An exploration of teachers' perception and practice of teaching sociolinguistic aspects in the EFL speaking classroom with reference to Ilu Aba Bor Zone, eight selected preparatory schools

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Abstract

The main purpose of this study was to explore preparatory school EFL teachers' perception and practice of teaching sociolinguistic aspects in the EFL speaking classroom. For this purpose, some selected preparatory schools from Ilu Aba Bora Zone were selected. To collect the necessary data, 8 preparatory schools English language teachers were selected as the participants of the study. And the instruments used to collect data were semi-structured interview, focus group discussion and non-participant classroom observation. To analyse, the collected data, qualitative data analysis method was employed. That is, data collected through semi-structured interview, focus group discussion and non-participant classroom observation were described and discussed. From the analysis of data, different findings were obtained. The study reveals that all the participants agreed with the importance of teaching sociolinguistic aspects in the speaking lesson. However, the majority of the English language teachers perceived that it is impossible as well as infeasible to teach sociolinguistic aspects in the speaking class. As a result, majority of the teachers do not practice teaching sociolinguistic aspects in the speaking classroom. In addition, most of the teachers do not contextualize their speaking lessons to their students in order to practice teaching sociolinguistic aspects during the speaking lesson. As the result of the study shows, the teachers of English language themselves have misunderstanding about the concept sociolinguistic competence. That is they think it is not worthwhile to speak about sociolinguistic competence in the speaking lesson. The respondents reported that they face different factors that hinder them from practicing sociolinguistic aspects in the speaking class. Based on the findings, conclusions were drawn and recommendations were forwarded to improve the teachers' teaching methodology.

Introduction

Background of the study: Early language teaching methods which mostly focused on the linguistic competence of the learners resulted in producing learners who were well-appointed with perfect grammatical knowledge, but were incapable of communicating properly within the target language, or interacting inadequately with bookish and ill-adapted sentences which caused misunderstanding or communication break-downs. The learners' ability to use appropriate target language in social interaction was ignored until Canale and Swain's (1980 and 1983) brought "sociolinguistic competence" into the attention within the field of second language teaching, which has changed the nature of language teaching by emphasizing the importance of appropriate communication, in terms of target language culture, the status of participants, the purpose of interaction, and soon[1]. When native speakers communicate with others socially, they unconsciously and effortlessly make the judgments about the appropriacy of the utterances they use, which is an essential part of effective communication. Second /foreign language learners, on the other hand, must learn how to produce and understand language in different social contexts.

This is something that language teachers must equip with sociolinguistic aspects. When language teachers train learners how to adjust their utterances to make them appropriate to the situation in which they are speaking, it is said that they have achieved sociolinguistic competence in the target language because grammar and lexical meanings of words alone cannot give learners the ability to express what they intend to say.

Sociolinguistic competence, as Canale and Swain (1980 and 1983) describe, is the learner's ability to use language appropriately in various social contexts[1]. Sociolinguistic competence is vitally important, besides, quite difficult to acquire especially for learners who have never lived in the target language's culture because what is appropriate to say in one culture may be completely different in another. Therefore, teachers should be aware of these differences in order to develop communicative competence. Moreover, it is necessary that teachers should expose learners to the culture- and cross-cultural differences so that they can understand and interiorize the target culture and its difference from their native culture.

Although including culture training into EFL classes seems to be rather challenging, and the everlasting debate about how to

teach culture has not been concluded yet, developing sociolinguistic competence of the learners has to be the main goal of language teaching in order to help learners raise a deeper awareness and understanding of the foreign language to be able to communicate appropriately in target culture without being alienated. Sociolinguistics is a branch of linguistics dealing with the relationship between language and society. It deals with the effect of language on society and the effect of society on language, or both. Language is a communication tool and the society is the communities of people; the place is very important because of the language style of people they belong to. It is the descriptive study of the effect of any and all aspects of language, including cultural…, context, and the effects of language use on society. The aim of Sociolinguistic investigation is to achieve further progress in the knowledge of nature and the operation of human language by the study of language in its social context. Sociolinguistics is an interdisciplinary science which is concerned with relationships between language and society. It studies how language varieties differ between groups separated by certain variables such as ethnicity, religion, status, gender, level of education and age[2].

Knowledge of sociolinguistic aspects is very important to develop sociolinguistic competence of students. There are different sociolinguistic aspects namely social context, socio-cultural context, knowledge of the target language culture, situation and so on. If English language teachers do not teach sociolinguistic aspects in the speaking classroom, EFL students cannot develop their sociolinguistic competence. As the result of this, EFL students face difficulty with using appropriate language in the EFL speaking classroom and in different social contexts outside the classroom. Therefore, this study was intended to explore the teachers' perception about the importance of teaching sociolinguistic aspects in the EFL speaking class and their practice.

Statement of the problem: Sociolinguistic competence helps teachers and students to contextualize their teaching and learning to the specific social context. That enables both teachers and students to adjust the use of language according to the situation in which they communicate. By doing so, students and teachers become communicatively competent. As far as the researchers' experience is concerned, the majority of freshman Mettu University students were noticed facing difficulty with communicating their ideas competently. Thus, to develop sociolinguistic competence, teachers of English language should contextualize their lessons and help their students to develop sociolinguistic competence. In connection to this, contextualizing lesson and helping students depends on the perception of teachers about sociolinguistic competence. So, it is reasonable to investigate the teachers' perception about Sociolinguistic competence.

