

Investigating Iraqi EFL Secondary School Teachers' Attitudes Toward Language Socialization

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في اللغة الإنجليزية كلغة أجنبية تجاه التنشئة الاجتماعية اللغوية

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Abstract

Language serves as a primary source of information for learners as they learn about the customs and perspectives of their culture. Language socialization research has shown that conversational activities involving small children vary in ways that systematically relate to cultural beliefs, values, and social order. Caregivers' primary concern is to enable their children to exhibit and comprehend socially appropriate behaviors, and they primarily achieve this through language. This study aims to investigate EFL Iraqi secondary school teachers' attitudes toward language socialization. The present study randomly selected a sample of 50 Iraqi EFL secondary school teachers from various schools to fulfill its aim. The study uses a questionnaire consisting of 20 items to achieve its aim. The data was analyzed by using percentages. The results revealed the EFL teachers' positive attitudes toward language socialization. However, even though language socialization played a significant role, teachers still need to deepen their understanding of this field of linguistics.

Keywords: Language Socialization, EFL Education, Cultural Awareness, Teachers' Attitudes, and Linguistic Development.

المخلص

تعد اللغة مصدرًا رئيسيًا للمعلومات للمتعلمين الذين يتعلمون الطرق ووجهات النظر العالمية لثقافتهم. أظهرت أبحاث التنشئة الاجتماعية اللغوية أن أنشطة المحادثة التي يشارك فيها الأطفال الصغار تختلف بطرق ترتبط بشكل منهجي بالمعتقدات الثقافية والقيم والنظام الاجتماعي. الاهتمام الأساسي لمقدمي الرعاية هو التأكد من أن أطفالهم قادرون على عرض وفهم السلوكيات المناسبة للمواقف الاجتماعية، وإحدى الوسائل الرئيسية التي يتم من خلالها تحقيق ذلك هي اللغة. تهدف هذه الدراسة إلى التعرف على اتجاهات معلمي اللغة الإنجليزية في المدارس الثانوية العراقية نحو التنشئة الاجتماعية اللغوية. ولتحقيق هدف الدراسة الحالية، تم أخذ عينة مكونة من (50) معلما عراقيا في المدارس الثانوية للغة الإنجليزية كلغة أجنبية بشكل عشوائي من مدارس مختلفة. ولتحقيق هدف الدراسة تم استخدام استبانة المعلمين المكونة من (20) فقرة كأدوات. وتم تحليل البيانات باستخدام النسبة المئوية. وكشفت النتائج عن اتجاهات معلمي اللغة الإنجليزية كلغة أجنبية نحو التنشئة الاجتماعية اللغوية. ومع ذلك، وعلى الرغم من الدور المؤثر للتنشئة الاجتماعية اللغوية الذي تم تسجيله، إلا أن حاجة المعلمين إلى اكتساب المزيد حول هذا المجال من اللغويات أمر ضروري.

الكلمات المفتاحية: التنشئة اللغوية، تعليم اللغة الإنجليزية كلغة أجنبية، الوعي الثقافي، مواقف المعلمين، وتطوير اللغة.

1. Introduction

Language not only helps people communicate, but it also transmits cultures. When cultures meet, they exchange ideas and practices that enrich both their lives and their languages. An enriched language allows for an even greater exchange of ideas and practices. This study looks at how Iraqi secondary school teachers of English view this process of "language socialization." EFL teachers in Iraq face the considerable challenge of teaching a foreign language in a society where the language and its associated cultures have no noticeable presence outside the classroom.

Language socialization research focuses on the relationship between cultural beliefs, values, and social norms and the way children interact verbally with one another. Investigators in this field contend that children learn to navigate the intricacies of their cultural environments—often long before they reach formal schooling—through conjugation and more "low-key" forms of verbal interaction. That is, children learn how to use language in ways that are mostly acceptable to the people around them; they don't really know all the rules, and even some adults don't either, but they're mostly working in a kind of linguistic safe zone.

The purpose of this study is to find out what EFL teachers in Iraq think about language socialization in their teaching practices. We administered a structured questionnaire to a sample of 50 secondary school teachers of English. Their responses suggest they have a pretty competent handle on the concept of language socialization. They have a very positive attitude toward it. However, a closer examination of their answers reveals that they are merely nodding in agreement, lacking a clear understanding of the practical application of the concept in their classrooms. Preliminary results suggest the teachers might be a little unclear on the significance of the concept for their students' learning.

