Dear students! Welcome to Module 1 concerning with Sociolinguistics and Language Teaching, particularly the English as a Foreign Language (EFL) teaching! This is the first of nine modules in Sociolinguistics and Language Teaching subject. This module mainly deals with the nature of Sociolinguistics in language teaching. As matter of fact, the materials and discussion on the nature of Sociolinguistics in language teaching are broad enough to pack in one module. In order to have meaningful-academic contents concerning with this main topic, the materials and discussion presented are the concepts, definitions, and/or the implications of Sociolinguistics which are closely related to EFL teaching. Therefore, the materials and topics of discussion presented in this module are more on Applied-Sociolinguistics rather than those of descriptive or theoretical Sociolinguistics.

The specific topics discussed in this first module include the definitions of Sociolinguistics, the scope of Sociolinguistics, and the implication of Sociolinguistics in EFL teaching. Many sociolinguists have formulated and proposed various definitions of Sociolinguistics based on various theoretical viewpoints and practical aims. Therefore, there are many definitions of Sociolinguistics found in linguistic books and references. Accordingly, we are possible to formulate and to have specific definitions on Sociolinguistics based on particular viewpoints, then. In addition, linguists and sociolinguists, in particular, assign and describe the scopes of Sociolinguistics based on various theoretical bases and frameworks, as well. Based on those points, it may be conceptually derived several ideas and points as the implications of Sociolinguistics to EFL teaching. The implications of Sociolinguistics to EFL
teaching and learning may be argued as the pedagogical and practical contributions of sociolinguistic theories and concepts to language teaching. After finishing this module, you are kindly expected to be able to:

1. mention and argumentatively criticize the available definitions of Sociolinguistics;
2. formulate and state definition(s) of Sociolinguistics by using your own words;
3. mention and argumentatively criticize the scopes of Sociolinguistics stated by linguists;
4. map the scopes of Sociolinguistics as the general one(s) which are universally applicable for sociolinguistic studies;
5. search and to collects ideas and concepts of Sociolinguistics which are closely relevant to EFL teaching;
6. mention, argue, and verbally state the implications of nature of Sociolinguistics in EFL teaching.

To achieve the objectives academically, the presentation and explanation of learning materials, including the exercises of this module are elaborated in three units. Unit 1 is about the definitions of Sociolinguistics which is highly aimed at achieving objectives 1 and 2. Unit 2 deals with the scope of Sociolinguistics which leads you to successfully come to objectives 3 and 4. Then, Unit 3 is talking about the implication of Sociolinguistics in EFL teaching and learning which leads you to have knowledge and inspiration related to objectives 5 and 6. Please keep in your mind that the general objective of Module 1 is to serve you to be able to understand and have argumentations on the nature of Sociolinguistics in language teaching, particularly on EFL teaching and learning.

As this subject belongs to content subject in linguistics, reading activities and academic discussion in groups or in pairs are highly suggested. Therefore, the following activities are kindly suggested to do in order to learn this module successfully.

1. Please read carefully the materials and explanation in each unit!
2. Then, read further related references and information by means of independent learning and reading!
3. Do not forget to add relevant examples and have discussion in groups or in pairs!
4. Sometimes it is not easy to have better understanding on certain complex and complicated concepts. If it is so, read the materials again and you may have comparative discussion with your partners.

5. Do exercises well and compare your answers with those of your friends before consult the key answers provided!

All right students, do your best and good luck!
1.4 Sociolinguistics and Language Teaching

**UNIT 1**

**The Definitions of Sociolinguistics**

Welcome to Unit 1 of Module 1 which mainly deals with the definitions of Sociolinguistics as the introductory part which may lead you to have essential foundation for the further understanding of concepts, theories, or ideas in this subject. As you have already known, Sociolinguistics belongs to macro-linguistics, the study of language phenomena in relations with other related phenomena outside of language. There are many non-linguistic features and properties which are naturally involved in language uses in complex systems. Thus, the studies on sociolinguistic phenomena may have something to do with language teaching and learning.

For learners and researchers, particularly those who are the beginners, definitions and scopes of Sociolinguistics are essential to know and understand. Definitions may give us basic ideas and concepts on given terms so that the further discussion may run well smoothly. Then, the understanding on the scopes of Sociolinguistics leads us to be on right positions to have researches or studies toward language phenomena which belong to sociolinguistic works. These are all needed to relate the studies on Sociolinguistics with other relevant fields of studies, such as with language teaching and learning. In Unit 1, however, we only focus on the discussion and exercises dealing with language and society and the definitions of Sociolinguistics in general viewpoints and those which are closely related to language teaching.

**A. LANGUAGE AND SOCIETY**

Language is social phenomena; human languages are naturally influenced by many social factors as they are found daily life. Human beings speak particular languages as they are naturally used in their speech community. The term speech community (see Hudson, 2001:24) is widely used by sociolinguists to refer to a community based on language. In this simple idea, community may refer to group of people who live together in one area and have social agreements as their shared socio-cultural identities. Therefore, it can be stated, as well, that languages exist in societies although the languages are spoken by individual speakers. The idea implies that a
language is in a society; language and society are in closed interrelationship, then.

Before we come to closer discussion on the relationship between language and society, it is better to see again the concepts of speech community as proposed by sociolinguists. According to Hudson (2001:24), the study of speech communities has therefore interested linguists for some time, as least since L. Bloomfield wrote a chapter on speech community in his book Language (1933: chapter 3). Although in some cases the definitions of speech community are confused, the term speech community is ‘central’ in Sociolinguistics, especially in the discussion of relationship between language and society. The understanding on the concepts of speech community leads us to know more about the systematic interrelationships between language and society.

As quoted by Hudson (2001:24), the simplest definition of ‘speech community’ is that of Lyons (1970): “The speech community is all the people who use a given language (or dialect)”. According to this definition, speech communities may overlap (where there are bilingual individuals) and need not have any social or cultural unity. Thus, it is possible to delimit speech communities in this sense only to the extent that it is possible to delimit languages and dialects without referring to the community that speaks them. Hudson (2001) adds that a more complex definition is given by Hockett (1958). Hockett states: “each language defines a speech community: the whole set of people who communicate with each other, either directly or indirectly, via the common language”. Based on this definition, the criterion of communication within the community is added, so that if two communities both spoke the same language but had no contact with each other at all, they would count as different speech communities.

Actually, there are some other definitions of speech community. Those definitions may be formulated by the sociolinguists based on different viewpoints. On this occasion, we see one more definition proposed by Gumperz (1968) in order to have further idea on speech community (more definitions can be seen in Hudson, 2001). Gumperz wrote: “the speech community; any human aggregate characterized by regular and frequent interaction by means of a shared body of verbal signs and set off from similar aggregates by significant differences in language use”. This definition does not require that there should be just one language per speech community. The effect of putting emphasis on communication and interaction, as in this
definition, is that different speech communities will tend not to overlap much, in contrast with the earlier definitions where overlap automatically results from bilingualism (see Hudson, 2001:25).

The definitions of speech community above reflect that there are systematic relationships between human beings, language, and society. For our main purpose, let’s see further the inter-relationship between language and society. Wardhaugh (2010:9 – 10), among the others, states that we must acknowledge that a language is essentially a set of items, what Hudson (1996) calls ‘linguistic items’, such entities as sounds, words, grammatical structures, and so on. It is these items, their status, and their arrangements that language theorists such as Chomsky concern themselves with. On the other hand, social theorists, particularly sociolinguists, attempt to understand how societies are structured and how people manage to live together. To do so, they use such concepts as ‘identity’, ‘power’, ‘class’, ‘status’, ‘solidarity’, ‘accommodation’, ‘face’, ‘gender’, ‘politeness’, etc. In relation with these, the sociolinguists seriously learn the relationship of these sociological terms with language. Thus, it is highly essential to search and to know how language and society relate each other.

The relationships between language and society have been becoming fundamental topics of discussion in Sociolinguistics. According to Wardhaugh (2010:10 – 12), there are several possible relationships between language and society. One is that social structure may either influence or determine linguistic structure and/or behavior. The evidence for this relationship is that the age-grading phenomenon whereby young children speak differently from older children and, in turn, children speak differently from mature adults; studies which show that the varieties of language that speakers use reflect such matters as their regional, social, or ethnic origin and possibly even their gender; and other studies which show that particular ways of speaking, choices of words, and even rules for conversing are in fact highly determined by certain social requirements.

A second possible relationship is directly opposed to the first; linguistic structure and/or behavior may either influence or determine social structure. This is the view that is behind the Sapir-Whorf hypothesis, the claims of Berstein, and many of those who argue that languages rather than speakers of these languages can be ‘sexist’. Then, a third possible relationship is that the influence is bi-directional; language and society may influence each other. One variant of this approach is that this influence is dialectical in nature, a
Marxist view put forward by Dittmar (1976) who argues that ‘speech behavior and social behavior are in a state of constant interaction’.

A four possibility is to assume that there is no relationship at all between linguistic structure and social structure and that each is independent at all between linguistic structure and social structure and that each is independent of the other. A variant of this possibility would be to say that, although there might be some such relationship, present attempts to characterize it are essentially premature, given what we know about both language and society. In accordance with the possible relationships between language and society may lead us to have basic understanding that language and society cannot be sharply separated since they are in systematic and natural interrelationship. This is important to support idea that Sociolinguistics concerns with the relationships of language to society in various viewpoints. We may highly argue that the phenomena of the interrelationships between language and society are scientifically studied in Sociolinguistics.

In order to have better understanding and further exploration on the relationships between language and society, it is on the right way for you to do the following exercises. Please answer and/or give responses to the following items of exercises argumentatively. It is highly expected that your answers and/or response are described in your own words and supported by relevant examples. The answers/responses given may be in different styles and argumentations, but the key to answers given in this module can be consulted, then. After that, you may come and learn the next sub-topic as in B below.

B. THE DEFINITIONS OF SOCIOLINGUISTICS IN GENERAL VIEWPOINTS

In general, we can define Sociolinguistics as the study of language in relation to society (see Hudson, 2001:1; Wardhaugh, 2010:1). This definition reflects both purposes and scopes of studies in Sociolinguistics as a field of macro-linguistics. As we have already known, based on the scope of studies, linguistics can be divided into two, namely micro-linguistics and macro-linguistics. In micro-linguistics, linguists search and study languages as linguistic phenomena; they study on language phenomena as language itself. Thus, the linguistic fields, such as, phonology, morphology, syntax, semantics belong to micro-linguistics. In other side, macro-linguistics refers
to the studies on language phenomena in relationships with other phenomena outside language. In accordance with this, sociolinguistics belongs to macro-linguistics, in nature (see further Wardhaugh, 2010:12).