Besides, the positive perception of teachers about sociolinguistic competence is not a guarantee for enhancing students' sociolinguistic competence or for contextualizing their speaking lessons. Rather, the EFL teachers should practically implement their perception in actual classroom. In connection to this, this study explored the teachers' contextualization of their speaking lessons to the socio-cultural context of their students. Teachers of English language should teach their students that language independent of the socio-cultural context, meaningless. As stated above, sociolinguistic competence is important to develop the communicative competence of students. However, there is no study conducted on this topic in the aforementioned zone. Therefore, this study was intended to fill the research gap. Thus, it explored the teachers' perception about sociolinguistic competence and their practice of teaching Sociolinguistic aspects in their EFL speaking classrooms.

Objectives of the Study: General objective of the study: The general objective of the study was to explore teachers' perception and practice of teaching sociolinguistic aspects in the EFL speaking classrooms.

Specific objectives of the study: In line with the general objective, this study addressed the following specific objectives: i. Assess teachers' perception about the importance of teaching Sociolinguistic aspects in the EFL speaking classrooms. ii. Describe EFL teachers' practice of teaching sociolinguistic aspects in the EFL speaking classrooms. iii. Identify whether teachers of English language contextualize speaking lessons to students' cultural and social realities. iv. Find out the factors that hinder EFL teachers from practicing teaching of sociolinguistic aspects and contextualizing speaking lesson.

Research Questions: The purpose of this study was to explore teachers' perception and practice of teaching socio linguistic aspects in the EFL speaking classrooms; therefore, this study attempted to answer the following research questions: i. How do English language teachers perceive the importance of teaching sociolinguistic aspects in the EFL speaking classrooms? ii. To what extent EFL teachers' practice teaching sociolinguistic aspects in the EFL speaking classrooms? iii. Do teachers of English language contextualize speaking lessons to students' social and cultural background? iv. What are the factors that hinder English language teachers from practicing the teaching of sociolinguistic aspects in the EFL speaking classes and contextualizing the speaking lessons?

Significance of the study: This study may have the following significances: it will support English language teachers to identify the extent to which they are practicing teaching sociolinguistic aspects in the EFL speaking classrooms. It can also create awareness for teachers and students by suggesting methods of teaching sociolinguistic aspects in the EFL speaking classrooms. It will help EFL teachers to solve the problems which hinder students in developing sociolinguistic competence. It will be an input for curriculum designers and material writers, because they can use the result to provide remedial solution for the identified factors. It will also be used as an input to conduct further studies on the issue.

Delimitation of the study: This study is delimited to explore teachers' perception and practice of teaching sociolinguistic aspects in the EFL speaking classrooms. The participants of the study were preparatory schools English language teachers from eight selected Woredas of Ilu Aba Bor Zone in the academic year of 2015/16. The researchers knew that it would be better to gather data from different parts of the region. Since it is unmanageable to collect data from all schools in the region, the researchers believed that the selected samples can represent the rest schools.

Limitations of the study: The aim of the study was to explore teachers' perception and practice of teaching sociolinguistic aspects in the EFL speaking classrooms. Thus, the issue under study is the new area of study; the researchers faced difficulties with finding enough review related literature. In addition, the researchers faced difficulties with finding empirical studies on the same issue. Moreover, the study was limited to eight preparatory schools EFL teachers in Ilu Aba Bor Zone, Oromia region. So, it might not be representative of the EFL teachers in a wider context.

Review of Related Literature

This chapter deals with the reviewing of the related literature, in which the focus is addressing the sociolinguistic competence of language students as well as explaining the problems and complications associated with the teaching of culture and teaching sociolinguistic aspects in the classroom. Firstly, it discusses Sociolinguistic competence and sociolinguistics. Secondly, it deals with theory of speech acts. Thirdly, it gives an insight about culture and sociolinguistic competence. Fourthly, it highlights culture topics in ELT classroom. Finally, sociolinguistic competence and its relevance to learner's further study are treated.

Sociolinguistic competence and sociolinguistics: In this section definition of sociolinguistic competence as well as sociolinguistics as a linguistic science is treated in the view of different scholars. Most scholars agree up on the importance of research and findings for applying sociolinguistic competence in ELT especially through teaching speech acts and awareness of ruled and structured conversational interchange within various social contexts.

This chapter is also aimed at providing answers to the question why it is necessary to teach sociolinguistic competence and stressing some pedagogical implications that result from this fact.

Sociolinguistics: Spolsky states Sociolinguistics as a scientific branch of linguistics. It is an interdisciplinary field intertwined with sociology of language, psycholinguistics, neurolinguistics and applied linguistics[3]. As the scholar pointed out, the main purpose is to record and analyze the relation of social situations and use of language by individuals and social groups at a point in time or over time duration.

Sociolinguistic competence: Canale and Swain cited in Rodgers and Richards, define sociolinguistic competence as understanding of the social context in which communication takes place, including role relationships, the shared information of the participants and the communicative purpose for their interaction[1].

In other words it means that we can define sociolinguistic competence as the ability to communicate and understand communication with the reference to the circumstances a person is in. Although people seem to assume this process to be quite natural and simple on the contrary, when speaking a foreign language the unexpected reality of its complexity turns out.

