFL third-year university students at the departments of English in the Iraqi Colleges of Education except for Kurdistan region. the academic year (2024-2025).

Values

The current study's findings should help:

1.Teachers and instructors understand the significance of formulaic expressions, and how important they might be for sociolinguistics competence development. Comprehending these factors is likely to help teachers create assignments that improve students' sociolinguistics competence .

2. University students, to create their own methods for learning language and to push themselves in novel ways. They can take advantage of the significance of the social cultural elements that could influence their EFL education.

Section Two : THEORETICAL BACKGROUND

Formulaic Expressions

A continuous or discontinuous sequence of words or other elements that is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar" .(Wray,Alison 2002)Formulaic expressions have a meaning as a whole unit whose every word parts do not necessarily reflect the meaning of the whole expression," according Sidtis & Kline (2010)Collocations, idioms, lexical binominal expressions, and routines are examples of fixed and prefabricated language chunks that native speakers employ in daily encounters, according to Utami & Virgin (2017).

The concept of Formulaic Expressions

Formula Expressions one of the communicative competences that helps students produce meaningful texts is formulaic competence, which focuses on making speech sound fluid and natural (Celce-Murcia, 2007). Formulaic utterances are referred to as formulaic competence. Native speakers frequently use these fixed or prefabricated portions in their daily lives.According to the Oxford Dictionary (2008), a formulaic word is one that contains or constitutes a predetermined form of words. "Formic" means "containing or consisting of fixed and repeated groups of words or ideas," according to the (2008) Cambridge English Dictionary.One component

of communicative strategies that have the meaning of "a continuous and discontinuous sequence of a word or other meaning elements, which is to be, prefabricated: that is stored and retrieved whole from memory at the time .Formulaic expressions have a meaning as a whole unit whose every word parts do not necessarily reflect the meaning of the whole expression," according to Sidtis & Kline (2010). Additionally, According to Ambele, Boonsuk, and Buddharat (2018), Conklin and Norbert (2008) contend that formulaic statements are frequently associated with a particular meaning or pragmatic function in a social communication context. In contrast, Jespersen states in Alwhan (2019) that "a group of words that are represented as a unit which cannot be analyzed in the way free combination" are known as "formulaic expressions." Furthermore, formulaic phrases are the island of reliability to demonstrate the effectiveness of formulaic expressions in assisting learners to sound more native-like, according to Dechert (1983) in Oghyanous (2013).

Types of Formulaic Expressions :

According to Biber (1999), the main features of formulaic expressions are divided into five types. They are collocations, idioms, binominal expressions and routine formulae.

1) Collocations: According to Biber (1999), collocations are relationships between lexical words that show the words co-occur more frequently than would be predicted by chance. Wray (2002) defines collocations as a group or pair of words that are frequently used in opposition to one another. Moreover, collocations are statistical correlations rather than comparatively fixed statements, according to Biber (1999). According to Biber (1999), several frequently used collocation constructs can be categorized based on their structural correlates.Three characteristics—productivity, compositionality, and flexibility—are used by Nattinger and DeCarrico (1992) to differentiate between idioms, collocations, and free combinations. According to Cowie and Howarth (1996), collocations can be identified as institutionalized, memorized, constrained, and semantically opaque units, which sets them apart from other kinds of formulaic expressions.Laufer and Waldman (2011) apply the relative transparency of meaning and constrained co-occurrence criteria. "Combinations of words with a syntactic function as constituents of sentences (such as noun or prepositional phrases or verb and object constructions)" is how Howarth (1998) distinguishes collocations.Collocations, according to Gyllstad (2007), can be seen as (1) lexical units, or instances of language usage that can be recognized in spoken or written production, and (2) associative mental relationships between words in the minds of language users. The various types of units found in language data may in fact be viewed as independently represented chunks in the mental lexicon, according to research on the psycholinguistic validity of formulaic expressions.

2. Idiomatic expression: According to Biber (1999), idioms are comparatively constant statements with meanings that cannot be inferred from the meanings of their constituent components. According to Tabossi, Fanari, and Wolf (2009), idioms are opaque, unchanging word combinations that appear to be processed without thorough linguistic examination Inspired by Chomsky (1965) and Hymes (1972), Canale and Swain (1980), and Celce-Murcia (1995), idiomatic or figurative competence has recently been discussed in conjunction with communicative competence. The use of idioms is considered a component of formulaic competence in Celce-Murcia's (2008) revised model of communicative competence Idiomatic competence, a component of formulaic competence, is the capacity to use idioms effectively when acting as both an addressor and an addressee (Buckingham, 2006; Burke, 1988). Idioms are expressions that must be learnt as a whole, even if we are aware of the meanings of the individual words that make it up, according to Gholami et al. (2017). A single word with a comparable meaning can frequently take the place of a full phrase Additionally, according to Biber (1999), several idioms feature a slot that can accommodate a pretty broad variety of fillers, albeit these are typically semantically limited. For instance, any adjective that means "mentally unstable can be used to fill the slot in the idiom "drive me__.". Additionally, Biber (1999) noted that idioms vary in how much of their meaning may be inferred from their constituent pieces. For instance, the intended meaning of reconsidering a decision is strongly tied to the literal meaning of the phrase "change one's mind." Conversely, the intended meaning of dying is hardly connected to the literal meaning of phrases like "kick the bucket."

3. **Indispensable formulaic sequences**

For the reasons outlined in the previous section, it is obviously impossible to fully abandon the teaching of formulaic communicative structures, except from idiomatic expressions, given the prevalence of prefabricated linguistic elements in both spoken and written conversation. Routine formulae are formulaic structures that are in fact essential to any operational communicative competence since non-phraseological modes of communication cannot replace them(Burger2010)A key component of effective communication is the use of routine formulas. The development of an operative communicative competence requires the acquisition of

routine formulae, pragmatemes, communicative phrasemes, or pragmatic idioms from the very beginning of the foreign language learning process. as well as in nearly every type of oral discourse situation (such as greeting, thanking, apologizing, congratulating, etc.). The first thorough analysis of "routine formulae" was provided by Coulmas (1981), who distinguished five main category.of use, rather than being subject to generation or analysis by the language grammar" are formulaic sequences, also known as formulaic languages or formulaic expressions (Wray & Perkins, 2000).