In addition to general definition, there are many other definitions of sociolinguistics. The definitions are formulated by sociolinguists based on various points of view. Such definitions are commonly derived from the general-basic definition above. Before closely looking at some other definitions of sociolinguistics, let’s again see a general description of sociolinguistics. Hudson (2001:1) mentions that sociolinguistics, the study of language in relation to society, has become a recognized part of most courses at university level on ‘linguistics’ or ‘language’. It has been becoming one of the main growth points in the study of language, from the viewpoint of both teaching and research. Most of the growth in sociolinguistics has taken place since the late 1960s. Like other subjects, sociolinguistics is partly empirical and partly theoretical – partly a matter of going out and amassing bodies of fact and partly of sitting back and thinking. The approach to sociolinguistics can be fairly productive, whether it is based on facts collected in a systematic way as part of research or simply on one’s own experience. In particular, it allows the beginnings of an analytical framework to be worked out, containing terms such as language (a body of knowledge or rules), speech (actual utterances), speaker, addressee, topic, and so on. It should be understood, however, that personal experience is a rich source of information on language in relation to society.

As a field in linguistics, sociolinguistics focuses on the studies of language phenomena in relation to society in which the speakers of a language habitually live. The study on society itself is not linguistics, but it is sociology. It is one of the main reasons to say that sociolinguistics belongs to macro-linguistics. The basic definition of sociolinguistics as proposed by Hudson (2001) intentionally implies that sociolinguistics is part of the study of language. Thus, the value of sociolinguistics is the light which it throws on the nature of language in general, or in the characteristics of some particular language. In this sense, the term sociolinguistics is the study in which language phenomena as the basis to see their relationship with social phenomena.

Beside sociolinguistics, the term sociology of language is commonly used in similar sense. The students of society have found that the facts about language can illuminate their understanding – after all, it is hard to think of
any characteristics of a society which is as distinctive as its language, or as important for its functioning. In this case, the theories of sociology become the bases on analysis toward language phenomena. The study of society in relation to language defines what is generally called the *Sociology of Language*. The difference between sociolinguistics and the sociology of language is very much one of emphasis, according to whether the investigator is more interested in language or society, and also according to whether they have more skill in analyzing linguistic or social structures (see Hudson, 2001:4; Wardhaugh, 2010:12 – 13). In short, sociolinguistics uses the linguistic theories as the bases of analyses concerning with language and society relationship, meanwhile sociology of language uses theories of sociology as the bases to analyze the relationship between language and society. We may also use Hudson’s ideas saying that sociolinguistics is ‘the study of language in relation to society’, whereas the sociology of language is ‘the study of society in relation to language.

Based on the ideas above, it can be also defined that sociolinguistics is the study concerning with investigating the relationships between language and society with the goal being a better understanding of the structure of language and of how language function in communication (Wardhaugh, 2010:12). In addition to definitions of sociolinguistics previously mentioned, linguists differentiate between micro-sociolinguistics and macro-sociolinguistics, as well. Coulmas (1997) as quoted by Wardhaugh (2010:12–13) says that ‘micro-sociolinguistics investigates how social structure influences the way people talk and how language varieties and patterns of use correlate with social attributes such as class, sex, and age. Macro-sociolinguistics, on the other hand, studies what societies do with their languages, that is, attitudes and attachments that account for the functional distribution of speech forms in society, language shift, maintenance, and replacement, the delimitation and interaction of speech communities.

This brief review of scopes and definitions sociolinguistics leads us know three main things. Firstly, various forms of linguistic studies aiming at investigating the interrelationships between language and society belong to sociolinguistics. Therefore, the basic definition of sociolinguistics is the study of language in relation to society. Secondly, the theories, conceptual frameworks, and analyses of sociolinguistics are overlapped with sociological studies, as they are used in sociology. Consequently, in addition
to sociolinguistics, linguists also use technical term *sociology of language*. As it has been mentioned above, sociolinguistics is the study of language in relation to society, whereas the sociology of language is the study of society in relation to language. The last one, linguists also differentiate between micro-sociolinguistics and macro-sociolinguistics. These three main points are essentially helpful in the studies of language and society, including in the studies of sociolinguistic phenomena in relation to language learning.

C. **THE DEFINITIONS OF SOCIOLINGUISTICS IN THE SENSES OF LANGUAGE TEACHING**

Some studies on sociolinguistics may have something to do with language learning whether it is the first, second, or foreign language. General-basic definition of sociolinguistics as mentioned by Hudson (2001) and others mentioned previously reflect many sides and aspects of sociolinguistic studies, including those which are in the senses of language teaching. It may be argued that many sociolinguists have formulated other definitions in the senses of language teaching and learning, as well. In this part, let’s see studies and definitions of sociolinguistics in the senses of language teaching and learning.

The studies on sociolinguistics in language teaching and learning are partially derived from the sociolinguistics and education. Therefore, it is helpful to begin the discussion in this part with some ideas on the relationship between sociolinguistics and education. Hornberger (in McKay and Hornberger (eds.), 1996: 449) states that language in all its societal, variational, interactional, and cultural diversity both influences and is influenced by education. Education is the site where, on the one hand, broad social and political forces are reflected in the kind of educational opportunities offered to speakers of different language varieties and, on the other, language use mediates the participation of these speakers in these opportunities and, ultimately, their potential contributions to the larger society.

In addition, Verhoeven (in Coulmas (ed.), 1997:389) says that during the past decades linguists, psychologists, and educationalists have been involved in a continuing debate on how language can be taught. Research on language education has sought answers to the question of how the development of spoken and written language can be fostered, from their origins in early
infancy to their mastery as systems of representation for communication with others and for the inner control of thinking and feeling. Thanks to the input of sociolinguistics in educational research, the ways in which social equality can be enhanced through education have also received attention. To have more understanding on the relationship between sociolinguistic studies and language teaching, it is necessary to see the processes involved in language learning and language teaching. Since language can be seen as a social marker of gender, class, and ethnicity, it is also important to discuss ways in which classroom experiences may contribute to equality in school learning processes. The discussion on these points may lead us to know the scope of sociolinguistics in language teaching and learning. The definitions of sociolinguistics in the sense of language teaching may be derived, then.

Verhoeven (in Coulmas (ed.), 1997:389 – 390) furthermore states that the ability of individuals to communicate through language is both a unique and a universal human quality. The human capacity to think symbolically and to interpret and produce sounds makes it possible to create a language system. Human culture, social behavior and thinking would not exist without language. On the other hand, communication would be meaningless in the absence of thinking. Language and thinking are so closely connected that it is hard to discuss one without the other, for speech can serve thought and thought can be revealed in speech. In sociolinguistic perspectives, taking a socio-cultural approach to language as a starting point, a more elaborated concept of communicative competence was introduced by Hymes. Hymes argues that the concept of competence should be extended to include language use as well as sentence creation.

In the context of language teaching, Canale and Swain as quoted by Verhoeven (see Coulmas (ed.), 1997:390) define communicative competence as: “a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principles of discourse. Communicative competence itself is composed of four competencies: grammatical competence, discourse competence, strategic competence, and sociolinguistic competence. Grammatical competence covers the mastery of phonological rules, lexical items, morphosyntactic rules, and rules of sentence formation. Discourse competence refers to knowledge of rules regarding the cohesion and coherence of various types of discourse. Strategic competence involves
the mastery of verbal and nonverbal strategies to compensate for breakdowns and to enhance the effectiveness of communication. Sociolinguistic competence is related to the mastery of socio-cultural conventions within varying social contexts (see also Brown, 2001). This type of competence involves rules that are sensitive to various factors, such as the context and topic of discourse, and the social status, sex, and age of participants. These factors account for stylistic differences or varying registers of speech.

Verhoeven (in Coulmas (ed.), 1997:392 – 393) particularly adds that sociolinguistic competence enables the individual to cope with language situations in everyday life. As it has been mentioned, sociolinguistic competence referring to the knowledge of stylistic differences is also usually called register variation. Different types of situations may call for difference types of language items, as well as different values and beliefs. Furthermore, the development of sociolinguistic competence involves the elaboration of distinct sources of knowledge: person knowledge referring to the moods, states, preferences, and intentions of people; knowledge of social categories, such as age, sex, and status in order to tune their linguistic behavior to the social context; and knowledge of how events are organized in the forms of routines, as in telephone dialogues.

It is obvious that the studies on sociolinguistics provide information and data for language education (language teaching-learning), especially those for intermediate and advanced learners. The sociolinguistic information and data should be accommodated and selected in such a way that they are academically appropriate with goals of learning. As it has been academically known that language education involves the learning of language skills – listening, speaking, reading, and writing. A basic assumption of language teaching is that all modes of language must be trained in all courses at varying school levels. Language learning should be viewed as inherently integrative, then. Because the roots of both language and thought are social, language learning will enhance children’s (and learners’) social skills as well (see Verhoeven in Coulmas (ed.), 1997:396). The learners’ social skills can be partially seen and developed based on the skills of the learnt language.

In sociolinguistics, that a language has variation is the facts and natural. Verhoeven (in Coulmas (ed.), 1997:400) and others such as Hudson (2001) and Wardhaugh (2010) mention that language and language varieties vary according to their status and social functions. In this case, the functions of language in the classroom are a special case of language in its social context.
The further development of such language varieties and learning of new varieties in school are highly dependent on teacher attitudes toward language diversity. The teaching-learning processes of language classroom need to include sociolinguistic items such as dialects, language and gender, language and social class, language ethnicity and attitude, including specific sociocultural features of the speech community of the learnt language.

Based on the brief review above, it is on the right point to say that sociolinguistics has particular relationships with language teaching, whether it is the first, second, foreign language. In accordance with this, it is possible to formulate definitions of sociolinguistics in the sense of language teaching. In its relation to language teaching and learning, sociolinguistics can be defined as the study of social features involved in natural language and language forms used in classroom interactions. This definition implies that sociolinguistic phenomena can be found in natural language as daily languages and/or in the forms of ‘more’ formal languages as they are found in classroom interactions.

In relation to the scope of sociolinguistics in language teaching and learning, in more specific viewpoint, sociolinguistics can be defined as the study of social dimensions and interactional features of language naturally found in its speech community and academically used for the success of the teaching-learning processes and to build learners’ sociolinguistic competence. The sociolinguistic competence and other related competencies are really necessary to have in order that the learners may have communicative competence. Language learning is not only to know and understand the grammatical rules and lexical items of the language being learnt, but leading learners to have communicative competence that they normatively actualize in language skills. Therefore, the sociolinguistic studies are helpful for the success of language teaching and learning.

