

**Exploring the relationship between multilingualism and the sociopragmatic competence: a
correlational analysis**

David Santiago Perez Parra

Trabajo para optar por el título de Magíster en Mediación Pedagógica en el Aprendizaje del

Inglés

Asesor, Edwin Andrés Londoño

Universidad Nacional Abierta y a Distancia

Escuela de Ciencias de Ciencias de la Educación

Maestría en Mediación Pedagógica en el Aprendizaje del Inglés

2022

Approval Page

Exploring the relationship between multilingualism and the sociopragmatic competence: a
correlational analysis

A Master Thesis

Presented by

David Santiago Perez Parra

Approved by:

Supervisor, Mag. Edwin A. Londoño A.

Jury, Diana K. Sánchez Luján

Jury, Cenaida Gómez Sáenz

Resumen Analítico Especializado (RAE)

Título	Exploring the relationship between multilingualism and the sociopragmatic competence: a correlational analysis.
Autor	David Santiago Perez
Modalidad de Trabajo de Grado	Proyecto de Investigación
Institución	Universidad Nacional Abierta y a Distancia
Fecha	Agosto 2022
Palabras Clave	Sociopragmatics, multilingualism, language acquisition, correlational analysis.
Fuentes	52 autores a través de 48 artículos científicos indexados y 7 libros académicos especializados en donde se destacan disciplinas como la sociopragmática, la lingüística, y el aprendizaje de las lenguas extranjeras.
Contenidos	Este estudio investigó la conexión y el efecto del aprendizaje de múltiples idiomas sobre la adquisición de la competencia sociopragmática. Con base en una encuesta realizada en 45 profesores de idiomas, se examinó la competencia sociopragmática de los profesores en relación con la cantidad de idiomas que informaron hablar. El perfil lingüístico de los docentes se evaluó mediante el LCP (perfil de contacto lingüístico), el cual puso a prueba el perfil lingüístico de los encuestados; estos resultados se triangularon con una segunda herramienta llamada ISI (inventario de sensibilidad

intercultural), la cual ayudó a cuantificar la competencia sociopragmática. Los resultados del análisis arrojaron un valor de R^2 de 0,9187, indicando una significancia muy alta para la correlación entre estas dos variables. Esto significó que la competencia sociopragmática es un fenómeno adquirible y posibilitado por el aprendizaje de múltiples lenguas.

Metodología

Se utilizó Microsoft Excel para realizar cuatro procedimientos combinados cuantitativamente que formaban parte de este enfoque correlativo. Se utilizaron cuatro técnicas de gestión: (a) la distribución de la muestra entre grupos lingüísticos; (b) la clasificación de estos grupos a partir de las puntuaciones obtenidas mediante la *Tabla de Evaluación de Competencias Sociopragmáticas del Modelo de Leech* (2016); y (d) la triangulación del Perfil de Contacto Lingüístico y el Test de Sensibilidad Intercultural, que permitió medir la correlación de las tres técnicas anteriores, arrojando como resultado el valor R^2 de 0,9187.

Conclusiones

Este estudio evidenció una conexión fuerte entre la competencia sociopragmática y el multilingüismo, mostrando que cada nueva adquisición de un idioma resulta en el aumento de 10.198 puntos en la escala sociopragmática, demostrando que el aprendizaje de múltiples idiomas resulta en una muy fuerte adquisición de la competencia sociopragmática dada la

exposición a la diversidad lingüística. Los resultados también mostraron que el grupo con mejor desempeño exhibió tres áreas comunes en el marco del lenguaje de contacto: (a) usar el idioma en el extranjero, (b) usar el idioma en múltiples circunstancias y (c) mantener un contacto continuo con los idiomas que conocen. Esto significó que la adquisición de la competencia sociopragmática se vuelve posible cuando se cumple con el marco correcto del lenguaje de contacto.

Línea Investigativa**Línea Primaria**

Pedagogía y Didácticas de la Lengua

Sublínea

Sociolingüística, Semántica y Sintaxis

Asesor

Mag. Edwin A. Londoño A

Acknowledgements

I want to thank my advisor, professor Edwin Andres Londoño, for his unwavering encouragement and his extremely valuable suggestions for this work. Similarly, I want to thank professor Cenaida Gomez for the review and advice given to the creation of this study. And last

but not least, I want to give special thanks to the people who took the time and sent the information regarding their personal experiences during the collection of data. This project

would not have been successful without your help.

Abstract

This study explored the relationship between multilingualism and acquisition of the sociopragmatic competence. Based on a survey conducted on 45 language teachers, the influence of the number of languages teachers reported speaking was analyzed in terms of their sociopragmatic competence. To quantify the sociopragmatic competence, the ISI (intercultural sensitivity inventory) was triangulated with the linguistic profile of the respondents, which was assessed with the LCP (language contact profile); this last one measured the linguistic profile of the respondents. The responses and rates were then analyzed and obtained a value of $R^2 = 0.9187$ suggesting that the correlation between these two variables shows a very high significance, showing that for each language learned, it is possible to earn 10.198 points in sociopragmatic competence scale.

Keywords: multilingualism, sociopragmatics, education, language teaching, correlational analysis.

Table of Contents

Introduction to the Research Study.....	17
Introduction to the Research Study.....	17
Context of the Research Problem.....	17
Research Question and Objectives.....	18
Main Question.....	18
General Objective.....	18
Specific Objectives.....	18
Hypothesis and Variables.....	18
Null Hypothesis.....	18
Alternative Hypothesis.....	18
Variables.....	19
Rationale of the Research Problem.....	19
Typology Associated to the Research Problem.....	20
Scope of Research Problem.....	20
Limitations of the Research Problem.....	21
Literature Review.....	23
Introduction to the literature review.....	23
State of the Art.....	23
The Current Practices of the Sociopragmatic Competence in Language Education.....	23

Baker's Theory of Intercultural Awareness in ELT	24
Svalberg's Theoretical Framework of Language Awareness.....	25
Hanesová's Plurilingual and Intercultural Awareness for Future Teachers	26
Theoretical Framework	26
The Sociopragmatic Competence	26
The Pedagogical Implications of Culture in Language Teaching	27
Multilingual Cognition	28
Cultural Awareness.....	28
Conceptual Framework	29
Multilingualism	29
Linguistic Wealth	29
Research Design.....	30
Introduction to the Research Design	30
Methodological Design	30
Research Method	30
Research Approach.....	31
Context of the research.....	33
Population and sampling procedures	33
Sampling Technique	34
Access to the Sample.....	34

Representativeness and Parameters of the Sample.....	35
Researcher's Impact	35
Ethical Protocol	35
Data Collection Techniques	36
Description and Rationale of the Instruments	37
Validation procedures	37
Content Validity	37
Criterion Validity.....	38
Construct Validity.....	39
Piloting.....	39
Pedagogical Intervention.....	40
Pre-Operational Phase	40
Operational Phase	40
Execution Phase.....	41
Development of Application	42
Frequency Analysis	43
Correlational Analysis	43
Qualitative Analysis	44
Data Analysis and Findings	45
Introduction to the Data Analysis and Findings.....	45

Data Management Procedures.....	45
Data Management Procedure 1.....	46
Data Management Procedure 2.....	46
Data Management Procedure 3.....	46
Data Management Procedure 4.....	47
Categories.....	47
Triangulation Management of the Categories	50
Summary of the Procedure	53
Category Discussion.....	54
Language Background.....	54
The Sociopragmatic Competence.....	55
Standard Deviation Among Monolingual Profiles	57
Language Contact Framework Among Respondents of High Sociopragmatic Competence	59
Correlation Between the Number of Languages and the Sociopragmatic Competence.....	61
Hypothesis Testing and Operationalization of Variables.....	62
Null Hypothesis	62
Alternative Hypothesis	63
Operationalization of Variables.....	64
Reliability and Validity of Analysis and Findings	65
Discussion and Conclusions	67

Introduction to Discussion and Conclusions 67

Significance of the Results 68

Pedagogical and Research Implications for the Field of Study 69

Research Limitations of the Present Study 70

Recommendations for Further Study 70

Conclusions 71

References 73

List of Figures

Figure 1. Typology Associated to the Research Problem.....	20
Figure 2. Number of Respondents According to the Number of Languages they Speak.....	55
Figure 3. Sociopragmatic Competence Trendline	57
Figure 4. Standard Deviation Measured in Monolinguals	58
Figure 5- Interactive Language Framework of the Top Performing Group	60
Figure 6. Correlation Between Multilingualism and the Sociopragmatic Competence	62

List of Tables

Table 1. Table of Variables.....	19
Table 2. Classification of the Research Methodology	32
Table 3. Characterization of the Sample.....	34
Table 4. Evaluation Grid of the Sociopragmatic Competence	49
Table 5. Triangulation Management of the Categories	51
Table 6. Scalar Interpretation of the Sociopragmatic Competence	52
Table 7. Charting Guide for the Correlation's Outcomes	53
Table 8. Sociopragmatic Scores according to the Language Background.....	56
Table 9. Characteristics of the High Performing Group.....	59
Table 10. Correlating Situations Between SC and nLA	64
Table 11. Internal Consistency Assessment with Reliability Values	66

List of Appendixes

Appendix A. Informed Consent.....	79
Appendix B. Pilot Raw Data Participants P1 to P8 Questions 1 to 13.....	80
Appendix C. Pilot Raw Data.....	81
Appendix D. Alpha Group Raw Data Participants A1 to A22 Questions 1 to 13.....	82
Appendix E. Alpha Group Raw Data Participants A1 to A22 Questions 14 to 24.....	83
Appendix F. Alpha group Raw Data Participants A23 to A46 Questions 1 to 13.....	84
Appendix G. Alpha Group Raw Data Participants A23 to A46 Questions 14 to 24.....	85

Introduction

Despite the fact that we recognize the metacognitive and metalinguistic value of learning multiple languages, information on the educational reproduction of the sociopragmatic value that teachers place on language remains scarce, especially when we distinguish between those who are monolingual, bilingual, and multilingual. The purpose of this study is to ascertain whether a teacher's ability to speak more languages correlates with their sociopragmatic competence. In contrast to authors like MacSwan (2019), who contend that environments that support multilingualism tend to "naturalize and humanize" the language that is being learned. Evidence suggests that some Colombian language teachers appear to have a relatively low linguistic wealth, demonstrating a lack of interest in socio-linguistic devices that do not compete with their activities (Ramirez, 2020). A language learning environment devoid of cultural relevance is characterized by a work of education with heavily grammaticalized contents that, at the same time, creates a barrier between the academic language being taught and the language used outside of the classroom, or, in other words, favors an artificial dialect of English. This study makes the case that the sociopragmatic competence is closely linked to the humanization and naturalization of the language that is presented to learners, which justifies the desire to not only confirm the relationship between the variables but also to recognize the acquisitional means of the sociopragmatic competence. This correlative study's execution reveals connections between sociopragmatic factors—often linked to second language acquisition—and another element, related to methodology, falling under the purview of applied linguistics. This pedagogical paradigm, however, specifically addresses the incidence of what is felt based on the teacher's own experience.

Introduction to the Research Study

Introduction to the Research Study

The issue of whether multilingual educators consider sociopragmatic skills more appropriately has been largely ignored. Although there is a wealth of information on the multilingual framework, we do not yet know whether the number of languages we speak directly affects the linguistic considerations that relate to the sociopragmatic competence. Evidence suggests multilingual users quickly develop multiple competencies across the cultural-linguistic spectrum, such as cultural awareness (Baker, 2012), improved cross-cultural communication (Friginal & Leymarie 2020), and demonstrating a better interpretation of lexis (Svalberg, 2017). Despite the fact that we are aware of such competency acquisition, no study has yet compared the impact of the number of languages on sociopragmatic competence. Still, there is a gap that raises the very valid question of whether multilingual teachers reveal a higher awareness to the sociopragmatic competence than other language profiles.

Context of the Research Problem

The relevance that monolingual, bilingual, and multilingual language teachers place on sociopragmatic competence in their teaching practices is of special interest to this study. It is possible to identify whether there is an acknowledgment and how intensive it is based on its application across the sociopragmatic framework by examining their sociopragmatic awareness in relation to the number of languages one teacher reports speaking. Insinuating that there is a significant amount of reflection on the application factor of improvement for any type of educator, will demonstrate valuable information on the relationship between the effects of learning multiple languages and the impacts evidenced at the pedagogical practice level (García & Klein, 2012). Given that this skill can only be acquired towards the final phases of second

language acquisition, this issue is made more apparent in teachers who work within advanced frameworks of language acquisition.

Research Question and Objectives

Main Question

Is there a correlation between multilingualism and the sociopragmatic competence that sustains an alternative framework of acquisition for the sociopragmatic competence?

General Objective

- To demonstrate whether there is a correlation between multilingualism and the sociopragmatic competence.

Specific Objectives

- To compare how well the various language groups perform in terms of the sociopragmatic competence based on the number of languages they report speaking.
- To determine which factors best promote the acquisition of sociopragmatic competence by identifying the interactive language contact profile of the sample that scored highest on the sociopragmatic competence scale.

Hypothesis and Variables

Null Hypothesis

$$H_0: SC_{+x} = DI_{+x}.$$

Note. This equation demonstrates that an increase in a language's direct input (DI) corresponds to an equivalent rise in sociopragmatic competence (SC).

Alternative Hypothesis

$$H_a: R^2_{sc*nLA} = \geq 0.5$$

Note. This equation demonstrates that there is a relationship between an English teacher's sociopragmatic competence and the number of languages he or she knows. As a result, the number of languages a teacher speaks gives insight into his sociopragmatic competence.

Variables

Table 1

Table of Variables

Independent	Dependent
Number of Languages	• Sociopragmatic Competence

Note. The number of languages is going to show an influence on the sociopragmatic competence. This dependent variable is going to be quantified over the sociopragmatic framework where, 0, is not used, 1, used sometimes, 2, used often, 3, used all the time (within the framework of a Likert scale).