As stated on the conference of Common European Framework of Reference for Languages 2001, Sociolinguistic competence is one of the components of communicative competence which includes the grammatical knowledge of a language and the knowledge of how and when to use language appropriately[4]. This gives it the direct relevance for foreign language teaching. However what makes sociolinguistic competence an important element of foreign language teaching is the fact that it is a part of guidelines for expected outcomes of learners of foreign languages in Ethiopian preparatory schools.

Sociolinguistic competence requires skills that include the ability to address others, to greet, to well-come, to say good-bye, to use forms of politeness, to introduce somebody, to apologize and accept the apology, to express agreement or disagreement, etc.

Littlewood, states that the speaker's choice of language depends on two factors. The first one is the overall knowledge of the language and the second one is the social context of the situation in which the conversation takes place[5]. The speaker is made to decide whether to use informal or formal language and then the appropriate strategy in order to complete the communicative purpose of the particular social situation. Brown and Yule comment that this results in establishing and maintaining social relationship[6]. All these decisions need to be done from the view of cultural norms and attitudes of the participants of an individual social interaction. When the speaker makes the wrong decision by using inappropriate language he/she may be unintentionally sending the wrong signals and the result may be a break-down in communication.

For the purposes of sociolinguistics we use the term of the conversational interchange. It is a natural spoken conversation with the pattern which is determined culturally and socially. These determinants include many elements, for example the topic of the conversation, the setting, the relationship between participants and the culture background of individual participants which are recognizable mostly in speech acts[7]. Turn-taking (changing turns during participation in a dialogue) applied in exchanging conversational replicas, the length of turns in a conversation and who has the floor (the right to speak)

are formal situations which represent the clear patterned rules of speaking. Nevertheless, sometimes it is quite tricky matter depending on social status and power of the communicators and other features of cultural appropriateness[8].

Crystal agrees on the importance of teaching sociolinguistic competence including awareness of turn-taking and politeness and states that the rules of the appropriate turn-taking in conversations depend also on social roles of participants[9]. When there are rules, there are obviously some expectations about the direction in which the conversation is going to lead. Because a human assimilates intuitively the process of learning turn-taking and conversational politeness (number of social rules we use when we communicate) from the birth, these social rules vary according to the different cultural backgrounds from which individual communicators come from. Referring to the practical teaching patterned interactions and social rules of conversations, Wolfson cited by Chick (in McKay and Hornberger, 1996) "sees the goal in teacher's intervention via helping the learner to build up strategies in order not to be unintentionally misunderstood by native speakers[10]." Gumperz and Roberts cited in Chick (ibid.) on the contrary emphasize that though it would be beneficial for teachers and learners to have access to straight and accurate sociolinguistic conventions of different cultures, it is mainly the leaner himself who is responsible for developing his own strategies for interpreting and responding social situations appropriately[11].

Littlewood suggests that the artificial environment of the classroom can serve as a social context for teaching sociolinguistic competence. Firstly, the teacher should expose learners to classroom language, i.e. language that deals with routine classrooms matters, in order to use the second language as medium or organizing classroom activities.

Secondly, discussions can work as a stimulus for communicative interaction and practicing of turn-taking. It offers a wide space for use of different language functions, for example expressing agreement or disagreement, introducing the own opinion, informing, etc. The teacher needs to create such types of situations in which the learner is expected to consider and accordingly choose the appropriate language. Such language should be socially acceptable and functionally effective at the same time[5].

In addition, Brown and Yule advise teachers to let learners observe amount of dialogues with social interactions showing appropriate use of the language, for example in video clips. Behavior of participants of the interchange, used language expressions and gestures are the features that need to be focused on[6].

Sociolinguistic competence is the knowledge of the socio cultural rules of language and of discourse. This type of competence requires an understanding of the social context in which language is used: the rules of the participants, the information they share, and the functions of the interaction. Only in a full context of this kind can judgment be made on the appropriateness of a 'particular utterance', as mentioned by Brown[12]. Sociolinguistic competence comprises aspects, which deal with factors such as politeness, formality, metaphor, registers, and culturally related aspects of language[13].

Broersma stated that the process of learning sociolinguistic competence is challenging even in one's first language. He also proposed that evidence of this can be found in the popularity of "Miss Manners" columns. He claims if we all had perfect sociolinguistic competence, we wouldn't need advice about the proper way to send wedding invitations or give a dinner party[14]. Having good sociolinguistic competence means knowing how to "give every person his or her due." It means knowing when to be quiet, and when to talk, when to give compliments to others, and when to apologize. It also means being able to read situations and know what is the right thing to say or do. There are an infinite number of combinations of roles, tasks, contexts, and feelings that govern what is appropriate in any given encounter.

Speech Acts: Teaching the skill to conduct conversational interchanges correctly and effectively in order to avoid communicational breakdowns is the most feasible in terms of ELT classrooms through the teaching speech acts. By teaching speech acts learners should develop the ability to be successful in every day interactions with speakers in various environments of daily life.

Theory of speech acts: A fluent speaker is considered to be able to cope with different situations in various social and cultural contexts. In order to maintain a current relationship or achieve a communicative goal the sets of speech acts are used by speakers of a language. Cohen in McKay and Hornberger defines a speech act as a functional unit in communication[15].