. **Table(2.1) Calumas' Classification of routine formulae**

Type /basic functions	Detailed functions	Tokens
Discursive organization	Greetings ,opening, Attention getting, defense of speaking, Continuity of turn, Closure of turn	Hello, welcome to .. Excuse me, I say… Hang on a second, let me… Let's continue,where was I? Bye bye,that's it for today
Expression of politeness	Comply with conventions Address terms Hedging Indirect speech frames	Congratulations, I'm sorry Madam/sir. Mr president Let's say, no hard feelings Could you..? May I..?
Metacommunication	Comment Correct Assure comprehension	The so called, to be frank Sorry, rather Ok, please repeat
Expression of emotions and state of mind	Positive evaluations Negative evaluations	Great, fantastic Rubbish,you must be joking
"Stalling"	Tag questions Reception signals Pause fillers	Right? No? or not? Absolutely, not at all,I agree Erm ,well, sort of , like

Discursive competence, along with linguistic, pragmatic, sociolinguistic, intercultural, plurilingual, or strategic competencies, has historically been regarded as a subcompetence within communicative competence (Hymes 1971).

The ability to handle sociocultural, pragmatic, and textual knowledge (concepts and skills) effectively, appropriately, and critically when producing and interpreting each distinct discourse genre in relation to the genre colony to which it belongs is known as discourse competence. It is a plurilingual ability. As a result, it is a multifaceted ability with three fundamental dimensions,The most comprehensive of these is:

- the sociocultural dimension, which entails being able to identify critically the goals and interests of a discourse as well as the social and cultural power it bestows and responding to them;
- the pragmatic dimension, which entails being able to relate a discourse to the participants, their intentions, their location, and their time; and
- the textual dimension, which entails understanding how a discourse is organized and how its distinctive linguistic exponents (vocabulary and grammar) are employed to fulfill specific social, cultural, and pragmatic purposes.

Expression of politeness

a branch of linguistics called politeness studies how people use language in social situations to keep things peaceful and prevent conflict. Politeness techniques are used to demonstrate attention, deference, and respect for other people. According to Spencer-Oatey (2012), Positive politeness techniques that highlight unity and camaraderie are typically preferred by Americans. For instance, Americans may utilize queries or suggestions like "Could you please pass the salt?" in place of giving out explicit commands. This strategy reflects a cultural predilection for equality and individualism (Brown & Levinson, 2012)**Metacommunication** :Many writers in

the fields of psychology, education, business, and communication have used the term "metacommunication." for example, "metacommunication (1) describes a new, third stage in election coverage after issue and strategy coverage; (2) reflects the mass media's new role as a political institution in the third age of political communication; and (3) can be seen as the news media's response to a new, third force in news making and professional political PR." A model of formulaic language, which in turn has two fundamental determiners: "namely, the priorities of social interaction and the constraints of memory on our processing capabilities," is used to support the argument that formulaicity, rather than "analysis," should be the primary mechanism of language productiction. **Table (2.2)** ***Formulaic sequences as devices of social interaction***

Function	Effects	Type
Manipulation of others	Satisfying physical, emotional and cognitive needs	•Commands • Requests • Politeness markers • Bargains, etc .
Asserting separate identity	(a)Being taken seriously (b) Separating from the crowd	• Story-telling • Turn claimers and holders • Personal turns of phrase • 'In' phrases
Asserting group identity	(a)Overall membership (b) Place in hierarchy (affirming and adjusting)	• Group chants •Institutionalised forms of words • Habitual • Threats • Quotation • Forms of address • Hedges, etc

(adapted from Wray and Perkins, 2000)

Sociolinguistics Competence

Understanding or organizing the rules of language use that are dictated by the characteristics of the particular language use context is known as sociolinguistic competence (henceforth SC); it allows us to convey language functions in ways that are suitable for that context. According to Yule (1999), sociolinguistics is closely related to anthropology because it studies language and culture, and to sociology because it examines how language is used to structure social groupings and organizations. Additionally, it is related to social psychology, namely in relation to the identification of in-group and out-group actions as well as the expression of views and perceptions. The ability to communicate in a foreign language or in a moment what one needs has become a basic skill. One of the components of communicative competence, along with linguistic, discourse, and strategic competencies, is sociolinguistic competence. Understanding sociocultural norms of usage, or how to appropriately use and respond to language, is known as sociolinguistic competence. According to Bell (1978), it encompasses understanding of the norms and guidelines that support proper language use and comprehension in various sociolinguistic and sociocultural contexts.

Status of sociolinguistic Competence within Models of Communicative Competence.

The idea of communicative competence and its framework since it is essential to comprehend the connections among the sociolinguistic competence-related segments.Hymes (1972) states that "competence is the most general term for a person's capabilities" and that it "is dependent upon both knowledge and use." The following aspects of competence—grammatical, psychological, and social—are listed by Canale and Swain (1980) and Bachman (1990) and should be included in language instruction. In particular, Hymes (1972) answered the issue "Whether (and to what degree) something is formally possible, feasible, appropriate, and done?" by including both "the rules of grammar and the rules of use" into a specific framework. Canale and Swain's (1980) model of communicative competence that includes communication techniques, sociolinguistic competence, and grammatical competence. Discourse competency was later included by Canale (1983). Zhuang (2007) objects to their stress on appropriateness while limiting it to the context alone. On the other hand, they don't think that grammatical accuracy is as crucial to the idea as other aspects. To supplement "pedagogical application in communicative language teaching," sociolinguistic skills must be learned. Bachman (1990)proposes the

third paradigm of communicative competence. It is exemplified by the psychophysiological mechanism that forms communicative language ability, language competency, and strategic competence. According to Zhuang, organizational competence, pragmatic competence, and strategic competence are the three main pillars of the theoretical framework of communicative competence. According to Zhuang (2007), organizational competence includes contextual and grammatical skills. Pragmatic competence is concerned with "the users of language and the context of communication" as well as "signs and the persons it refers to" and their interaction.

Views of Sociolinguistics Competence

According to Celce-Murcia et al. (1995), this competency is the speaker's understanding of how to convey suitable messages within the social and cultural communication context in which they are created. Understanding the context that determines what is said and how is another aspect of sociocultural competence. The situational variables and the participants are examples of contextual factors. Conventions of politeness and stylistic variations in formality and register are related to stylistic appropriateness. It also encompasses understanding of the values, beliefs, and living conditions of the target language population as well as knowledge of social conventions.Sociolinguistic competence encompasses a variety of elements that students use to develop particular competencies, including knowledge, abilities, attitudes, and values (Babiloni et al., 2017; Strijbos et al., 2015).

SECTION THREE: Research Methodology

Research Design

A quantitative descriptive research study is what the current investigation is. Giving a precise account of a phenomenon's features is the aim of this kind of research (Gall et al., 2007). Descriptive research design paints a picture of a situation as it occurs in its natural setting, claim Burns & Grove (2003). a correlational research strategy is used in this investigation.