Rationale of the Research Problem

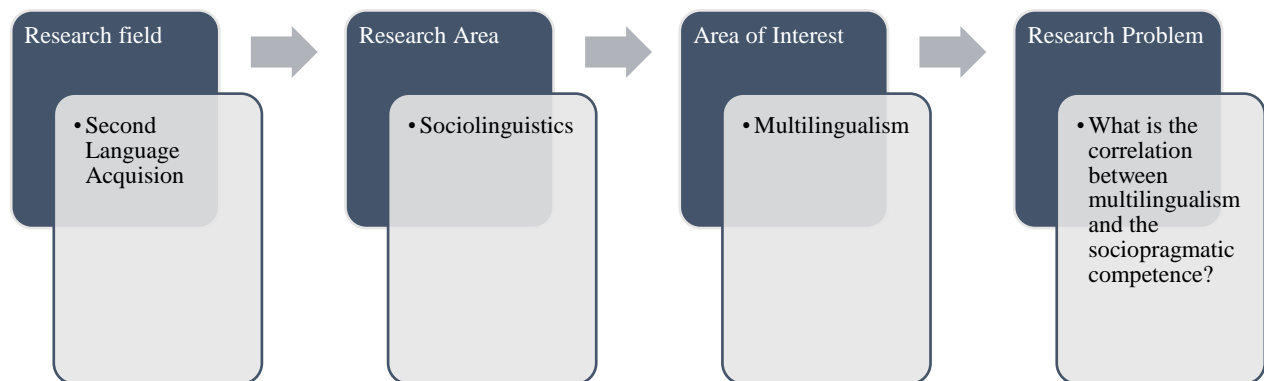
The research on the correlational effects of multilingual knowledge and the sociopragmatic relevance provides an innovative introduction to the effects that the acquisition of multiple languages has when teaching English. It also contributes to filling a gap that has not been studied before, considering both ends, multilingualism, the pedagogical uses of culture, and whether they become apparent in the teacher's practice. This gap makes evidence of a lack of publication in such correlation; indicating no studies of this nature have been published in the past. As a result, this research yields advantageous contributions to the field of SLA, including, the practical benefits of increasing a teacher's multilingual knowledge, applicable not only to those teachers that speak multiple languages, but as well, to teachers that speak between 1 and 2 languages, showing clear benefits to the field, and also users wanting to enhance their pedagogical practices.

Studies like *Integrating culture into language teaching and learning: Learner outcomes* (Nguyen, 2017) have shown how teachers help learners achieve more effective ways to communicate in a target language, both at a receptive and a productive level. Culture is undoubtedly essential when learning a language, it makes part of the language itself. On the other hand, various studies leave evidence of how multilingual users acquire several cultural competencies such as, cultural awareness, intercultural awareness, (Baker, 2012), enhanced cross-cultural communication and showing a better interpretation of lexical items derived from the cultural-dependent context (Svalberg, 2007). Studies like the ones shown here, help us realize that we have extremely valuable information that we need to link.

Typology Associated to the Research Problem

Figure 1

Research field, Research area, Area of interest, and Research problem



Note. Figure 1 shows the typology associated to the research problem, giving a better estimation of the fields where this study contributes to.

Scope of Research Problem

This research focuses on the sociolinguistic effects of learning multiple languages, it considers how relevant is the sociopragmatic competence among language teachers, and how

does it change depending on the number of languages they speak. As a result, it has a major focus on Second Language Acquisition and Sociolinguistics. This research will not cover the benefits and drawbacks of teaching the cultural components of culture since there is already an abundant number of papers covering it. Considering the objective of quantifying sociopragmatic competence, it is necessary to do a correlational analysis. This correlational analysis will require the data of the number of languages teachers speak, and their sociopragmatic awareness.

Limitations of the Research Problem

This research problem was limited by the philosophical insight teachers put into education and their didactical preferences for teaching a language. Although these limitations represent influences that cannot be controlled, the correlational analysis promises to tackle the impact of such influence with the randomization of the sample, making use of a wide range of language teachers, from different nationalities, ages, genders, and levels of experience. Another limitation is represented by methodology itself, being correlational, it requires dismissing other bivariate methods of analysis; the inspection of data, however, aims at showing ranked performances, making these limitations desirable.

Another limitation was seen in the inability to compare how important the sociopragmatic competence is in the learning and acquisition of different languages. For example, in English, this criterion is crucial for properly understanding messages and social cues (Abrams, 2013); however, social structures in other languages may differ significantly, with some having more heterogeneous relationships and others having more homogeneous ones. Arguably, the dearth of study in the field makes it difficult to address this problem as well, since it requires a strong cross-linguistic approach.

Finally, the impact of the participant's mother tongue on the scores of the sociopragmatic scale demonstrates that this influence is difficult to quantify with a high degree of certainty. Furthermore, there has not been any research on or discussion of this influence before (i.e., the impact of the mother tongue on the processing of the sociopragmatic competence). It is still a mysterious subject even if it can be connected to other things like disparity coefficients. Such restrictions need to be looked into, again, cross-linguistically.

Literature Review

Introduction to the Literature Review

This chapter makes evidence of the state of the art of the current literature relevant for this study. Here, we will review previous publications of high impact that have contributed to the realization of multilingualism and the effects on the sociopragmatic competence. We're particularly interested in two broad fields, the first one, education, considering the effects of teaching and the attention to the sociopragmatic competence; and the second one, multilingualism, here, we will specifically examine the competencies and phenomena to which multilingual users are exposed to, and thus why is it possible to make the assertion of those competencies capable of transmission. This chapter also presents the main theories and conceptual framework that will serve to the development of this research. We will present the main definitions, and make evidence of essential clarifications, relevant to this study. The pedagogical implications of this chapter also inform about the importance of this research, since it confirms the mentioned competencies are adaptable and achievable.

Similarly, this chapter will present the main theories and conceptual framework that will serve to the development of this research. We will present the main definitions, and make evidence of essential clarifications, relevant to this study. The pedagogical implications of this chapter also inform about the importance of this research, since it confirms the mentioned competencies are adaptable and achievable.

State of the Art

The Current Practices of the Sociopragmatic Competence in Language Education

Studies on the current practices on sociopragmatics reveal that the topic is constantly ignored in language education, this specially the case of the practice of the sociopragmatic

competence (Rose, 2009); however, the recurrent didactic framework theme shows that, of that alleged minority, educators seem to address the sociopragmatic competence in the form of exposure and direct input. Stadler's (2015) study on the practice and assessment of the sociopragmatic competence in the Russian language concludes that direct input and its extended exposure results in a higher sociopragmatic competence. This study coincides with the strategies and adoption sociopragmatic competence presented by Hedari, Tabrizi, and Chakalak (2017) which indicates that the learning of the sociopragmatic competence is only possible through the means of direct input.

Nguyen's (2017) approaches the topic of direct input in the form of a more generalized didactic exhibition, he makes evidence of a framework for treating culture educationally, the author refers to it as the three-level framework; in such framework, culture presented progressively under precise stages. The first stage is referred to as *cultural knowledge*, here learners, are exposed to the initial and most evident forms of culture of the target language, including, people, celebrations, and traditions. The second stage is referred to as *cultural awareness*, here learners get a more abundant knowledge of culture, and as a result, they start connecting it communicatively, giving cultural reasons as to why certain acts of speech are possible and vice-versa; these leads learners to compare their culture to the one their learning. Finally, there is the third stage, referred to as *cultural competence*, this stage allows learners to make use of their cultural knowledge and be active participants in the process of communication.

Baker's Theory of Intercultural Awareness in ELT

Baker's approach to culture within the English context is a reflection that brings light into the new context where English is currently manifested; no longer restricted to the English-speaking countries (2012). According to the author, English is now extensively used as a lingua

franca, being used by people from very different cultural backgrounds, that not necessarily requires cultural-specific knowledge of the American or British versions of English. In his paper titled *From cultural awareness to intercultural awareness* (Baker, 2012), Baker suggests a more open approach to teaching culture in ELT environments, taking distance from the Anglocentric culture, while being closer to a *global flow*. Baker insists that languages should be framed under pedagogies that give high relevance to culture, and as such, he suggests 3 stages that will help learners achieve the intercultural competence. The first level is the elementary stage that might be associated locally, for example English from the United States; here students are aware on how to interpret customs and behaviors. The second level is the advanced stage, where learners can differentiate between the culture of a group and an individual; this ultimately leads to the intercultural competence, where learners negotiate and mediate communication on the basis of successful communication.

Svalberg's Theoretical Framework of Language Awareness

Svalberg's paper on Language Awareness is a comprehensive introduction to the topic being reviewed as a field. The author covers the chronological evolution of the field, as well as presenting the different themes, concepts, and strategies, among them, that of cross-cultural competencies. In her publication, titled *Language awareness and language learning* (2007), she presents the ever-increasing problems resulting from English as a lingua franca, where speakers often carry their own cultural instruments to achieve determined acts of speech; these acts of speech need to be mediated by the comprehensive skills of the people involved, concluding into what might result in an interpretation or misinterpretation (Svalberg, 2007). The author proposes multilingualism and its effects as a good theoretical measure to handling such misconstructions

of meaning; this is due to the potential of multilingualism of being a common ground for culture to be negotiated.

Hanesová's Plurilingual and Intercultural Awareness for Future Teachers

Hanesova's research is a comparative study on the perception of intercultural awareness in teachers shows two statistical results, one from 2002, and another from 2015, on how different educational Slovakian to-be teachers adapt, develop, and anticipate plurilingual and intercultural competencies. In this study, titled *Plurilingual and intercultural Awareness of Future teachers* (Hanesova, 2015), it is worth noting that Slovakia concedes high relevance to plurilingual and intercultural competencies in teachers due to the rich cultural background; coincidentally, teachers, although not being required to have such competencies, are intentionally prepared in universities to overcome cultural difficulties and be promoters of inclusive practices. Hanesova's inquiry relies on whether future teachers are anticipating the linguistic and cultural needs for their future jobs. Her results show, how in 2002, of to-be-teachers 52% anticipated requiring English to work adequately, while in 2015 the result was 100%; similarly, the study inquired about, German, Russian, Roma, among others, here, Hanesova made evidence of an increasing anticipation sense of requirement on every language compared to the study of 2002. This study concludes that teachers' value to other languages, and its potential for better practices, increases with time, due to the teacher's perception of future and present needs.

Theoretical Framework

The Sociopragmatic Competence

This study focuses on the Leech's model to conceptualize the sociopragmatic competence (Leech, 2016). According to Leech, the sociopragmatic competence refers to the understanding and modification of sociolinguistic acts based on the awareness to the assessed sociological

context. In this sense, an individual with a high sociopragmatic competence is highly sensible variations of context, making him capable of adapting communication accordingly. Leech lists 10 different areas in which language speakers modify language and behavior, these include:

- Awareness of interpretation.
- Age-context awareness.
- Regional awareness.
- Socioeconomic awareness.
- Ethno-cultural awareness.
- Gender identity awareness.
- Professional identity awareness.
- Hierarchical awareness.
- Awareness of the language change over time.
- Interest in authentic language contexts.

The Pedagogical Implications of Culture in Language Teaching

The involvement of culture within the language learning environment does not involve the exercise of a particular cultural model, but rather the introduction of culture within the target language. Culture in Language teaching is developed within the four-skill paradigm, listening, writing, speaking, and reading (Arabski and Wojtaszek 2011). The incorporation of cultural variables requires the processing of culture with a linguistic intention, this is the case of learning culture in the domain of language teaching; conversely, as seen in the case of pragmatics, where we find specific cultural models adapted to the learning of the culture itself, without the consideration of the learning of a language (Álvarez, 2014). Culture in language teaching is seen as an intertwined concept that serves the purpose of acquiring and developing the

communicational competence, this means that, tasks and experiences that integrate a cultural understanding of the language with result in the promotion of aiding the learner's production and comprehension.

Multilingual Cognition

Multilingual cognition refers to the acquisition of competencies and features that allow the user to use and perceive language in a way that is different from that of a monolingual or a bilingual. Such differences involve the process of understanding words, sentences, actions, emotions, and culture (Heredia and Brown, 2013). Since multilingual present increased linguistic knowledge across multiple languages (product of a conscious or unconscious effort): of these competencies, three are remarkably apparent, that of the increased cultural awareness, enhanced cross-cultural communication, and higher processing of lexicon complexity (Muysken, 2013).

Cultural Awareness

Cultural awareness is the process by which an individual assumes language as an act of communicating information based on the reflection of behaviors, traditions, and beliefs of others (Campos, 2009). Language carries the speaker's intention, that intention is coded within the culture of the speaker, and as such, requires the filtering and decoding of it. Being capable of recognizing the cultural features of a message is essential in both comprehension and production. A culturally aware user is not only capable of understanding the literal message of a speaker, but it is also capable of recognizing the nuances, conditions, and multiple extensions of meaning that one particular message might have. Such performance involves the recognition of culture within the speech act. Therefore, cultural awareness is a topic that is essential to the development of this study, contrary to other skills in language teaching, the sociopragmatic competence is not measure in terms of doing, but rather in terms of sensitivity to the sociopragmatic areas.

Conceptual Framework

Multilingualism

Multilingualism refers to the acquisition and use of more than two languages (as opposed to bilingualism). An individual or a community is considered multilingual when the communicational competencies are evidenced, such competencies are not restricted under the frameworks of fluency or accuracy but rather assessed under the premise of successful communication, whether that refers to comprehension, production, or both (Martin-Jones, Blackledge, and Creese, 2012). In other words, multilingualism is present independently from the comparative implications of language to that of a native speaker, as a result, users can present a better performance in certain skills, for example, speaking well, but not being able to write as good a language; it is the degree of comprehension and production that allow for the interpretation and use of that language.

Linguistic Wealth

Linguistic wealth refers to the repertoire of skills, competencies, and attitudes represented in the knowledge contained in the acquisition of various languages (Chiesa, Scott, and Hinton, 2012). A multilingual individual, thus, has higher linguistic wealth compared to that of a monolingual or a bilingual user. It is worth noting that such knowledge is not solely represented by the number of languages he knows but is as well seen in his proficiency and communicational management of the language.