Murphy and Neu (cited in Cohen, in McKay and Hornberger, 1996) add that speech act set is a combination of particular speech acts produced together in order to enable a speaker to reach a purpose of communication[16]. In this respect, the knowledge of grammar and vocabulary is not enough for a learner to participate actively and socially appropriately in wide ranges of everyday situations. Moreover, the lack of ability to deal appropriately with a language within certain social situations may harm not only the communication itself but also a relationship between participants of communication.

In order to be good at planning and production of speech acts learners have to achieve socio cultural and sociolinguistic skills. It means that learners are successful in selecting speech acts strategies which correspond with the culture of the particular language, age and sex of speakers, their social status and roles in the society and during the conversation. Further, learners have to gain the knowledge of utterances and phrases in order to

produce the speech act and what is important is the awareness of degree of formality of these utterances[15].

Compliments: The research on structure of speech acts namely on compliments conducted by Wolfson showed that just five adjectives (nice, good, beautiful, pretty and great) and two verbs (like, love) were used by majority of respondents. She also stresses the minimal use of "really" when making compliments[10].

Apologies and requests: The research on the speech acts of apologies and requests were done for instance by Blum-Kulka and Olshtain. They elicit the request strategy based on the scale of directness. The most direct level is produced by using imperatives (Open the window!). The conventionally indirect level by using would or could (Could you open the window?) and open-ended indirect strategies (it's cold in here.)[17].

According to Blum-Kulka and Olhstain (1984) the strategies used to apologize depend on many social variables. There are two ways how to produce an apology. Firstly, using illocutionary force verbs (be) sorry, apologize, regret, excuse) represent the most direct production of apology. Secondly, it is possible to apologize through expressing the utterance that relates to the cause, responsibility, willingness to offer repair or promise that it will not happenanymore[17].

Moreover, Wolfson (1985) states that when participants were given a situation in which they were supposed to apologize no explicit formula was used. What is important is the relationship of a speaker and an interlocutor[10]. Various cultural backgrounds count as a significant feature too, because what one group considers offensive is not so offensive for the others.

Complaints and refusals: In comparison to the speech acts research stated above, far less research was conducted on complaints and refusals. Refusals are considered as a major cross-cultural issue for learners of English language and their inappropriate production consequently leads to unintended offenses and a breakdown in communication. They are undeniably very complex and demand good pragmatic skills because they relate to different speech acts such as invitations, offers or suggestions. Moreover, refusals are one of the most difficult tasks from the psychological point of view, because a person has to say no politely, so that the others accept it.

The speech act of complaint occurs when a speaker reacts with annoyance to an act that evokes the sense of dissatisfaction[18]. The aim of a survey led by Tanck (2004) was to investigate the difference between the refusals and complaints produced by native speakers and learners of English as a foreign language. Her findings are as follows: refusals produced by non-native speakers were vague and indirect, lacking the appropriate features connected compared to the American culture rules and complaints were regarded too direct in relation with the American culture[19].

Forms of addresses: Although English does not have T/V distinction it offers a range of address forms, the choice of which depends on the social context[3]. Ervin-Tripp (1980) discusses that each occurrence of address terms depends on age, rank, collegiality, gender, role and status of interlocutors[20].

Teaching speech acts: As was already mentioned, there have been accomplished a great deal of sociolinguistic research on speech acts of compliments, however a few of them provide a teacher teaching English as a foreign language with a suitable and sufficient amount of materials and instructions. The small-scale research in the practical part focuses on whether the participants-teachers are satisfied with the way how speech acts are dealt in common textbooks.

Speech acts are routinized and patterned in the case of helping teachers and learners to concentrate on the choice of appropriate speech act strategies. Thought it is rather demanding process, they can be learnt in classrooms. There is the evidence that after learners were given instructions referring to speech act language behavior, non-native speakers were more likely to choose the speech act strategy or similar one that a native speaker would produce[15].

King and Silver (1993) suggest several techniques and activities suitable for foreign language classrooms that promote speech act awareness and proficiency. They mainly highlight the use of audiotape authentic conversations for input. Further, they encourage teachers to conduct discussions on personal experiences related to production speech acts in real life, reading and analysis of dialogues aimed at various speech acts, role-plays, jig-saw dialogues and they state explicit teaching of speech acts as well[21]. Generally, they urge teachers to focus on providing authentic input and implicit learning that follows through the activities mentioned above. In order to prove these recommendations the activity to teach speech act of greeting was conducted, analyzed and evaluated.

Cohen (in McKay and Hornberger, 1996) suggests the language teacher to be a researcher and to prepare summarized instructions how to make various speech acts. The analysis of native speaker's performance of speech acts can be viewed as another option to teach and learn speech acts[15]. He/she gives several steps in order to plan a lesson on speech acts. They include the finding out the level of learners' knowledge of different speech acts in general. This could be done through role-play or discourse completion task. The next step is to present various model dialogues on speech act, preferably as authentic examples. The evaluation of a situation is another possible activity, in which a learner decides whether the particular speech act is appropriate, how some expressions could be replaced, etc. Again, the practicing the situations through role-plays may follow. The discussions of speech acts structural differences comparing culture of the learner and the culture of the target language is the significant means of building up the speech act awareness.

For younger learners, it would be especially contributing to explain what a speech act is, for instance an apology. To discuss with them that we can name a situation according to what it means and stress the existence of the opening, maintenance and ending of an interaction[22].