Population and Sample

The study population for the 2024–2025 academic year is Iraqi EFL third-year university students in English departments in educational institutions (excluding Kurdistan Region). The population consists of (2481) males and females. For the selection of the study sample, (495) EFL third-year university students are chosen randomly from the colleges of Education in three universities (Baghdad university, Wasit university, and Tikrit university).**The Sample of the Study**

Name of Iraqi Universities	Sample
Baghdad University College of Education/ Ibn Rushd for Human Sciences	200
Tikrit University College of Education for Human Sciences	145
Wasit University College of Education for Human Sciences	150
Total	495

Instruments of the Study

Two tests have been adopted following a review of the relevant literature. Each instrument is further explained in the following illustration:

Formulaic Expressions Test :

This test is used to measure Iraqi EFL university students' level Formulaic expressions . This test is based on Biber theory (1999) division of formulaic expressions. According to Biber (1999), the main features of formulaic expressions, they are collocations, idioms, binominal expressions and routine formulae. Part one (Idiomatic expression test) which consists of 10 items which are adopted from Longman (1979) dictionary of idioms expressions. The purpose of this test is to assess students' knowledge of different idioms and expressions. Part two (Collocation expression Test) which consists 10 items. Part three (Binominal expression test) which involves 10 items. Part four (Routine Formulae test) ,this test based on Calmus' classification of (1981) routine formulae which involves five basic functions with many types of detailed functions and the tokens used with each one.

Sociolinguistics Test

A test has been constructed to measure the EFL university students sociolinguistics competence in varieties of vocabulary , pronunciation and register(formality) and speech act (compliment) Wardhuagh 2006 definition).The

test consists of two parts ,part one focuses on the (recognition level) or students' knowledge ,consists of four questions with 40 items. The second part is the production level which consists of two questions with 30 items.

Validity of the Study Instruments

Face Validity

By exposing the study tools to a jury of nineteen instructors who are well-known in the fields of linguistics and English language teaching, the face validity of the instruments is confirmed. The jury have also been asked to determine whether the scoring schemes are appropriate for assessing the variables under investigation in the educational context of Iraq.

Construct Validity

Construct validity is "the extent to which an instrument measures the trait, theoretical ability, or construct that it intended to measure," In brief , The following steps have been taken to guarantee the construct validity: 1.finding out the items' discrimination powers; and

2.finding out the item-total correlation of each instrument

The Statistical Analysis of the Formulaic expressions Test:

This process includes knowing the difficulty or ease of each item and the extent of its effectiveness or ability to distinguish individual differences in the trait to be measured. It is also possible to reveal the effectiveness of the incorrect choices, Therefore, the researcher conducted the multiple-choice test paragraphs and the statistical analysis of the paragraphs according to the following steps:.

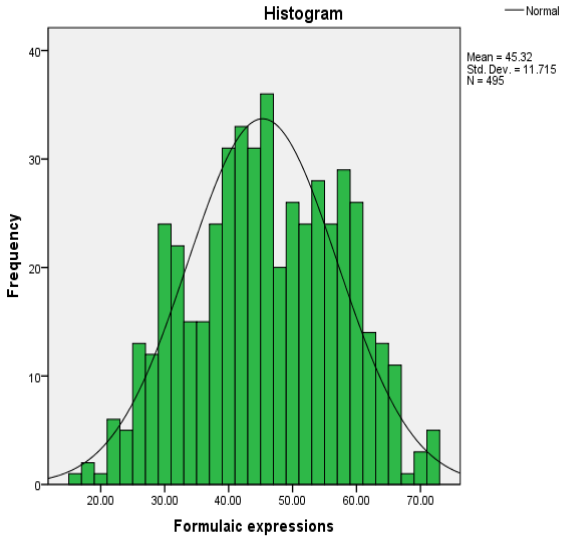
Statistical Indicators of Formulaic Expressions Test:

the researcher may rely on the statistical package for social sciences. (SPSS) to analyze the instruments statistically as presented in the table

The Statistical Indications for the formulaic expressions tes*t*

	Statistical Indications	Values
1	Hypothetical Mean	45.31
2	Median	46
3	Mode	46
4	Standard Deviation	11.71
5	Variance	137.25
6	Skewness	0.078-
7	Kurtosis	0.699-
8	Higher Score	72
9	Lower Score	16
10	Range	56

figure (3.1) ***Distribution of the Samples' Scores on the Formulaic expressions***

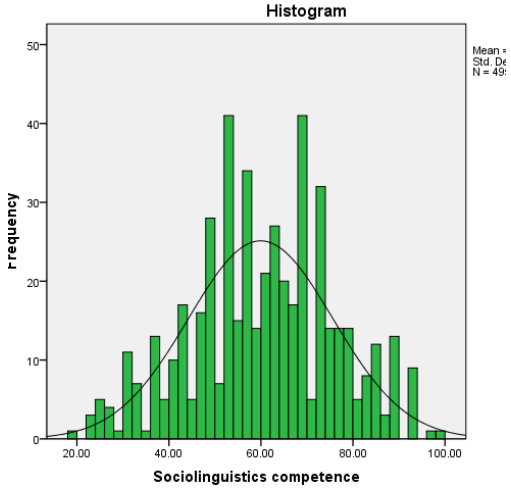


The Statistical Indicators of the Sociolinguistics competence test

	Statistical Indications	Values
1	Hypothetical Mean	59.92

2	Median	61
3	Mode	68
4	Standard Deviation	15.72
5	Variance	247.21
6	Skewness	-0.104
7	Kurtosis	-0.373
8	Higher Score	99
9	Lower Score	19
10	Range	80

Figure (3.2) ***Distribution of the Samples' Scores on the Sociolinguistics competence Test***



Items Difficulty Level of Formulaic expressions test

. Al-Zaher and others (2002) believe that the acceptable difficulty value should range between (0.20 and 0.80).And in order to assess the difficulty of the test items, the researcher followed the following steps: 1 - arrange the grades obtained by the students from the highest to the lowest.

2 - select a 27% criterion for the upper and lower groups based on the grades to represent the two extreme groups, with the analysis sample consisting of 495 students, where each group consisted of 134 students.

3 - count the number of students who answered incorrectly in each of the upper and lower groups for each test item.

4.The formula for the difficulty of the items was used. The difficulty value for the items ranged from (0.243 - 0.687), which means that all the items have an acceptable difficulty value.