Research Design

Introduction to the Research Design

This study used a mixed method with both quantitative and qualitative analysis displayed from the rationale of two instruments, one LCP (language contact profile), and one ISI (Intercultural Sensitivity Inventory). This type of research design ensures a methodological intersectional integration of data, which is seen in the initial frequency analysis and the summative Correlational Analysis. The number of the sample $n=45$ allows for the standardization, verification, and reproduction of the study, while the approach to the variables guarantees that these numbers encompass data congruency. The considerations in this research also identified a combination of theoretical and methodological procedures which aim at providing a suitable exploration of the topic of the influences of multilingualism in language education, demonstrating high academic value to the field and those interested in learning new languages to improve their teaching practice.

The statistical treatment of this data considers provides a high interval of confidence given that the null hypothesis considers significance in results below 0.25. This research does consider the importance of applying qualitative analysis into the correlation as it juxtaposes an arbitrary interpretation of languages to one that provides sound and integral judgment as advised by Greenland et al. (2016).

Methodological Design

Research Method

This research used a simple random sampling technique for the method and an online survey for the technique, containing one LCP (language contact profile) that assessed the linguistic repertoire of the respondent, and one ISI (intercultural sensitivity inventory) both

adapted to match the purpose of the data collection. According to Hahs-Vaughn and Lomax (2020), samples that follow a simple randomized collection method offer a higher representation of the universe's circumstances which the researcher aims at explaining; in this case explaining why our correlation evidences a subsequent influence over perceived awareness of the sociopragmatic competence when teaching L2.

The technique selected for collecting the data was an online survey consisting of a combination of two well-established instruments for collecting data; the first one is the LCP, originally developed by Dewey, Segalowitz, and Halter (2004); used in a wide range of contexts aimed at assessing the linguistic profile of the informants. The LPC is a reliable tool approved in academic, governmental, and administrative settings. One example of high-impact research was presented by Devil (2019), in his paper comparing the diversity of loci and the derived sociopragmatic circumstances evidenced as a result of changing the context in language environments.

The second instrument is an ISI, developed by Bhawuk and Brislin, (1992), intending to assess the ability to modify behaviors according to the culture perceived by the individual. This last one is another frequent instrument for collecting data, and it has been extensively used in academic and industrial settings due to its steady reliability coefficient that measures above .80 (Paige, 2004). This last instrument has been modified to be analyzed from the perspective of communicative actions and contextual factors developed by Leech's (2016) updated model from the original created in 1983.

Research Approach

This research conducted a correlative analysis between two variables, (a) number of languages spoken by language teachers, and (b) the sociopragmatic competence. It required the

involvement of 45 randomized participants through an online survey. We are highly interested on whether the number of languages spoken by languages has a direct influence that might explain the sociopragmatic competence. The degree of correlation between the two variables was analyzed with the Person coefficient, where R^2 , made evidence of the significance of the correlation; according to Ravid (2019), such coefficient makes evidence of the degree of relationship between two variables. In order to assess a proper measurement of the sociopragmatic competence.

The teachers were presented with various situations where they could easily characterize their sociopragmatic competence, where 0, represented no application of culture, and 5, high application of the criterion. The teachers are presented with the numerical representation, which correlated with statements that ranged from “*not used, used sometimes, used often and used all the time*”. (See table 4 for reference to the classification of the research methodology).

Table 2

Classification of the Research Methodology

Methodology	Method	Technique	Instruments	Data Elicitation
Correlational research design	Simple random sampling technique	Online survey	Online questionnaire combining: <ul style="list-style-type: none"> • LCP (language contact profile). • ISI (Intercultural Sensitivity Inventory). 	Primary

Context of the research

Population and sampling procedures

In this research, 45 teachers from diverse backgrounds participated in the survey; their differences in the number of languages spoken, country of origin, and performance across different sociopragmatic phenomena are aimed at accentuating the observation of the performance of their teaching practices according to the sociopragmatic competence (or lack thereof). This research was highly quantitative in principle, the goal was to correctly assess the influence of the number of languages over the perceived awareness in the form of correlational analysis, and as such, we required quantitative measurements, including the Pearson correlation coefficient; and various forms of frequency analysis, for instance, grouped, cumulative and relative to the distribution, thereby an online survey achieved the desired data collection.

The sample participation came from two renowned international teaching networks: Interpals (interpals.com); and the ResearchGate (researchgate.com). These networks constitute a large number of language professionals, including language teachers, tutors, professors, and assistants among others; this is something particularly beneficial for this research since we expect to collect data from language educators who operate in different cultural and language contexts. These two networks are also a common source of data collection in research since they include forums that allow for peers to help collect survey responses based on self-reported knowledge of particular groups, this is the case in studies such as Timmis (2002) reviewing teacher's perspectives on what constitutes native-English and international English. Another example is seen in Courtney and Phelan (2019), with their study on how job experiences in the language field contribute to stress.

Table 3*Characterization of the Sample*

Criterion	Description
Population	Language Teachers
Size of the Sample	45
Character of the sampling	Randomized
Measures of variability	Number of languages, Sociopragmatic competence
Character of the variability	Discreet (from 0 to 5) in the case of the sociopragmatic competence; and Discreet, (≥ 1) for the case of the number of languages, accepting values from 1 and higher.

Sampling Technique

In order to assure the reliability of the hypothesis, the sampling method used a *simple random sampling technique*; according to Hahs-Vaughn and Lomax, (2020), samples that follow a simple randomized collection offer higher representation to the universe which the researcher aims at giving explanation to. These 45 teachers from different backgrounds participated in the survey; their differences in, number of languages spoken, country of origin, and years of experience, aim at accentuating the observation on the performance of culture. This research is highly qualitative in principle, and as such, we require quantitative measurements.

Access to the Sample

Access of the sample took place in the form of a survey; Little (2013) states that surveys offer either quantitative or qualitative access to the management and arrangement of information. A wide range of characteristics will assure the randomization of the sampling. Since the two variables we are interested in requiring the use of bivariable measurement techniques, a major emphasis was to be put into the scalar representation given to teachers, giving them the possibility for an easy and practical reflection on their daily exercise of culture.

Representativeness and Parameters of the Sample

All teachers participating in the sample were language teachers, they exhibited their representative features both in their profession and experience with English in particular. Some teachers showed different levels of application of culture due to their multilingual features (or lack of them), however, do keep in mind that, such characteristic is a measured parameter, and it predicted the influence over our dependent variable. Winter (2019) states that small groups offer rich estimations about larger groups as long as the population's characteristics remain similar, especially if offered quantitative treatment. This is the case when projecting variables such as the number of languages subjects speak.

Researcher's Impact

The role of the researcher considers two aspects, one the collection of data, and two, the analysis performed on the results. Regarding the collection of data, the researcher's influence is guaranteed to have no impact on the collection of information, since the online questionnaires are submitted and performed online. The analysis performed by the researcher also showed no impact on the influence of the analysis since the data will be analyzed quantitatively; nonetheless, the interpretation of those segments of data ought to be assessed qualitatively.

Ethical Protocol

This research adhered to various principles that assured the protection and anonymization of data of individuals; an honest and congruent characterization and depiction of the information provided by respondents of the survey. No names were displayed and published when informing about the data analysis of the research. This research publication adhered to the principles of the Publication Manual of the American Psychological Association (2019), the APA code of ethics, including the use of codes, numbers, and other tools that protect the identities or other

compromising information of the participants. Participants were presented with the informed consent, digitally, and before submitting any kind of information. Participants are provided with information about the intentions of the research, avoiding any physical and mental harm on the subjects, assuring the voluntary participation of all subjects, and publishing the truthful collection of data, far from biases, or intentional modifications.

Every subject providing responses through the survey agrees to the voluntary contribution of information, survey which offers anonymity and confidentiality throughout the whole process, from the collection of information, moment where subjects have direct access to the survey, to the analysis and publishing of information. No names, surnames, or other details that could offer attributions to the revelation of person will be published, furthermore, all subjects are explicitly offered with such treatment of data.

Data Collection Techniques

A survey composed of combining two instruments, one LCP and one ISI presented the initial elicitation of information. These questions required a scalar treatment, from 1 to 5, which correlated to the self-reported linguistic profiles. Once the information was gathered, the frequency analysis organized the initial data, showing whether certain areas evidence a higher treatment of the sociopragmatic competence, this for example revealed that English teachers purposefully introduce culture or authentic materials. After having organized the information, the attributes of the participants needed to be arranged, considering their number of languages spoken, their country of origin, and whether they maintain current contact with the languages. The analysis of frequencies in attributes and variables then followed to a pre-analysis of correlation, where the number of languages was analyzed in conjunction with the summative performance of the sociopragmatic competence.

Description and Rationale of the Instruments

LCP. Also called Language Contact profile, is an instrument used to gather data regarding the linguistic profile of respondents. This instrument allows researchers to accurately assess the linguistic repertoire of language speakers in terms of experience and self-reported proficiency. This tool is of great importance in this study since it allowed us to assess whether respondents are multilingual or not (and to what extent). This tool allows researchers to assess whether respondents are monolingual, bilingual or multilingual, while allowing for a more accurate representation of the linguistic framework since it allows to categorize the degree of contact to the reported number of foreign languages spoken

ISI. Also called *Intercultural Sensitivity Inventory*, is an instrument that allows researchers to measure the propensity to being sensible to the cultural factors of a foreign culture. This test generally assesses the intercultural competence, which diagnoses the respondent's metacognition of cultural acts. In this case we are using this instrument to measure the respondents' sociopragmatic competence, which makes emphases on the measurement of sensibility to determined sociologic ways

Validation procedures

Content Validity

This correlational study used two instruments for gathering data, a language contact profile (LCP) and an ISI (Intercultural Sensitivity Inventory). the first one was the LCP developed by Dewey, Segalowitz, and Halter (2004); employed in a variety of scenarios to analyze the linguistic profile of the informants. This tool is especially beneficial in this study because we wished to assess the respondents' linguistic repertoire, that is, whether they are

bilingual, monolingual, or multilingual and to what extent are they active in the reported languages. The LPC is a trusted tool that has been approved for use in academic, governmental, and administrative settings since it was published. Devil (2019) provided an example of high-impact research in his work comparing the diversity of loci and the resulting sociopragmatic conditions as a result of changing the context in language, which was inherently different due to the differences reported by the LCP.

The second tool is an ISI (Intercultural Sensitivity Inventory). It was developed by Bhawuk and Brislin, (1992), to determine an individual's ability to change behaviors in response to the culture they observe or that they want to be part of, in the case of language learning. This inventory has a reliability coefficient that measures above .80 (Paige, 2004), and it's recurrently used in multiple fields, from academic research to administrative environments. Since the goal of this study is to assess sociopragmatic competence in language teachers, this tool shows a highly relevant subject-based usability. One example of this tool being used was presented in Jackson's (2011) research on how positive views of foreign cultures allowed for a more predisposed attitude to learning languages. The ISI allows for the standardization of multiple cultural phenomena, such as hierarchies of power, social classes, social distance, etc., in this case, it has been adapted to be analyzed from the perspective of communicative actions and contextual factors, a sociopragmatic approach developed by Leech's (2016).

Criterion Validity

The ISI shows a concurrent criterion validity of an accuracy coefficient that measures above .80 (Paige, 2004). On the other hand, the LCP offers predictive validity a Cronbach's alpha reliability coefficient of .827 (Diebowski, 2020). Both of these instruments have been used in a wide range of contexts, including cultural-based research, linguistic performance analysis,

language acquisition, and pedagogy/instruction of languages. In this research, we were particularly interested in measuring the influence of multilingualism on the awareness reported by language educators, and thus, these two allow for a complementary validity.

Construct Validity

This research measures the sociopragmatic competence and the language repertoire of respondents. The sociopragmatic competence and other cultural-related dimensions of language are generally assessed with LCPs and ISIs in multiple adapted iterations: this is the case, in studies such as the one seen in Roever and McNamara (2006), the pragmatic ability used to interpret different social contexts is measured with an LCP and ISI that measures the self-reported considerations of what is fair and unfair, resulting in a higher score when assessing the learner's oral competence.

Piloting

Eight students from the UNAD University in Colombia, enrolled in the program for language education with a focus on English participated in the study's pilot phase. Their responses to the survey were examined in terms of how simple it was for them to respond, how the questions' wording affected their responses, and how well the responses predicted the emergence of categories. The effectiveness of this group enabled the survey to be further improved, particularly in terms of scalar replies that initially underwent qualitative processing before receiving more qualitative processing. This pilot allowed for a better version of the survey which resulted in a more intellectually friendly presentation of questions and options, which at the same time showed high cohesion with the hypothesis and frameworks of this study

Pedagogical Intervention

Pre-Operational Phase

This phase involved the research considered for the selection of data-collection instruments that were considered most suitable for the purpose of this study. This required interpreting the instruments from the perspective of validity and reliability that both assessed the sociopragmatic awareness and the linguistic profile of the respondents. In total 5 instruments matched the purpose of this study. Regarding the collection of data for the sociopragmatic awareness, 3 instruments showed compatibility, *the Intercultural Development Inventory (IDI)*; *the Cross-Cultural Adaptability Inventory (CCAI)*; and *the Intercultural Sensitivity Inventory (ISI)*. This last one—the ISI—was ultimately selected since it allowed for a higher elicitation of societal factors of culture (which in turn exhibits higher congruence with the sociopragmatic competence), compared to the IDI and CCAI which emphasized the user’s openness and resilience when dealing with foreign cultures.

For the collection and assessment of linguistic repertoire, 2 instruments matched the purpose of this study, the *Language Contact Profile (LCP)*; and the *Language Experience and Proficiency Questionnaire (LEAP-Q)*. While the LCP assesses the current linguistic repertoire of the respondent, the LEAP-Q is interested in the way the learner developed his language skills, i.e., from watching films or going to school. We’ve ultimately decided to select the LCP instead of the LEAP-Q because the former places a greater emphasis on asserting a definitive linguistic profile of the learner, as opposed to explaining his profile.