Nonetheless, the study reveals that teachers in Iraq lack the necessary knowledge and understanding of this vital facet of linguistics. Therefore, it is imperative that these teachers receive additional professional development in the often overlooked field of linguistics. We hope that this research's focus on professional development will contribute to the broader discussion on language education in Iraq. It also aims to enhance effective educational practices in a country that has recently experienced war and is

still a long way from achieving the linguistic and cultural proficiency necessary for its citizens to lead successful lives.

1.1. Statement of the Problem

Language socialization research has demonstrated the critical role that language plays in this process. Linguistic structures at every level—phonological, lexical, morphology, syntactic, pragmatic, and conversational—have social and cultural meanings for members of a speech community. In order to become active, competent members of their community, novices must learn to understand and use these linguistic structures in appropriate ways. They do so through recurrent communicative encounters with more knowledgeable community members, who interact with novices in ways that are culturally specific. These experiences shape novices' ideas about language, themselves, behavior, and emotion. The current study investigates the attitudes of Iraqi EFL Secondary School Teachers towards language socialization.

1.2. Aim of The Study

This study aims to investigate EFL Iraqi secondary school teachers' attitudes toward language socialization.

1.3. Hypothesis

The study hypothesis EFL teachers have a positive attitude toward language socialization.

1.4. Procedures of the Study

1. Providing an identification for the language socialization and its related aspects.
2. Choosing the population and numbers of EFL teachers who will answer the questions of the questionnaire.
3. Conducting a questionnaire includes questions related to the concept of language socialization.

2. Literature Review

Language socialization is a collaborative enterprise, often contested, and ever-continuing. The novice, active and selective in acquiring skills, identities, and ideologies, may resist socialization. Language socialization continues across the lifespan as individuals become participants in multiple communities, including families, neighborhoods, peer groups, schools,

professions, religious groups, and other institutions. Researchers have explored a diverse array of environments, discovering significant cultural differences in the methods used to acquaint novices with language, along with some universal aspects. Investigators have focused on topics such as socialization into literacy, caregiver socialization of emotions, the development of knowledge about status and roles through language use, and language socialization in situations of language and culture contact. Language socialization research focuses on language use within interaction as the main symbolic tool for developing linguistic and cultural competence. Moreover, Talmy (2011) conceptualize linguistic and cultural competence as co-construction, emphasizing the individual agency of the participants involved.

According to Ochs (1986), socialization is an interactional display (covert or overt) to a novice of expected ways of thinking, feeling, and acting. Through their participation in social interactions, children come to internalize and gain performance competence in these socioculturally defined contexts.'

Language socialization research examines the enactment of apprenticeship roles in relation to the social, cultural, and pragmatic meanings associated with language in specific interactional routines (Rogoff, 1990). Ideologies of language serve as 'the mediating link between social structures and forms of talk' (Woolard & Schieffelin, 1994), which influence attitudes and beliefs about both in-group and out-group members and the kinds of language that they are expected to use.

2.1. Language Socialization as a Theory

Despite its relatively short history, the field of LS deeply roots itself in theories of learning and development that intersect various disciplinary perspectives from anthropology, linguistics, psychology, and sociology. Research on language socialization has significantly influenced scholarship by highlighting the fundamental contextualization and interactional emergent nature of linguistic and cultural learning and development. The lens of language in context guides the development of communicative and interactional competence. Children acquire sociocultural knowledge through exposure to and participation in everyday verbal exchanges. Further, the pre-linguistic and linguistic behaviors of the child must be examined for the ways they are continually and selectively

affected by values and beliefs held by those members of society who interact with them. Local cultural processes will influence what a child says and how he or she says it (Gumperz & Cook, 2012).

Language socialization started as a reaction against child language acquisition models that only looked at the structure and psychological processes of language development, not the social and cultural settings in which people learn (Watson-Gegeo, 2004). Beyond these models, language socialization illuminates the intricate relationship between language structures and the social world, showing how these structures reflect and emerge from cultural, social, and ideological forms of knowledge that individuals 'learn in and through language' (Talmy, 2011). Although researchers acknowledge the specificity of linguistic codes, they do not assume exact reproduction as the goal or outcome of language socialization processes, thereby emphasizing the role of individual agency.

2.2. Principles of Language Socialization

Generally, there are seven principles that remain constant in language socialization work across the lifespan, across different learning spaces such as traditional home practices, academic and workplace contexts, and across various modalities such as face-to-face interaction and online communication.