**Exercise 1**

Human beings live in societies, and each society naturally develop sociocultural features as the products of humanistic life. Therefore, there must be systematic interrelationships between human beings, language, and society. How can you prove that such systematic-natural inter-relationship are found in one particularly society?
Exercise 2
No human beings live in isolation; they live and mutually interact in particular society. Therefore, humans being need languages as a main tool of communication. How can you argumentatively illustrate that no humans without society, and no society without language?

Exercise 3
As we know in daily life, the members of a society naturally speak in one language with several mutual-intelligibility dialects as a speech community. Why do you think that Minangkabaunese people, for example, can be assigned as speech community of Minangkabaunese, and Javanese people are the speech community of Javanese, as well?

Exercise 4
How can you formulate your argumentative ideas about the interrelationship between language and society?

Exercise 5
As it has been known, language has close relationships with society. Based on the phenomena, some linguists are interested to study how the linguistic features may reflect social structures of its speech community. Such interests lead linguists to come to sociolinguistics. How do linguists construct the theoretical and conceptual foundations of sociolinguistics?

Exercise 6
As a field of science in macro-linguistics, sociolinguistics studies language phenomena in relation to society. What are the examples of language phenomena which belong to micro-sociolinguistics and those of macro-sociolinguistics?

Exercise 7
Formulating definitions of certain terms need fundamental understanding on concepts and scopes of studies. Based on the scopes of studies and definitions proposed by sociolinguists, how can you formulate your own definition of sociolinguistics?
Exercise 8
The language phenomena, in fact, can be studied in the framework of sociolinguistics and/or in sociology of language. What are the examples of linguistic studies which belong to sociolinguistics and those belonging to sociology of language?

Exercise 9
The sociolinguistics does not only work for natural languages as they are found in the speech communities. Sociolinguistic phenomena may be found in the processes of language teaching and learning. What are the examples of sociolinguistic phenomena which are normally found in language classroom interactions?

Exercise 10
How do you believe that sociolinguistic phenomena are also found in language classroom interaction?

Exercise 11
Why do you think that certain language features and materials brought into language education should academically consider the results of sociolinguistic studies?

Exercise 12
Please formulate your own definitions of sociolinguistics in the sense of language teaching and learning!

Key to Exercises

Exercise 1
Human beings are social creatures; they live in a particular society which has its members. Every society develops and has socio-cultural systems which lead the members of the society live together in such a way that they belong to the society. Therefore, there are no normal human beings live in isolation or without society. As human beings are intellectual, they are able to create and develop language as an intellectual communication system used in their daily life. In addition to the product of their intellectuality, human languages are naturally influenced by the nature of society and culture. It can be said
that there is a systematic interrelationship between human beings, language, and society. No human being without society and language, and no society without culture and human being, then.

**Exercise 2**
The fact that no human being without society and language, and no society without culture and human being is not questioned by many anymore. We easily found that all human beings need to communicate and they are able to develop their own socio-cultural features in natural ways. Minangkabaunese and Javanese, for examples, are the names of societies with specific socio-cultural members and features. They have their own local languages naturally developing in line with socio-cultural development in the speech communities. They speak in Minangkabaunese or in Javanese and culturally act as Minangkabaunese or Javanese, as well. Thus, there are no human beings without society, and no society without language, of course.

**Exercise 3**
As we know, speech community is a group of people speaking in a mutual-intelligibility language and behaves in their own socio-cultural features. In accordance with this, Minangkabaunese is an example of speech community, and so is Javanese. In the real life, Minangkabaunese speaks Minangkabaunese and Javanese speaks Javanese. In addition, anything sounds Minangkabaunese is possessed by the speech community members, and so is Javanese.

**Exercise 4**
In one side, it can be argued that language is influenced by society. Many social features influence linguistic items and the ways the native speaker speak. In other side, society may be influenced by the language as it can be seen in linguistic politeness strategy and practical behaviors. Therefore, it is reasonable to state that there is systematic interrelationship between language and society.

**Exercise 5**
The theoretical and conceptual foundations of sociolinguistics are developed by linguists by having data, information, and conclusions derived from the studies of linguistics in relation to society. In other words, sociolinguists
scientifically attempt to study and conclude the phenomena of linguistic in relation to society, especially those of the speech community members. The interrelationships between language and society found in the fields are formulated into theoretical and/or conceptual statements which define certain phenomena by using technical terms. Having these ways, sociolinguists gradually have and develop the theories and concepts commonly used in sociolinguistics.

**Exercise 6**
The examples of micro-sociolinguistic studies are: (i) the studies on linguistic (lexical, pronunciation, grammatical, semantic) items in relation to the characteristics of speakers in speech community; (ii) the studies on how linguistic items and dialects reflect the socio-cultural features of given speech community; (iii) the studies on linguistic politeness strategies and how the strategies influence the speakers behave socially in their societies.

The examples of macro-sociolinguistics studies are: (i) the studies on how socio-cultural features influence the vocabulary and language uses in particular society; (ii) the studies on how environmental characteristics contribute to lexical items, vocabulary, and sound systems of a language; (iii) the studies on how cultural development and technology influence language change and death.

**Exercise 7**
1. Sociolinguistics is the study of particular linguistic phenomena as the influences and relationships of social features existing in a speech community or group of people.
2. Sociolinguistics is the linguistic studies which attempt to explore, describe, and explain the interrelationship between language and society.
3. Sociolinguistics is the systematic studies to explore and describe how linguistic features and uses naturally influenced by socio-cultural features.

**Exercise 8**
The answers are similar to exercise 6 with the addition that the term sociolinguistics is the same with micro-sociolinguistics and sociology of language is the same with macro-sociolinguistics.
Exercise 9
The examples of sociolinguistic phenomena normally-commonly found in language classroom interaction are:
1. code-mixing, code-switching, and language interference in L2 and FL learning in practical classrooms;
2. dialects and sub-dialects of the learnt languages possessed by learners in the classroom interactions, for example the dialects and/or sub-dialects produced by EFL learners in Indonesia in speaking English;
3. semantic changes and pragmatic transfers in EFL learning.

Exercise 10
A classroom can be assumed as ‘mini’ society as its members come from different social status and background. In classroom interactions, there must be verbal interactions and ‘temporary’ socio-cultural composition. In this situation, as it is in natural society, sociolinguistic phenomena frequently occur in classroom interactions as the reflections of sociolinguistic phenomena in real societies.

Exercise 11
It is necessary and helpful to bring relevant sociolinguistic phenomena and materials into language classroom because verbal communication is not only pay attention to grammatical rules and lexical items, but the successful communication in one particular language needs to base on sociolinguistic competence in order to speak contextually and appropriately.

Exercise 12
1. Sociolinguistics, in the sense of language teaching and learning, is the studies on linguistic phenomena occurring in verbal communication in classroom interactions.
2. Sociolinguistics, in the sense of language teaching and learning, is the systematic studies on linguistic phenomena in relation to socio-cultural features of classroom interactions.
Human beings, language, and society are naturally in interrelationships. Sociolinguistics attempts to study how language relates to society, the studies of language in its speech community. Social features are socio-culturally involved in systematic ways into linguistic features. It may be also argued that language is the reflection of social dimensions of its speakers. The term ‘interrelationship’ implies that not only social features influence the language forms and uses, but language forms may influence the social behavior, as well. The teaching-learning processes of language need to serve and accommodate the nature of inter-relationships between language and society.

The scopes and definitions of sociolinguistics are derived based on the results of researches on the interrelationship between language and society, and other relevant phenomena dealing with social aspects of languages. In addition to sociolinguistics as “an umbrella” of the study of language in relation to society, sociolinguistics can be classified as micro-sociolinguistics and macro-sociolinguistics. Micro-sociolinguistics, in one side, investigates how social structure influences the way people talk and how language varieties and patterns of use correlate with social attributes such as class, sex, and age. Macro-sociolinguistics, on the other side, studies what societies do with their languages, that is, attitudes and attachments that account for the functional distribution of speech forms in society, language shift, maintenance, and replacement, the delimitation and interaction of speech communities.

Definitions of sociolinguistics in the sense of language teaching and learning may be seen as the development of basic definitions argued by sociolinguists with the emphasis on sociolinguistic aspects involving in language teaching and learning. The programs of language teaching and learning in intermediate and advanced levels need to include the sociolinguistic aspects of language being learned. The information dealing with sociolinguistic aspects in language learning may be used to build and develop learners’ communicative competence, especially in sociolinguistic competence. Having the sociolinguistic competence, the learners are possible to use the language forms in socio-cultural contexts.
1) What are the examples proving that there are interrelationships between language and society?
2) In accordance with the facts that language is in closed relationship with society, all languages have their own speech community. How can you argue that you belong to the speech community of your own (native) language?
3) What does ‘language is social phenomena’ mean?
4) Why do you think that language in classroom interactions or in language education reflects also the sociolinguistic phenomena?
5) What are the pedagogic reasons to say that language education (language learning) needs to consider the sociolinguistic data and information to build and develop sociolinguistic competence?

Feedback and Follow up
Evaluate your learning progress from your scores of the formative test by applying the following formula

\[
\frac{\text{Number of correct answers}}{\text{Number of total items}} \times 100\%
\]

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

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| Category 1 | 90% - 100% | Very good
This means that you have mastered the materials. You can go on to the next unit. |
| Category 2 | 70% - 89%  | Good
However, you are suggested to learn once again the materials that you haven’t mastered before you continue to the next unit. |
Category 3  < 70%  You have not mastered the materials. Learn all the materials once again before you go on to the next unit.

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.
UNIT 2

The Scope of Sociolinguistics

In Unit 1, we learned and discussed definitions and little bit information about the scope of sociolinguistics. In Unit 2, let’s continue discussing further ideas, argumentations, and relevant information on the scope of sociolinguistics. The main aim of learning this unit is that you are expected to be able to map the scope of sociolinguistics. Actually, topics of discussion presented in this unit are closely related to those presented in Unit 1. It can be said that topics of discussion are the further elaboration and explanation of similar items previously discussed in Unit 1. To have systematic explanation and discussion, this unit is divided into three parts, namely: Sociolinguistics and Sociology of Language, Micro-sociolinguistics and Macro-sociolinguistics, and Sociolinguistics in Language Education. You can see again that these three parts were already presented in Unit 1. In this unit, however, further examples, explanation, and argumentation are intentionally presented.