Operational Phase

The operational phase involved four stages, the adaptation of the instruments, the consideration of how and when to implement the instruments, the advisor validation of the

instrument, and the pilot test. The main consideration was whether the instruments were going to be applied at the same time or separately. This instrument is going to be delivered at the same time in the form of an online survey, beginning with the LCP and finishing with the ISI. The adaptation of both instruments was made considering two aspects, the first one was the relevance of the instrument's questions, and the second one was the ability to assess the categories in a way that was consistent with this study. This last consideration resulted in a more cohesive elicitation of information related to the sociopragmatic competence and the linguistic profile of the respondents.

Once the instrument was constructed considering design and implementation needs it was sent and reviewed for approval by the research advisor. The instruments received the approval and were later piloted with a randomized sample of English teachers, $n=8$. The group of this pilot offered an initial outlook of the type of information expected to get once the instrument was worked by a larger sample. The data results from the pilot also allowed for a more practical approach to the adjunction of categories which will be discussed further in the analysis of categories section.

Execution Phase

The execution phase refers to both the implementation and gathering of information received by the respondents of the online survey. The online survey was posted on the website of the Interpals (interpals.com), a popular international and professional network that specializes in language professionals, including TESOL, and ESL teachers from a wide range of backgrounds. The gathering of the sample $n=25$ was then be processed and analyzed. At this execution phase, respondents received an exhaustive ethical protocol, starting with the online survey, respondents were presented with informed consent, in which they review the purpose of the survey and the

type of treatment their data were to receive, including anonymization and ethical treatment.

Respondents can directly assert their agreement, on whether they consent or not; respondents also have the option to be sent a copy of their answers at the end of the online survey.

Development of Application

The processing of data for both the LCP and ISI was first be analyzed separately, beginning with the LCP, and continuing with the ISI. This will allow us to assess a more accurate linguistic profile for each respondent. This analysis brought various categories that offered clearance when performing the correlation between the variables (i.e., the linguistic profile and the sociopragmatic awareness reported by the participants). At the extremes of the spectrum, we find monolinguals with a low report of sociopragmatic awareness and multilingual users with a high report of sociopragmatic awareness; with bilinguals presenting an intermediate report of sociopragmatic awareness situated in the middle.

In a high report of sociopragmatic awareness, the scores range from 75 to 100 % of the ISI. An intermediate report of awareness represents a score between 25 to 75 %, with anything below that considered low, including the subcategory of extremely low, which scores between 0 and 25 %. This assimilation of data follows a quartile assessment of scores, which allows us to identify the respondents by groups in terms of their report of sociopragmatic awareness.

Finally, we required implementing a general analysis in terms of variables. This was only possible when we distinguished the respondents of the survey. The general analysis of variables refers to measuring the degree of correlation between the linguistic repertoire and the awareness of sociopragmatic competence.

Frequency Analysis

The analysis of information required the treatment of data both in large and isolated segments, the former, informs about the overall performance of the average, and the later, showed tendencies about distinguished features of the data, such as possible deviations and trends. As exemplified before, the correlational analysis required a pre-analysis, in this case of frequencies. This analysis allowed for a better arrangement of information once the attributes were assigned to the variables and as such, it demonstrated the correlational analysis. This frequency analysis showed summative results in regard to the quantitative work performed in the question that allowed for a scalar examination. According to Carlson Winquist (2014), frequency analysis is the first arrangement which give a “feel” of the behavior of variables, important when the researcher needs to perform a mixed methods review.

Correlational Analysis

While the frequency analysis gathered the trends of information on various aspects of the survey, the correlational analysis assigned attributes to those same frequencies, thus requiring a simultaneous scanning of information between the number of languages spoken by teachers and the specified performance of teaching when performing a lesson. When seen individually, this means that, the quantitative performance of the sociopragmatic competence considered the summative average of the frequencies previously analyzed. This means that the subjects were divided into the number of languages spoken, in this case, 1, 2, 3, and more than 4 (indicated as 4+) along with the assessed quantitative performance of culture (as seen in table No. 3). Following the group arrangement of data, a scatter chart represented the quantitative nature of the interaction between the variables, this informed about the tendency of the correlational analysis product of a *Pearson Coefficient*, represented by the slope of a line, where for example

an increasing line showed values greater or equal to 0.5. According to Hahs-Vaughn and Lomax (2020), while a correlational analysis offers analysis for prediction, the significance of the degree of interrelationship between the variables agrees with the direction of the hypothesis (either positively or negatively), meaning that the results already explain the likelihood for a prediction.

Qualitative Analysis

The thorough examination of the interaction between the variables required a qualitative analysis as well, which was initially engaged within the survey in the form of various hypothetical situations, such as “*do I assign cultural implications when explaining the reason behind a linguistic phenomenon, such as a sentence, or a communicative behavior*”). Such premises aim at supporting the initial quantitative analysis. There must be congruence between the prepositions making evidence of a cultural application in languages. The qualitative analysis made evidence of a more congruent linguistic conception of culture since the subjects were reflecting under precise cultural dynamics. Howitt (2019) states that, it is only the combination between qualitative and quantitative methods that offer meaningful insights into the theoretical reasoning behind isolated quantifications.

Data Analysis and Findings

Introduction to the Data Analysis and Findings

This chapter describes and explains the methodology that was used to treat the data of this study, the category frameworks, and how they related to a solid and trustworthy procedural structure of analysis. This chapter also explains how the data was triangulated, organized, and systematized using Microsoft Excel. The category discussion section presents an additional discussion of the findings, and the reliability and validity of these are described in the concluding section. The presentation of the following frameworks is also described from their theoretical frameworks, which inform and reveal the significance of using them for the purpose of this study.

Data Management Procedures

This study followed a mixed methods approach, from which the quantitative data was systematized, organized, and triangulated using Microsoft Excel. In total fifty-one respondents submitted their answers to the survey; however, this group was then filtered to guarantee the validity and reliability of the findings. These filters included professional background and percentage of answers left blank. This left us with a sample of forty-five respondents. This sample allowed distributions to be described according to the measurements of central tendency and measurements of the value of the correlation. A qualitative analysis that explained the obtained results was performed and as well as an analysis for the plausible reasons that contained the less congruent and unexpected findings. This concatenated procedure follows the statistical organization framework proposed by Hahs-Vaughn and Lomax, R. (2013), which follows a distribution of groups, followed by the assignation of scores, followed by the reading of unanticipated outcomes, and finally the application of the linear regression.

Data Management Procedure 1

The respondents were distributed according to the number of languages they reported speaking—one, two, three, four, or more than four—using the measurements of central tendency as the first procedure used on the sample. For this technique, the absolute frequencies were calculated and identified in the survey's language criterion. Next, percentiles were allocated to the groups after setting the values of the frequencies. This distribution is coherent with standards proposed by Treadwell, and Davis (2019), who advise on measuring the absolute frequencies of the emerging groups, which in this case was the number of languages.

Data Management Procedure 2

In this second approach, the Leech Model was used to score the sociopragmatic competence (Leech, 2016). Due to this endeavor, the absolute frequencies were calculated from the measurements of central tendency, specifically the mean, and gave each participant an average score based on the average outcomes of the ten criteria of the model. As a result, each participant was divided into groups and given scores between 1 and 5. Values between 1 and 2 were considered low, three were considered moderate, and 4 and 5 were considered high (the interpretation for these scores can be seen in Table 6 *Scalar Interpretation of the Sociopragmatic Competence*). This approach shows a triangulation of the arithmetic mean with the evaluation grid for the sociopragmatic competence which is originally an adaptation made by Leech from Marmaridou's rubric of pragmatic assessment (Marmaridou, 2011).

Data Management Procedure 3

In this process, unanticipated outcomes were looked at from the earlier data management techniques. It was discovered that, in comparison to the group who reported speaking just one language, the group who reported speaking two languages scored lower on the sociopragmatic

competence. In order to determine which sociopragmatic category reported the biggest offset of the score, a standard deviation analysis was conducted and measured the rate of dispersion between the categories. This management in particular addressed the biggest anomaly in the research, which showed that monolinguals presented a higher sociopragmatic competence compared to bilinguals. The standard deviation utilized in this management technique is consistent with Perry's (2011) recommendation, suggesting that this procedure should be used internally as soon as the data displays inconsistent results in order to identify the problematic areas.

Data Management Procedure 4

This final procedure evaluated each respondent's overall sociopragmatic competence score in proportion to the number of languages they claimed to speak. In this instance, a calculation of the final scores was employed as a result of the management procedures described before. These results were analyzed it using the correlational technique. With the help of a linear regression equation, it was possible to predict the values of the trendline, and the resulting equation $y = 0.0802x$ showed that for each language learned, it is possible to earn 10.198 points in sociopragmatic competence. This procedure yielded a Pearson coefficient with a score of 0.1987. This management followed Rasinger's (2013), correlational standards, such as displaying the R2 value, and the rate of prediction for future scores.

Categories

The categories presented in this study adhered to two well-established frameworks of category analysis in the field of sociopragmatics in order to comprehend the phenomenon of the outcomes. The first one concerned eliciting data pertaining to the sociopragmatic competence, found in Leech's Sociopragmatic Competence Model (2016). This paradigm enabled the

elicitation of quantitative information through the *Evaluation Grid of the Sociopragmatic Competence according to Leech's Model (2016)*. These distributions were classified in terms of scores ranging from 0 to 50. This framework of category encompasses ten distinct categories that reveal the respondent's sensitivity to the sociopragmatic factors, ranging from awareness to interpretation to awareness of the language change over time (see table 4).

Conversely, the elicitation of data from the Language Contact Profile is the focus of the second category framework employed in this study. According to Fernández and Tapia (2016), the LCP allows for the processing of data that is both quantitative and qualitative. Therefore, with the help of this category model, it was possible to identify each respondent's linguistic background in terms of (a) proficiency, (b) experience, and (c) interaction frameworks. In this study, the framework created by Dewey, Segalowitz, and Halter (2004) was employed. Similarly, the triangulation procedure between the Language Contact Profile and Leech's evaluation grid was employed to increase the reliability of the findings. As a result, it was possible to establish a tendency and anticipate the rate at which the sociopragmatic competence increased by correlating the information it had received from the Leech model ratings and the participants' linguistic backgrounds. Table 4 shows the category treatment and the quantitative treatment it receives.

Table 4

Evaluation Grid of the Sociopragmatic Competence according to Leech's Model (2016)

Category	Scale interpretation
<i>Awareness of interpretation.</i>	Low: values between 1 and 2. Intermediate: values equal to 3. High: values between 4 and 5.
<i>Age-context awareness.</i>	Low: values between 1 and 2. Intermediate: values equal to 3.

	High: values between 4 and 5.
<i>Regional awareness.</i>	Low: values between 1 and 2. Intermediate: values equal to 3. High: values between 4 and 5.
<i>Socioeconomic awareness.</i>	Low: values between 1 and 2. Intermediate: values equal to 3. High: values between 4 and 5.
<i>Ethno-cultural awareness.</i>	Low: values between 1 and 2. Intermediate: values equal to 3. High: values between 4 and 5.
<i>Gender identity awareness.</i>	Low: values between 1 and 2. Intermediate: values equal to 3. High: values between 4 and 5.
<i>Professional identity awareness.</i>	Low: values between 1 and 2. Intermediate: values equal to 3. High: values between 4 and 5.
<i>Hierarchical awareness.</i>	Low: values between 1 and 2. Intermediate: values equal to 3. High: values between 4 and 5.
<i>Awareness of the language change over time.</i>	Low: values between 1 and 2. Intermediate: values equal to 3. High: values between 4 and 5.
<i>Interest in authentic language contexts.</i>	Low: values between 1 and 2. Intermediate: values equal to 3. High: values between 4 and 5.

Note. Table 4 shows the categorical and quantitative treatment assigned to the evaluation grid of the sociopragmatic competence. These ten categories result in scores that range from 1 to 50, and 0 in the cases where the respondents ignore the item. Please note that the qualitative reading of these scores is located in table 6 *Scalar Interpretation of the Sociopragmatic Competence*.

Triangulation Management of the Categories

As seen in table 5, this study adhered to the category frameworks that belong to the instruments LCP and ISI. While this study considers the univariate analysis of these two well-established instruments, it is the triangulation factor that leads to the final processing of data into categories. This processing of data goes received simultaneous treatment in terms of the language contact profile and the intercultural sensitivity inventory. As noted by Baker and Egbert (2016), the triangulation of categories often leads to the organization of data in a way that allows for the simultaneous reading of the data in terms of two frameworks of categories. The ability to simultaneously work on each framework from the perspective of one another is made possible by the correlation. This triangulation allowed data to be organized in a way where the sociopragmatic performance concerned the variables that belonged to the LCP, with criteria such as the foreign language experience and the number of languages, which were later correlated in order to measure the relationship between (see table 5).

Table 5*Triangulation Management of the Categories*

Instrument	Data Elicitation Categories	Research Variable
Language Contact Profile (LCP).	<ul style="list-style-type: none"> • <i>Number of languages.</i> • <i>Self-reported language ability.</i> • <i>Foreign language experience profile.</i> 	<ul style="list-style-type: none"> • <i>Linguistic profile.</i>
Intercultural Sensitivity Inventory (ISI).	<ul style="list-style-type: none"> • <i>Awareness to interpretation.</i> • <i>Age-context awareness.</i> • <i>Regional awareness.</i> • <i>Socioeconomic awareness.</i> 	<ul style="list-style-type: none"> • <i>Sociopragmatic Competence.</i>

- *Ethno-cultural awareness.*
 - *Gender identity awareness.*
 - *Professional identity awareness.*
 - *Hierarchical awareness.*
 - *Awareness of the language change over time.*
 - *Interest in authentic language contexts.*
-

Note. This table shows how the LCP and ISI elicited variables attributed to their internal categories. Most significantly, the sequence in which these categories are presented also matters since it was first needed to arrange the data according to the respondents' language backgrounds before organizing the data that related to their sociopragmatic subcategories. Therefore, this table displays that these two frameworks were intertwined.

