

Teacher's Knowledge about Sociolinguistics in EFL Pedagogy: A Study From Classroom Implementation of Curriculum 2013

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Abstract: this research article discusses EFL teachers' knowledge about sociolinguistics in EFL pedagogy that applied in the classical context of English subjects under Curriculum 2013 implementation. One targeted-sample of EFL classroom was observed to explore the focus. Using qualitative approach, this study had found unique understandings from the participant that deals with their metacognition of sociolinguistics in EFL pedagogy. The knowledge was clustered into Bloom's taxonomy of knowledge which was considered to be the essential cognition that must be understood by EFL teachers in Indonesia. These knowledge include factual, conceptual, and procedural dimensions. The results of this study provide several pedagogical implications such as revitalizing the orientation of sociolinguistic to attain learning objectives stated in the curriculum, making sense the objectives of English in Curriculum 2013, and re-orienting EFL teachers' professional development as well as pre-service teachers' education to engage more on the development of the practices in EFL classroom through the benefits of the knowledge of sociolinguistics in EFL pedagogy.

Keywords: sociolinguistics, EFL pedagogy, teacher's knowledge.

BACKGROUND

As Curriculum 2013 (widely-known as K-13) offers wide range opportunities for English learners to participate more on productive skills, it means, classroom should be able to provide those opportunities to take place. Teacher's role, on the other hand, should embrace its vital function to help learners acquire the competence. Indeed, many EFL teachers have started to cast away the traditional paradigm to be more egalitarian in respecting learners' capacity. Among those, the most prominent findings that I observed is the implementation of learners' centered-approach. EFL teachers provided activities and tasks that selfishly focus on involvement of whole learners in the classroom. The efforts of making active learners' centeredness are indicated by the reduction of teachers' talks during the session. Therefore, In Indonesia, the on-going process of teaching English as foreign language (abbreviated TEFL) is still seeking for its ideal form to advocate optimal output of foreign language learning constantly.

However, for the time being, many EFL teachers still focus on the content-based by focusing on grammaticality and lexicality aspects which becomes most determinant factor of language learning. In many cases, EFL teachers misled the term 'mastery learning' as successfully transfer whole sections in the textbook or teaching plan. The orientation is not addressed to the competence of foreign language learning. This situation is caused by curriculum reform without regarding to teachers' professional education. Therefore, imparting a sufficient knowledge for every teacher should be done in advance prior to changing the formal curriculum. Furthermore, the adoption of K-13 risks several inconsistency among teachers' interpretation compared with the standardization. A study on teachers' experience in Indonesia reported three dilemmatic spaces namely: opposing curricular reforms, dilemmas around re-contextualizing, and dilemmas with English as a subject (Qoyimah, 2015).

Tragically, in order to testify the attainment, the assessment parameters are mostly based on score of standardized test such as TOEFL and IELTS or TOEIC. Learners are

successfully passed with high score but rarely to communicate, produce less speeches and reluctant to speak in the classroom. This may be caused by lacking of sociolinguistic competence and pedagogical treatment addressing sociolinguistics. Currently, a big question mark is proposed of whether the teaching of EFL has covered the construction of sociolinguistic competence as an integrative of sequential processes in the EFL classroom, more technically never exists. The teaching of English must be oriented not only with transferring knowledge such as grammar, vocabulary and expressions but also competence to communicate in sociolinguistically-proper (Hadley, 2003). It is to prepare learners of future outlook to adherent spoken language that used as international tool of interaction as well as mode of communication. When English is used as mean to interact in multicultural context, the ability to express meaning appropriately becomes seriously matters in language pedagogy (Hadley, 2001).

Likewise, considering above facts that EFL teaching is not on its track indicated by occurrences of perceptual mismatches and learning difficulties in so many ways. It can be assumed that basic concept of CLT (Communicative Language Teaching) which has become the fundamental approach of EFL in Indonesia is off-target. CLT does not exclude a focus on metalinguistic awareness of knowledge, rules of syntax, discourse and social appropriateness (Savignon, 2007). CLT is the most well-known method used by Indonesian EFL teachers as consequences of necessity of communicative purpose of language learning. According to Shumin (2002) the concept of communicative competence developed under the views of language as context, language as interaction, and language as negotiation. Context, interaction and negotiation are constructed based on real communication settings which may be drilled throughout practices during language learning.