A. SOCIOLINGUISTICS AND SOCIOLOGY OF LANGUAGE

In Unit 1, the explanation and discussion about the different between sociolinguistics and sociology of language were emphasized on leading to know and understand the definitions of sociolinguistics and sociology of language; they were definitions oriented, in nature. In this unit, the discussion and explanation about sociolinguistics and sociology of language are broader; they are more on leading you to have information and knowledge on the scope of sociolinguistics. So, you should not be confused why the terms sociolinguistics and sociology of language appear again in this part. It is also highly expected that you may add your readings, particularly, with references suggested and relevant ones.

As mentioned in Unit 1, sociolinguistics is the study of language in relation to society meanwhile sociology of language is the study of society in relation to language. Based on these definitions, it can be seen that the term sociolinguistics basically refers to linguistic studies; linguistic theories as the bases to analyze the data and then continue to see their relationships with social variables. In sociolinguistics, linguists attempt to study how linguistic
features relate to social features of speech communities. In other side, sociology of language is a part of sociology which attempt to see how the sociological factors influence language forms and uses. In sociology of language, sociological (social) theories are the bases to see how society gives particular effects to human languages.

According to Hudson (2001), the difference between sociolinguistics and the sociology of language is very much one of emphasis; whether the investigator is more interested in language or society, and also according to whether they have more skill in analyzing linguistic or social structure. Accordingly, the scope of sociolinguistics can be generally described as any form of the linguistic studies in relation to social structures in particular societies. The clear distinction between sociolinguistics and sociology of language is easy to state because more topics of discussion and research interests are overlapped; they can be assigned as parts of sociolinguistics and sociology of language, as well. The key point that can be simply argued is that if the emphasizes of studies are more on language phenomena they belong to sociolinguistics, while if the social structures are the focus of studies, they belong to sociology of language.

Sociolinguistics, in nature, is derived from linguistic studies in relation to sociological features. In this case, sociolinguists attempt to know how and why the linguistic features bring about social structures and characteristics of speech communities. In other words, it can be said that sociolinguistics is the study of language phenomena in order to see the social characteristics of speech communities. In sociology of language, the researchers attempt to study social structures and characteristics of groups of people and how they naturally influence languages of the societies. Therefore, sociology of language is more on sociology rather than linguistics. Based on these opinions, it is expected that you can theoretically and academically argue the relationship and differences between sociolinguistics and sociology of language. It is highly appreciated that you can enlarge your ideas and argumentations about sociolinguistics and sociology of language by reading further related literatures, then.
B. MICRO-SOCIOLINGUISTICS AND MACRO-SOCIOLINGUISTICS

As in linguistics, the terms micro-sociolinguistics and macro-linguistics are intentionally used to refer to the scope of sociolinguistic studies. Sociolinguists, in the first period of sociolinguistic development, did not explicitly use these two terms in their studies. In its rapid development, however, many and complex forms of studies have been coming up as the logical consequence of interface between language and social phenomena. Language and social structures with complex-integrated relationship cannot be simply studied as sociolinguistic features. It has been scientifically realized that the sociolinguistic phenomena are not simple and linearly constructed. The facts lead sociolinguists to assign the scope of sociolinguistic studies into micro and macro-sociolinguistics. The classification is theoretically and practically helpful in further development of sociolinguistics.

The use and discussion of micro-sociolinguistics and macro-sociolinguistics cannot be separated from the terms sociolinguistics and sociology of language; they are in sharply similar. According to Wardhaugh (2010:13–14), some investigators have found it appropriate to try to introduce a distinction between sociolinguistics and sociology of language. In short, the term sociolinguistics is the same with micro-sociolinguistics while sociology of language is practically the same with macro-sociolinguistics. If it is so, we can obviously understand that all studies which belong to sociolinguistics are micro-sociolinguistic studies and those which belong to sociology of language are the macro-linguistic phenomena. Wardhaugh adds that sociolinguistics (micro-sociolinguistics) is concerned with investigating the relationships between language and society with the goals being a better understanding of the structure of language and of how languages function in communication. In equivalent goal of sociology of language (macro-sociolinguistics), the linguists are trying to discover how social structure can be better understood through the studies of language, e.g., how certain linguistic features serve to characterize particular social arrangements.

Based on Hudson’s and Coulmas’, Wardhaugh (2010) mentions that in micro-sociolinguistics, we study language and society in order to find out as much as we can about what kind of thing language is, and in macro-sociolinguistics we reverse the direction of our interest. Micro-
sociolinguistics investigates how social structure influences the way people talk and how language varieties and patterns of use correlate with social attributes such as class, sex (gender), and age. Macro-sociolinguistics, on the other hand, studies what societies do with their languages, that is, attitudes and attachments that account for the functional distribution of speech forms in society, language shift, maintenance, and replacement, the delimitation and interaction of speech communities.

Labov (1970) as quoted by Wardhaugh (2010:13) states that the area of study of macro-sociolinguistics deals with large-scale social factors, and their mutual interaction with languages and dialects. There are many open questions, many practical problems associated with the decay and assimilation of minority languages, the development of stable bilingualism, the standardization of languages and the planning of language development in newly emerging nations. The linguistic input for such studies is primarily that a given person or group uses language X in a social context or domain Y. Then, according to Wardhaugh (2010:10), both sociolinguistics (micro-sociolinguistics) and the sociology of language (macro-sociolinguistics) require a systematic study of language and society if they are to be successful. Moreover, a sociolinguistics that deliberately refrains from drawing conclusions about society seems to be unnecessarily restrictive, just as restrictive indeed as a sociology of language that deliberately ignores discoveries about language made in the course of sociological research.

Although we have the dichotomy between micro and macro-sociolinguistics, it is also necessary to pay attention to Coulmas (1997:3) saying that there is no sharp dividing line between the two (micro-sociolinguistics and macro-sociolinguistics), but a large area of common concern. Although sociolinguistic research centers about a number of different key issues, any rigid micro-macro compartmentalization seems quite contrived and unnecessary in the present state of knowledge about the complex interrelationships between linguistic and social structures. Contributions to a better understanding of language as a necessary condition and product of social life will continue to come from both quarters.

Trudgill (1978) as also exposed by Wardhaugh (2010) tries to clearly differentiate between sociolinguistics (micro-sociolinguistics) and sociology of language (macro-sociolinguistics). According to him, the studies which are not really relevant with linguistics in many aspects are not micro-sociolinguistics; they are sociology of language (macro-sociolinguistics). The
studies which have linguistic aspects may be assigned as micro-sociolinguistics. But, some studies may fall into both micro-macro sociolinguistics, such as: the structure of discourse and conversation, speech act, studies in the ethnography of speaking, investigations of such matters as kinship systems, studies in the sociology of language, e.g., bilingualism, code-switching, and diglossia, and certain ‘practical concerns such as various aspects of teaching and language behavior in classroom. It may be simply stated that micro-sociolinguistics concerns with linguistic matters, while macro-sociolinguistics mainly deals with social matters.

In the development of macro-linguistics since in the middle of the 20th century, the sociolinguistic phenomena can be overlapped with the studies of anthropological linguistics, geolinguistics, or with dialectology, especially social-dialectology. Thus, the most important thing for us is that to know the factual subject matters of interest and how we analyze them. If the subject matters and ways of analyses are more linguistic perspectives, they are micro-sociolinguistics (or sociolinguistics). On the other hand, if they are more on social or sociological phenomena, we may assign them as macro-sociolinguistics (sociology of language).

C. SOCIOLINGUISTICS IN LANGUAGE EDUCATION

The term language education may refer to the language used in pedagogical classroom interaction (instructional language) and teaching-learning processes of language in practical classroom. Then, sociolinguistics in education can be seen as the sociolinguistic phenomena naturally found in educational processes and related matters in language teaching and learning. According to Verhoeven (in Coulmas (ed.), 1997:389), during the past decades linguists, psychologists, and educationalists have been involved in a continuing debate on how language can be taught. Research on language education has sought answers to the question of how the development of spoken and written language can be fostered, from their origins in early infancy to their mastery as systems of representation for communication with others and for the inner control of thinking and feeling.

To see the sociolinguistics and language education in this unit, we need to look at the processes involved in language learning and language teaching. In addition, it is also necessary to have a brief view of language as a social marker of gender, class, and ethnicity. Verhoeven (in Coulmas (ed.),
1997:389 – 390) argues that the ability of individuals to communicate through language is both a unique and a universal human quality. The human capacity to think symbolically and to interpret and produce sounds makes it possible to create a language system. Human culture, social behavior, and thinking would not exist without language. On the other hand, communication would be meaningless in the absence of thinking. Language and thinking are so closely connected that it is hard to discuss one without the other, for speech can serve though and thought can be revealed in speech.

Verhoeven (in Coulmas (ed.), 1997:390) argumentatively adds that talking a sociocultural approach to language as a starting point, it is necessary to look at the concept of communicative competence as introduced by Hymes. According to him, the concept of competence should be extended to include language use as well as sentence creation. In the context of language teaching, Canale and Swain (1980) define communicative competence as: “a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principles of discourse. The communicative competence is composed of four competencies: grammatical competence, discourse competence, strategic competence, and sociolinguistic competence. Grammatical competence covers the mastery of phonological rules, lexical items, morphosyntactic rules, and rules of sentence formation. Discourse competence refers to the knowledge of rules regarding the cohesion and coherence of various types of discourse. Strategic competence involves the mastery of verbal and non-verbal strategies to compensate for breakdowns and to enhance the effectiveness of communication. Sociolinguistic competence is related to the mastery of sociocultural conventions within varying social contexts.

It can be argued, in this sense, that the sociolinguistic competence involves rules that sensitive to various factors, such as the context and topic of discourse, and the social status, sex, and age of participants. These are all account for stylistic differences or varying registers of speech. Sociolinguistic competence enables the individual to cope with language situations in everyday life. Sociolinguistic competence refers to the knowledge of stylistic differences usually called register variation in social-verbal interactions. And of course, different types of situations may call for different types of language items, as well as different values and beliefs. Then, the
development of sociolinguistic competence involves the elaboration of distinct sources of knowledge: person knowledge, referring to the moods, states, preferences, and intentions of people; knowledge of social categories, such as age, sex, and status in order to tune their linguistic behavior to the social context; and knowledge of how events are organized in the form of routines, as in telephone dialogues (Verhoeven in Coulmas (ed.), 1997:392).

