

Teachers Insights into Addressing Sociolinguistic Factors in English Teaching

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ABSTRACT

This study explored how sociolinguistic factors affect student engagement and participation in English language learning, emphasizing on teacher's awareness, challenges, and instructional strategies. A narrative inquiry design was employed, which is a qualitative approach selecting an English teacher experienced in instructing students with varied language and cultural backgrounds. In data collection, semi-structured interviews were conducted, with the data analyzed thematically to explore persistent themes in the teacher's responses to linguistic factors. Findings demonstrate that variations in socioeconomic status greatly influence students' participation in learning, as those from privileged students have more access to resource and unprivileged one's struggle with significant challenges. The presence of cultural diversity makes it harder to respond to each students' needs and create an inclusive engagement in the classroom. In response to these difficulties, the teacher utilized strategies such as peer-based learning, guided group dialogue, and strategic lesson preparation. As the result of these efforts, the classroom became more interactive and conducive to support learning classroom atmosphere. The study draws attention to the necessity of teacher to be aware and adaptable when dealing with sociolinguistic variations, and the role of institutional assistance in ensuring inclusive and fair English language instruction.

Keywords: sociolinguistic factors; students' engagement; teaching strategies

INTRODUCTION

In the context of English language teaching, sociolinguistic factors have become relevant in shaping not only how students engage during the learning process but also the pedagogical strategies adopted by teachers in how teachers teach. Sociolinguistics, as defined by Crystal (2020), is the study of the interaction between language and society, emphasizing how social variables such as culture, class, gender, and ethnicity influence language use. All these factors are expected to give significant impact in how language is used, how students engaged in classroom, and how students build their language identity (Gee, 2008; Duff, 2012). In the EFL classroom with diverse students, often reflect variations in language proficiency, communication styles, and language learning attitudes (Norton, 2013; Sung, 2016). This is especially common in educational systems like Indonesia, where students acquire an extra language from various language, culture, and socioeconomic backgrounds and learn English as an additional language. (Lauder, 2008; Ningsih & Rochsantiningsih, 2019; Hamied, 2012). These kinds of social variations can complicate teaching and force teachers to find ways to modify their approaches to adjust their methods to match students' language skills, learning styles, and life experiences (Widodo, 2016; Kusumaningrum, 2020).

By recognizing the variety of languages and other sociolinguistic aspects in the classroom, it is becoming more common and suitable with modern teaching approaches that build students' knowledge and the way they act in the environment of the classroom by cultural values and language background (Gay, 2010; Paris & Alim, 2017). Studies have found that when teachers include students' cultures in their lessons, it helps students feel more engaged and motivated to learn (Lucas & Villegas, 2013; Nieto, 2010). Moreover, the idea of translanguaging stated by Garcia & Wei also highlights how multilingual students naturally switch between languages, and this should be seen as something that can help the learning strategies used by teachers rather than a problem (Creese & Blackledge, 2010;

Garcia & Kleyn, 2016). Therefore, these views need to be encouraged by teachers to move away from only using standard English and instead of only accept and use language diversity in their classrooms to support better and also more inclusive learning (Cummin, 2007; Hornberger & Link, 2012; Flores & Rosa, 2015).

As teachers have a key role in the classroom, and their role is not only just teaching, following the lesson plan, and following the steps, but they also need to observe and understand the different language and social backgrounds of their students. These differences affect how the classroom works and gain students' attention in learning; however, this is sometimes unnoticed by teachers. Such as, students living in cities often have more chances to learn English through media, extra lessons, or online recourses, while students from rural or poorer area usually have fewer opportunities in using English outside of the school. This may create differences in student readiness and confidence with the language (Elmahdi et al, 2020; Rahmawati, 2022; Musthafa, 2010). Also, the languages spoken at home, such as local dialects or mother tongue, can be something that can influence of how willing students are to participate in English activities and how they see their self as language learners (Setiawa, 2018; Lauder, 2008; Susanto & Ningsih, 2021). Because of these social and language differences, teachers need to change how they teach to deal with all students' needs. Good strategies also include in make the teaching materials fits with the strategies used, using varied teaching methods, and applying culturally sensitive approaches that respect students' identities and languages (Santosa, 2021). These efforts are important not only to make sure the fairness but also to create a supportive and welcoming environment for students during the process of learning.