Similarly, the management of these frameworks of categories led to the realization of the triangulation patterns that related to the sociopragmatic competence results; this framework of analysis is a product of the Leech model of the sociopragmatic competence (2016) and shows that language users can present low performance when they frequently misinterpret social cues and contexts; intermediate when they exhibit a fair awareness of interpretation; and high when they demonstrate a high regard for the significance of social contexts (see table 6). This final framework is highly related to the evaluation grid of the sociopragmatic competence, and it allowed for the organization of the data obtained from the third and fourth management procedures.

Table 6*Scalar Interpretation of the Sociopragmatic Competence Based on Leech (2016)*

Sociopragmatic Range	Score	Performance Reading
Low	Values between 1 and 2	Frequently misinterprets messages, fails to notice simple social cues, and has poor concern for reading social contexts.
Intermediate	Values equal to 3	Demonstrates a reasonable amount of understanding for the interpretation of messages from various viewpoints, although this comprehension is frequently restricted to the most fundamental forms that do not go beyond his interactive framework.
High	Values between 4 and 5	Exhibits a high concern for the significance of contexts and is aware of the numerous strategies speakers employ to express meaning in various social circumstances.

Finally, the results were organized according to the outcome processing of the LCP as the data was filtered with the variables seen in the language contact profile. This showed which respondents were monolingual (M), bilingual (B), trilingual (T), quadrilingual, (Q), or pentalingual (P). These outcomes were organized according to the outline seen in *table 7*. This last framework provided a charting guide that allowed for the interpretation of the sociopragmatic competence according to the language profile denoted by the sociopragmatic scale, low (Sc1), intermediate (Sc2), and high (Sc3). Notably, this charting guide does not

correspond to an established framework since it was created from the resulting process of the previously described treatment of data. Furthermore, this outline follows the theoretical framework of the functionalist approach to the acquisition of languages, which shows that language users can be described as multilingual by function rather than from the acquisition of grammatical structures (Aronin and Hufeisen, 2009).

Table 7

Charting Guide for the Correlation's Outcomes

Language profile	Low Sociopragmatic Competence	Intermediate Sociopragmatic Competence	High Sociopragmatic Competence
One language	Monolingual with a low display of sociopragmatic competence (<i>M.Sc1</i>).	Monolingual with an intermediate display of sociopragmatic competence (<i>M.Sc2</i>).	Monolingual with a high display of sociopragmatic competence (<i>M.Sc3</i>).
Two languages	Bilingual with a low display of sociopragmatic competence (<i>B.Sc1</i>).	Bilingual with an intermediate display of sociopragmatic competence (<i>B.Sc2</i>).	Bilingual with a high display of sociopragmatic competence (<i>B.Sc3</i>).
Three Languages	Trilingual with a low display of sociopragmatic competence (<i>T.Sc1</i>).	Trilingual with an intermediate display of sociopragmatic competence (<i>T.Sc2</i>).	Trilingual with a high display of sociopragmatic competence (<i>T.Sc3</i>).
Four Languages	Quadrilingual with a low display of sociopragmatic competence (<i>Q.Sc1</i>).	Quadrilingual with an intermediate display of sociopragmatic competence (<i>Q.Sc2</i>).	Quadrilingual with a high display of sociopragmatic competence (<i>Q.Sc3</i>).
Four+ Languages	Pentalingual with a low display of sociopragmatic competence (<i>P.Sc1</i>).	Pentalingual with an intermediate display of sociopragmatic competence (<i>P.Sc2</i>).	Pentalingual with a high display of sociopragmatic competence (<i>P.Sc3</i>).

Summary of the Procedure

This section provided a detailed analysis of how the frameworks of categories presented in this study allowed for the organization, cleaning, and classification of the raw data in a procedural manner. As shown above, this section demonstrated a process that included four concatenated procedures that were quantitatively performed using the software *Microsoft Excel*.

This analysis included important implications that explained the theoretical background of the established frameworks of categories. In summary, these four management four procedures were (a) the distribution of the sample through language groups; (b) the classification of these groups using scores that were measured using the *Evaluation Grid of the Sociopragmatic Competence according to Leech's Model (2016)*; and finally, (d) the triangulation of both the *Language contact profile* and the *Intercultural sensitivity test*, which allowed the for the correlation of these three previous procedures i.e. (a, b and c), these procedures each resulted in the emergence of data that was assigned to the previously presented frameworks of categories.

Category Discussion

This section provides the presentation of the findings, hypothesis testing, operationalization of variables, reliability, the validity of the findings, and piloting. This presentation describes the outcomes that emerged as a result of processing the data through the procedures outlined in the previous section, both positive and negative. This description's structure included a logical framework that presents aspects that address the research question, objectives, and key themes in this study. Notably, the data outcomes presented here received the correlational technique, this required both quantitative and qualitative treatment. These findings are each presented with a summary of the results and include useful information about the connections that emerged from the analysis and the study's objectives.

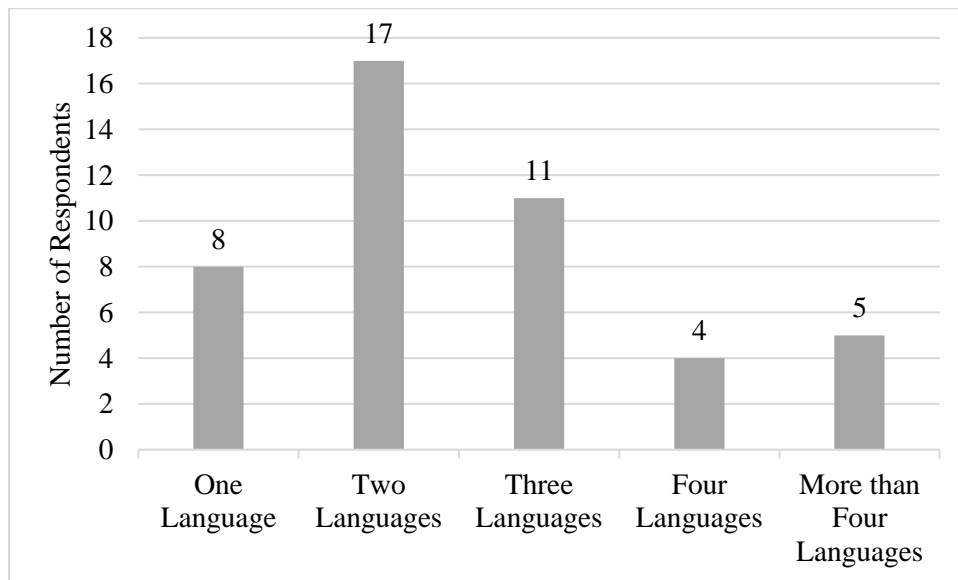
Language Background

This first emerging category demonstrated that participants were distributed in a bell curve in terms of the number of languages they reported speaking. The majority of respondents in this category (45%) said they spoke two languages, followed by those who said they spoke three languages (21%), with the average minimum response falling between those who said they

spoke one language (16%), four languages (7%) and more than four languages (9%). This category specifically sought to divide the respondents into four groups for later analysis from the viewpoint of the interactive language framework, i.e., language competency, contact with the language, and exposure to experiences. This handling of the data is consistent with functionalism's guiding principles, which characterize multilingualism as the acquisition of languages for the purposes of communication, rather than the stratification of standards (Butler, 2012).

Figure 2

Number of Respondents According to the Number of Languages they Speak



The Sociopragmatic Competence

It was possible to determine the sample's distribution based on the number of languages by assigning a sociopragmatic competence score. In this instance, this is referring to the sociopragmatic competence's overall performance throughout the ten previously described areas of competence. It was found that the values in the sociopragmatic competence have the tendency to increase with the number of languages possessed by the respondent (see figure 3); however, it

was also discovered that the values described in the language background for one language were higher than those of the respondents who reported speaking two languages. This incongruent discovery is discussed in more detail in the section titled *Standard Deviation in Monolinguals*. The scale interpretation of this category showed that the overall triangulation of the instrument matches that of the values portrayed in the resulting sociopragmatic competence.

According to Riddiford, and Joe (2010), a low sociopragmatic competence profile shows results that exhibit equally low employment and reception of language variation; an intermediate profile shows good understanding and employment of language variation with sporadic group mismanagement, and a high profile shows a constant good usage of language variability.

Table 7

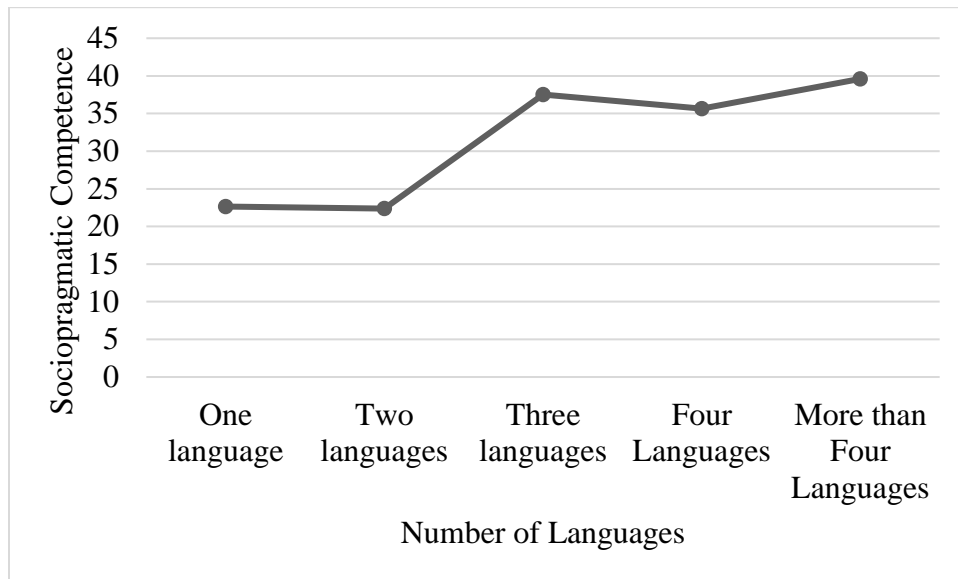
Sociopragmatic Scores according to the Language Background

Language Background	Sociopragmatic Competence Score	Scale Interpretation
One language	22.64	Low
Two languages	22.37	Low
Three languages	37.50	Intermediate
Four Languages	35.65	Intermediate
More than Four Languages	39.60	High

An intermediate profile demonstrates a good understanding and employment of language variation with sporadic group mismanagement, and a high profile demonstrates a consistent good use of language variability, according to Riddiford and Joe (2010). Results from a low sociopragmatic competence profile show results that exhibit equally low employment and reception of language variation. Notably, the results display an increase on the scale of interpretation, this means, that those whose speak one and two languages might still be considered as an incremental consideration; however, mathematically we express these two groups into a subset of data that reveals a higher degree of interpretation.

Figure 3

Sociopragmatic Competence trendline according to the language background



Note. Figure 3 shows that the sociopragmatic competence has the tendency to increase once the number of languages increases; however, the respondents who reported speaking one language demonstrated an abnormal result in comparison to the closest referents, this phenomenon is further explained in the section titled *Standard Deviation in Monolinguals*.

Standard Deviation Among Monolingual Profiles

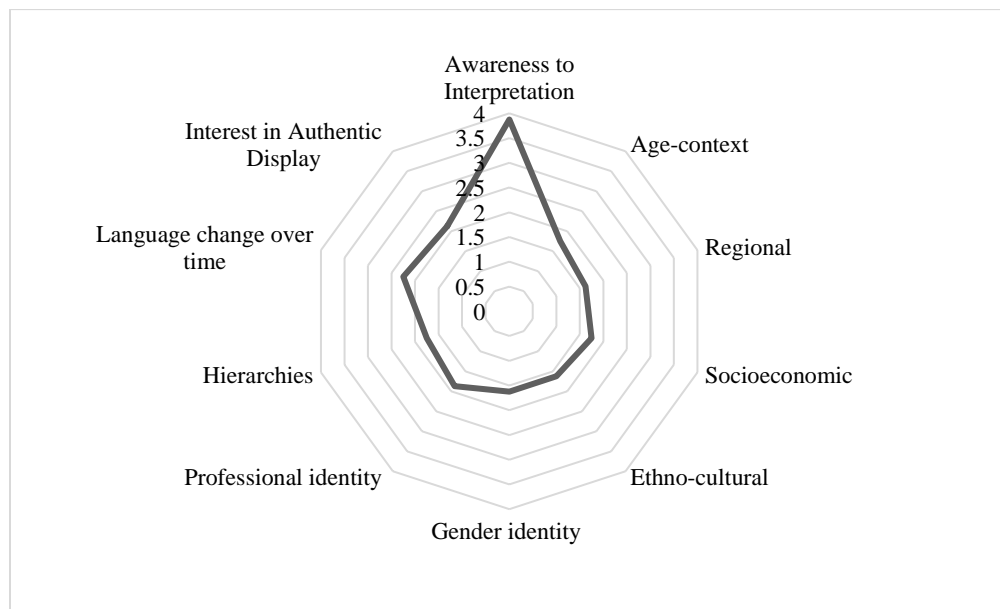
It was discovered that within the five categories of study, monolingual respondents had irregular results when compared to the other groups, particularly when compared to the bilingual respondents. In this instance, it was discovered that the scores stay consistent, with the exception of the *awareness to interpretation category*, after performing a standard deviation between the measurements of the 10 categories (see figure 4). This difference obtained a score of 2.382 in the standard deviation, which shows that evidently there is a recurrent report of the category; only possible when considering that the values tend to circumscribe within the range of 1.0. Savignon

(2008) discusses this odd occurrence and notes that native language instructors show a strong interest in the semantic diversity of the language they teach.