As it has been indicated above, the role of authentic materials and prompts in ELT gains the greater and greater importance when teaching and keeping up the direction that has been set up. The role of the teacher as a mentor or a coach becomes more and more demanding as well as the position of the learner who should be participating actively, instead of being a mere consumer, and developing his communicative, social and intellectual abilities.

Culture and sociolinguistic competence: The reason for teaching culture in ELT classrooms in lower-secondary schools is explained and summarized in this chapter and the questions why and how to do it are considered. The aim of this chapter is: i. to focus on culture as a significant part of English language teaching also in lower-secondary schools. ii. to give answers to the questions why teaching culture is so important and then what is necessary to teach in the term of culture.

Culture as a Part of ELT: Firstly, the term of culture needs to be defined in order to be able to grasp this point in all the aspects. Webster's New Riverside University Dictionary defines culture as: i. Behavior patterns, art, believe, institutions and all other products of human works and thought typical for a population or a community at a given time. ii. The act of developing the social, moral and intellectual faculties through education.

Kramsch (1998) explains that culture is passed on through a language, which represents not only facts and artifacts but also dreams, values and imaginings of a community. She adds that culture is a constantly changing process[23]. It means that culture as a representative of a target language and rules of social behavior of the target language speakers is an inseparable part of the foreign language teaching and has its justified place in ELT classrooms. According to Kramsch, one should have some knowledge of his/her own culture in order to be able to reflect and be aware of cultural differences between his or her community and the community of a speaker of a target language[23].

Brown and Yule (1991) agree on stating that if a learner is supposed to understand the target language he or she needs to have some knowledge of cultural background that concerns the native speaker. This helps a learner understand what and why a native speaker said. The authors also suggest teachers should provide learners with a sample of cultural stereotypes to be able to share with native speakers[6].

Cultural stereotypes: Hall (1997) defines cultural stereotypes as few and simple characteristics of people from one particular culture community when those characteristics are valued differently compared to other cultural community[24]. According to Kramsch (1998), stereotypes help to recognize cultural boundaries between different cultures[23]. Learners of languages attribute great importance to the ability to behave and think like native speakers of a target language, because they want to be acknowledged and appreciated by native speakers. Besides she stresses the importance of appreciation of uniqueness of a learner's own culture too.

Brown and Yule (1991) agree with the idea by stating that if a student is to use appropriate language, it is essential that he recognizes cultural stereotypes[6]. Guest (2002), warns against overuse cultural stereotypes and the negative consequence of too much generalization. Further, he is against distorting foreign culture by intensive reinforcement and making learners see them as monolithic rather than fluid entities[25]. Kramsch (1998) approaches with a suggestion that a language classroom should be a place where learners would be encouraged to discuss and reflect on culture stereotypes based on their own cultural backgrounds[23].

Cultural awareness: Teaching cultural awareness in ELT classrooms is a significant part of teaching language as a whole. Teachers of foreign or second language should not insist only on the correctness of the form of learners' utterances, but they should support and make pupils able to communicate in real-life situations. Moreover, it is clear that in order to carry a meaningful communication a learner should know what is appropriate to say in what social situation (i.e. be culturally aware) in order to prevent communication from creating misunderstandings. Lastly, according to Takahasi and Beebe awareness of cross- cultural differences (differences between two or more different cultural communities) is particularly important because it will improve sociolinguistic competence of students and help them deal with the language and its social dimensions[21].

The question whether teachers of lower-secondary schools find teaching culture in their English classrooms necessary is dealt with in the practical section of the research.

Culture Topics in ELT Classrooms: There have been done a few studies focusing on a selection of culture topics in language classrooms, e.g. Brooks' five-part-definition of culture (1968), Ten basic points for cultural study (1968), further his Key Questions (1975) which all aim to help learners realize what culture is, what notions culture relates to and afterwards realize the existence of cultural differences.

Also Ur (1996) admits possible triviality and boredom of topics and suggests that teachers should substitute or add supplementary materials for their lessons[26]. Not every topic or text is suitable and the teacher should reflect the needs and interests of both pupils and teachers in order to create useful and interesting learning experience.

Sociolinguistic competence and its relevance to the learner's further study: Regan (1995) suggests when students work in a new social environment where they have to communicate they may not have the strategies to communicate effectively. However, on the other hand, such situation provides learners with the chance to undergo the complex process of learning both sociolinguistic competence and the own field of study[27].

Cultural references and figures of speech: An overall understanding of the significant role of cultural variables in cross-cultural interactions will act as a bridge to mutual understanding and acceptance in situations of cultural conflict. Students must be aware that in certain cultures, the people are expected to respond to certain utterances in an appropriate way, which is of the bi-linguistic norm.

Importance of cultural appropriacy: A possible way of dealing with varied cultural behavior is to sensitize students to the unique characteristics of other cultures. Students should develop cultural tolerance and show understanding for other people's differences.

Ways of improving students sociolinguistics competence: The lack in cross-cultural understanding or sensitivity on the part of the teacher has serious implications because it affects classroom management and consequently, student's learning. There are various activities that can be carried out in classrooms to instill cultural understanding. Learning how to perform particular speech acts in both formal and informal settings, learning particular "ways of speaking", like storytelling, narratives, joke-telling, simply learning to chitchat, are all important in learning how to speak proficiently. Syaharom Abdullah (1995) believes that students will become conscious of the values and expectations, which are basic in a culture through dialogue practice or role-play[28]. In learning English, the student has to learn how to use and interpret the sociolinguistic rules of English in various contexts. To achieve this, the learner must develop an awareness of areas in which the sociolinguistic system of his own culture differs from those of other cultures. Teachers can design some problem-solving exercises in order to do so.