Previous research has recognized that sociolinguistics factors also have its important role in language learning. As results found by Rehner (2020) that students' social and economic status can greatly influence their chances also intention to learn a language and how well students can communicate with others. Moreover, Cummins (2021) also stressed that students' social identity is fits well to their performance in school. Furthermore, Dorgmah (2020) explained that in many schools' teachers often face difficulties during the classroom process such as lack of recourses, limited support from schools, and insufficient training, which make it hard to use teaching methods that meet the needs of diverse learning. Although these studies show how sociolinguistics factors affect students, there is still little research on how teachers respond to these issues in their teaching, especially in the context of teaching English in Indonesia (Ningsih & Rochsantiningsih, 2019; Widodo, 2016). This lack of research is important to highlight teachers' understanding and actions are key in order to overcome the challenges that come with language and cultural differences in the classroom.

In response to identified gaps in literature, this study investigates the ways in which English teachers in secondary schools interpret and deal with students' sociolinguistics differences. It will focus on two main aspects: teachers' sociolinguistics awareness and their pedagogical responses. Sociolinguistic awareness refers to how well teachers understand the cultural backgrounds, home environments, and language practices of their students. In turn, pedagogical response involves how this understanding shapes their teaching methods, classroom communication, and assessment practices (Lucas & Villegas, 2011; García & Kleyn, 2016). This approach reflects the idea of critical language awareness, which highlights the role of language in shaping power dynamics and identity within the classroom (Janks, 2010). Considering in English language learning in Indonesia context, although many studies explored how teachers manage this diversity while aligning with national curriculum demands and striving to offer inclusive, fair learning environments also stressed the importance of giving voice to teachers in multilingual and multicultural contexts. However, much of existing research still focus only to students' experiences, then limited insight into how teachers deal with sociolinguistics challenges when facing it during the process of learning.

By seeing that limited research in this area, this study investigates in Indonesian secondary schools to explore the challenges that teacher face and strategies they use to address sociolinguistics differences. It is guided by the following research questions: 1) how do English teachers perceive the influence of sociolinguistics factors on their teaching? 2) what difficulties do teachers experience when managing sociolinguistics diversity in their classrooms? 3) in what ways do teachers adapt their

instructional methods to address students' social, cultural, and linguistic backgrounds? By seeing and investigates teachers' real experiences, this study aims to contribute to provide insight to the development of teacher education programs, respect cultural and linguistic diversity and guide the development of curricula that align with the sociolinguistic context of Indonesian classroom.

METHODS

Research Design

This research employed a narrative inquiry design, a qualitative methodology that focused on collecting and analyzing of individual narratives to have a good comprehend on how person get meaning from their experiences (Clandinin & Connelly, 2000). This design is especially relevant for investigating the complex and personal aspects of teaching practices, since it facilitates an in-depth evaluation of how a specific teacher addresses sociolinguistic problems in the classroom. Thematic analysis was used as a supporting method throughout the narrative inquiry framework to uncover, evaluate, and interpret common patterns that found during the investigation (Braun & Clarke, 2021). By using these two approaches, allowed researcher to both respect the participants' narratives and analyse the wider meanings systematically, and themes that arise from the data. Moreover, it is capture how the teacher makes sense of their instructional decisions and how those decisions affect student engagement and learning outcomes over time.

Research Participants

A single English teacher was purposefully selected based on criteria such as a minimum of three years of teaching experience and has been familiar with diverse student backgrounds during her teaching experience. This participant was considered capable of providing rich insights into the study's focus, particularly due to her extensive experience teaching in linguistically and culturally diverse classrooms (Patton, 2015).

Data Sources and Instruments

The primary data source was an in-depth, semi-structured interview conducted with the teacher. Semi-structured interviews offered both structure and flexibility, enabling the participant to share detailed experiences while maintaining alignment with the study's focus (Silverman, 2017). Interviews were audio-recorded to ensure accuracy.

Data Collection

Data collection began after obtaining informed consent and addressing ethical considerations, including explaining the purpose of the study, voluntary participation, and participants' right to withdraw at any time. Interviews were conducted in a comfortable setting to encourage open sharing. All personal identifiers were removed to ensure confidentiality.

Data Analysis

The researcher employed a descriptive thematic methodology for the analysis. After completing the transcription process, the text was carefully analyzed to identify frequent themes that found during the process of analyzing the data, particularly the teacher awareness of sociolinguistic elements on pedagogical approaches, challenges in addressing sociolinguistic factors, and strategies used by teacher to overcome challenges. Themes were organized into three categories that emphasized the primary issues of the study and were examined in relation to sociocultural theory and culturally responsive education, providing deeper understanding of the participants' explanation.