Based on the brief explanation above, it seems that sociolinguistic studies have significant contributions to language education or language teaching. Sociolinguistic data, information, and conclusion may be used to support better programs and results of language education. The language education needs information and data of language uses in socio-cultural context in order that the learners may have sociolinguistic competence. The programs of language teaching and learning are not only to build grammatical competence, but also to build discourse, strategic, and sociolinguistic competencies. In this case, sociolinguistics theoretically and practically helps programs in language education in building sociolinguistic competence.

The sociolinguistic competence in any language naturally develops from the role of the environment. According to Verhoeven (see Coulmas (ed.), 1997:393), the role of social interaction in determining language form and function has been emphasized by Halliday in his systemic-functional linguistics. According to Halliday, the beginning stages of language development are related to limited functions. The child’s meaning potential is said to increase as he or she learns to take on more social roles. Three situational variables are viewed as the constraining factors of the process of language development: the social activity generating the topic, the role relationships of the participants in terms of contact, affect, and status, and the rhetorical modes they are adopting. As such, the theory provides insight into the social determining factors of variation in children’s language development. Therefore, the cases of children’s language development, in which the role of social environment naturally helps, can be academically used in language education.

Another theoretical framework in which the role of social interaction in language learning has been emphasized is Soviet Activity Theory. In this theory, it is assumed that individuals acquire knowledge and skills by participating in activities with more experience members of the culture. For learning to be effective, the child’s intellectual growth must be contingent on
mastering language as the social means of thought. The basic premise of activity theory is that development takes place on the social level within a historical-cultural context. In a dialogue with an adult, the child has the opportunity to internalize the mental processes that occur on the social level. By means of social interaction, mental processes move from inter-psychological functioning to intra-psychological functioning. According to Vygotsky (1978), higher mental functions have a social origin and define language as a sign system that can be used for symbolic activities permitting intellectual accomplishments (see Verhoeven in Coulmas (ed.), 1997:394).

The theoretical argumentations above inspire us that sociolinguistics as a field of linguistics has specific relation to language education. Sociolinguistics provides the language education with data, information, and theories of social contexts of language uses in speech communities. In other side, language education needs those information and data to build learners’ sociolinguistic competence. The success of language education program depends on the ability of learners to use the learnt language in appropriate socio-cultural context. The ideas on the relationship between language and society are helpful to language education.

EXERCISES

Exercise 1
How can you differentiate between sociolinguistic phenomena and those of sociology of language?

Exercise 2
What are the examples of sociolinguistic phenomena derived from your own native language?

Exercise 3
What are the examples of researches which can be specifically assigned as sociology of language?

Exercise 4
What are the examples of phenomena which can be studied in both sociolinguistics and sociology of language?
Exercise 5
How can you argue that the term micro-sociolinguistics refers to sociolinguistics, while macro-sociolinguistics refers to sociology of language in nature?

Exercise 6
What are the examples of linguistic studies which belong to micro-sociolinguistics?

Exercise 7
What are the examples of linguistic studies which belong to macro-sociolinguistics?

Exercise 8
Why do you think that some linguistic phenomena may be assigned as both of micro and macro-sociolinguistics?

Exercise 9
What are the basic ideas on the relationships between sociolinguistics and language education?

Exercise 10
How do you believe that sociolinguistic data, information, and conclusions are helpful to build learners’ sociolinguistic competence?

Exercise 11
What are the examples of direct-practical contribution of sociolinguistic features to language education?

Exercise 12
Please formulate your own conceptual statement about: (i) language education; (ii) language teaching and learning!

Key to Exercises

Exercise 1
In general, it is not easy to differentiate between sociolinguistic phenomena and those of sociology of language because some of them may be
overlapped. However, the main criteria that we can use to differentiate them is that if the phenomena being studied are more on linguistics rather than on sociology, they are sociolinguistic phenomena. In other side, if the phenomena being studied are more on sociology rather on linguistic, they are sociology of language. In other words, the sociolinguistic phenomena should be studied and analyzed by means of linguistic theories, while the phenomena of sociology of language need the sociological theories.

**Exercise 2**
1. Dialectal comparisons based on social status and cultural systems.
2. Addressee terms in relation to family kinships and cultural systems.
3. Dictions and lexical items used in greeting related to social status and cultural systems or features.
4. Taboo words and euphemism in particular societies.

**Exercise 3**
1. Matrilineal society and speech events in ceremonies.
2. Family kinship and development of social addressee terms.
3. Legend and folklore in particular societies and development of taboo words.
4. Industrial and political development toward semantic change.

**Exercise 4**
1. Classical issues on language development and characteristics of society.
2. The effects of socio-cultural development on language shift, change, and death.
3. Native speakers’ language attitude and language change.
4. Language policy and standardization.

**Exercise 5**
The term micro ‘small’ in linguistics commonly refers to ‘small scope’ of study. In this connection, micro-sociolinguistics can be lexically understood as ‘the small-scope of sociolinguistic studies’ which focuses on the study of language phenomena by means of linguistic theories and then seeing their relationships to society. Therefore, the term micro-sociolinguistics simply refers to sociolinguistics itself. Next, the term macro ‘big’ in linguistics commonly refers to ‘big scope’ of study. So, macro-sociolinguistics can be
lexically understood as ‘the big-scope of sociolinguistic studies’ which mainly focus to study social phenomena in relation to language. In the study, theories of sociology are the bases. In accordance with this, macro-sociolinguistics simply refers to sociology of language.

Exercise 6
1. The studies on how grammatical features and lexical items relate to social condition in particular speech communities.
2. The studies on the relationships between forms of greeting and diction and language politeness.
3. The studies on semantic changes and educational developments in society.

Exercise 7
1. The studies on social behaviors and language development.
2. The studies on socio-cultural hierarchy and diglossia.
3. The studies on political and economic system and language death.

Exercise 8
It is because the phenomena can be reasonably seen and studied based on linguistic and sociological theories, as well. In addition, it is also right that the phenomena of language and social ones may be in overlapped position.

Exercise 9
1. Language education reflects social condition of language uses in real society.
2. Language education involves the phenomena of monolingual, bilingual, and multilingual societies.
3. Language education needs sociolinguistic data, information, and conclusions in order to build and develop sociolinguistic competence and communicative competence.

Exercise 10
Sociolinguistic competence cannot merely be built and developed based on grammatical rules and lexical items. The competence needs data, information, and conclusions which show how a language is socially used. Those are, of course, helpful in building and developing learners’ sociolinguistic competence.
**Exercise 11**
1. The socio-cultural consideration of how specific words and expressions are used in conversation and greeting.
2. How particular expressions socially function in daily life communication.
3. The ways of having contextual conversations and dialogues based on the socio-cultural systems of language being learnt.

**Exercise 12**
1. Language education is the study of how language instructionally used in the classrooms and how a particular language is academically taught and learnt.
2. Language teaching and learning is the study of how a particularly language is academically taught and learnt.

**SUMMARY**

The general topic of discussion of this unit is the scope of sociolinguistics. The main aim of learning this unit is that you are expected to be able to map the scope of sociolinguistics. There are three sub-topics discussed in this unit, namely: Sociolinguistics and Sociology of Language, Micro-sociolinguistics and Macro-sociolinguistics, and Sociolinguistics in Language Education. Sociolinguistics, in nature, is derived from linguistic studies in relation to sociological features. It can be said that sociolinguistics is the study of language phenomena in order to see the social characteristics of speech communities. In sociology of language, the researchers attempt to study social structures and characteristics of groups of people and how they naturally influence languages of the societies. Therefore, sociology of language is more on sociology rather than linguistics.

The use and discussion of micro-sociolinguistics and macro-sociolinguistics cannot be separated from the terms sociolinguistics and sociology of language; they are in sharply similar. Some investigators have found it appropriate to try to introduce a distinction between sociolinguistics and sociology of language. In short, the term sociolinguistics is the same with micro-sociolinguistics while sociology of language is practically the same with macro-sociolinguistics. All studies which belong to sociolinguistics are micro-sociolinguistic studies and those which belong to sociology of language are the macro-linguistic.
phenomena. Sociolinguistics (micro-sociolinguistics) is concerned with investigating the relationships between language and society with the goals being a better understanding of the structure of language and of how languages function in communication. In equivalent goal of sociology of language (macro-sociolinguistics), the linguists are trying to discover how social structure can be better understood through the studies of language.

The term language education may refer to the language used in pedagogical classroom interaction (instructional language) and teaching-learning processes of language in practical classroom. Sociolinguistics in education can be seen as the sociolinguistic phenomena naturally found in educational processes and related matters in language teaching and learning. During the past decades linguists, psychologists, and educationalists have been involved in a continuing debate on how language can be taught. It is also necessary to have a brief view of language as a social marker of gender, class, and ethnicity. The ability of individuals to communicate through language is both a unique and a universal human quality. The human capacity to think symbolically and to interpret and produce sounds makes it possible to create a language system. Human culture, social behavior, and thinking would not exist without language. On the other hand, communication would be meaningless in the absence of thinking.

Verhoeven (in Coulmas (ed.), 1997:390) argumentatively adds that talking a sociocultural approach to language as a starting point, it is necessary to look at the concept of communicative competence. In the context of language teaching is a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principles of discourse. The communicative competence is composed of four competencies: grammatical competence, discourse competence, strategic competence, and sociolinguistic competence. In this case, the sociolinguistic competence is related to the mastery of sociocultural conventions within varying social contexts.

**FORMATIVE TEST 2**

Answer the following questions.

1) What are the examples proving that there are interrelationships between sociolinguistics and language education?
2) In accordance with the facts that language education cannot be separated from language in society, all programs of language education need sociolinguistic data and information. How can you argue that sociolinguistics has significant roles in language education?

3) What does ‘sociolinguistics in language education’ mean?

4) Why do you think that language in classroom interactions or in language education reflects languages in particular speech communities?

5) What are the theoretical reasons to say that language education (language learning) needs sociolinguistic data and information as the way to develop sociolinguistic competence?