Methodology

Research design: The design normally prescribes among other things, the logical sequence in which the study was carried out as well as the elements involved in the study. It also prescribes the methods of data collection and analysis and all administrative procedures that needed to be considered for carrying out the study. The researchers assessed the perception of teachers about the importance of sociolinguistic aspects in the EFL classroom and described the extent to which teachers' perception of teaching sociolinguistic aspects is reflected in the real classroom practice. The researchers explained the extent to which teachers contextualize their speaking lessons to their students. In addition, the researchers would describe the factors that hinder the teachers from practice of sociolinguistic aspects and contextualization of speaking lessons to their students. In order to achieve this, descriptive research method was used.

The researchers employed this method mainly because they believed that it was suitable and relevant to the study which looked into what actually happens in the classroom in the teaching –learning process. To obtain descriptive information, the researchers conducted: semi-structured, focus group discussion and non-participant or naturalistic classroom observation and the research approach mainly focused on qualitative method and it was chosen primarily because of the purpose of the study and nature of the research.

Research setting: The study was conducted at preparatory schools level within a period of eight consecutive months from November 01, 2015to June 30, 2016. The schools are found in Oromia Region, in Ilu Aba Bor Zone particularly, in eight woredas namely Ale, AlgeSachi, Dega, Nano, Darimu, Bedele, Bure and Mettu. The schools were selected because of their accessibility to the researchers.

Participants of the study: As stated earlier, the main concern of this study was to explore the teachers' perception and practice of teaching sociolinguistic aspects in the EFL speaking classroom. Thus, English language teachers could provide the researchers with the data needed for the study. Accordingly, the participants of the study were teachers of English language at Ale, AlgeSachi, Dega, Nano, Darimu, Bedele, Bure and Mettu preparatory schools. The researchers believed that the teachers can give relevant data to the study in depth. And the participants have been teaching preparatory classes and their teaching experience ranges from 7-17 years.

Samples and sampling techniques: To select sample for this study, convenience sampling technique was used. Convenience sampling technique is a non-probability sampling technique in which the participants were selected because of their convenient accessibility and proximity to the researchers. It was used to select samples because an important criterion of sample selection is convenience of the researchers; members of the target population are selected for the purpose of the study if they meet certain practical criteria such as geographical proximity, availability at a certain time, easily accessibility, or the willingness to volunteer.

Instruments of data collection: To obtain the needed information about the study, different methods of data gathering instruments were employed. The tools were: Semi-structured interview, focus group discussion and non-participant classroom observation.

Semi-structured interview: Semi-structured interview was a major data gathering instrument for this study. The main purpose of semi-structured interview was to encourage the interviewee to elaborate on the issues raised in an explanatory manner and to follow up interesting development and to let the

interviewee elaborate on certain issues. In order to conduct semi-structured interview, the researchers first got the necessary permission from the school principals. Next, they got permission for co-operation from the English language department heads and then got permission from the participant teachers of English so as to avoid suspicion towards them. Then after, the researchers conducted semi –structured interview in order to get the necessary data from the participants. The format needs an interview guide which has to be prepared and piloted in advance. The researchers asked all the participants the same questions, although not necessarily in the same order or wording, and supplemented the main questions with various probes. The researchers interviewed the participants and recorded the necessary data from the participants with the help of tape recorder. The researchers conducted the interview based on the pre-set checklist so as to answer the research questions.

Focus group discussion (FGD): Since this research seeks to understand the perception and practice of teaching sociolinguistic aspects in the EFL classroom, the participants of FGDs were eight teachers of English language who have been teaching English at the aforementioned preparatory schools. Focus group discussion is very useful to understand issues with consensus and variation among members of the discussion to obtain group attitude and perceptions by initiating the participants for active discussion. In the FGD, teachers of English language were informed about the overall objectives of this study and other ethical considerations. This was done to minimize sense of suspicion and motivate them to be active participants in the FGD. The researcher took notes based on the pre-set questions during each discussion session.

Classroom observation: Observation takes several forms which although basically similar, differ in a number of ways. In this study non-participant observation was employed as a major data gathering tool to assess what actually happens in the speaking classroom so as check whether the teachers of English language teach sociolinguistic aspects or not in the speaking lesson. The purpose of classroom observation in the study was to check the answers which were given by teachers of English language teachers through semi-structured and focus group discussion. The blending of semi-structured interview, focus group discussion and classroom observation was believed to enrich the data gathered.

Hence, before the observation began, the researchers contacted the directors of the schools and English language department heads to ask for permission. Then the researchers asked the participants so as to avoid suspicion towards the participants. Then, to obtain the required information, four classes were observed and the researchers took notes while observation was being conducted based on the pre-set checklist. The checklist was again based on the research questions. Each class was observed three times in different speaking lessons and the observation was limited only to three consecutive periods. The classes were chosen on the basis of willingness of teachers.