RESULTS AND DISCUSSION

The researcher provides the findings of this research according to the questions in the context of how is the impact of socio-linguistic factors on students' participation and engagement through the challenges that teachers face, and strategies they use to overcome the challenges. These findings

emphasize not only on how sociolinguistic issues shape students' engagement and participation, but also on how teacher adapt their teaching method to create more inclusive learning environment.

As this study adopted several indicators that guided the formulation of the interview questions and subsequent analysis, the findings are presented systematically following the fourth key point indicators: 1) teachers' awareness of sociolinguistic factors such as socio-economic background and cultural diversity; 2) the challenges faced in addressing these factors during classroom practices; 3) the strategies adopted to overcome such challenges and promote inclusivity; and 4) the influence of sociolinguistic factors on students engagement. The study is intended to clarify how sociolinguistic factors influence classroom interactions and teaching strategies by systematically organizing the findings according to these indicators.

Awareness of Sociolinguistic factors

This section examines the participant's awareness of key sociolinguistic elements, such as socio-economic status, cultural diversity, and their impact on teaching practices. The analysis draws on the participant's responses to questions about their perceptions and experiences related to these factors. In the interview process, the teacher was asked to describe how socio-economic or cultural influences affect students' learning experiences. Teacher answered:

"... sometimes I notice that students from lower socio-economic backgrounds often struggle to keep up because they don't have the resources or support at home, like access to books or a quiet place to study. On the other hand, students from higher-income families tend to participate more because they've had prior exposure to English..."

This focuses attention to the differences in the availability of resources. Because they receive additional help outside of the classroom, students from wealthy individuals have an advantage. The teacher must try harder to make the playing field because of the imbalance.

This response demonstrates the teacher's comprehension of the variations in students' socioeconomic conditions. They demonstrated an understanding of the impact these differences have on student involvement and academic achievement, emphasizing the need to close the gaps in order to create balanced educational opportunities. For instance, the participant focuses attention to the serious lack of resources available to kids from lower socioeconomic backgrounds, such as books, quiet study spaces, and dictionaries. This has an immediate impact on students' learning results and their ability to engage fully in class. Additionally, the participants highlight the disparities in students' access to private classes and other enrichment activities. Richer students can gain greater exposure to English and enhance their skills outside of the standard school day thanks to these additional learning opportunities.

Considering the interview and the evidence provided by the questioner, the answers show that students from higher-income families are more likely to have access to extracurricular activities like individual lessons and to have previously been exposed to English. They can engage more fully in class because of these benefits.

The teacher's awareness of socioeconomic and cultural variety in the classroom match with the opinions of sociolinguists such as Gee (2014), who underline the critical part of socioeconomic background in developing students' language and communication skills. The awareness of the teacher on the fact that students from higher socioeconomic backgrounds usually have access to more resources and extracurricular support (like private courses). This particular case refers to the experts such as Bourdieu, who claimed that the differences in the responses correspond to conclusions in the literature indicating students who have easier access to language learning tools usually show better academic performance. Furthermore, the teacher's knowledge that socioeconomic differences result in different degrees of interaction is in line with the research of Lareau (2003), who looked at how students' experiences and academic results are affected by their socioeconomic status. This study underlines the need of correcting these differences in the classroom so that each student has equal chances for success.

Challenges in Addressing Sociolinguistic factors

This indicator focuses on the obstacles that teachers face when trying to incorporate sociolinguistic factors into their teaching practices. The challenges may come from various sources, such as limited resources, insufficient teacher training, lack of student engagement, and institutional barriers. Sociolinguistic factors such as socio-economic background, cultural diversity, language proficiency,

and attitudes toward English language learning can make it difficult for educators to implement effective strategies that address the needs of all students. In the interview process, the teacher was asked to describe the challenges that the teacher may face during addressing sociolinguistic factors. Teacher answered:

"...managing a group discussion is very challenging in teaching English in a culturally diverse because the students just want to gather with their certain friends."

According to the teacher's statement, it can be inferred that teachers experience difficulty when students have limited interaction each other due to cultural differentiation. it is challenging in applying group discussion.

"...before teaching my students in the classroom, usually I try to understand my students background by having a pre-test. This will help me to decide what strategy is suitable for them in the classroom. Therefore, the differences of socio economic did not affect to the effectiveness of learning activity."

According to the teacher's statement, it can be inferred that teachers often have a limited amount of time to address the individual needs of each student, especially when dealing with the complexities of socio-economic differences.

"...sources and facilities is one challenges for me because not all of students have dictionary meanwhile they have low ability in English. This make students who have dictionary always activity in the classroom while who doesn't have are silent."