As a result, this discovery made it possible to visualize the data that monolinguals provided, and it became clear that this group places a high value on considering the potential of language as seen by the various ways in which messages might be interpreted. Notably, this group is the one that reported the highest dispersion per capita. Furthermore, it became critical to investigate why this group was reporting such disparities within the same peer-to-peer framework, as well as to determine whether this group had a category in which most monolinguals would rank in a comparable report, showing that there was a preference for awareness to interpretation (*see figure 4*).

Figure 4

Standard Deviation Measured in Monolinguals



Note. This figure shows that the disproportionate values favor the report of the category *awareness to interpretation* in monolinguals.

Language Contact Framework Among Respondents of High Sociopragmatic Competence

This emerging category displayed the characteristics of respondents who scored well on the sociopragmatic competence scale. In this instance, it was discovered that a high sociopragmatic competence can be explained by factors other than simply the number of languages spoken. For instance, in this case, it was discovered that individuals who reported high scores shared comparable linguistic interaction frameworks. With an average of 72.72 percent of this high-performing group reporting very high language proficiency, this category suggests that this group of respondents also has very high sociopragmatic competence. This indicates that while speaking several languages improves your rating of sociopragmatic skill, speaking these languages well is more important. Overall, this group displayed homogeneity in three areas (see table: current language use (92%); extensive language experience; and maintaining current touch with the languages they spoke (100%).

Table 8*Characteristics of the High Performing Sociopragmatic Group*

Criteria	Results
Language proficiency in other languages	72.72% report very high proficiency.
Experience in education with any other than the mother tongue	54.55% report having education in languages different from their mother tongue.
Has had language exposure experience abroad	100% report having experience abroad
Has had multiple language contact experiences of exposure to other languages (working, socializing, traveling)	90.91% report having had multiple language contact experiences of exposure.
Longest exposure to a language other than the mother tongue	Twenty-seven percent report having more than 4 years
Last contact with the foreign language	Ninety-two percent report maintaining current contact.

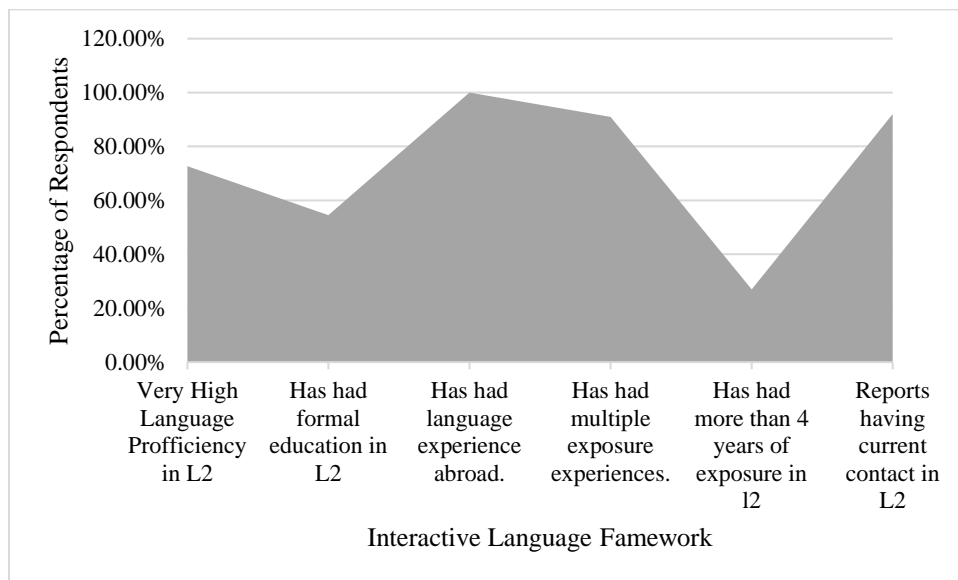
Most importantly, the whole group of top performers claimed to have had exposure to the other languages they claimed to speak abroad. This seems to support the argument made by Kim and Cha (2017), who claimed that learning a language and using it in a foreign country had a big

impact on the efficacy component—that is, how accurately a speaker uses the language. Another of the most prevalent findings in this category is that having multiple contact experiences of exposure increases the sociopragmatic competence. Similarly, this category revealed that 90.91% of his top group had an interactive framework where they utilized the language in a variety of contexts, such as using the language when working, socializing, or traveling.

This top performance group who reported high sociopragmatic competence is composed of eleven respondents in total, four who reported speaking more than four languages, 2 who reported speaking four languages, 4 who reported speaking three languages, 1 who reported speaking two languages, and zero people who reported speaking only one language. This demonstrates that while multilingualism suggests a high likelihood of obtaining sociopragmatic competence, it is still possible to do so within the context of bilingualism by increasing exposure to the language in terms of repetition and experience.

Figure 5

Interactive Language Framework in Respondents who Scored High Sociopragmatic Competence



Note. Figure 5 displays the areas where the top group revealed increased homogeneity; three of these elements can be highlighted: having been abroad (100%); having multiple exposures to L2 (90.91%) and maintaining continuous contact with L2 (92%).

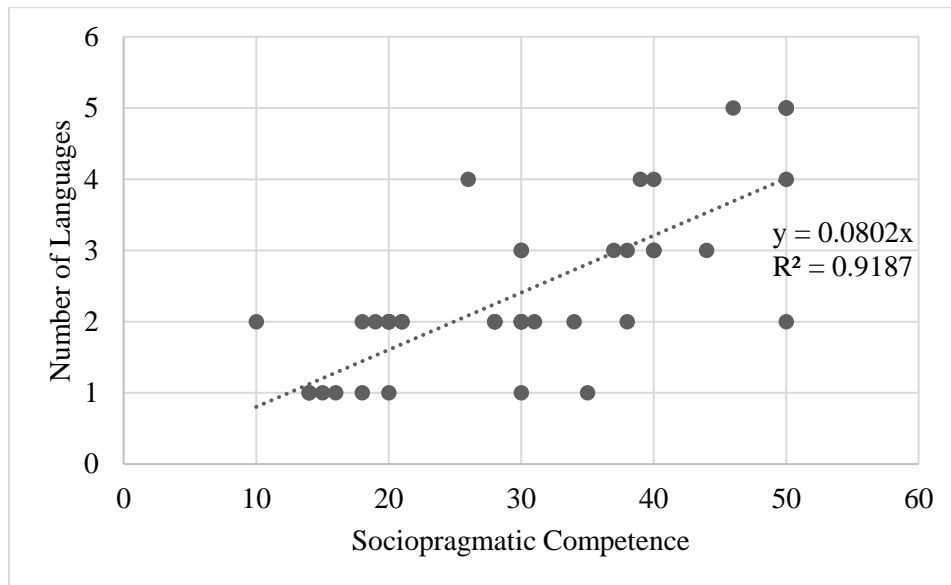
Correlation Between the Number of Languages and the Sociopragmatic Competence

This emerging category demonstrated that there is a strong correlation between multilingualism and the sociopragmatic competence. The correlational analysis obtained a score of $R^2 = 0.9187$ which allocates the relationship of these two variables as a strong positive correlation. This indicates that learning various languages can be related to a greater awareness of the social and environmental influences that shape communication. The correlation value also allowed to predict the rate at which the sociopragmatic competence is acquired, it showed that the value of the equation is equal to $y = 0.0802x$, this means that for every language that a user learns, the sociopragmatic competence increases by 10.198 points.

Contrary to the current paradigm of sociopragmatic learning, which established that the SC is not non-acquisitional (Bardovi-Harlig, 1999), this finding demonstrated that sociopragmatic competence becomes acquirable once language learners come into contact with a linguistic profile of high diversity, in this case, represented by multilingualism. *Figure 6* prominently demonstrated that the rate of acquisition increases after the acquisition of the third language; in other words, we can see that the majority of the data that exhibited less dispersion increases after reporting knowledge within the framework of a trilingual contact model, this situation is even more prominent within the quadrilingual and pentalingual profiles, which inform that the more languages, the less dispersion there is (see figure 6). This result showed that learners of a language can acquire sociopragmatic competence once they encounter a linguistic profile with considerable diversity, in this case represented by multilingualism.

Figure 6

Correlation Between Multilingualism and the Sociopragmatic Competence



Note. Given that $y = 0.0802x$, it is possible to calculate that each new language acquisition results in 10.198 points on the sociopragmatic scale.

Hypothesis Testing and Operationalization of Variables

Null Hypothesis

There is currently no proof that learning a new language may help people become more sociopragmatically competent, therefore, there is no correlation between multilingualism and the sociopragmatic competence. It is generally considered that the sociopragmatic competence can only be achieved mainly through direct input. Scholars such as Hacking (2008) have pointed out that the mechanism through which the sociopragmatic competence is acquired remains unclear due to the lack of knowledge in the field. This null hypothesis can be mathematically expressed as:

$$H_o: SC+x = DI+x$$

Note. This formula shows that for every increase in the direct input (DI) of a language there is an equal increase in the sociopragmatic competence (SC).

Alternative Hypothesis

This study proposes that it is possible to find increases of significant magnitude between learning multiple languages and the sociopragmatic competence. This hypothesis establishes that as the repertoire of languages in individual increases, his sociopragmatic competence increases as well. This means that improvement and learning of the sociopragmatic competence is not solely a product of direct exposure through the target language; it can also be acquired as a result of the production of the metapragmatic development happening as learners are exposed to other languages. This alternative hypothesis can be represented as the following:

$$H_a: R^2_{sc*nLA} = \geq 0.5$$

Note. R^2 is the value of the correlation containing the sociopragmatic competence (SC) and the number of languages (nLA) which becomes significant at rates that are equal to or greater than 0.5 (see table 9).

Table 9

Correlating Situations Between SC and nLA

Correlation	Situation	Outcomes	Interpretation
Positive and weak.	Weak correlation between SC and nLA.	Pearson coefficient with values between 0.0 to 0.3	There is a positive correlation between the two variables, but it is not significant enough.
Positive and moderate.	Moderate correlation between SC and nLA.	Pearson coefficient with values between 0.3 to 0.5	There is a positive and moderate correlation between the two variables.

Positive and strong.	Strong correlation between SC and nLA.	Pearson coefficient with values between 0.5 to 1.0	There is a strong correlation between the two variables, and it is possible to predict a tendency.
Negative and weak.	Weak and inverse correlation between SC and nLA.	Pearson coefficient with values between - 0.0 to -0.3	There is a positive correlation between the two variables, but it is not significant enough.
Negative and moderate.	Moderate and inverse correlation between SC and nLA.	Pearson coefficient with values between 0.3 to 0.5	There is a positive and moderate correlation between the two variables.
Negative and strong.	Strong and inverse correlation between SC and nLA.	Pearson coefficient with values between – 0.5 to -1.0	There is a strong negative correlation between the two variables, and it is possible to predict a negative tendency.

Operationalization of Variables

The first of the two quantitative variables used in this study was the sociopragmatic competence, which was scaled in accordance with Leech's (2016) model and asked respondents to report on their own experiences in relation to the ten sociopragmatic aspects. This model allowed for the addition of scores in the 0 to 50 range. Low values are defined as those between 0 and 20, moderate values as those between 30 and 40, and high values as those between 40 and 80. This variable was operationalized as a summative assessment, which means that respondents were given a total treatment of the overall performance.

The second variable was the number of languages, which was typically written as nLA. This variable was operationalized in terms of attributes, and for scaling, the Likert method was applied to the last attribute. The speaker's background, which comprised elements like language proficiency, travel experience, and degree of exposure to L2, provided evidence of a qualitative

approach in terms of qualities. In terms of quantitative analysis, the sociopragmatic competence variable was placed on the same scale as the second variable, with values ranging from 1 to 50, allowing for the possibility of a correlation between the two.

These two variables were then operationalized in univariate and bivariate forms. The univariate approach enabled the analysis of the variables in terms of their individual characteristics, such as the number of respondents, as seen in terms of frequencies, and the distribution of groups, as seen in terms of the arithmetic mean, which depicts what the majority of responses were in terms of individuals from a single group. The simultaneous operationalization of nLA and SC made possible by the bivariate technique allowed for more in-depth analysis, including the identification of trendlines and correlations between the two.

Reliability and Validity of Analysis and Findings

The results were reviewed using an internal consistency assessment, which analyzes how varied are the ratings between the identified subsets of data in order to evaluate their reliability and validity. These results were later examined and compared to other studies, allowing for a more dialogical analysis. On the one hand, the findings obtained a reliability score of .80,6, which means that the findings can be assessed as reliable. The procedure to obtain these results was the following, these values were later equated to the range, which was five (this five corresponds to the highest sociopragmatic possible score out of each criterion). This means that the standard deviation demonstrates how different the overall results are from the arithmetic mean. With these values, it was possible to determine the distance between the result and the percentual unit (i.e., the distance of the value from one hundred). The scores were adjusted to the five groups and obtained individual reliability coefficients (see table 9). In other words, the standard deviation serves as a measure of how distant the overall results are from the average.

Table 10*Internal Consistency Assessment with Reliability Values*

Subset of Data	Standard Deviation	Reliability Coefficient
Group 1 – One Language	1.179733933	.66
Group 2 – Two Languages	1.121188679	.78
Group 3 - Three Languages	0.741939811	.86
Group 4 – Four Languages	1.012739367	.79
Group 4 – Four+ Languages	0.30382181	.94
	<i>Overall Reliability Coefficient</i>	<i>.80,6</i>

Similarly, these results are highly consistent with the study conducted by Hacking (2008), who concluded that exposure to diverse experiences—in his case, learners who learn a language in their native country—is a much more important factor than direct input in developing sociopragmatic competence. Hacking acknowledges that the current trend of teaching sociopragmatic competence through videos and other digital materials is insufficient and contends that there appears to be an unidentified gap; the premise of this particular study appears to fill the void in this area. This study shows that learning different languages increases awareness of the sociopragmatic competence. The study conducted by Eslami-Rasekh (2005), which showed that learners can develop a more robust pragmatic awareness when exposed to diverse cultures, is another observation that is consistent with the findings reached in this research. He makes a similar claim to the one made above in the findings of this study, but he focuses on the cultural content of languages, such as interviews, textbooks, and films, rather than on learning several languages. The study by Jessner (2008), which demonstrated that multilingualism promotes metalinguistic awareness, was another that corroborated the findings of this study. He measured the perceptual differences between bilingual and trilingual students in his study and discovered that the latter reported having a higher level of metalinguistic awareness.