**Feedback and Follow up**

Evaluate your learning progress from your scores of the formative test by applying the following formula

\[
\text{Percentage} = \frac{\text{Number of correct answers}}{\text{Number of total items}} \times 100\%
\]

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

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<td>Category 2</td>
<td>70% - 89%</td>
<td>Good However, you are suggested to learn once again the materials that you haven’t mastered before you continue to the next unit.</td>
</tr>
<tr>
<td>Category 3</td>
<td>&lt; 70%</td>
<td>You have not mastered the materials. Learn all the materials once again before you go on to the next unit</td>
</tr>
</tbody>
</table>

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.
UNIT 3

The Implication of Sociolinguistics in EFL Teaching

In Unit 2, we learned and discussed ideas, argumentations, and relevant information on the scope of sociolinguistics. Now we are in Unit 3: The Implication of Sociolinguistics in EFL Teaching. The main aim of learning this unit is that to have information and to understand the implication of sociolinguistics in English and a Foreign Language (EFL) teaching. The topic areas discussed in this unit are more on practical issues dealing with classroom application of sociolinguistic theories. It may be said this unit is the operational uses of sociolinguistic theories, data, and information into applied sociolinguistics in EFL teaching. To have systematic presentation, explanation, and discussion on this topic, this unit is divided into three sub-units, namely: English and Standard English, English as a Foreign Language, and Sociolinguistics in EFL Teaching. The information, explanation, and argumentation presented in this unit are those of theoretical and practical ones. In order to have better understanding and critical argumentation on this topic, you are highly suggested to read further information derived from references as noted in this module or you may find further relevant references in library or in electronic ways. It is also expected that you have to learn in details to have better understanding and you should not go to next module before having “good” passing grade of exercises and tests given to you. Please study well and good luck!

A. ENGLISH AND STANDARD ENGLISH

What is ‘English’? The answer for this question may refer to language, society, speech community, culture, economy, or other modern-political status because English has been already known as international issues. One of the reasons for this is associated with the world-wide spread of English, and the status that English has as a global language. English is associated by many with power and prestige: it is seen as the language of electronic media, the language of business, the language people often turn to when other means of communication fail – English is the world’s lingua franca or common
language. English fulfils a global function which other languages do not (see Trousdale, 2010:1). We, however, are not talking about English in many aspects in this part; we are talking about English as a language in society only.

As alternative way of thinking about what ‘English’ is to ask speakers of the language, and evaluate their attitude towards English. This can result in quite a different understanding of the concept: research has shown that speakers often don’t think about languages and dialects in their ‘dictionary’ senses, preferring instead to categorize varieties of English as either ‘good’ or ‘bad’ (Preston, 2002 in Trousdale, 2010). This way of thinking about varieties applies equally to spoken and written forms of English. This is about language ideology, as well (Trousdale, 2010:8). In this sense, it is sure to categorize ‘good’ and ‘bad’ English as a means of communication. English used in academic affairs and formal context is viewed as ‘good’ English and commonly assigned as standard one. English with unaccepted dialectal varieties without clear grammatical features or receptive pronunciation is regarded as ‘bad’ English.

Associated with this notion of good and bad forms of English is the doctrine of correctness some speakers will often report that a particular way of saying something is just plain wrong. Such ‘errors’ have included grammatical features like multiple negation (for examples, *I ain’t never been there*), and the use of ‘redundant’ words (for example, *added in added bonus*). In many cases, the features that are reported as wrong either used to be fairly common in the earlier history of the language but failed to it into the ‘standard language’. This change may be incipient only in a very specific domain, and even in a restricted set of constructions (Trousdale, 2010:9). Thus, the ‘good’ English needs the ways of standardization in some linguistic and non-linguistic aspects.

The ‘bad’ and ‘good’ English are not only the linguistic consideration, but those need native speakers’ judgments in language uses. Trousdale (2010:10 – 11) explains that just as we have seen that there are common-sense, folk-linguistic views of linguistic varieties, so there are common-sense views of speakers of those varieties. One such view is that of a native speaker, a concept as problematic as that of a language. The notion of a native speaker is an issue relevant to all languages, but perhaps especially to English, given the fact that there more speakers of English as a second or other language than speakers of English as a first or native language. The
common-sense view is that a native speaker of English is one who is born in a community of other speakers of English, and acquires his language from them (primarily from his parents or caregivers). Particularly, a native speaker may be someone to whom others may turn for guidance as to what is acceptable and what is not the language in question: a native speaker of English might be asked by non-native speakers whether a particular definition of a word is correct, or whether a particular grammatical construction is better or worse than another, though this very much depends on the social context, and the nature of the community in question.

Trousdale (2010) adds that one aspect of being a native speaker is indeed a sense of community, and with that, a sense of identity. Being a native speaker of English gives you a different identity from the group of individuals who are native speakers of French: it’s a way of establishing who is part of the group, and who is not. The input to acquisition is typically the language of the parents or caregivers, a very specific social group. In English-speaking communities, when the child goes to school, he or she will be expected to acquire another variety, which may differ significantly in form, and will certainly differ in function, from the variety spoken at home: Standard English. It may argue here that social uses of language need standardization, as well.

Furthermore, Trousdale (2010:11) states that the concept of a standard language is a critical one in sociolinguistics. Quoting Milroy and Milroy (1998), the creation of a standard variety of any language is very much a sociopolitical one, as part of the language policy of a particular community. In other words, the standard language of a community will fulfill a particular set of functions: for example, it will often be the variety used in the broadcast and print media, in education and in government. Furthermore, by and large, members of a community agree on what counts as Standard English, so there is an agreed set of forms which make up the standard variety. The notion of standard language, let’s say Standard English, has the linguistic and sociolinguistic judgments of educated-native speakers, then.

The Standard English does not mean English without variations. So, how precisely does Standard English vary? Trousdale (2010:12 – 13) mentions the characteristics of variations in Standard English. First, we can distinguish between written Standard English and spoken Standard English. Grammatical variation occurs in both spoken and written Standard English. Some examples of variation in standard grammar which could be written or spoken include:
(1) I’ve not written to him vs. I haven’t written to him.
(2) I dreamed of you last night vs. I dreamt of you last night.
(3) May I be excused? vs. Can I be excused?

Some of these features may be undergoing change (for example, the regularization of past tense marking on verbs means that irregular forms like dream – dreamt are shifting into a different category), while others may denote differing regional standards, construction of the auxiliary verb and subject (such as I’ve) in negative sentences is more common in the northern part of England, while construction of the auxiliary verb and the negative marker (such as haven’t) is more common in the south).

Second, different communities have different Standard Englishes. There is a Standard American English and a Standard British English, for instance. These two are probably the best-known of all Standard Englishes, because they are the ones that are typically used as models for teaching English as a second or foreign language. These two standards vary in a number of ways: in terms of pronunciation (for example, whether the /r/ is pronounced in card), grammar (for example, whether the participle of get is got or gotten), vocabulary (for example, whether the storage compartment at the rear of a car is called a boot or a trunk) and spelling (for example center vs. centre). Other standards are emerging too, however – in Canada, in Australia, in India, in Singapore, and in a number of African countries, for instance. But, those are not in the levels of world uses yet.

Third, Standard English varies in terms of formality. In both written and spoken Standard English, speakers may use different linguistic forms and patterns to mark a more careful style. For instance, formal, written, Standard English prose tends to have a greater incidence of Latinate vocabulary (such as incidence, Latinate, and vocabulary!) than informal writing. Similarly, there may be a higher frequency of particular grammatical forms, like the subjunctive – to mark hypothetically, as in (4), or the laying down of an obligation, as in (5) – in formal Standard English:
(1) If he were here, we could go. (cf. If he was here, we could go.)
(2) I insist she be given more time to finish her essay. (cf. I insist she is given more time to finish her essay.)

Finally, there is issue of reactions to standardization. Some think that the standard language is disseminated in a community usually via the media and
(more importantly) the school. When we look at the development of Standard English in the history of the language, we notice that standardization has been more successful in terms of spelling than in any other area of language (grammar, pronunciation, etc.). Spelling variation used to be very common in English, such that well-educated individuals of high social status would use different spellings from one another, and indeed display a high incidence of intra-writer variation; but the advent of standardization reduced spelling variation to a minimum. However, with the development of electric communication systems, there has been a significant change in the way in which English is written.

It can be understood that language in society is various and the language variations can be linguistically assigned as accent, style, dialect, formal, informal, and standard one. In sociolinguistics, that a language has variations is natural. For some aspects of language uses in society, the concepts and ideas of language policy, language planning, and standardization are practically necessary. Therefore, as an international language, English and Standard English are highly needed for the success of world communication. We can imagine now that without Standard English(es) the teaching-learning processes of English as a second and/or foreign language are hardly formalized.

B. ENGLISH AS A FOREIGN LANGUAGE

Because English has become the most important language of wider communication in the world, and because so much of the world’s work is done and published in it, there has been a tremendous increase in the teaching of English as a foreign language (EFL) (Fishman et.al. in Wolfson, 1989:286). The teaching of English as a subject of study in countries where its function is limited but where it is nevertheless regarded as an important and prestigious medium of communication carries implication which have rarely been investigated. In the countries where English is not a native and/or second language, the uses and status of English is limited and commonly used at schools or other educational institution. In this condition, English is not practically used in daily life communication. In addition, the studies on EFL are relatively related to its low functions or status. In Indonesia, in many Arabian countries, for instance, the status of English is as a foreign language.

In many aspects of sociolinguistics and in language teaching, it is necessary to differentiate between first language (L1), second language (L2),
and foreign language (FL). According to Stern (1994), L1 can be simply understood as ‘language acquired first in early children’ and/or ‘language of dominant or preferred use’. For most of Indonesia people, local languages are their L1. The term L2 has two meanings. First, it refers to the chronology of language learning. An L2 is any language acquired (or to be acquired) later than the native language. Second, the term ‘second language’ is used to refer to the level of language command in comparison with a primary or dominant language. In this second sense, L2 indicates a lower level of actual or believed proficiency. Hence, ‘second’ also means ‘weaker’ or ‘secondary’. As in many cases the two uses coincide, that is to say, proficiency in a language acquired later than the L1 is frequently lower than that in the L1, the term L2 is used to cover both meanings. If the lower proficiency level is to be referred to specifically, the terms ‘weaker’ or ‘secondary’ can be used for clarification. Then, an FL is a non-native language and it is learned and used after someone has his L1 and/or L2. An FL usually requires more formal instruction and other measures compensating for the lack of environmental support.

Many studies and social phenomena on EFL give information that English is naturally used in a relatively-limited situation. In Indonesia for example, English is academically learned at first class of high-school till university level. It is not used and environmentally supported by sociocultural features in real society. In this case, English does not work as a main medium of communication in daily life. The condition is not only found in Indonesia, but it is common in other countries where English is not the L1 or L2, as well. We can see that English as a foreign language is learned and used in formal and academic ways in Indonesia or in other countries in which English is not L1 and/or L2.