First, language socialization research views cognition as a social rather than individual psychological phenomenon. The LS framework conceptualizes learning as happening through social interaction with more expert individuals within the Zone of Proximal Development of the more novice individual (Vygotsky, 1978). Through social interaction, learners are able to perform shared and expected practices specific to a social activity and cultural setting. Lave and Wenger, (1991) further argue that the sources of socialization go beyond individual interactions to participation in broader communities of practice; they emphasize the importance of learners' access to participatory roles in communities of practice, ranging from peripheral to full participation.

Second, researchers of LS see language and culture as inseparable. The influential works of Elinor Ochs, and others exemplify the interconnectedness of language use and cultural norms. In fact, the researchers discovered that culturally specific methods teach children the

social and communicative roles, expectations, and repertoires involved in their communities' linguistic practices. They discovered that through participation in everyday social life, children master the practices of their particular community and, over time, become more expert in the social and language skills needed to develop the worldview specific to their cultural context.

Third, language socialization research acknowledges the dynamic and fluid nature of a community's cultural norms and practices, which users have the potential to reproduce or transform. Both broad macro-level socio-historical processes and ideologies, as well as micro-level cultural norms and interactions, influence socialization as a complex process. This perspective enables researchers to localize their findings to specific spatial, temporal, and cultural contexts and to account for variations across and within their research sites (Anjum, 2016).

Fourth, by its very nature, language socialization involves power and inequality. Hence, a perspective that focuses on a depoliticized notion of culture will miss a fundamental aspect of socialization. To begin with, LS positions some social actors as experts, or holders of knowledge, and others as novices or learners, an arrangement that profoundly shapes interactional and broader cultural rights and obligations. And more generally, all language socialization processes emerge from and reproduce language ideologies dictated by cultural assumptions and sociopolitical ideas about language forms and their use (Riley, 2011).

Fifth, and this is an important contrast to the last principle, language socialization scholars think that people's freedom is key to maintaining and rejecting practices that are specific to a community and those that are more general. That is, LS enables the study of how socially, historically, culturally, and politically positioned individuals with multiple subjectivities and identities engage in socialization activities to reproduce and transform the social order (Talmy, 2011).

Sixth, language socialization research is centrally concerned with identity as a key outcome of socializing processes. This concept aligns with a broader theoretical transition in language and identity research, moving from a correlational perspective that asserts language reflects identities to a constructivist perspective that asserts language constructs and performs

identities (Bucholtz & Hall, 2005). That is, identities do not precede social action but are a result of social action. But researchers who study language socialization know that language doesn't directly create identity. Instead, speakers use language to take social positions, which become ideologically linked to certain social groups through indexicality, the semiotic process of creating contextualized meaning (Eckert, 2008).

Seventh, LS scholars recognize the relational roles of 'expert' and 'novice', which form the foundation of all such research, as contextual, relative, and negotiable positional ties, rather than being fixed culturally assigned categories. Despite the widespread use of these roles in LS analysis, cultural factors like age or institutional status, while important in specific socialization contexts, do not fully predetermine them (Ochs, 1986).

Moreover, expertise and novicehood themselves are gradient phenomena. Peer socialization practices particularly highlight this fact, as certain individuals, through interaction, assume a more expert status in a particular domain compared to their culturally positioned peers (Lee & Bucholtz, 2015). Peer socialization, particularly among culturally perceived as relative novices like children or students, is a crucial method for novices to assert their agency and establish their identities.

2.3. Language Socialization as a Methodology

To examine the development of linguistic and cultural competence and practices across settings, LS has employed a variety of methodologies, ranging from participant observation to interviews to audio and video recordings of interactions. Most studies on language socialization use an ethnographic approach to get a deeper understanding of cultural meaning, a longitudinal design to keep track of detailed descriptions and interpretations over time and across settings, field-based data collection and analysis of spoken and unspoken social interactions, and attention to both small and large levels of analysis and how they relate to each other (Garrett, 2008).

Furthermore, the processes of socializing and being socialized via language entail an understanding of how language functions in participants' daily lives and what it accomplishes for whom and by whom. LS research takes a richly contextualized approach, understanding language as deeply intertwined with embodied and material communication, despite its central

role in socialization as the most complex communicative resource. In order to understand the multiple pathways through which socialization can happen, LS researchers have examined spoken, written, and signed language use as well as other semiotic systems, including embodied (e.g., gestural, kinesic, haptic), technologically mediated, and other forms of communication. Researchers investigate how these systems work together to convey cultural meanings, particularly the stances and practices that help constitute identities and memberships in specific cultural groups. This focus on socialization through linguistic and other semiotic systems is compatible with various forms of discourse analysis, including conversation analysis, interactional sociolinguistics, and positioning analysis, among others (Duff, 2007).