During the classroom observation the researchers sat at the back of the class and took short notes to register events related to teaching sociolinguistic aspects in the checklist. The checklist was used to collect data about sociolinguistic aspects teaching methodology. The researchers evaluated appropriateness of teaching methodology based on how sociolinguistic aspects can be taught. It was felt that different ways of data collection led to valid results on the teaching of sociolinguistic aspects.

Methods of data analysis: The researchers first transcribed the data gathered through semi-structured interview and focus group discussion and then transformed them into the textual data that were found to be relevant to achieve the purpose of the study and analyzed thematically. And the data collected through classroom observations were first transformed into the textual data. Then, the textual data that were found to be relevant to achieve the purpose of the study were selected and analyzed thematically.

Results and discussion

The teachers' responses regarding their perception about the importance of teaching sociolinguistic aspects in the EFL speaking classroom: All of the respondents perceived that teaching sociolinguistic aspects is important in the EFL speaking lessons. This means that all the respondents agreed with the importance of teaching sociolinguistic aspects in the speaking lessons. In connection to this, the English language teachers were asked why they replied that teaching sociolinguistic aspects is important in the EFL speaking classroom. And in response to this, the teachers of English language explained that teaching of sociolinguistic aspects can make both teachers and students use English language globally in different contexts for various purposes. It is generally, agreed that having positive perception about certain issue can lead someone to a good practice. Similarly, having positive perception about the importance of teaching sociolinguistic aspects would have positive impact on teachers' classroom practice. It could initiate the teachers and they teach sociolinguistic aspects in the speaking lessons.

That is, if teachers believe that teaching sociolinguistic aspects is important, they will teach sociolinguistic aspects during the speaking lessons because teachers would practice what they perceive. And this would provide an opportunity for students to learn sociolinguistic aspects which would in turn help the learners develop their sociolinguistic competence. From the analysis of the teachers' responses, it is possible to conclude that English language teachers perceived that teaching sociolinguistic aspects in the speaking lesson is important.

In response to SSI with regard to item 2, teachers of English language were asked about the possibility of teaching sociolinguistic aspects in the speaking lesson context. In response to this, one teacher reported that it is possible to teach sociolinguistic aspects in the speaking lesson context, and the

teacher forwarded his reason to say so. He replied that it is possible to teach sociolinguistics aspects in the speaking lesson context since a teacher felt its importance. In contrast to this, the rest seven teachers replied that it is impossible to teach sociolinguistic aspects in the speaking classroom, and they were asked to explain why it is impossible. In response, the teachers forwarded different reasons. Some of the reasons are:

English language teachers have lack of awareness about sociolinguistic aspects, lessons in English text books are not well designed for learners as well as teachers to learn and teach sociolinguistic aspects, and teachers of English language consider sociolinguistic aspect as not the part of speaking lesson. Based on the responses given by teachers, it is possible to conclude that teachers of English language wrongly conceived teaching sociolinguistic aspects in the speaking class room context.

In response to FGD (B) or Focus group discussion, three teachers responded that it is possible to teach sociolinguistic aspects in the speaking classroom context. And the teachers who replied it is possible to teach sociolinguistic aspects in the speaking class context were asked to rationalize their reply. The teachers put their reasons forward, and some of the reasons are: If English language teachers are self-motivated to teach sociolinguistic aspects, it is possible to teach it in the speaking classroom context. If English language teachers are willing and self-initiated to teach, it is possible to teach sociolinguistic aspects in the speaking class context as well. Nevertheless, the majority of the teachers responded that it is impossible to teach sociolinguistic aspects in the speaking class lesson context. And the teachers were asked to come up with their reasons why they replied it is impossible to teach sociolinguistic aspects in the speaking classroom context. In response to this, the teachers forwarded different reasons: English language teachers have lack of awareness about the concept sociolinguistic aspects, teachers of English language lack motivation to teach sociolinguistic aspects because of low societal value that they get from the society they are serving. As a result, all the time teachers of English language rush to cover the content in the text book rather than going beyond the text to teach sociolinguistic aspects in the speaking lessons.

In response to item 3, section A and B or in the case of both SSI and FGD, two respondents reported that it is feasible to teach sociolinguistic aspects in the speaking lesson in the Ethiopian context. The respondents were asked to rationalize their reply that it is feasible to teach sociolinguistic aspects in the speaking class in the Ethiopian context. And the teachers forwarded their rationale to say so. The reasons that they forwarded are:

If teachers of English language are committed themselves to support the students, it is feasible to teach sociolinguistic aspects in the speaking lessons in the Ethiopian context, if the students are self- motivated to learn sociolinguistic aspects in the speaking lessons, and if some of sociolinguistic aspects are incorporated into the English textbooks.

In contrast, six teachers responded that it is infeasible to teach sociolinguistic aspects in the speaking lesson in the Ethiopian context. And the respondents were asked to rationalize their responses, and their reasons are as follows: i. Large class size that is not suitable to practice sociolinguistic aspects in the form of dialogue, role play and so on. ii. Lack of trend to teach sociolinguistic aspects explicitly in the speaking class.

Regarding teachers' perception towards teaching sociolinguistic aspects in the EFL speaking classroom, all of the respondents believe that teaching sociolinguistic aspects in the speaking lessons is important. However, the majority of the teachers reported that it is impossible to teach sociolinguistic aspects in the speaking lesson. They also reported that it is infeasible to teach sociolinguistic aspects in the speaking lesson in the Ethiopian context. However, two teachers replied that teaching sociolinguistic aspects is possible as well as practicable in the Ethiopian context.