Consequently, EFL teachers must be able to facilitate sociolinguistic competence to be improved in the whole process of learning by inventing approaches, method and strategies based on particular classroom context and learner's capacity. It is profound to impart output of learning not only on grammatical competence and strategic competence but also sociolinguistic competence as an integrated basic communication skill required in communicative competence (Canale & Swain, 1980).

In line above theoretical framework, an ethnographic researcher Yin (2003) provides a guideline towards the selection of case study design in social science. The objectives are (a) the focus of the study is to answer "how" and "why" questions; (b) you cannot manipulate the behavior of those involved in the study; (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or (d) the boundaries are not clear between the phenomenon and context. Although the researcher will be to some extent an outsider of the pedagogical institutions but as English Professional teacher, experienced for among ten years as EFL teachers would have congruent common ground understanding of what is going to be researched on. All in, the finding will reflect the empirical finding as well as the improvements of the existing experience and the expected findings.

Many researchers conducted their study on sociolinguistic competence i.e. Compernelle and Williams (2012). These researchers reported investigation on the development of sociolinguistic competence among second-year (US university-level) L2 learners of French who were given systematic instruction on sociolinguistic variation as part of their normal coursework. Yu (2005) examined sociolinguistic features of a particular speech act, paying compliments, by comparing and contrasting native Chinese and Native American speakers' performances. McKay (2008) conducted an experimental study to find out whether plays can be used to develop a variety of during-reading and post-reading activities that can extend students' sociolinguistic awareness in terms of such things as the sequencing of conversations, relevant and expected responses, and levels of formality in spoken English. In the sense of evaluation, Harmala (2010) tested the content of the assessment criteria used in assessing vocationally oriented language competence in the Finnish Competency-Based Qualifications. This study proved that the lower levels of language competence, sociolinguistic and pragmatic competences were considered important in compensating for lacking linguistic competence. Taking together above

previous studies, hence, the pedagogical aspect, learner's strategy and curriculum content has not been researched yet.

Based on abovementioned underlying assumptions, theories, previous studies, and empirical backdrop this study aims to describe EFL teachers' knowledge about sociolinguistics in Indonesian EFL pedagogy. This study has formed its focus on rendering EFL teachers' cognition on the notion of sociolinguistics using Bloom's taxonomy of metacognition.

METHOD

This study applies qualitative method as it was believed that would be eligible to account the phenomenon under investigation. Moreover, as there is no physical way of examining teachers' knowledge, the study adopted multiple source of qualitative data (or triangulation) which would provide rich data to enable cross-checking data sources. It is intended to generate more explanatory result upon the variables being investigated in this research rather than limited list of quantitative data. Such approach allows researcher to be an outsider-participant of the phenomenon being investigated but naturally involved in authentic flows of situation of either subject or object of the research.

According to Baxter & Jack (2008) the above mentioned methodology allows an exploration of a phenomenon within the context using a variety of data sources. This ensures that the issue is not explored through one lens, but rather a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood. The case study is in-depth investigation. It accordingly uses different methods to collect several of information to make observations. These are empirical materials through which the object of study will be understood. This case study is thus based on a great wealth of empirical materials, notably because of their variety. Most writings on the case study method are in agreements with this. Nonetheless, this wide variety of empirical materials presents analytical problems (Hamel, 1991). Meanwhile, quantitative data will be in form of descriptive statistic in form of table, conditional matrix and inferential statistic calculation like mean standard deviation and mode.

This study involved one EFL classroom in Jakarta pseudonymed as SMP Jakarta Jaya. Laura was a pseudonym awarded to EFL teacher selected as the participant in this study. All of the students enrolled in the existing semester when the data gathered were considered to be a partial subject involved in this study. Therefore, a term classroom means as an whole factors in the classroom ecology.

In the initial stage of the research procedure, three classical-based sessions were observed using non-participatory technique. Field notes were deliberately taken during the whole sessions. To confirm further, in-depth interview was carried out after three sessions have been completely executed. The final stage was a cross-check step the perceptual knowledge with its key characteristics in the curriculum.

FINDINGS AND DISCUSSION

Teacher's responses during the in-depth interview were recorded and transcribed. Based on those empirical responses, the data was analyzed and interpreted using Bloom's Taxonomy (1956) of knowledge dimensions, the findings of this study are organized and analyzed based on its characteristics. These dimensions include the following: (1) factual knowledge, (2) conceptual knowledge, and (3) procedural knowledge. Each of the finding is followed by the discussion.