Methodological advances in the field of language socialization, then, must account for differences and variations within and across groups and individuals, both over time and across settings. Along with longitudinal ethnographies, interview-based data collection over a shorter period of time from more participants may also give strong and useful information about how people learn to use language together. Furthermore, to identify and test language socialization patterns across time and settings, we need quantitative studies and experimental designs in a variety of learning spaces (Matsumura, 2001).

2.4. Language Socialization: Linguistic and Nonlinguistic Dimensions

Since its inception, language socialization has drawn on a number of disciplines, especially linguistic anthropology, sociology, psychology, and (socio)linguistics. The (neo-)Vygotskian sociocultural theory, which emphasizes the highly social, culturally, historically, and co-constructed nature of learning, has also greatly influenced it (Duff, 2007). One of the fathers of sociolinguistics, Dell Hymes, was an ardent early champion of language socialization research. The focus on mentors' provision of covert or overt assistance to others so they can learn particular uses of language, as well as the values, subjectivities, and affective orientations underlying those language choices, points to the core relationship between language socialization and sociolinguistics.

Language socialization often studies language variation, norms, and functions of language use in speech communities, taking into account

variables such as gender, social class, region, and speech context (e.g., speech event). It provides detailed accounts of variations across registers, dialects, genres, and interlocutors of different status. Language socialization, for its part, examines how people entering new cultures or communities, whether as children or adults, learn what those norms of language use are on the basis of observations and interactions with more experienced members of the culture.

Beyond these routines, we could delve deeper into the activities or assignments students undertake once instruction commences, examining how these social and linguistic, or discursive, practices shape them. Research might look specifically at the components and criteria for successfully preparing for and then performing an oral presentation, such as a show-and-tell session for young children or a high school science project presentation on the environment. In higher education contexts, the presentation might be about an important legal case in law school, a particular medical research finding or case history in medical school, or a group presentation on cell phone circuitry in engineering. Thus, language socialization research analyzes how teachers or students lay the foundation for participation in each of those spheres as a presenter, team member, or audience member. The socialization may occur by means of explicit discussion in the course outline, by modeling presentations for students, or by giving instruction and public feedback on presentations that participants can learn from (Zappa-Hollman, 2007).

2.5. Research Methods and Challenges in Language Socialization Studies

Drawing on traditions in linguistic anthropology and classroom research, which typically involve various approaches to discourse analysis such as conversation analysis, functional grammatical analysis, and intonation analysis, a significant portion of language socialization research is ethnographic (Watson-Gegeo, 2004). Ethnographic research involves understanding the cultural patterns, behaviors, and values of groups in their natural local contexts. Since language socialization is related to developmental processes of becoming competent in the linguistic and other communicative ways of the community or culture (terms I use somewhat interchangeably here), a longitudinal perspective is required. Typically, a

longitudinal perspective requires researchers to conduct systematic observations on specific communities of learners over an extended period, often across different contexts (Watson-Gegeo, 2004).

One reason for this prolonged engagement with the community, which is typical of ethnography, is to understand recurring cultural and linguistic patterns of interaction (processes of socialization). Another reason is to observe how learners' abilities, behaviors, and orientations to learning and participating in the target practices evolve over time either in the manner anticipated or expected or, rather, in unanticipated ways (i.e., revealing outcomes of socialization). Language socialization research generally attempts to integrate macro- and micro-analyses, considering the broader context and the role of micro-level linguistic features in forming the sociocultural context (Talmy, 2011).

2.6. Key Findings in Classroom-oriented Language Socialization Research

Several recent review articles offer comprehensive summaries of key findings on language socialization in classroom environments, whether they are first-language or additional-language settings. The surveyed research reveals that language socialization into educational discourse, for many students from the ethnolinguistic majority in their society, is a relatively smooth and straightforward process that continues throughout their schooling and beyond. However, it may involve considerable negotiation, trial and error, and revision and refinement, all typical aspects of learning. Naturally, as these same learners encounter new forms of discourse and content, they continue to broaden their repertoire of competencies, their identities, their knowledge of the world, and ideally their confidence as valued and capable members of the target community (Duff, 2007).