Discrimination Power of Formulaic expressions test The discrimination power (DP) of an item is defined by (Kongwad, 2007) as "how well a given item discriminates among students who differ sharply in their performance in terms of sound and poor performance". was found that the discrimination level ranges between (0.313 – 0.634) as shown in the table. Al-Ajili et al. (2001) indicate that an item can be considered acceptable if its discrimination level is (0.30) or above.**Table (3.5)** ***Item difficulty level and discrimination power of formulaic expressions test***

No.	Correct Responses of the High Group		Correct Responses of Low Group		No. of Correct Responses of Both Groups	No. of Wrong Responses of Both Groups	Ease Coefficient	Difficulty Coefficient	Discrimination Power
	correct	incorrect	Correct	incorrect					
Idiomatic expressions part									
1	101	33	42	92	143	125	0.534	0.466	0.440
2	116	18	44	90	160	108	0.597	0.403	0.537

3	127	7	47	87	174	94	0.649	0.351	0.597
4	83	51	32	102	115	153	0.429	0.571	0.381
5	85	49	39	95	124	144	0.463	0.537	0.343
6	130	4	55	79	185	83	0.690	0.310	0.560
7	125	9	59	75	184	84	0.687	0.313	0.493
8	103	31	27	107	130	138	0.485	0.515	0.567
9	104	30	39	95	143	125	0.534	0.466	0.485
10	95	39	36	98	131	137	0.489	0.511	0.440
Collocation Part									
11	100	34	38	96	138	130	0.515	0.485	0.463
12	95	39	37	97	132	136	0.493	0.507	0.433
13	113	21	58	76	171	97	0.638	0.362	0.410
14	117	17	64	70	181	87	0.675	0.325	0.396
15	123	11	74	60	197	71	0.735	0.265	0.366
16	118	16	62	72	180	88	0.672	0.328	0.418
17	129	5	49	85	178	90	0.664	0.336	0.597
18	95	39	30	104	125	143	0.466	0.534	0.485
19	123	11	62	72	185	83	0.690	0.310	0.455
20	66	68	15	119	81	187	0.302	0.698	0.381
Binominal expressions part									
21	115	19	60	74	175	93	0.653	0.347	0.410
22	87	47	2	132	89	179	0.332	0.668	0.634
23	107	27	43	91	150	118	0.560	0.440	0.478
24	115	19	63	71	178	90	0.664	0.336	0.388
25	123	11	58	76	181	87	0.675	0.325	0.485
26	116	18	74	60	190	78	0.709	0.291	0.313
27	109	25	60	74	169	99	0.631	0.369	0.366
28	93	41	25	109	118	150	0.440	0.560	0.507
29	78	56	23	111	101	167	0.377	0.623	0.410
30	99	35	38	96	137	130	0.511	0.489	0.455
Routine formula part									
31	133	1	49	85	182	86	0.679	0.321	0.627
32	87	47	31	103	118	150	0.440	0.560	0.418
33	68	66	22	112	90	178	0.336	0.664	0.343
34	103	31	45	80	157	111	0.586	0.414	0.366
35	112	22	68	66	180	88	0.672	0.328	0.328
36	129	5	74	60	203	65	0.757	0.243	0.410
37	115	19	58	76	173	95	0.648	0.354	0.425
38	88	46	39	95	172	141	0.474	0.526	0.366
39	115	19	55	79	170	98	0.634	0.366	0.448
40	88	46	32	102	120	148	0.448	0.552	0.418
41	117	17	59	75	176	92	0.657	0.343	0.433
42	66	68	18	116	84	184	0.313	0.687	0.358
43	111	23	55	79	166	102	0.619	0.381	0.418
44	92	42	31	103	123	145	0.459	0.541	0.455
45	112	22	48	86	160	108	0.597	0.403	0.478
46	116	18	43	91	159	109	0.593	0.407	0.545
47	123	11	52	180	175	93	0.563	0.347	0.530
48	105	29	50	84	155	113	0.578	0.422	0.410

Efficiency of Distractors A distractor can be defined as "the number of options offered to students as the possible correct response to each item in the objective questions" (Hills, 1982). Therefore, the effectiveness of the choices was assessed by applying the effectiveness formula of the incorrect choices only to the 30 multiple-choice items. It was found that the effectiveness coefficient of all alternatives was consistent, and the lower group scores were significantly lower than the upper group scores, which is evidence of their effectiveness. Therefore, it was decided to retain the choices of the items.**Table(3.6)** ***Efficiency of Distractors of Formulaic Expressions test(Idiomatic expressions*****)**

Item No.	Group	Right option	Distractors				Distractors Efficiency			
			A	B	C	D	A	B	C	D
1	High		101	12	13	8				
	Low	A	42	30	37	25		-0.134	-0.179	-0.127
2	High	c	9	8	116	1				
	Low		40	27	44	23	-0.231	-0.142		-0.164
3	High		127	2	3	2				
	Low	A	47	32	25	30		-0.224	-0.164	-0.209
4	High	C	23	16	83	12				
	Low		43	35	32	24	-0.149	-0.142		-0.090
5	High	D	24	14	11	85				
	Low		33	30	32	39	-0.067	-0.119	-0.157	
6	High	B	1	130	2	1				
	Low		21	55	35	23	-0.149		-0.246	-0.164
7	High	C	4	2	125	3				
	Low		22	23	59	30	-0.134	-0.157		-0.201
8	High	C	11	8	103	12				
	Low		29	35	27	34	-0.134	-0.201		-0.231
9	High	C	10	9	104	11				
	Low		29	34	39	32	-0.142	-0.187		-0.157
10	High	A	95	13	14	12				
	Low		36	31	34	33		-0.134	-0.149	-0.157

Efficiency of Distractors of Formulaic Expressions test(Collocation expressions)

Item No.	Group	Right option	Distractors			Distractors Efficiency		
			A	B	C	A	B	C
1	High		19	100	15			
	Low	B	54	38	42	-0.261		-0.201
2	High	b	17	95	22			
	Low		44	37	53	-0.201		-0.231
3	High		12	9	113			
	Low	C	51	25	58	-0.291	0.410	
4	High	A	117	9	8			
	Low		64	30	40		-0.157	-0.239
5	High	C	6	5	123			
	Low		35	25	74	-0.216	-0.149	
6	High	A	118	9	7			
	Low		62	34	38		-0.187	-0.231
7	High	A	129	4	1			
	Low		49	41	44		-0.276	-0.321
8	High	B	16	95	23			
	Low		47	30	57	-0.231		-0.254
9	High	A	123	6	5		-0.172	-0.284

	Low		62	29	43			
10	**High**	A	66	45	23			
	Low		15	65	54		**-0.149**	**-0.231**

Efficiency of Distractors of Formulaic Expressions test(Binominal expressions)

Item No.	Group	Right option	Distractors				Distractors Efficiency			
			A	B	C	D	A	B	C	D
1	**High**	C	10	5	115	4				
	Low		32	24	60	18	**-0.164**	**-0.142**		**-0.104**
2	**High**	a	87	18	16	13				
	Low		2	43	35	54		**-0.187**	**-0.142**	**-0.306**
3	**High**	A	107	8	9	10				
	Low		23	41	26	24		**-0.246**	**-0.127**	**-0.104**
4	**High**	D	10	6	3	115				
	Low		28	22	21	63	**-0.134**	**-0.119**	**-0.134**	
5	**High**	B	4	123	3	4				
	Low		24	58	32	20	**-0.149**		**-0.216**	**-0.134**
6	**High**	B	3	116	8	7				
	Low		21	74	23	16	**-0.134**		**-0.112**	**-0.067**
7	**High**	B	10	109	8	7				
	Low		33	60	22	19	**-0.172**		**-0.104**	**-0.090**
8	**High**	C	13	18	39	10				
	Low		43	34	35	22	**-0.224**	**-0.119**		**-0.090**
9	**High**	D	18	22	16	78		**-0.090**	**-0.209**	
	Low		33	34	44	23	**-0.112**			
10	**High**	C	**10**	11	99	14				
	Low		**28**	36	38	32	**-0.134**	**-0.187**		**-0.134**