Based on reports of studies on EFL, it can be argued that the ways in which English is used in other countries where it is a foreign language, it has attained a position of extreme importance in the lives of those who use it. Ease of communication and modern electronic media have had a deep and important effect on linguistic habits and attitudes. Further, ease of travel makes it ever more likely that people who learn English as a foreign language in classrooms rather than in naturalistic situations which occur spontaneously will nevertheless be in a position to use the language for purposes of interaction (see Wolfson, 1989:287). We may say that sociolinguistic aspects EFL in non-English speaking countries cannot be separated from its teaching-
learning processes in formal settings. Even though we have information that some people in such countries speak English, but they can be assigned as the speakers in formal and academic purposes. They do not naturally speak by having environmental supports in their speech community.

The status of English as a foreign language in some countries has both advantages and disadvantages. In countries where English is a foreign language, the local and national languages develop well and those languages may reflect the socio-cultural features in natural ways. English is not dominant in such countries. The main disadvantage of EFL in one country is that the information and communication to and from the country would be ‘in gap’ and people will be lack of international communication. English is only used and understood by academic people in particular level of education. Therefore, it is on the point to say that the status of English as a foreign language in Indonesia may give both positive and negative consequences.

C. SOCIOLINGUISTICS IN EFL TEACHING

Now, we are coming to sociolinguistics in EFL teaching. Let’s firstly see what Stern (1994:1191) dealing with this sub-topic. According to him, we cannot teach a language for long without coming face to face with social context factors which have bearing on language and language learning. That language and society are in many ways closely linked is not questioned, either in language education or in social science. Yet, while language teaching has interacted for a long time with linguistics and with psychology, social science and language teaching have only recently come into contact with each other. The reason for this belated recognition lies partly in the history of the disciplines themselves and partly in development of language teaching theory. Sociolinguistics, the most recent arrival on the scene of the social sciences, can be treated as an outcome of approaches to language that have gradually evolved in linguistics and all the sciences of society. It is reasonable to say that the results and conclusions based on sociolinguistic studies significantly help the success of language teaching and learning.

Street and Leung (in Hornberger and Mckay (eds.), 2010:291) state that in the field of language studies and in particular of language education, with respect to literacy studies, there has recently been a shift away from dominant assumptions that language could be conceptualized and taught as though it were independent of social context. In this point, language is practically
taught out of socio-cultural contexts. It may be argued in this case that such language teaching possibly occurs, but for beginners or at elementary level. At intermediate and advanced levels, the language teaching and learning should involve the socio-cultural context as the natural languages function in societies. Many teaching-learning methodologists and linguists propose theories and methods of language teaching and learning which respect to sociolinguistic aspects. One of them, the Communicative Language Teaching (CLT) is the most obvious example.

Street and Leung (in Hornberger and Mckay (eds.), 2010:291) furthermore argue that the development of the concept of CLT was generally associated with a break with the grammar-focused approaches to language teaching that dominated practice up to the 1960s and early 1970s. The emerging work with a social orientation in this period, for example Austin (1962), Halliday (1973, 1975), Halliday et.al., (1964), and Savignon (1983), was in many ways the vanguard of a paradigm shift in language teaching.

For Hymes (1972), as quoted by Street and Leung (in Hornberger and Mckay (eds.), 2010:292), a child learning to communicate through language has to acquire ‘knowledge of sentences, not only as grammatical, but also as appropriate. The children acquire competence as to when to speak, when to not, and as to what to talk about with whom, when, in what manner’. In other words, there social rules of use, a dimension of language use ‘without which the rules of grammar would be useless’. This inclusion of the ‘social’ makes it necessary to raise questions of context of communication and aspects of socio-cultural practice when working towards a theory of language in use. In this connection, Hymes (1972) suggests that four empirical questions must be raised:

Whether (and to what degree) something is formally possible;
Whether (and to what degree) something is feasible in virtue of the means of implementation available;
Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated;
Whether (and to what degree) something is in fact done, actually performed, and what it’s doing entails.

Street and Leung (in Hornberger and Mckay (eds.), 2010) add that the key implication of Hymes’ position regarding language teaching and language education more generally, were quickly taken up by language
educators. A notion of competence that appeals to the actual use of language in context is potentially very useful in helping teachers to ground their professional work in concrete terms. In the move away from grammar-oriented approaches to language teaching, the Hymesian notion of communicative competence offered language educators a dynamic and situated perspective on language and language use. Building on the works of Hymes and others, Canale and Swain (1983, 1984) produced a series of seminal papers that can be regarded as the foundation for the formation of the concept of communicative competence in foreign or additional language pedagogy. In the early 1980s, papers by Canale and Swain propose that communicative competence comprises four areas of knowledge and skills as follow:

(1) grammatical competence, concerning with ‘… knowledge of lexical items and of rules of morphology, syntax, sentence grammar-semantics, and phonology’. This type of knowledge and skill will allow the language learners to make use of the basic fabric of a language, so to speak, and to understand and produce the literal or propositional meaning of language expression;

(2) sociolinguistic competence, dealing with rules of use, including something is in fact done. In other words, probabilistic rules of occurrence concerning whether something is ‘sayable’ in a given context;

(3) discourse competence, concerning with organizational features of spoken and written texts (cohesion and coherence). It deals with the knowledge and skills required to combine lexical and grammatical forms with context- and purpose-relevant meanings to produce different type of unified spoken or written texts, for examples, oral and written narratives, business reports and so on;

(4) strategic competence, referring to additional language learners’ capacity to achieve communication goals by mastery of verbal and non-verbal communication strategies that may be called into action for two main reasons: (a) to compensate for breakdowns in communication due to limiting conditions in actual communication; and (b) to enhance the effectiveness of communication.

These four areas (components) of communicative competence (they have been mentioned in the previous part, as well) are really necessary in the
programs of any language learning. Therefore, modern instructions and materials of language education need to pay attention in building and developing the communicative competence, moreover in the learning of a foreign language. In accordance with this, Brown (2001:43) offers a set of characteristics of CLT which includes the following:

(1) paying attention to ‘the components of communicative competence;
(2) use of classroom activities and students tasks that would ‘engage learners in the pragmatic, authentic, functional use of language for meaningful purposes;
(3) use of the teacher as ‘a facilitator and guide … Students are therefore encouraged to construct meaning through genuine linguistic interaction with others’.

Based on these criteria, CLT which belongs to modern methodology of language teaching and learning include the sociolinguistic features in language education. It means that better language teaching needs to pay attention to sociolinguistics.

In addition to CLT, functional grammar initially created by Halliday (1975) includes also the sociolinguistic matters. Street and Leung (in Hornberger and McKay (eds.), 2010:298) mention that the work of Halliday and his colleagues represents another strand of sociolinguistics that can be seen as part of the move to ‘social’ rather than autonomous approaches and that has had a significant impact on language teaching. In order to show the contribution of this body of work to language teaching and language education more generally, it is necessary to first a very brief account of its conceptual and epistemic foundations. The idea of ‘function’ is understood in terms of the relationship between meaning and linguistic form. In other words, what people mean to say is realized by the specific linguistic means and features they select to manifest their meaning. This functional relationship ‘… reflects the fact that language has evolved in the service of particular human needs … what is really significant is that this functional principle is carried over and build into the grammar, so that the internal organization of the grammatical system is also functional in character’ (Halliday in Street and Leung, 2010).

The internalizing of sociolinguistics to language teaching is not only in the level of teaching methodology, but also in detailed practices of language skills. The phenomena of genre theory and literacy studies commonly include
the sociolinguistic ideas and features. We can now understand that many sociolinguistic aspects contribute to language teaching and learning. Moreover, the teaching and learning of EFL obviously need the sociolinguistic data and ideas to build and develop learners’ communicative competence. It is sure that sociolinguistics and EFL teaching in Indonesia, for instance, work hand in hand for both theoretical and practical issues.

Exercises

Exercise 1
Why do you think that it necessary to have the understanding on English and Standard English in the teaching-learning processes of English as a second and/or foreign language?

Exercise 2
Language policy and standardization are formally useful for the success of human communication in global era. Why do you think so?

Exercise 3
What are the examples of variation in Standard Englishes? You may list the examples based on British English and American English.

Exercise 4
Many linguists argue that standardization is not natural; it is dissemination language. What is your opinion about this statement?

Exercise 5
How can you differentiate between L1, L2, and FL based on sociolinguistic viewpoints?

Exercise 6
Why do you think that bahasa Indonesia becomes L2 for most Indonesian people?

Exercise 7
What are the advantages and disadvantages of having EFL in Indonesia?
Exercise 8
What are the linguistic consequences if English is promoted as L2 in Indonesia?

Exercise 9
How do you believe that sociolinguistic studies give academic and pedagogical contributions to EFL teaching in Indonesia?

Exercise 10
In EFL teaching and learning, communicative competence needs to be built and develop in such a way that the learners are able to communicate appropriately. How do sociolinguistic data and information help to build and develop communicative competence?

Exercise 11
What should the EFL teachers do in the classroom to build and develop sociolinguistic competence?

Exercise 12
Why do you think that teaching and learning a foreign language need formal-academic programs to build and develop sociolinguistic competence?

Key to Exercises

Exercise 1
The understanding on English and Standard English is necessary in the teaching and learning of English as L2 and as FL because English also has geographical and social variations. The term English may refer to language or other socio-cultural features related to England or relevant countries. Meanwhile, Standard English refers to formal-standardized language which is developed in such a way to minimize communicative problems. For learners of English as L2 and FL, the understanding on English and Standard English may help them to systematically study and develop their communicative competence and are successful in language uses.

Exercise 2
The main aim of language policy and standardization is to overcome the communication problems and administration in certain area of language uses.
If there is no language policy and standardization, it is hard to have codification and uniformity. So, the codification and uniformity are necessary in language uses, moreover in global era.

Exercise 3

BRITISH ENGLISH:  
- pupil  
- football  
- programme  
- neighbour  
- centre  
- colour  
- gotten

AMERICAN ENGLISH:  
- student  
- soccer  
- program  
- neighbor  
- center  
- color  
- got

(Please find more!)

Exercise 4

Yes, that is right. But standardization is academically and administratively needed to overcome the communication problems, moreover in modern era.

Exercise 5

L1 can be simply understood as ‘language acquired first in early children’ and/or ‘language of dominant or preferred use’. In Indonesia, for instance, most people have local languages as their L1. An L2 is any language acquired (or to be acquired) later than the native language, or he level of language command in comparison with a primary or dominant language. ‘L2’ also means ‘weaker’ or ‘secondary’. An FL is a non-native language and it is learned and used after someone has his L1 and/L2. An FL usually requires more formal instruction and other measures compensating for the lack of environmental support. English is an FL in Indonesia.

Exercise 6

It is because most people in Indonesia have had and spoken in their local languages as their L1 before they speak in Bahasa Indonesia as the national and educational language.