However, the process might not go as smoothly or successfully for people who are new to the community, members of linguistic or socioeconomic minorities, or people who don't have as much power, experience, or symbolic and material resources in their new educational and linguistic communities. These people may also be postcolonial and not know enough about the dominant language to participate in educational discourse (Watson-Gegeo, 2004).

Furthermore, Zappa-Hollman (2007) highlights that a number of interrelated factors could potentially contribute to the challenges these students encounter.

The first factor is that the target language, variety, register, or activity (speech event, act) is not familiar to them, and they lack the schemata (background cultural knowledge) and scripts (knowledge of routines) to perform as expected. For example, recent study-abroad research has identified areas where international exchange students' previous home country, first-language-mediated socialization into academic literacy practices, and expectations held by their local teachers may differ significantly from those of their new host institutions, potentially leading to their failure.

A second factor is that teachers, mentors, and peers may mistakenly believe that new linguistic and cultural practices, along with the associated background knowledge, are obvious, comprehensible, transparent, already known, or easily acquired and engaged in by newcomers, when in fact they are not. These students may have achieved academic success sufficient to enroll in their university programs, but they may lack experience in delivering specific oral presentations such as summaries and critiques of research articles. Additionally, they may not have previously utilized PowerPoint or other presentation technologies, nor have they utilized mixed-mode course tools that necessitate posting on online bulletin boards in response to class discussions and readings. They may never have written an academic literature review paper as prescribed in their courses, a research proposal, or an academic curriculum vitae. Such students may require very explicit instruction and models regarding the criteria, components, optimal performance, length restrictions, citation conventions (e.g., 'APA'), and other attributes of the target activity.

Despite the good intentions of teachers, students can face disadvantages in their courses. This can manifest in various forms of participation such as seating arrangements, group work membership, and discussion/presentation groups. Additionally, their status as 'non-native speakers' or 'shy Japanese females', or as master's degree students in a class full of doctoral students, can hinder their ability to fully participate and gain the legitimacy they seek in the practices and social networks they aspire to engage in.

The fourth factor pertains to the intentions, learning conditions, and trajectories of the newcomers. Educators typically expect newcomers/novices to actively seek membership in their new community. Students may plan to stay in the new community for only a short period; they may reject or resist their status as marginalized participants in the new culture; they may be highly mobile or transnational and may also aspire to quite different future possibilities, including discourse communities and primary languages, than those projected on them by the local educational system (or by their parents). They may prefer the well-established and honored traditions of their prior educational cultures over the current ones. Local members or 'gatekeepers' may block their entry and access.

3. Methodology

The study employs a research design that focuses on exploring the attitudes of EFL Iraqi secondary school teachers toward language socialization. To accomplish this, we administer an electronic questionnaire to a randomly selected sample of 50 EFL teachers from the General Directorate of Al-Kharkh 2. The questionnaire aims to capture the teachers' perspectives on language socialization and its impact on the development of the educational system.

3.1. Research Design

A questionnaire has been conducted on a sample of EFL Iraqi Secondary School. The questionnaire's nature is about the teachers' attitudes and responses toward language socialization.

3.2. Participants of the study

The EFL secondary school teachers of the General Directorate of Al-Kharkh 2 comprise the total population of teachers in this study. To achieve the aims of the study, the researcher has randomly chosen the sample, which is the 50 EFL Iraqi secondary school teachers of the General Directorate of Al-Kharkh 2.

3.3. Instruments of the study

In order to fulfill the goals of the study, the researcher formulates an electronic questionnaire. The questionnaire is to measure the attitudes of the EFL Iraqi secondary school teachers toward language socialization and its role in developing the educational system. We conducted the questionnaire using simple and clear English words. The responses to the questionnaire were on the form of an agreement scale of (always, often, sometime, rarely, never). The final version of the questionnaire can be found below (Table 1).