First, the EFL teacher's factual knowledge about sociolinguistic competence. This type of knowledge deals with the teacher's understanding of the notion of facts that used as a basis of thinking and decision-making processes. EFL teacher's factual knowledge about sociolinguistics in EFL pedagogy is summarized in figure 1 below:

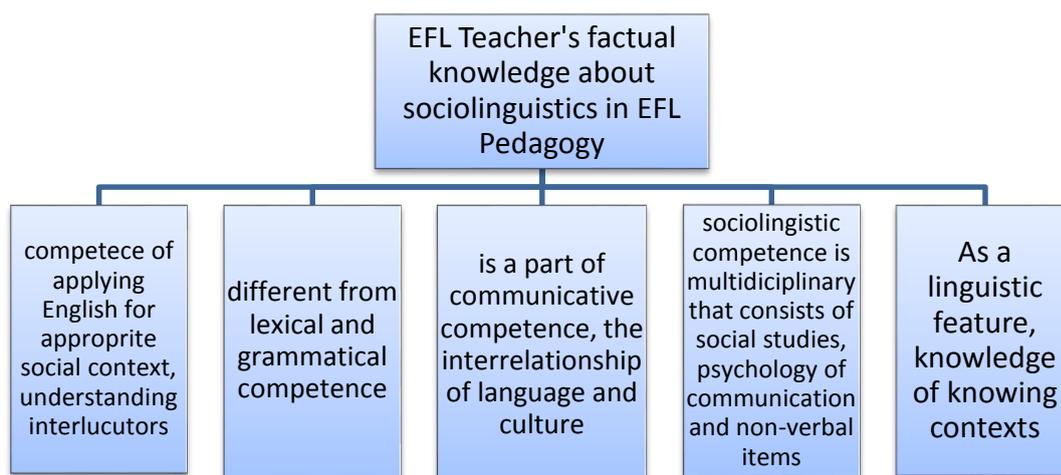


Figure 1. EFL teachers' factual knowledge

The participant in this study conveyed her past experience of knowing the term sociolinguistics by distinguishing it with other related terms such as lexical and grammatical competence. It shows that her factual knowledge is influenced by literature she read and also her experiences during classroom contexts as well as interaction. Moreover, the findings have shown that the participant holds a variety of knowledge in factual dimension about sociolinguistics in EFL pedagogy. The varieties are constituted by several terms as expressed by the EFL teachers. EFL teachers also believe that sociolinguistics can be learned and taught through formal English pedagogy instruction. Nonetheless, EFL teachers also believe that the teaching of sociolinguistics in EFL setting is likely to be difficult due to some practical and environmental constraints. This study also identified conflicts between EFL teacher's beliefs with the implementation that actually occur in the real classroom situation. Thus, peripheral knowledge possessed by EFL teacher about sociolinguistics can be said as the base on the views of their current classroom context.

In relation with this finding, Moscovici (1998) put a stress on the development of peripheral belief which always anchored to an already existing concept and modified during the course of anchoring and objectification process. The factual belief will lead teachers to integrate and cover the sociolinguistics features in EFL teachers' teaching plan. EFL teachers' aspired the presence of sociolinguistic competence as an integrated part of language-planning which play a vital role in achieving communicative skills. It is due to the implementation during the process of teaching and learning that should involve sociolinguistic drills. Following the steps that already written in the teaching plan, it seems to be conventional procedure performed by Indonesian EFL teachers.

These factual knowledge are the key components of effective classroom management in foreign language teaching. Having sufficient factual knowledge about sociolinguistic competence would be helpful for EFL teachers to design the pedagogic instruction for the classroom. Moreover, EFL teachers can facilitate the appropriate strategies and approaches for learners to get more exposure to sociolinguistic competence. Factual knowledge deals with knowing basic elements about terminology, specific details, and technical vocabulary and reliable source of information. My data shows factual knowledge of EFL teachers about sociolinguistic competence has represented the parameter of the definition of factual knowledge.