Exercise 7

The advantages:
1. local languages, as the socio-cultural identity of Indonesian people, are used and develop well;
2. Bahasa Indonesia, as the national language, is formally used and develop well;
3. local languages and bahasa Indonesia may develop as main tool of communication among Indonesian people.

The disadvantages:
1. most Indonesian learners do not have opportunity to practice their international language in real life;
2. most Indonesian people have limited access to international systems of communication;
3. most Indonesian learners have to learn English in specific-academic ways in order to master and communicate in English.

Exercise 8
1. English becomes dominant language in any form of verbal communication.
2. Local languages and bahasa Indonesia may be gradually left by low loyalty native speakers.
3. Indonesia will be lack of local-national values and identities.

Exercise 9
Sociolinguistic studies obviously provide the EFL teaching and learning in Indonesia with data, information, and conclusion dealing sociolinguistic phenomena of the foreign language. The EFL teachers and instructors may use and bring the sociolinguistic information to the classroom in the forms of teaching-learning materials and language assessments. Having those ways, classroom interactions may build and develop sociolinguistic competence as one component of communicative competence.

Exercise 10
Linguistic data and information based on sociolinguistic information can be academically used to develop learning materials and other forms of language assessments. The learning materials and assessments needed do not only focus on grammatical rules and lexical items, but they have been in the forms of learning materials with language features needed in contextual
communication. Thus, sociolinguistic data and information may be used to build and develop communicative competence.

**Exercise 11**
They should study the phenomena of sociolinguistics and then use the information to support their grammatical and lexical mastery for communication. It is highly believe that the knowledge and data based on sociolinguistic will help learners to communicate in English in appropriate ways, especially in socio-cultural contexts. These are all will develop learners’ sociolinguistic competence.

**Exercise 12**
The sociolinguistic competence in foreign language needs formal-academic programs to build and develop sociolinguistic competence because the learners do not have sufficient support from the environment to use their language. The optimal supports are just given by formal-academic programs in classroom interaction. Therefore, the well-formed programs to build and develop sociolinguistic competence are really necessary.

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**SUMMARY**

English may refer to language, society, speech community, culture, economy, or other modern-political status because English has been already known as international issues. One of the reasons for this is associated with the world-wide spread of English, and the status that English has as a global language. English is associated by many with power and prestige: it is seen as the language of electronic media, the language of business, the language people often turn to when other means of communication fail – English is the world’s lingua franca or common language. English fulfils a global function which other languages do not.

The concept of a standard language is a critical one in sociolinguistics; the creation of a standard variety of any language is very much a sociopolitical one, as part of the language policy of a particular community. The standard language of a community will fulfill a particular set of functions: for example, it will often be the variety used in the broadcast and print media, in education and in government. The notion of standard language, let’s say Standard English, has the linguistic and sociolinguistic judgments of educated-native speakers, then.
The Standard English does not mean English without variations. First, we can distinguish between written Standard English and spoken Standard English. Grammatical variation occurs in both spoken and written Standard English. Second, different communities have different Standard Englishes. There is a Standard American English and a Standard British English, for instance. These two are probably the best-known of all Standard Englishes, because they are the ones that are typically used as models for teaching English as a second or foreign language. Other standards are emerging too, however – in Canada, in Australia, in India, in Singapore, and in a number of African countries. Third, Standard English varies in terms of formality. In both written and spoken Standard English, speakers may use different linguistic forms and patterns to mark a more careful style. Finally, there is issue of reactions to standardization. Some think that the standard language is disseminated in a community usually via the media and (more importantly) the school.

Because English has become the most important language of wider communication in the world, and because so much of the world’s work is done and published in it, there has been a tremendous increase in the teaching of English as a foreign language (EFL). In the countries where English is not a native and/or second language, the uses and status of English is limited and commonly used at schools or other educational institution. In this condition, English is not practically used in daily life communication. L1 can be simply understood as ‘language acquired first in early children’ and/or ‘language of dominant or preferred use’. Then, the term L2 has two meanings. First, it refers to the chronology of language learning. Second, the term ‘L2’ is used to refer to the level of language command in comparison with a primary or dominant language. Then, an FL is a non-native language and it is learned and used after someone has his L1 and/L2.

We cannot teach a language for long without coming face to face with social context factors which have bearing on language and language learning. That language and society are in many ways closely linked is not questioned, either in language education or in social science. Yet, while language teaching has interacted for a long time with linguistics and with psychology, social science and language teaching have only recently come into contact with each other. Many teaching-learning methodologists and linguists propose theories and methods of language teaching and learning which respect to sociolinguistic aspects. The inclusion of the ‘social’ makes it necessary to raise questions of context of communication and aspects of socio-cultural practice when working towards a theory of language in use.
The communicative competence comprises four areas of knowledge and skills: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Therefore, modern instructions and materials of language education need to pay attention in building and developing the communicative competence, moreover in the learning of a foreign language, as it is in Indonesia.

**FORMATIVE TEST 3**

Answer the following questions.

1) How can you bring the phenomena of sociolinguistics into EFL teaching and learning?
2) How can you argue that communicative competence needs to formally be involved in EFL learning programs?
3) How can English become international language?
4) Why do you think the Standard English still has linguistic and social variations?
5) What are the advantages and disadvantage of having English as a foreign language in Indonesia?

**Feedback and Follow up**

Evaluate your learning progress from your scores of the formative test by applying the following formula

\[
\frac{\text{Number of correct answer}}{\text{Number of total items}} \times 100\%
\]

Now decide which of the categories your scores fall into. Learn the meaning of the category and do the follow-up activities.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Meaning and Follow-up</th>
</tr>
</thead>
</table>
| Category 1 | 90% - 100%     | Very good
  This means that you have mastered the materials. You can go on to the next unit. |
| Category 2 | 70% - 89%      | Good
  However, you are suggested to learn once |
| Category 3 | < 70% | You have not mastered the materials. Learn all the materials once again before you go on to the next unit. |

Remember your mastery of the next learning is based on your mastery of these materials. So, be sure that you have mastered them all before you continue to the next part.
Key to Formative Tests

Formative Test 1
1) All human beings live in a group or a society; they live together in particular socio-cultural systems and conventions. Language is one of intellectual socio-cultural features naturally created and developed by human beings in the society. Although language created internally by individuals, but it belongs to society; language exists in a speech community. Accordingly, language has close interrelationship with society.

2) I myself socially live in a society and I speak a local language as my L1. All grammatical features, lexical items, and social uses of my L1 should be conventionally accepted by neighbors or other members in the society. It means that my neighbors and I speak the same language; we live in one speech community. Thus, I belong to the speech community of my own (native) language in daily life.

3) ‘Language is social phenomena’ means that language exists in one particular speech community and it is naturally used as shared-social belongings to communicate verbally.

4) Language in classroom interactions or in language education reflects sociolinguistic phenomena because the classrooms can be assumed as a ‘mini and temporary’ society. Members of the ‘mini’ society speak as their characteristics and interact with partners in certain rules that are similar with socio-cultural conventions of using language in real society.

5) (i) Language education needs consider sociolinguistic data, information, and conclusion in preparing and constructing learning programs and curriculum; (ii) Language education needs to consider the sociolinguistic data, information, and conclusion to build and develop learners’ sociolinguistic competence as a component of communicative competence; (iii) the sociolinguistic competence supports other components of communicative competence as it is needed in any form of verbal communication.

Formative Test 2
1) Sociolinguistics studies language phenomena in relation to society. In language education, language interaction occurs in classroom with the
members come from different background. In this case, language education reflects the social uses of language. So, there is interrelationship between language education and sociolinguistics. In addition, there are many linguistic aspects appear in classroom interaction that can be studied by means of sociolinguistics.

2) The ideal purpose of language education is to enable learners to communicate in the learnt language appropriately. Such ideal purpose cannot be achieved by the understanding of grammatical rules and lexical items only. Learners need sociolinguistic competence to support their communicative competence. Therefore, it is necessary to include the sociolinguistic features in the programs of language education or in language learning. It is reasonable to say that sociolinguistics has significant roles in language education.

3) *Sociolinguistics in language education* means the sociolinguistic phenomena commonly found in language education or in language classroom interaction. It also means the sociolinguistic studies toward language used in classroom interaction.

4) Language in classroom interactions or in language education reflects languages in speech community because classroom can be said as ‘mini society’; classroom members interact in social systems, including in using language. In accordance with this, language in classroom interaction is supposed to be the reflection of language naturally used in speech community.

5) (i) Language education needs sociolinguistic data, information, and conclusion in preparing and constructing learning materials and assessments; (ii) Language education needs sociolinguistic data, information, and conclusion to build and develop learners’ sociolinguistic competence; (iii) Sociolinguistic competence is one of the components of communicative competence.

**Formative Test 3**

1) The phenomena of sociolinguistics can be brought into EFL teaching and learning by means of: (i) selecting communicative methods and techniques which are appropriate with the condition and situation of given classroom activities; (ii) preparing and using relevant media and other learning aids; (iii) creating situation and simulation to have natural-like language uses in the EFL classroom.
2) Because of lack of natural uses and practices out-side the classroom, any attempt and technique of learning should be formally involved in EFL learning programs. The learning materials of EFL should not merely focus on grammatical rules and lexical items. The programs in language learning should include how the language is used in social contexts.

3) English becomes an international language is supported by linguistic and non-linguistic factors. Linguistic factors which support English becomes an international language are: (i) English has cosmopolitan vocabulary; (ii) English has been standardized since a long time; (iii) English is a neutral gender language; (iv) English has been developed based on some Indo-European languages. Non-linguistic factors which support English becomes an international language are: (i) British Kingdom (England) colonized a large area of the world; (ii) English has been used in international education, trading, economy, and technology; (iii) United Nation Organization has declared English as an international language.

4) The Standard English still has linguistic and social variations because: (i) the speakers of English as L1 and/or L2 spread out in large area of the world; (ii) the speakers of English have language creativity; (iii) Languages, including English, develops and changes all times.

5) The advantages and disadvantages of having EFL in Indonesia:
   The advantages:
   i. local languages, as the socio-cultural identity of Indonesian people, are used and develop well;
   ii. Bahasa Indonesia, as the national language, is formally used and develop well;
   iii. local languages and bahasa Indonesia may develop as main tool of communication among Indonesian people.

   The disadvantages:
   i. most Indonesian learners do not have opportunity to practice their international language in real life;
   ii. most Indonesian people have limited access to international systems of communication;
   iii. most Indonesian learners have to learn English in specific-academic ways in order to master and communicate in English.
References