N	Items	always	Often	Some_ time	Rarely	never
1	As a teacher, do you read about language socialization and its related aspects?					
2	The relationship between language and society is essential for the process of teaching.					
3	Language socialization can play significant role in the teaching process.					
4	As a teacher, your beliefs about language socialization can affect teaching practice?					
5	Language socialization studies can affect the students' achievement.					
6	Cultural studies can play a significant role in overcoming the social issues that educational systems face.					
7	Language socialization interest in the type of knowledge that children can learn.					
8	language socialization can affect the teaching styles.					
9	Pedagogical studies can help to find the appropriate methods for teaching foreign language.					
10	Teaching methodology can plays a significant role in developing the language socialization.					
11	Educational linguistics focus on development of language socialization.					
12	Neurobiology of language learning studies have an effects on language socialization					
13	The relationship between language and culture has effects on the process of teaching.					
14	Social studies may assess the educational systems to adopt the suitable methods for teaching language.					
15	Applied linguistics can promote the language socialization.					
16	Social studies focus on development of language socialization.					
17	Psychological studies have many influences on language socialization.					
18	Language socialization can participate in solving many problems that face education systems which related to language and society.					
19	Cultural issues can play a vital role in overcoming the problems that face language socialization					
20	Social sciences can participate in solving problems that face language and community.					

3.4. Administration of the Questionnaire

Participants received the final electronic version of the questionnaire at the end of March 2023. The Iraqi EFL secondary teachers were asked to give their views on the items according to given scales.

3.5. Data Analysis and Results

The study aims to identify the attitude of Iraqi EFL secondary teachers toward language socialization. We investigate the subjects' responses using statistical analysis. The weighted means for most items are higher than 2.00, and most of their weighted percentiles are more than 80%, as shown in Table (2). The outcomes demonstrate that there are statistically sufficient variations in the attitude of EFL teachers toward language socialization.

Table (2): Weighted Mean of the Questionnaire Items.

<i>No. of Item</i>	<i>Weighted Mean</i>	<i>Weighted Percentile</i>
14	1.98	72.00
9	2.06	73.00
15	2.08	73.00
6	2.1	80.00
11	2.1	80.00
13	2.1	80.00
5	2.12	82.00
7	2.12	82.00
4	2.14	83.00
10	2.16	85.00
12	2.16	85.00
2	2.18	85.00
3	2.2	88.00
16	2.36	90.00
8	2.4	92.00
1	2.42	94.00
17	2.64	95.00
18	2.8	96.00
19	3.24	97.00
20	3.88	98.00

4. Discussion

The analysis focused on the attitudes of Iraqi EFL secondary teachers toward language socialization. The research results revealed that the EFL teachers hold a positive attitude towards the role of language in shaping the fundamental aspects of socialization. Furthermore, the project highlighted the global efforts to develop educational systems. Also, the study attempted to innovate systems to support language socialization.

Furthermore, language serves as a valuable tool for understanding the nature of culture and the transmission of cultural knowledge and beliefs from one generation to the next through daily interactions. Investigating how language indicates relationships and cultural concepts in interactions between children and adults can examine how the acquisition of language and culture influence each other.

The study also indicated that most EFL teachers are increasingly recognizing the advantages of language socialization and the potential benefits it can bring. An elevated percentage of the participants agreed that the aspects of sociology, evaluation studies, methodology, culture studies, and others that studied language socialization can play a vital role in obtaining the aspects and directions of sociocultural systems. Therefore, elucidating the procedure to innovate more inclusive and salutary systems of language socialization is crucial. Also, most participants agreed that language socialization might integrate theoretical and methodological perspectives from linguistics, anthropology, sociology, and psychology. Thus, language socialization emphasizes the use of language to socialize learners and children, fostering an understanding of the functional and figurative interface between language and culture.

5. Conclusion

This study has shed light on the positive attitudes of Iraqi EFL secondary school teachers toward the role of language in their society. In its own way, this study has demonstrated that these teachers are very aware and appreciative of the significant role that language plays in the vital business of their cultural transmission; they recognize that language is undoubtedly the key to their cultural transmissions.

The study emphasizes the close connection between language and culture, asserting that the process of acquiring a language is inextricably bound up

with the acquisition of the knowledge and values that constitute the culture of the language's native speakers. It highlights the diversity of the theoretical and methodological frameworks in which research on language socialization has taken place. The frameworks derive from fields such as linguistics, sociology, and psychology. Despite this diversity, the reviewed studies all agree that learning and using a new language profoundly transforms learners' lives.

Additionally, the growing recognition among teachers of the advantages of language socialization helps us move toward an even more inclusive and effective educational system. The study underscores the importance of continuous professional development and innovative pedagogical practices rooted in the principles of language socialization. If EFL teachers immerse themselves in pedagogical practices that follow the path EFL students must go through—that is, the path of becoming not only capable English users but also culturally aware individuals—then the EFL teachers can serve as models for their students.

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