Second, conceptual knowledge represents the notional and speculative knowledge. It may derive from EFL teachers' knowledge based on the theories they have read before or long-term memory that exists in her cognition. EFL teacher's conceptual knowledge

about sociolinguistics in EFL pedagogy is summarized in figure 2 below:

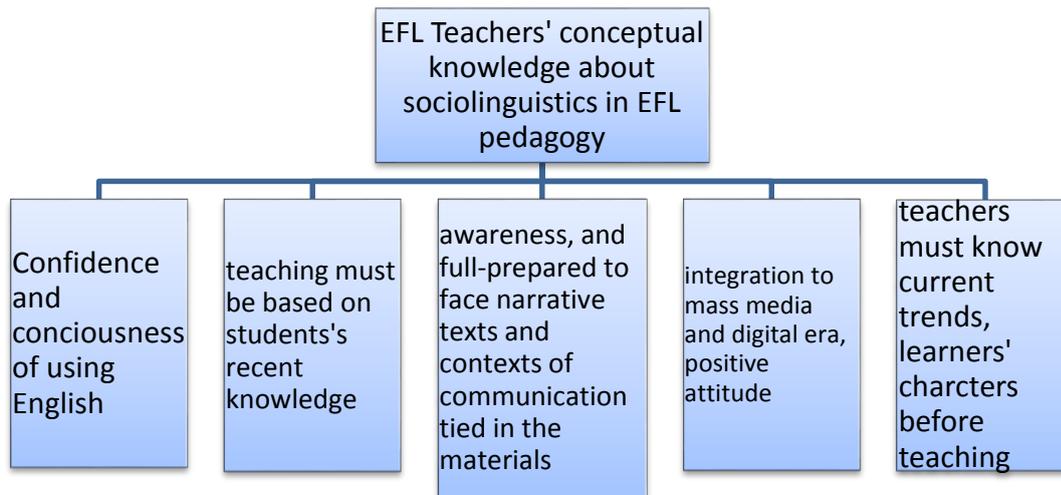


Figure 2. EFL teachers' conceptual knowledge

The findings revealed that the concepts of sociolinguistics are understood in many ways. Based on this knowledge, EFL teacher has her unique interpretation and understanding about the ways integrating sociolinguistics in both the teaching plan and classroom activities. These varieties of understanding were caused by the experiences of classroom context of which EFL teacher had been exposed to. Learner's capacity also highly influence the way EFL teachers understand the notion of sociolinguistics. The more active and engaging learners available in the classroom the more comprehensive understanding is constructed. Another factor is background knowledge that represents the subject-matter knowledge and teacher's professional development. Subject-matter is an essential content knowledge about the theory of language and its relation with teaching and learning. On the other hand, teacher's professional development also gives high impacts towards renewing methods, strategies and pedagogical efforts as respect to the sociolinguistic competence.

Third, the last dimension of the teacher's knowledge is procedural. The dimension deals with the application knowledge about sociolinguistics in EFL pedagogy into the communicative events, creativity and preparedness in meaning-making processes for interactional and transactional orientation in English classroom. The participants in this study emphasized the practices and drills of applying sociolinguistics in the EFL classroom are in line with the requirements of K-13 objectives. As a facilitator and the implementer of the formal curriculum, EFL teacher is expected to be able to integrate the notion of sociolinguistics into and teaching and learning procedures. EFL teacher's procedural knowledge about sociolinguistics competence is displayed in figure 3 below.

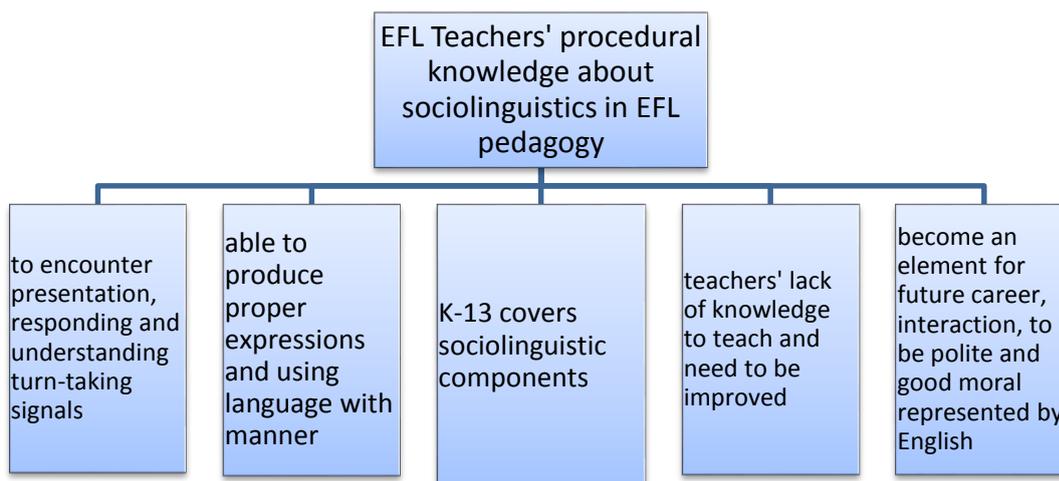


Figure 3. EFL teachers' procedural knowledge

As shown in figure 3 above, EFL teacher expressed their knowledge by integrating the essences of sociolinguistics with learners' need to face English usages in their future such as success in career and education. Learners are not only prepared to be sufficient in memorizing words and grammar but also competent in sociolinguistic skill by taking benefits of SC such as expressing a proper English with good manner and encountering communicative contacts for a variety of contexts.