Discrimination Power of the Sociolinguistics Competence Test

The researcher calculated the discrimination power for each test item using the discrimination index for both the qualitative and quantitative items. Its value ranged between (0.313 – 0.642) for the qualitative items, as stated by Al-Ajili et al. (2001), who indicated that an item can be considered acceptable if its discrimination value is (0.30) or above.**Difficulty Level and Items Discrimination Power of the Sociolinguistics Competence Tes**

No.	Correct Responses of the High Group		Correct Responses of Low Group		No. of Correct Responses of Both Groups	No. of Wrong Responses of Both Groups	Ease Coefficient	Difficulty Coefficient	Discrimination Power
	correct	incorrect	Correct	incorrect					
Recognition Domain									
1	**96**	**38**	**37**	**97**	**133**	**135**	**0.496**	**0.504**	**0..440**
2	**97**	**37**	**40**	**94**	**137**	**131**	**0.511**	**0.489**	**0.425**
3	**116**	**18**	**74**	**60**	**190**	**78**	**0.709**	**0.291**	**0.313**
4	**90**	**44**	**31**	**103**	**121**	**147**	**0.451**	**0.549**	**0.440**
5	**129**	**5**	**63**	**71**	**192**	**76**	**0.716**	**0.284**	**0.493**
6	**80**	**54**	**25**	**109**	**105**	**163**	**0.392**	**0.608**	**0.410**

7	130	4	48	86	178	90	0.664	0.336	0.612
8	109	25	43	91	152	116	0.567	0.433	0.493
9	92	42	36	98	128	140	0.478	0.522	0.418
10	103	31	42	92	145	123	0.541	0.459	0.455
11	126	8	75	59	201	67	0.750	0.250	0.381
12	88	46	16	118	104	164	0.388	0.612	0.537
13	110	24	52	82	162	106	0.604	0.396	0.433
14	124	10	69	65	193	75	0.720	0.280	0.410
15	124	8	65	69	191	77	0.713	0.287	0.455
16	108	26	55	79	163	105	0.608	0.392	0.396
17	97	37	36	98	133	135	0.496	0.504	0.455
18	122	12	69	65	191	77	0.713	0.287	0.396
19	107	27	52	82	159	109	0.593	0.407	0.410
20	84	50	40	94	124	144	0.463	0.537	0.328
21	65	69	21	113	86	182	0.321	0.679	0.328
22	131	3	71	63	202	66	0.754	0.246	0.448
23	116	18	53	81	169	99	0.631	0.369	0.470
24	106	28	50	84	156	112	0.582	0.418	0.418
25	127	7	63	71	190	78	0.709	0.291	0.478
26	122	12	59	75	181	87	0.675	0.325	0.470
27	120	14	77	57	197	71	0.735	0.265	0.321
28	101	33	39	95	140	128	0.522	0.478	0.463
29	125	9	66	68	191	77	0.713	0.287	0.440
30	123	11	64	70	187	81	0.698	0.302	0.440
31	108	26	49	85	157	111	0.586	0.414	0.440
32	124	10	76	58	200	68	0.746	0.254	0.358
33	100	34	38	96	138	130	0.515	0.485	0.463
34	85	49	31	103	116	152	0.433	0.567	0.403
35	117	17	65	69	182	86	0.679	0.321	0.388
36	89	45	38	96	127	141	0.474	0.526	0.381
37	110	24	54	80	164	104	0.612	0.388	0.418
38	128	6	76	58	204	64	0.761	0.239	0.388
39	90	44	35	99	125	143	0.466	0.534	0.410
40	101	33	41	93	142	126	0.530	0.470	0.448
Production Domain									
41	64	70	15	119	79	189	0.295	0.705	0.366
42	111	23	50	84	161	107	0.601	0.399	0.455
43	117	17	74	60	191	77	0.713	0.287	0.321
44	73	61	26	108	99	169	0.369	0.631	0.351
45	131	3	67	67	198	70	0.739	0.261	0.478
46	99	35	35	29	134	134	0.500	0.500	0.478
47	98	45	35	99	124	144	0.463	0.537	0.403
48	109	25	41	93	150	118	0.560	0.440	0.507
49	132	2	53	81	185	83	0.690	0.310	0.590
50	113	21	60	74	173	95	0.646	0.354	0.396
51	120	14	64	70	184	84	0.678	0.313	0.418
52	92	42	31	103	123	145	0.459	0.541	0.455
53	118	16	51	83	169	99	0.631	0.369	0.500
54	104	30	37	97	141	127	0.526	0.474	0.500
55	75	59	26	108	101	167	0.377	0.623	0.366

56	101	33	48	86	149	119	0.556	0.444	0.396
57	125	9	67	67	192	76	0.716	0.284	0.433
58	77	57	8	126	85	183	0.317	0.683	0.515
59	118	16	68	66	186	82	0.694	0.306	0.373
60	113	21	60	74	173	95	0.646	0.354	0.386

Difficulty Level and Items Discrimination Power of the Sociolinguistics Competence Test(Production Level)

	Correct Responses of the High Group			Correct Responses of Low Group			Ease Coefficient	Difficulty Coefficient	Discrimination Power
	0	1	2	0	1	2			
61	13	35	86	88	33	13	0.496	0.504	0..552
62	10	40	84	92	25	17	0.498	0.502	0.566
63	9	35	90	91	30	13	0.506	0.494	0.593
64	8	42	84	88	31	15	0.506	0.494	0.566
65	9	36	89	90	34	10	0.500	0.500	0.597
66	15	34	85	89	32	13	0.489	0.511	0.545
67	10	26	98	96	26	12	0.507	0.493	0.642
68	11	32	91	86	35	13	0.513	0.487	0.571
69	16	33	85	88	30	16	0.494	0.506	0.526
70	13	21	100	95	28	11	0.506	0.494	0.638

Distractors Efficiency for Sociolinguistics competence (Recognition Level/Pronunciation)