Discussion and Conclusions

Introduction to Discussion and Conclusions

This chapter presents the significance of the results supported by the findings in this study. This section is made in consideration to the data supporting the evidence that multilingualism provides an innovative approach of acquisition of the sociopragmatic competence as opposed to the lack of one which is commonly addressed in the field. It is recommended that the following discussion considers the language contact framework as a comprehensive approach to the language intervention suggested in this study, this means that the reference made to the number of language is always sustained from the perspective of language ability, language exposure and other relevant criteria.

The following discussion addresses the research questions presented at the beginning of the study; these research questions are also concatenated elements of the goals determined for this research. Therefore, the order in which this discussion is presented is relevant, for instance, the correlation is first addressed from the perspective of an acquisitional approach to the sociopragmatic competence; this is followed by the manifestation of results evidenced in each of the language groups, being those that report speaking one language, two languages, three languages, and so forth.

The sections limitation of the research and recommendations for further study present valuable information for a more comprehensive realization of this study as it relates to other areas of interest that were difficult to address. Finally, the chapter is closed with the conclusions, these are meant to review and summarize the key findings and solution to the research problem, confirming that the correlation approach served as an exploration to the acquisitional aspects of the sociopragmatic competence.

Significance of the Results

The findings of this study determined that there is a high correlation between multilingualism and the sociopragmatic competence. This shows that the strength of these two factors has a correlative coefficient of $R^2 = 0.9187$, which shows that the significance of the correlation is of high significance. With the value of the correlative coefficient, it was possible to assign an equation and predict the rate at which the sociopragmatic competence is acquired, this last one, with an equation of $y = 0.0802x$ shows that every new acquisition of a language provides 10.198 points in the sociopragmatic scale. These findings in practical terms show that multilingual language teachers are better equipped to teach the sociopragmatic competence.

These findings also show that the acquisition of languages should not be analyzed by quantity, but rather by quality. Although it was possible to determine that the different language backgrounds equate to similar sociopragmatic results (i.e., the sociopragmatic competence increases with the number of languages), it is far more important to determine the interactive contact language framework. As evidenced in this study, the outlier data manifested that it is possible to have a high sociopragmatic competence under specific circumstances, these being, practicing the language you know abroad, keeping ongoing contact with the language, and having multiple language experiences of interaction, for example professionally and socially.

The findings of this study make evidence of a new paradigm in the acquisition of the sociopragmatic competence; as noted, the current framework of acquisition dictates that the sociopragmatic competence is only acquired by means of direct input (Holmes and Riddiford, 2011). Conversely, this study presents the idea that language users show a radical improvement in the sociopragmatic scale once they learn a new language within a framework of high interaction.

Pedagogical and Research Implications for the Field of Study

This study presents a major finding in the field of language learning, it has proved that the acquisition of the sociopragmatic competence is more complex than the acquisition hypothesis through direct input; it shows that the acquisition of languages is tightly linked to the improvement of the sociopragmatic competence. These findings in terms of pedagogical implications show that English teachers who possess more languages in their repertoire are more likely to mediate learning in the framework of sociopragmatic knowledge than teachers who report speaking only one or two languages.

Although it is true that learning a language well is challenging, this study also offers alternative strategies for enhancing the sociopragmatic competence using the interactive contact language framework, which includes traveling abroad, maintaining constant contact with the foreign language, and using the language in a variety of settings. The findings presented here match the suggestions discussed by Chang (2011), insisting that it is not possible to become a proficient speaker without this competence. The sociopragmatic skill is one of the last to learn, but it is also one of the most crucial because it is responsible for enabling people to bond and establish meaningful relationships.

The results supported the finding that every new language adds 10.198 points to the sociopragmatic scale, which has deep research implications. On the one hand, this sets the proposal that the sociopragmatic competence is way more complex than the null hypothesis concerning merely its acquisition through direct input. Notably, this alternative hypothesis does not intend to disprove the DI hypothesis, but rather expand it in terms that are beneficial and applicable to both learners and language teachers. This idea has been anticipated by previous studies, particularly the one by Hacking (2008) regarding the acquisition of the SC competence.

Research Limitations of the Present Study

Due to the nature of the triangulation for both the intercultural sensitivity inventory and the language contact profile, it was not possible to quantify the impact of the participant's mother tongue regarding the scores of the sociopragmatic scale with a high degree of certainty. This influence has not been previously studied or discussed. although it is possible to associate it with other factors, such as the disparity coefficients, it remains an obscure topic. Such limitations should be examined cross-linguistically.

Another limitation was seen in trying to measure how important is sociopragmatic the competence in different languages, specifically in contrast to one another; in English, for example, this criterion is extremely valuable for the proper understanding of messages and social cues (Abrams, 2013); however, other languages may have dramatically different social structures, some with more heterogeneous relationships and others with more homogeneous ones. Similarly, this limitation is also difficult to tackle due to the lack of research in the area.

Recommendations for Further Study

This study raised two new problems, such as finding out how the mother tongue affects the sociopragmatic scale. This question calls for a cross-linguistic methodology that assesses the degree to which a speaker is conscious of the social contexts in which language is used; that requires a deep understanding of the social factors. For instance, according to McConachy (2019), the sociopragmatic competence aids learners in identifying more elements outside of their language-specific domain than it does within it. Similarly, it becomes important to assess if acquiring the sociopragmatic competence is something that can only be learned through experience or if it can be learned through virtual environments.

Conclusions

This study made evidence of how multilingualism adds a new paradigm of acquisition for the sociopragmatic competence. It was possible to determine that there is a strong correlation between an increasing number of languages which is equated to a higher sociopragmatic competence. Similarly, it is possible to determine that a low language repertoire exhibits a low sociopragmatic competence in terms of the Leech model (2016). It is advised to read these results in conjunction with the language contact framework even though the number of languages represents a scalar function inside the triangulation of variables. This framework demonstrated that, in addition to the number of languages spoken, the ability to speak these languages mattered in 77 % of the cases, indicating that this variable has intrinsic criteria of crucial value.

The results presented here also provided a major finding in terms of the acquisition of the sociopragmatic competence, which contrary to the standard belief, showed that the sociopragmatic competence can, in fact, be acquired. This document does not disprove the idea that direct input provides a direct effect in magnitude on the improvement of the sociopragmatic competence. Rose, (2009) for instance, states that the pragmatic development is heavily reliant on authentic materials; conversely, these results demonstrated that the sociopragmatic competence does not have to rely exclusively on authentic material, but rather diversifies the framework of exposure from the perspective of linguistic diversity, which being languages, or linguistic experiences of exposure. Such a finding is meant to provide a highly significant contribution to the field of second language acquisition because it gives teachers and students tools to increase the precision with which they portray and deliver messages—a crucial skill for forging deep connections with people.

Finally, this study has set forward the paradigm of acquisition of the sociopragmatic competence as an effect of learning multiple languages. These insights will enable researchers to study acquisition alternatives that have hitherto been overlooked in the field of second language acquisition, such as the one between SC and multilingualism. It is thought vital to continue investigating this association, particularly in persons who report a bigger number of languages than what was shown in this study, which was limited to five. Similarly, these findings allowed for the visualization of a greater dispersion of responses in individuals who reported speaking between one and two languages, among whom there were people with marked differences between the high and low dispersion, for which the phenomenon of bilingual users was discovered, revealing that it is possible to increase the values of sociopragmatic competence through frames with high exposure.

References

- Abrams, Z. (2013). Say what?! L2 sociopragmatic competence in CMC: Skill transfer and development. *Calico Journal*, 30(3), 423-445.
- Álvarez, J. A. (2014). Developing the intercultural perspective in foreign language teaching in Colombia: A review of six journals. *Language and Intercultural Communication*, 14(2), 226-244.
- Aronin, L., & Hufeisen, B. (2009). *The exploration of multilingualism: Development of research on L3, multilingualism and multiple language acquisition* (Vol. 6). John Benjamins Publishing.
- Arabski, J., & Wojtaszek, A. (Eds.). (2011). *Aspects of culture in second language acquisition and foreign language learning*. Springer Science & Business Media.
- Baker, W. (2012). From cultural awareness to intercultural awareness: Culture in ELT. *ELT journal*, 66(1), 62-70.
- Bhawuk, D. P., & Brislin, R. (1992). The measurement of intercultural sensitivity using the concepts of individualism and collectivism. *International journal of intercultural relations*, 16(4), 413-436.
- Butler, Y. G. (2012). Bilingualism/multilingualism and second-language acquisition. *The handbook of bilingualism and multilingualism*, 109-136.
- Byram, M. (2012). Cultural Awareness in Multilingual Education. *The Encyclopedia of Applied Linguistics*. Blackwell Publishing Ltd.
- Caffrey, E. D. (2011). *Assessment in elementary and secondary education: A primer*. DIANE Publishing.
- Campos, A. (2009). Strategies to Raise Cultural Awareness and Create Multicultural

- Materials and Activities in the Language Classroom. *Revista de Linguas Modernas*.
- Carlson, K. A., & Winqvist, J. R. (2016). *An introduction to statistics: An active learning approach*. Sage Publications.
- Chang, Y. F. (2011). Interlanguage pragmatic development: The relation between pragmalinguistic competence and sociopragmatic competence. *Language Sciences*, 33(5), 786-798.
- Chiesa, B. D., Scott, J., & Hinton, C. (2012). *Languages in a Global World: Learning for Better Cultural Understanding*. OECD Publishing.
- Courtney, J., & Phelan, M. (2019). Translators' experiences of occupational stress and job satisfaction. *Translation & Interpreting*, 11(1), 100-113.
- Devlin, A. M. (2019). The interaction between duration of study abroad, diversity of loci of learning and sociopragmatic variation patterns: A comparative study. *Journal of Pragmatics*, 146, 121-136.
- Diebowski, J. (2020). Language contact. *Lost in Transmission: The role of attrition and input in heritage language development*, 59, 125.
- Eslami-Rasekh, Z. (2005). Raising the pragmatic awareness of language learners. *ELT journal*, 59(3), 199-208.
- Fernández, J., & Tapia, A. (2016). An appraisal of the Language Contact Profile as a tool to research local engagement in study abroad. *Study Abroad Research in Second Language Acquisition and International Education*, 1(2), 248-276.
- Freed, B., Dewey, D., Segalowitz, N., Halter, R., (2004). The language contact profile. *Stud. Sec. Lang. Acquis.* 26 (2), 349-356.
- García, O., & Kleyn, T. (2012). Teacher education for multilingual education. *The Encyclopedia*

of applied linguistics, 1-6.

Greenland, S., Senn, S. J., Rothman, K. J., Carlin, J. B., Poole, C., Goodman, S. N., & Altman,

D. G. (2016). Statistical tests, P values, confidence intervals, and power: a guide to misinterpretations. *European journal of epidemiology*, 31(4), 337-350.

Hacking, J. F. (2008). Socio-pragmatic competence in Russian: How input is not enough. *The American Association of University Supervisors, Coordinators and Directors of Foreign Languages Programs (AAUSC)*, 110-125.

Hahs-Vaughn, D. L., & Lomax, R. G. (2020). *An introduction to statistical concepts*. Routledge.

Hanesová, D. (2015). Plurilingual and intercultural Awareness of Future teachers. *Stanisław Juszczak*.

Heidari, A., Tabrizi, H., & Chalak, A. (2020). Using short stories vs. video clips to improve upper intermediate EFL students' sociopragmatic knowledge: Speech acts in focus. *Cogent Arts & Humanities*, 7(1), 1778977.

Hélot, C. (2011). 3. Children's Literature in the Multilingual Classroom: Developing Multilingual Literacy Acquisition. In *Language policy for the multilingual classroom* (pp. 42-64). *Multilingual Matters*.

Heredia, R., & Brown, J. M. (2013). Bilingual memory. In *The handbook of bilingualism* (pp. 225-249).

Holmes, J., & Riddiford, N. (2011). From classroom to workplace: Tracking socio-pragmatic development. *ELT journal*, 65(4), 376-386.

Howitt, D. (2019). *Introduction to qualitative research methods in psychology: Putting theory into practice*. Pearson UK.

Jackson, J. (2011). Host language proficiency, intercultural sensitivity, and study

- abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 21, 167-188.
- Jessner, U. (2008). A DST model of multilingualism and the role of metalinguistic awareness. *The modern language journal*, 92(2), 270-283.
- Kim, H. & Cha, K. (2017). Effects of experience abroad and language proficiency on self-efficacy beliefs in language learning. *Psychological Reports*, 120(4), 670-694.
- Leech, G. (2014). *The pragmatics of politeness*. Oxford Studies in Sociolinguistics.
- Leech, G. (2016). *Principles of Pragmatics*. London: Longman.
- Little, T. D. (Ed.). (2013). *The Oxford handbook of quantitative methods, volume 1: Foundations*. Oxford University Press.
- Llurda, E. (Ed.). (2006). *Non-native language teachers: Perceptions, challenges and contributions to the profession* (Vol. 5). Springer Science & Business Media.
- Nguyen, T. (2017). Integrating culture into language teaching and learning: Learner outcomes. *The Reading Matrix: An International Online Journal*, 17(1), 145-155.
- Nugent, K., & Catalano, T. (2015). Critical Cultural Awareness in the Foreign Language Classroom. *Northeast Conference on the Teaching of Foreign Languages*, 75, 15-30.
- MacSwan, J. (2019). A multilingual perspective on translanguaging. *Decolonizing Foreign Language Education*, 186-219.
- Marmaridou, S. (2011). Pragmalinguistics and sociopragmatics. *Foundations of pragmatics*, 77-106.
- Martin-Jones, M., Blackledge, A., & Creese, A. (Eds.). (2012). *The Routledge handbook of multilingualism*. Routledge.
- Muysken, P. (2013). Two linguistic systems in contact: Grammar, phonology, and lexicon. In *The handbook of bilingualism and multilingualism* (pp. 193-216). Willey-Blackwell.