In essence, EFL teacher's knowledge about sociolinguistics in EFL pedagogy have been described based on three dimensions of Bloom's Taxonomy. In terms of factual, teachers are aware that the social functions of the language-in-use need a particular competence to be drilled in the classroom activities. The competence that helps learner identifies the situation and expresses their utterances contextually to the given situation. On the other hand, because the Inonesian EFL context emphasizes local mateer, therefore the appropriateness must be drilled with learner's daily social interaction and it is to be considered as a local-load for students in order to communicate effectively in English. The participant also gave an example about students' daily communication at school that requires them to understand the context, as well as the content. It indcates that she believes the contexts of social meanings constructed from students' interaction with their world. The consequences of violating the context will affect the appropriateness of interaction. For this reason, sociolinguistic competence needs to be taken into account regardless of the current proficiency. Meanwhile, teacher's understanding of sociolinguistics as a dynamic competence sparks a new insight. It implies that every learner must associate with whenever speaks using the language. The participants emphasized that the teaching and learning process is an active and progressive communication type. By this reason, learners must have competence to engage with the on-going activities in the classroom. Consequently, the recent context has to be viewed as the most suitable appropriateness to be followed in the interaction. In sum, the participants has been tried to convince herself that the failure of engaging and participating with the activities would cause several mismatches of teaching and learning processes.

In relation with findings above, Borg (2003) introduced the knowledge dimensions of EFL teacher must have. The dimensions included the following: (1) What do teachers have cognitions about? (2) How do these cognitions develop? (3) How do they interact with teacher learning? and (4) How do they interact with classroom practice? The findings of this study showed that the EFL teacher's knowledge sociolinguistic competence is adequate. They can provide an actual explanation and description based on the classroom experiences they face in their routines. The teacher was able to portray the concrete usages of sociolinguistics in EFL pedagogy such as social contextual factors, stylistic appropriateness, cultural and non-verbal communicative factors as mentioned by Celce-

Murcia, Dronyei & Thurell (1995). Social contextual in this case is rated to be the most reliable component can be concluded as represents of sociolinguistic competence.

Previous studies proved the effectiveness of applying sociolinguistics in EFL classroom affected by teachers' sociolinguistic knowledge (see Gobson & Swan, 2004; Yu, 2005; Chuodhury, 2005; Genc, Kulisakli & Aydin, 2016; Mede & Dikitilas, 2015). These studies also indicate four major factors that influenced EFL teachers' knowledge and its implementation of sociolinguistics in EFL arena. The interrelationship between knowledge and implementation have explored by Nga (2018) who conducted a study the factors such as teaching context, teacher's professional experiences, and student's low level of motivation, materials, and curriculum are very interrelated. The EFL teachers' background knowledge about sociolinguistics enhances sociolinguistic competence to be developed in the actual classroom settings. Without an adequate background of belief and knowledge about sociolinguistic competence, EFL teachers may face difficulties to transform their teaching. This finding is consistent with Folsie & Vitanova's findings (2006) who conducted research for EFL teachers. They found the possibility of teaching sociolinguistic competence which always takes place under the traditional grammar-based method and thus should be transformed. The knowledge backdrop will always influence the practices.

As has been discussed previously, the relationship of EFL teacher's knowledge about sociolinguistics will lead the pedagogical efforts to cover sociolinguistic features. In other words, learners have more chances openwide through the implementation of K-13. The implementation would embrace its features to productive and interactive paradigm such as learner-centeredness, translanguaging, multisemiotic as learning resources, multimodalities as a media, translanguing literacy and spatial repertoires. Simultaneously, these shifting paradigms will raise more awareness for EFL teacher to integrate sociolinguistics into teaching practice.