Item No.	Right option	Group	Distractors				Distractors Efficiency		
			A	B	C	Group	A	B	C
1	c	High	13	13	108	134			
		Low	32	53	49	134	--0.142	-0.299	
2	a	High	124	8	2	134			
		Low	76	27	31	134		-0.142	-0.216
3	b	High	9	100	25	134			
		Low	43	38	53	134	-0.254		-0.209
4	c	High	21	28	85	134			
		Low	48	55	31	134	-0.201	-0.201	
5	a	High	117	12	5	134			
		Low	65	26	43	134		-0.104	-0.248
6	a	High	89	23	22	134			
		Low	38	52	44	134		-0.216	-0.164
7	b	High	9	110	15	134			
		Low	32	54	48	134	-0.172		-0.246
8	a	High	128	3	3	134			
		Low	76	23	35	134		-0.149	-0.239
9	a	High	90	13	31	134			
		Low	35	43	56	134		-0.224	-0.187
10	b	High	19	101	14	134	-0.194		-0.254

		Low	45	41	48	134			

Items-Total Correlation (Internal Consistency) of Formulaic Expressions Test

Items- Total Correlation of the of Formulaic Expressions test

The researcher relied on Point-Biserial correlation formula to assess the item validity by calculating the correlation coefficient between the item scores and the total score, considering the item scores as distant. It is worth noting that the item validity sample consisted of 495 male and female students. It is found that all items in Formulaic expressions test are statistically significant when compared to the critical value of the correlation coefficient, which is (0.088) at the level of significance (0.05) and under (493)degree of freedom. Accordingly, all the test items are valid to measure the variable.**Correlation Coefficient Values between Items of Formulaic Expression test and the Total Score**

Item No.	Pearson Correlation Coefficient	Item No.	Correlation Coefficient Values	Item No.	Correlation Coefficient Values	Item No.	Correlation Coefficient Values
1	0.473	13	0.439	25	0.453	37	0.389
2	0.398	14	0.478	26	0.564	38	0.242
3	0.427	15	0.254	27	0.495	39	0.389
4	0.294	16	0.389	28	0.323	40	0.343
5	0.435	17	0.352	29	0.390	41	0.325
6	0.384	18	0.543	30	0.452	42	0.536
7	0.452	19	0.489	31	0.267	43	0.429
8	0.342	20	0.364	32	0.319	44	0.364
9	0.543	21	0.512	33	0.352	45	0.463
10	0.389	22	0.456	34	0.389	46	0.365
11	0.463	23	0.298	35	0.352	47	0.365
12	0.329	24	0.463	36	0.419	48	0.356

Correlation Coefficient of Formulaic Expression test item's score and it's domain

After using the **Point-Biserial** correlation coefficient, it was found that all correlation coefficients were statistically significant when compared to the critical value of 0.088 at a significance level of 0.05 with 493 degrees of freedom. Through this, it was clarified that all items represent their domains.

Correlation Coefficient of Formulaic Expression test item's score and it's domain

Idiomatic Expressions domain		Collocation Expressions Domain		Binominal Expressions domain		Routine formulae Domain	
Item No	Correlation Coefficient Values	Item No.	Correlation Coefficient Values	Item No.	Correlation Coefficient Values	Item No.	Correlation Coefficient Values
1	0.490	11	0.481	21	0.546	31	0.290
2	0.423	12	0.354	22	0.470	32	0.343
3	0.448	13	0.479	23	0.325	33	0.390
4	0.324	14	0.503	24	0.476	34	0.365
5	0.489	15	0.324	25	0.481	35	0.435

6	0.401	16	0.390	26	0.589	36	0.475
7	0.478	17	0.386	27	0.533	37	0.412
8	0.379	18	0.566	28	0.386	38	0.278
9	0.576	19	0.512	29	0.432	39	0.435
10	0.420	20	0.389	30	0.488	40	0.385
						41	0.367
						42	0.554
						43	0.489
						44	0.546
						45	0.538
						46	0.452
						47	0.389
						48	0.368

internal correlations of Formulaic expressions

Domain	Total Score	Idiomatic Expressions	Collocation Expressions	Binominal Expressions	Routine Formulae
Total Score	1	0.685	0.590	0.673	0.576
Idiomatic Expressions		1	0.496	0.393	0.342
Collocation Expressions			1	0.439	0.452
Binominal Expressions				1	0.490
Routine Formulae					1

The correlation between the item score and the Sociolinguistics competence test's overall score

The researcher calculated the correlation between the score on each item and the total score of the test for 495 students, using the Point-Biserial Correlation Coefficient Formula to assess the correlation between the total test score and the binary (discrete) score for the objective items. The Pearson Correlation Coefficient was used to assess the correlation between the total test score and the continuous (interval) score for the subjective items, relying on the degrees of freedom of the sample, which amounted to 495.. The correlation coefficients were statistically significant when compared to the critical value of (0.098) at a significance level of (0.05) with (383)degree of freedom.**Correlations Coefficients Values between item's score of Sociolinguistics Competence and the Total Score(objective items*)***

Item No.	Correlation Coefficient Values	Item No.	Correlation Coefficient Values	Item No.	Correlation Coefficient Values
1	0.382	21	0.491	41	0.329
2	0.244	22	0.265	42	0.361
3	0.394	23	0.389	43	0.392
4	0.390	24	0.329	44	0.417
5	036.5	25	0.409	45	0.367
6	0.491	26	0.461	46	0.419
7	0.422	27	0.324	47	0.278
8	0.349	28	0.290	48	0.355
9	0.382	29	0.341	49	0.322
10	0.490	30	0.389	50	0.357
11	0.356	31	0.326	51	0.456
12	0.268	32	0.345	52	0.351
13	0.267	33	0.420	53	0.392
14	0.435	34	0.259	54	0.356

15	**0.389**	**35**	**0.352**	**55**	**0.326**
16	**0.356**	**36**	**0.489**	**56**	**0.382**
17	**0.381**	**37**	**0.325**	**57**	**0.334**
18	**0.352**	**38**	**0.499**	**58**	**0.316**
19	**0.367**	**39**	**0.374**	**59**	**0.289**
20	**0.320**	**40**	**0.563**	**60**	**0.325**

Pearson Correlations Coefficients Values between item's score of Sociolinguistics Competence and the Total Score(subjective items)

Item No.	Pearson Correlation Coefficient	Item No.	Pearson Correlation Coefficient
1	**0.529**	**6**	**0.435**
2	**0.393**	**7**	**0.489**
3	**0.489**	**8**	**0.521**
4	**0.511**	**9**	**0.456**
5	**0.379**	**10**	**0.547**

The correlation between item score and the score of the minor and major domain to which it belongs:

Point-Biserial Correlations Coefficient was used by the researcher to inform the relation between the item and the domain it belongs to for the objective items. While for subjective items, Pearson Correlations Coefficient was used. It is found that the correlation coefficients were statistically significant when compared to the critical values of 0.088, with a significance level of 0.05 and a degree of freedom of 493. Through this analysis, it was clear that the test items represent their domains.