- Paige, R. M. (2004). Instrumentation in intercultural training. *Handbook of intercultural training*, 3, 85-128.
- Perry F. (2011). *Research in applied linguistics: Becoming a discerning consumer*. Routledge.
- Roever, C., & McNamara, T. (2006). Language testing: The social dimension. *International Journal of Applied Linguistics*, 16(2), 242-258.
- Timmis, I. (2002). Native-speaker norms and International English: a classroom view. *ELT journal*, 56(3), 240-249.
- Todd, R. W., & Pojanapunya, P. (2009). Implicit attitudes towards native and non-native speaker teachers. *System*, 37(1), 23-33.
- Ramírez, A. (2020). Challenges in the Design and Implementation of an English Placement Test for a Colombian Public University. *GIST–Education and Learning Research Journal*, 21, 191-208.
- Ravid, R. (2019). *Practical statistics for educators*. Rowman & Littlefield Publishers.
- Rasinger, S. (2013). *Quantitative research in linguistics: An introduction*. A&C Black.
- Riddiford, N., & Joe, A. (2010). Tracking the development of sociopragmatic skills. *Tesol Quarterly*, 44(1), 195-205.
- Rose, K. R. (2009). Interlanguage pragmatic development in Hong Kong, phase 2. *Journal of Pragmatics*, 41(11), 2345-2364.
- Taylor, B., Sinha, G., & Ghoshal, T. (2006). *Research methodology: A guide to for reseachers in management and social sciences*. PHI Learning Pvt. Ltd.
- Treadwell, D., & Davis, A. (2019). *Introducing communication research: Paths of inquiry*.

Sage Publications.

Stadler, W. (2015). Teaching and testing sociopragmatics in the Russian language

classroom. *Athens Journal of Philology*, 2(3), 149-162.

Savignon, S. J. (2008). *Interpreting communicative language teaching: Contexts and concerns in*

teacher education. Yale University Press.

Svalberg, A. M. (2007). Language awareness and language learning. *Language Teaching*, 40(4),

287-308.

Winter, B. (2019). *Statistics for linguists: An introduction using R*. Routledge.

Appendixes

Appendix A. Informed Consent

Informed consent: I voluntary accept the treatment of information provided in this survey for the purposes of research considered for the dissertation titled Exploring the Relationship Between Multilingualism and The Sociopragmatic Competence: A Correlational Analysis By David Santiago Perez with e-mail dsperezpa@unadvirtual.edu.com.co I authorize the sharing of my data under anonymity and confidentiality compliance. I am granted an ethical procedure that privileges ethical standards and performs the academic and statistical report and publication of my answers. I am aware that the research in question requires the provision of information regarding my linguistic competencies and my performance as an educator to assess the influences of my linguistic knowledge on my self-reported cultural competencies.

- I agree
- I do not agree

Appendix B. Pilot Raw Data Participants P1 to P8 Questions 1 to 13

Your name	1. Your age	2. Are you	3. What is	4. Country	5. How many	6. Please	7. What language	8. In what	9. Have you	10. Other	11. If you've	12. For how	13. Rate your	13. Rate your	13. Rate your	13. Rate your	13. Rate your
P1	24	Yes	Spanish	Colombia	2		Spanish	Spanish	No	No	I haven't for 1 year	Native/Native	Good				
P2	43	Yes	Spanish	Colombia	3		German, Spanish	Spanish	Yes	Yes	more than 1 year	more than 1 year	Native/Native	Very good	Very good		
P3	19	No	Spanish	Colombia	2		Spanish	Spanish	No	No	I haven't for Less than 1 year	Less than 1 year	Native/Native	Good			
P4	37	Yes	Spanish	Colombia	2		spanish	Spanish		Yes	more than 1 year	Less than 1 year	Native/Native	Very good			
P5	28	Yes	Spanish	Colombia	3		Spanish	Spanish	No	Yes	more than 1 year	Less than 1 year	Native/Native	Very good	Good		
P6	37	No	Spanish	Colombia	2		Spanish	English	No	Yes	3 Less than 1 year	Less than 1 year	Native/Native	Good			
P7	28	No	Spanish	colombia	1		spanish	Spanish	No	No	I haven't for Less than 1 year	Less than 1 year	Native/Native	Poor	Poor	Poor	Poor
P8	18	No	Spanish	Colombia	1		Spanish	Spanish	Yes	No	I haven't for 1 year	1 year	Very good	Very good	Very good	Very good	Very good

Appendix C. Pilot Raw Data Participants P1 to P8 Questions 15 to 24

Your name	15. How ir	16. How o	17. How o	18. How o	19. How o	20. How o	21. How o	22. How o	23. How ir	24. How in
P1	4	Often	Sometime	Sometime	Rarely	Rarely	Rarely	Rarely	4	4
P2	5	Always	Often	Often	Always	Rarely	Sometime	Rarely	3	4
P3	4	Often	Sometime	Rarely	Sometime	Rarely	Sometime	Sometime	5	5
P4	5	Sometime	Sometime	Often	Sometime	Rarely	Often	Often	5	5
P5	5	Always	Rarely	Often	Often	Sometime	Often	Rarely	4	5
P6	4	Rarely	Never	Never	Never	Never	Never	Rarely	2	5
P7	2	Rarely	Rarely	Rarely	Rarely	Rarely	Rarely	Rarely	2	2
P8						Always	Often	Often	4	4

Appendix E. Alpha Group Raw Data Participants A1 to A22 Questions 14 to 24

	14. When	14. When	14. When	14. When	14. When	15. How ir	16. How o	17. How o	18. How o	19. How o	20. How o	21. How o	22. How o	23. How ir	24. How in
A1		In current	In current	In current	In current contact.	4	4	4	4	4	4	4	4	4	4
A2	In current	In current	In current	1 year sinc	1 year sinc	5	5	5	5	5	5	5	5	5	5
A3	In current	In current	In current	In current	In current	5	5	5	5	5	5	5	5	5	5
A4		In current	In current	In current	3 years sir	5	5	5	5	5	5	5	5	5	5
A5	1 year sinc	In current	In current	1 year since the last		5	5	5	5	5	5	5	5	5	5
A6	1 year sinc	In current	In current	contact.		4	4	4	4	4	4	4	4	4	4
A7		In current	In current	3 years since last cor		4	5	4	5	4	5	4	4	5	4
A8	In current	In current	In current	contact.											
A9	In current	In current	1 year sinc	1 year since the last		4	2	1	3		1	3	4	3	5
A10	2 years sir	In current	In current	2 years since the last		4	4	4	4	4	4	4	4	4	4
A11		In current	In current	2 years sir	3 years sir	5	5	4	4	5	5	4	5	5	4
A12	1 year sinc	In current	In current	In current	contact.	4	4	5	4	4	3	4	3	4	4
A13						4	4	3	3	2	2	2	2	4	4
A14						5	5	4	4	5	2	3	2	3	4
A15						4	4	3	2	3	2	3	3	5	5
A16						5	3	3	4	3	2	4	4	5	5
A17						5	5	2	4	4	3	4	2	4	5
A18						4	2	1	1	1	1	1	2	2	5
A19						2	2	2	2	2	2	2	2	2	2
A20						5	4	4	4	4	4	4	4	5	4
A21		In current	In current	In current	contact.		4	3	3	3	3	3	3	3	3
A22	In current	1 year since the last	contact.			4	3	2	3	2	2	3	2	4	3
A23		In current	contact.			4	1	3	1	1	1	1	2	2	2

Appendix F. Alpha group Raw Data Participants A23 to A46 Questions 1 to 13

	1. Your age	2. Are you	3. What is	4. Country	5. How many	6. Please	7. What language	8. In what	9. Have you	10. Other	11. If you've	12. For how	13. Rate your	13. Rate your	13. Rate your	13. Rate your
A23	32	Yes	English	U.S	1	English	English	English	No	No	I haven't had any	I haven't had any	Native/Native-like			
A24	36	Yes	English	English	1	English	English	English	No	No	I haven't had any	I haven't had any	Native/Native-like			
A25	25	Yes	Spanish	Colombia	2	Spanish, English	Spanish, English	Spanish	Yes	Yes	more than 1 year	more than 1 year	Native/Native-like	Very good		
A26	24	No	Spanish	Colombia	2	English-Spanish	Spanish	Spanish	No	Yes	1-2 years		Native/Native-like	Very good		
A27	24	Yes	Spanish	Peru	2	Spanish and Spanish	Spanish	Spanish	Yes	Yes	1-2 years		Native/Native-like	Very good		
A28	29	Yes	Spanish	Mexico	2	Spanish and Spanish	Spanish	Spanish	Yes	Yes	2-2 years		Native/Native-like	Very good		
A29	23	No	Spanish	Colombia	2	Spanish, English	Spanish	Spanish	No	Yes	2-3 years		Native/Native-like	Very good		
A30	34	Yes	Spanish	Mexico	2	Spanish and Spanish	Spanish	Spanish	Yes	Yes	2-1 year		Native/Native-like	Very good		
A31	34	Yes	Spanish	Panama	2	Spanish and Spanish	English	Spanish	Yes	Yes	1-2 years		Native/Native-like	Very good		
A32	39	Yes	Spanish	Bolivia	2	Spanish and Spanish	Spanish	Spanish	Yes	Yes	1-2 years		Native/Native-like	Very good		
A33	29	Yes	Spanish	Mexico	2	Spanish and Spanish	Spanish	Spanish	No	No	I haven't had any	I haven't had any	Native/Native-like	Good		
A34	26	Yes	Spanish	Mexico	2	Spanish and Spanish	Spanish	Spanish	No		I haven't had any	I haven't had any	Native/Native-like	Good		
A35	33	Yes	Spanish	Peru	2	Spanish and Spanish	Spanish	Spanish	Yes	Yes	1-1 year		Native/Native-like	Very good		
A36	21	No	Spanish	Colombia	1	Spanish	Spanish	Spanish	No	Yes	more than 1 year	more than 1 year	Native/Native-like	Good		
A37	26	Yes	Polish	Poland	3	Polish, English	Polish	Polish	No	No	I haven't had any	I haven't had any	Native/Native-like	Very good	Very good	
A38	25	Yes	Polish	Poland	3	Polish, English	Polish	Polish	No	No	I haven't had any	I haven't had any	Very good	Native/Native-like	Very good	
A39	39	Yes	German	Germany	3	German, English	German	English	Yes	Yes	2-2 years		Native/Native-like	Native/Native-like	Native/Native-like	Native-like
A40	41	Yes	English	U.S	1	English	English	English	No	No	I haven't had any	I haven't had any	Native/Native-like			
A41	38	Yes	English	Mexico	1	English	English	English	No	Yes	1-2 years	Poor	Native/Native-like			
A42	37	Yes	English	U.S	1	English	English	English	No	No	I haven't had any	I haven't had any	Native/Native-like			
A43	25	Yes	Spanish	Argentina	2	Spanish and Spanish	Spanish	Spanish	No	No	I haven't had any	I haven't had any	Native/Native-like	Very good		
A44	31	Yes	Spanish	Argentina	2	English and Spanish	Spanish	Spanish	Yes	Yes	1-2 years		Native/Native-like	Very good		
A45	26	No	Spanish	Colombia	2	Spanish, English	Spanish	Spanish	No	Yes	more than 3 years		Native/Native-like	Very good		
A46	26	Yes	Spanish	Bolivia	2	English and Spanish	English	Spanish	Yes	Yes	1-1 year		Native/Native-like	Good	Very good	

Appendix G. Alpha Group Raw Data Participants A23 to A46 Questions 14 to 24

	14. When	14. When	14. When	14. When	14. When	15. How ir	16. How o	17. How o	18. How o	19. How o	20. How o	21. How o	22. How o	23. How ir	24. How in
A23		In current contact.				4	1	3	1	1	1	1	2	2	2
A24		In current contact.				4	2	1	1	1	2	1	1	1	1
A25	In current	In current contact.				5	5	5	5	5	5	5	5	5	5
A26	In current	In current contact.				4	3	3	3	3	2	3	3	4	3
A27	In current	In current contact.				2	2	2	2	2	2	2	2	2	2
A28	In current	In current contact.				3	3	3	3	3	3	3	3	3	3
A29	In current	In current contact.													
A30	In current	In current contact.				3	3	3	3	3	3	3	3	3	3
A31	In current	In current contact.				3	3	3	2	3	3	2	3	3	3
A32	In current	In current contact.				1	2	2	2	2	1	2	2	2	2
A33	In current	1 year since the last contact.				1	1	1	1	1	1	1	1	1	1
A34	In current	2 years since the last contact.				2	2	2	2	2	2	2	2	2	2
A35	In current	In current contact.				3	3	3	3	3	3	3	3	3	3
A36	In current	In current contact.				5	3	1	1	2	2	4	3	5	4
A37		In current	In current	1 year since the last		3	3	3	3	3	3	3	3	3	3
A38		In current	In current	1 year since the last		3	3	3	3	3	3	3	3	3	3
A39		In current	In current	1 year since the last		4	4	4	4	4	4	4	4	4	4
A40		In current contact.				4	1	1	2	1	1	1	1	1	1
A41	4 years or	In current contact.				3	1	1	2	1	1	2	1	1	1
A42		In current contact.				4	1	1	2	2	1	1	1	1	2
A43	In current	In current contact.				2	2	1	2	2	1	2	2	3	2
A44	In current	In current contact.				2	2	2	2	2	2	2	2	2	2
A45	In current	3 years since last contact.				4	1	1	1	1	1	1	1	5	5
A46	In current	In current contact.				2	2	3	2	2	2	2	2	2	2