According to the teacher's statement, it can be inferred that teachers often have a limited amount of time to address the individual needs of each student, especially when dealing with facilities used by the teacher in classroom.

Relating to the answers above, the teacher explained the challenges faced when dealing with sociolinguistic factors in the classroom. One challenge was managing group discussions in a diverse classroom where students tend to stick with their friends, limiting the mix of backgrounds in conversations. Another challenge mentioned was the lack of resources, like dictionaries, for students from lower socio-economic backgrounds. Without these tools, some students are unable to participate actively in class, while others who have the resources are more engaged. The teacher also noted that cultural differences affect the communication and interaction among students, making it harder to create an inclusive classroom environment.

Strategies Used to Overcome Challenges

This indicator looks at the approach's teachers use to overcome the challenges associated with sociolinguistic diversity in the classroom. Strategies may include adapting teaching methods, using differentiated instruction, providing additional support for students from disadvantaged backgrounds, and fostering an inclusive classroom environment. Teachers may also employ specific strategies to increase students' engagement and participation, regardless of their socio-economic status or cultural background. In the interview process, the teacher was asked to describe the challenges that the teacher may face during addressing sociolinguistic factors. Teacher answered:

"... and I often implement collaborative learning in order they can study together and there is no differences of socio economic in the classroom. They have the same chance."

According to the teacher's statement, it can be inferred that the teacher emphasizes the importance of collaborative learning as a strategy to mitigate socio-economic differences. By working in groups, students from various socio-economic backgrounds have equal opportunities to engage in learning, share resources, and support each other.

"... also I try to use general culture which most of them know... I decided to write down the general culture in the lesson plan..."

According to the teacher's statement, it can be inferred that the teacher recognizes the cultural diversity of their students and consciously incorporates neutral cultural examples that are familiar to all students. This approach helps create a more balanced learning environment where all students feel represented and respected.

“... for instance making group discussions is one of the solutions to give opportunities to students... they can share their ideas... while supporting each other.”

According to the teacher's statement, it can be inferred that group discussions allow students to practice English in a safe environment, where they can support each other. This strategy also addresses the challenge of limited exposure to English outside the classroom by creating opportunities for peer-to-peer language practice.

The teacher used several strategies to overcome the challenges faced by socio-economic and cultural factors. Collaborative learning, cultural inclusivity, and group discussions are central to the teacher's approach. These strategies not only help bridge socio-economic gaps but also foster an inclusive and supportive learning environment. However, the success of these strategies depends on the teacher's ability to manage diverse student needs and ensure equal participation in classroom activities.

The teacher used several strategies to overcome around the difficulties with socioeconomic linguistic variety. Supported by Vygotsky's (1978) theory of social constructivism, which underlines the need of connection and cooperation in the learning process, collaborative learning which encourages students from many socioeconomic levels to work together is by means of cooperative learning, the teacher helps students to share resources and encourage one another, therefore creating involvement among many socioeconomic levels.

Furthermore, the teacher's use of culturally indifferent materials—that is, examples from a variety of societies known to all of her students fits the ideas of instructing with cultural awareness described by Gay (2010). Fostering a good and inclusive the school environment depends on every student feeling represented and valued in the learning process; therefore, this strategy guarantees such. The teacher's emphasis on achieving a balance between different points of view supports Banks's (2009) belief that, by considering variety, multicultural education enhances student results. Group conversations were also underlined as a successful approach for encouraging participation, especially for students whose English outside the classroom experience is limited. Cummins (2000) who underlined the need of peer connection in language development especially for students without English access in their everyday life support this approach.

CONCLUSION

The study concludes that there is a complex interconnection between sociolinguistic factors, students, and instructional strategies in English Language Learning classroom. The teacher's awareness of socioeconomic varieties and cultural diversity, as well as the use of adaptive teaching methods the teacher used such as collaborative learning, structure group discussions, and mindful lesson planning, underscore the importance in recognizing sociolinguistic elements in language teaching. However, meaningful support from institutional, the impact of these approaches may not be achieved. The study emphasizes the responsibility of schools and educational leaders to offer appropriate resources, training, and planning support. Through this exploration of one teacher's response to sociolinguistic challenges, this study supports the theoretical discourse on inclusive teaching framework and offers practical implications for EFL educators and policy makers. Moreover, it emphasizes the need for strong responsibility of teachers and institutions in promoting inclusive and balanced learning classroom. Future research is recommended to assess whether such strategies provide similar results in various educational context, particularly in addressing sociolinguistic limitations and promoting active students' participation.

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