In a broader scope, the objectives of ELT (English Language Teaching) in Indonesia aim to develop communicative ability based on the appropriate contexts. Thus, EFL teacher's knowledge to impart the effective teaching is important to attain the objectives. There were notable connectivity in the overarching the aspects of national EFL curriculum with the understandings expressed by selected EFL teacher. The visible data shared by EFL teacher throughout the responses above were interrelated between the significance of possession of EFL teacher's sociolinguistics and how it is to be implemented to create successful interaction in EFL English pedagogy. As the agent of learning, teacher's capacity and knowledge appeared to be the uniqueness particularly on how EFL teacher determine her strategic roles to address the curriculum. These knowledge seems will largely affected the way EFL teacher design, implement and evaluate their teaching. Table 1 below summarizes the relationship of EFL teacher's and knowledge about sociolinguistics and requirements of the curriculum (K-13).

No	Relationships of K-13 and Teacher's Knowledge	
	Requirements in the Curriculum	Teacher's Knowledge
1.	(i) Understand the use of language in social meaning	(i) In order to understand the context, learners need to know the interaction, setting, participants and genres of communication (ii) The inter-relationships of language and social structure
2.	(i) Learners can apply the language (English) effectively	(i) Awareness of vast possibilities in which communication is taking place. (ii) Language pedagogy deals with context of community in variety of usages such as sharing ideas, demonstrating means and purposes
3.	(i) Gained competences to use language in social context	(i) As a tool to explore existing knowledge and to manage how it is

	(ii) Easily engage with the objectives of Curriculum 2013 objectives (iii) Learners are confident if jumped into spoken mode of communication	used to enrich knowledge and information
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Table 1. Commonalities of EFL teachers' belief and knowledge about sociolinguistic competence

From table 1 above, EFL teachers' knowledge about sociolinguistics are explained based on their views about the current situation in the classroom. This situation may include learners' capability, learners' homogeneity, learners' background as well as perception about themselves in dealing with the learners. From these perspectives, it can be assumed that the presence of sociolinguistic competence must have been motivated by EFL teachers' belief about herself and the surrounding environments. This finding brings an impact on the conceptual definition of sociolinguistic competence provided by many scholars. Canale and Swain for instance, for many years sociolinguistic competence has been understood as a part of communicative competence which restricts to the competence of associating grammar rules into the appropriate context of language in use (Canale & Swain, 1980; Canale, 1988). This study proved that the knowledge about sociolinguistics does not only restricted to the rules of grammar into contexts of communication but also involves shifting the modes from written to a spoken mode of contexts. Therefore, the league of scholarly-based assumptions has been gradually questioned especially on the hegemony of the communicative language teaching (CLT) in formal EFL pedagogy.

As consequences, sociolinguistics must not be viewed as solely the matter of rules of social conventions and culturally-bound utterances as defined by the classics proponents of CLT (Communicative Language Teaching). The tangible pieces of evidence from this study have shown that the possessing of CLT-based teaching under the context of EFL in Indonesia is not enough due to its nature and learning atmosphere. Interestingly, the participant involved in this study revealed their knowledge about sociolinguistics using a variety of terms and expressions. These findings, however, seem likely to re-invent the new practical evidence grounded in the professional regularities based on their experiences for a long time.

Furthermore, the findings of this study confirmed what Turns & Meter's (2011) so far established as the key-concepts of interactional applications in educational environment. EFL teacher had possessed sufficiently the body of knowledge required as professional educator. First, factual knowledge about sociolinguistics in EFL pedagogy refers to declarative knowledge that represent concepts and principles. Secondly, conceptual knowledge would be equal to what Turns called as procedural knowledge that represent a skillfulness. Thirdly, procedural knowledge refers to conditional knowledge that represent beliefs. The possession of these types of knowledge would help teacher to solve problems in their teaching and also bring positive impacts for students' acquisition of language.

CONCLUSION

The effective EFL classroom in achieving its goals stated in the learning objectives requires teacher's sufficient knowledge to emerge in the particular context of the classroom. EFL teacher has fundamental roles in integrating sociolinguistics features into the practice. This study had revealed the possession of the knowledge about sociolinguistics in EFL pedagogy is inevitably needed to determine the goals of English teaching in K-13.

In sum, EFL teacher's knowledge about sociolinguistics in EFL pedagogy would be beneficial for them to design, implement and evaluate the appropriate pedagogic practices, tasks and learning sources for learners. This study has informed us that the knowledge about sociolinguistics was really important in making sense learning objectives in the curriculum and then transform them into a meaningful and purposeful learning activities.

However, other factors such as teacher's linguistic experience, academic background, attendance in professional development program, creativity, level of thinking are not neglected in this study. Therefore, these factors are treated as intervening variables that become the limitations of this study, and let the future studies to investigate.

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