Point-Biserial Correlations Coefficients Values between item's score of Sociolinguistics Competence and the score of the minor and major domain to which it belongs(objective items) No.of Domain	Major Domain	Minor Domain	No.of Item	*Correlations Coefficients of item with it's minor domain*	*Correlations Coefficients of item with it's major domain*
1	Recognition Domain	Compliment	1	0.425	0.419
			2	0.319	0.286
			3	0.467	0.416
			4	0.438	0.403
			5	0.429	0.387
		Formality	6	0.546	0.503
			7	0.490	0.456
			8	0.412	0.379
			9	0.457	0.398
			10	0.543	0.509
			11	0.435	0.378
			12	0.328	0.259
			13	0.317	0.287
			15	0.435	0.412
			16	0.389	0.376

			17	0.436	0.378
			18	0.409	0.378
			19	0.422	0.395
			20	0.369	0.358
			21	0.546	0.511
			22	0.381	0.289
			23	0.436	0.403
			24	0.398	0.372
			25	0.478	0.442
		Register	26	0.510	0.489
			27	0.398	0.365
			28	0.367	0.330
			29	0.418	0.365
			30	0.455	0.410
		Pronunciation	31	0.368	0.355
			32	0.398	0.369
			33	0.487	0.446
			34	0.376	0.302
			35	0.467	0.411
			36	0.563	0.520
			37	0.418	0.357
			38	0.577	0.504
			39	0.489	0.432
			40	0.586	0.602
2	Production Domain	Vocabulary	41	0.388	0.367
			42	0.431	0.386
			43	0.453	0.402
			44	0.467	0.426
			45	0.398	0.385
			46	0.483	0.435
			47	0.329	0.290
			48	0.467	0.375
			49	0.410	0.365
			50	0.397	0.390
			51	0.530	0.478
			52	0.416	0.385
			53	0.489	0.412
			54	0.423	0390
			55	0.429	0.386
			56	0.479	0.425
			57	0.436	0.396
			58	0.471	0.378
			59	0.368	0.324
			60	0.426	0.385

Pearson Correlations Coefficients Values between item's score of Sociolinguistics Competence and the score of the minor and major domain to which it belongs(subjective items)

No.of Domain	**Major Domain**	**Minor Domain**	**No.of Item**	***Correlations Coefficients of item with it's minor domain***	***Correlations Coefficients of item with it's major domain***

2	Production Domain	Compliment	61	0.657	0.627
			62	0.489	0.438
			63	0.576	0.538
			64	0.612	0.587
			65	0.486	0.463
			66	0.490	0.489
			67	0.541	0.532
			68	0.580	0.548
			69	0.557	0.509
			70	0.598	0.578

The internal correlation matrix for the sociolinguistics competence test

Domains	Total Score	Recognition Domain	Production Domain
Total Score	1	0.732	0.778
Recognition		1	0.644
Production			1

Reliability of the Formulaic Expressions test

To calculate the stability using this method, the kuder-Richardson 20 equation was applied to the scores of the sample individuals, totaling 495 students, and using the mentioned formula, the stability coefficient was (0.88).

Reliability of the Sociolinguistics Competence Test

The researcher verified the test's reliability using the Cronbach's alpha formula.the Cronbach's Alpha equation was applied to the scores of the sample individuals (495 students). The reliability coefficient value was (0.90), which is considered a good and acceptable value, thus the test is deemed reliable. "Non-standardized tests are considered good if their reliability coefficient is (0.67) or above."

SECTION FOUR : RESULTS

1Results Related to the First Aim: The first aim of the current study reads “finding out Iraqi EFL university students’ level of formulaic expressions”. To achieve this goal, the researcher applied the formulaic expressions test on a sample of 495 male and female students. It is evident from the table above that:

1.The mean of the sample on the expression (idiomatic expressions) was (10.941) with a standard deviation of (3.722) and a theoretical mean of (10). The computed t-value was (5.627), which is greater than the critical t-value (1.96) at a significance level of (0.05) and degrees of freedom (494). This means that the research sample has a good level of this expression.

2.The mean of the sample on the expression (collocation) was (12.364) with a standard deviation of (3.993) and a theoretical mean of (10). The computed t-value was (13.168), which is greater than the critical t-value (1.96) at a significance level of (0.05) and degrees of freedom (494). This indicates that the research sample has a good level of this expression.

3.The mean of the sample for the expression (Binominal expressions) was (11.034) with a standard deviation of (3.703) and a theoretical mean of (10). The computed t-value was (6.214), which is greater than the critical t-value (1.96) at a significance level of (0.05) and degrees of freedom (494). This means that the research sample has a good level of this expression.

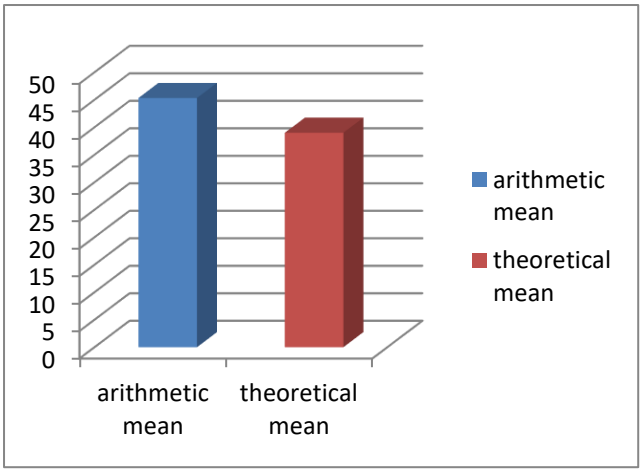
4.The mean of the sample on the expression (routine formulas) was (10.980) with a standard deviation of (3.082) and a theoretical mean of (9). The computed t-value was (14.293), which is greater than the critical t-value (1.96) at a significance level of (0.05) and degrees of freedom (494). This means that the research sample has a good level of this expression.

5.The mean of the sample for all formulaic expressions was (45.319) with a standard deviation of (11.715) and a theoretical mean of (39). The computed t-value was (12.001), which is greater than the critical t-value (1.96) at a significance level of (0.05) and degrees of freedom (494). This means that the research sample has a good level of formulaic expressions.

shown in table (4.1)**Arithmetic Mean, Standard Deviations, and t-test Values of the Formulaic expressions test**

Variable	*N*	*Theoretical Mean*	*SD*	*Arithmetic Mean*	*T- Values*		*Level of Significance (0.05)*
					computed	*critical*	
Idiomatic expressions	*495*	*10*	*3,722*	*10,941*	٥,٦٢٧	١,٩٦	*Significant*
Collocations	*495*	*10*	٣,٩٩٣	١٢,٣٦٤	١٣,١٦٨	١,٩٦	*Significant*
Binominal expressions	*495*	*10*	٣,٧٠٣	١١,٠٣٤	٦,٢١٤	*1,96*	*Significant*
Routine Formulae	*495*	*9*	٣,٠٨٢	١٠,٩٨٠	١٤,٢٩٣	*1,96*	*Significant*
Total Degree of	*495*	*38*	١١,٧١٥	٤٥,٣١٩	١٢,٠٠١	*1,96*	*Significant*

Figure (4.1) ***Arithmetic and Theoretical Means of the*****. Formulaic expressions**

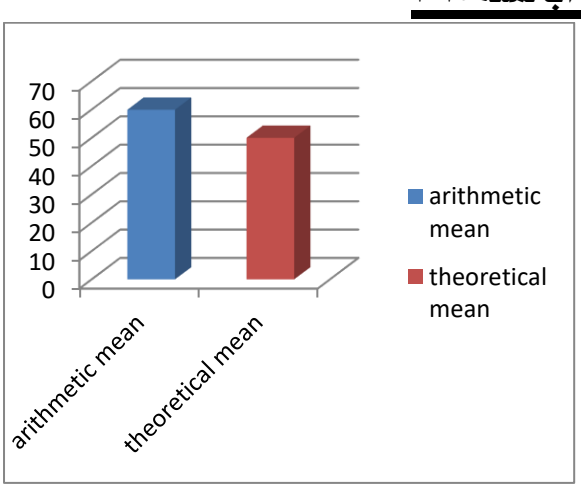


Finding out level of Iraqi EFL University Students' Sociolinguistics competence

To achieve this goal, the researcher applied the social linguistic competence test on a sample of (495) male and female students. The research results showed that the mean score of this sample on the test was (59.929) with a standard deviation of (15.496). To determine the significance of the difference between the mean score and the theoretical mean score of (50), the researcher used the one-sample t-test. It was found that the difference was statistically significant at the (0.05) significance level, as the calculated t-value was (14.256), which is greater than the tabulated t-value of (1.96) with (494) degrees of freedom. Arithmetic Mean, Standard Deviations, and t-test Values of the Sociolinguistics competence test

Variable	*N*	*Theoretical Mean*	*SD*	*Arithmetic Mean*	*T- Values*		*Level of Significance (0.05)*
					computed	*critical*	
Sociolinguistics Competence	*495*	*50*	*15,496*	*59,929*	256,14	1,96	*Significant*

Figure (4.2) ***Arithmetic and Theoretical Means of the Sociolinguistics Competence***



2.Second Aim : identifying the correlation between Iraqi EFL university students' formulaic expressions and sociolinguistics competence.

The Correlation between formulaic expressions and sociolinguistics competence

N	**The value of the correlation coefficient between formulaic expressions and sociolinguistics competence**	*T- Values*		*Level of Significance (0.05)*
		computed	*critical*	
495	***0,613***	***19,155***	***1,96***	***Significant***

It is evident from the above table that the correlation coefficient between formulaic expressions and sociolinguistics competence has reached (0.613). To determine the significance of the relationship, the researcher used the t-test for the significance of the correlation coefficient, and the calculated t-value was (19.155), which is greater than the tabulated value of (1.96) at a significance level of (0.05) and degrees of freedom (493). This means that the relationship between the two variables is a statistically significant positive relationship, meaning that as students possess a higher level of formulaic expressions, their social linguistic competence..

Third Aim: finding out the extent of the contribution of Iraqi EFL university students' formulaic expressions , in interpreting the variation in sociolinguistics competence. To verify this objective, the multiple regression coefficient was calculated to determine the relationship between sociolinguistic competence (the dependent variable) and formulaic expressions (the independent variable) among the research sample, which amounted to (0.645) and the square of the regression coefficient was (0.416). To determine the extent of the impact of the studied variables on each other, regression analysis using the (Inter) method was employed, and the results of the regression variance analysis appeared as shown in the table.***Inter for Regression Analysis***

Source of Variance	*Sum of Squares*	*Degree of Freedom*	*Mean Square*	*F-ratio*		*Level of Significance (0.05)*
				Computed	*critical*	
Regression Value	٤٩٣٠٥,١٦٧	*5*	٩٨٦١,٠٣٣	٦٩,٥٦٩	***2.21***	***Significant***
Residual Value	٦٩٣١٣,٣٥٨	٤٨٩	١٤١,٧٤٥			
Total value	١١٨٦١٨,٥٢٥	٤٩٤				

It is evident from the table above that the calculated F-ratio value for the regression analysis, which is (69.569), is greater than the tabulated F-ratio (2.21) at a significance level of (0.05) and degrees of freedom (5, 489). This indicates a significant effect of the studied variables. To determine the relative contribution of each variable in explaining the relationship between the variables, the beta (B) values, standard error, beta value for the standardized relative contribution, and partial correlation coefficients (PART) were calculated.**The Contribution of the Independent Variables to the Total Variance of the Dependent Variable**

Independent Variables	*Non-standardized Coefficients*		*Standardized Beta Coefficient*	*PART*	*T-Value*		*Significance 0.05*
	Beta	*Standard Error*			*Computed*	*Critical*	
Constant Term	٢٣,٩٢٣	٣,٧١٢	-	-	٦,٤٤٥	1.96	**Significant**
Formulaic expressions	٠,٦٢٢	٠,٠٦٢	٠,٤٧٠	٠,٣٤٦	١٠,٠٠٨		**Significant**

Conclusions

In terms of the topics addressed, this study is significant. Based on the findings and debates surrounding the study's aims, the following conclusions are developed:

1.There is compelling evidence, supported by the findings and discussion, that reasonable formulaic expressions can enhance sociolinguistics competence in an EFL context.Those who show good levels in idiomatic, binominal collocation expressions and routine formulae ,can increase their ability to handle social matters of language.

2. Expressions that are frequently used in recurring social contexts are known as routine formulations. They hold a significant deal of social meaning since they offer the verbal means for mastering such situations in a way that is universally recognized. The current study makes the case that only cognitive systems of beliefs, wants, wishes, preferences, norms, and values can adequately explain the pragmatic requirements for their proper use as well as their communication roles.

3. formulaic expressions are the best contributor to the variance of vocabulary proficiency.

Recommendations

1. Sociolinguistics competence and formulaic expressions are domain-specific and can change based on certain activities in language classes. The dynamicity of the interaction between Sociolinguistics competence and Formlaicity, such as idiomatic expression routine formulae and culture norms at various academic stages, should thus be examined in order to matching the current work. The results of these research could have important ramifications for English as a foreign language instruction.

2. . In addition to stimulating students' desire to learn English within it's social dimention and increasing their awareness of this issue so they are ready to handle it, the current study aims to assist instructors and students by fostering a more laid-back atmosphere where moderate levels of real authentic language use are supported, encouraged, and reinforced.

3. Teachers can create, incorporate, and employ remedial classes, exercises, and resources that refocus the focus on advancing students' social use of language and be away from focusing on the grammatical points ,including the material that makes use of the norms,values ,culture of the other language users.

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