Based on the above analysis, the researchers could conclude that teachers believe the importance of teaching sociolinguistic aspects in the speaking lesson, but wrongly perceived the possibility and practicability of teaching sociolinguistic aspects in the speaking class in the Ethiopian context. This means that even though they thought that teaching sociolinguistic aspects in the speaking lesson is important, they wrongly perceived that it is impossible as well as impracticable to teach it in the Ethiopian context.

This finding is disconfirmed by scholars' ideas. In connection to this, Littlewood (1981) suggests that the artificial environment of the classroom can serve as a social context for teaching sociolinguistic aspects[5]. According to Little wood, the teacher needs to create different situations in which the learner is expected to consider and accordingly choose the appropriate language. Such language should be socially acceptable and functionally effective at the same time[5].

Teachers' response to practicing teaching of sociolinguistic aspects in the speaking lesson: In response to item 1, in the case of SSI the majority of the respondents responded that they practice teaching sociolinguistic aspects in the speaking class and they were asked how often they teach sociolinguistic aspects in the EFL speaking classroom. In response to this, the teachers reported that they teach sociolinguistic aspects whenever they teach speaking lesson in the text book. On the contrary, two of the teachers reported that they do not teach sociolinguistic aspects in the speaking lesson. Those of teachers reported that they teach sociolinguistic aspects in speaking lesson came up with their reasons to do so. The respondents forwarded their reasons: it is a teacher, who is responsible to develop his or her students' sociolinguistic competence. On contrary, two of the respondents responded that they do not teach sociolinguistic aspects in the speaking lessons. And the respondents were asked to forward their reasons. Some of the reasons that the respondents put forward are: lack of awareness

about the concept sociolinguistic aspects and its importance to develop sociolinguistic competence, and lack of trends to teach sociolinguistic aspects explicitly in their working environment.

In response to FGD (B) all of the teachers reported that they practice teaching sociolinguistic aspects in the speaking lessons. And the respondents were asked how often they practice it. In response, the teachers replied that they practice teaching sociolinguistic aspects whenever they teach speaking lesson in the English language textbook.

In response to SSI, two respondents replied that they speak something about sociolinguistic competence in the speaking class room. Those of the respondents who replied that they speak something about sociolinguistic competence were asked how often they do speak about it. In response to this, the respondents replied that they speak about sociolinguistic competence whenever they teach speaking lessons. In contrast to this, the majority of the respondents replied that they do not speak anything about sociolinguistic competence, and were asked why they do not speak about it. In response to this, the teachers forwarded their reasons: they are not accustomed to speaking about the concept sociolinguistic competence in the speaking class; they always rush to cover the content, and they do not have a good understanding about the concept sociolinguistic competence. From this analysis, it is possible to conclude that the majority of the teachers have no concept about sociolinguistic competence. As a result, they speak nothing about sociolinguistic competence in the speaking class.

In response to FGD (B), two teachers replied that they speak something about sociolinguistic competence in the speaking class, and they were asked how often they speak about sociolinguistic competence in the speaking lessons. In response, the teachers reported that they usually speak about sociolinguistic competence in the speaking lesson. On the contrary, the majority of the respondents replied that they do not speak anything about sociolinguistic competence in the speaking lessons, and were asked why they do not speak about sociolinguistic competence in the speaking lessons. In response, they replied that they have no experience of speaking about sociolinguistic competence. Another reason that they forwarded is that their teaching method mainly focuses on content coverage. As a result, they always rush to cover the contents of the text book. Based on this analysis, it is possible to conclude that the majority of the teachers have no knowledge about the concept sociolinguistic competence. As a result, they say nothing about sociolinguistic competence in the speaking lessons.

Regarding item 3, the teachers' responses to SSI can be described as follows: Almost all of the respondents replied that they use content coverage based teaching method to teach speaking lesson, but one of the teachers replied that he does not use content coverage based teaching method in the speaking lessons. And the respondents who replied that they use content

coverage based teaching method to teach speaking lessons were asked why they use this method of teaching. In response to this, they replied that they use content coverage based teaching method and this is because of the external forces that put pressure on the teachers to cover the contents in the text within the time already limited. Other reasons that the respondents forwarded are: lack of self-motivation to teach because of the shortage of reinforcements from the government, and lack of long and short term training for teachers to upgrade their language proficiency level. On the contrary, one teacher reported that he does not use content based teaching method to teach the speaking lessons, and was asked to describe what method of teaching he uses to teach speaking lessons. In response, the respondent replied that he uses different magazines, newspapers and other authentic materials to teach speaking lessons. Based on the above analysis, it is possible to conclude that almost all of the teachers rush to cover the textbook's contents only.

Regarding item 4, two of the teachers responded that they motivate their students to practice sociolinguistic aspects in the speaking lessons, and were asked how often they motivate their students. In response, the teachers come up with their responses that they usually motivate their students in the speaking classroom. On the other hand, six respondents replied that they do not motivate their students to practice sociolinguistic aspects in the speaking lessons.

In response to FGD (B) three teachers replied that they motivate their students to practice sociolinguistic aspects in the speaking lessons and they were asked how often they motivate their students. In response, the teachers reported that they often motivate their students to practice sociolinguistic aspects in the speaking lessons. In contrast, five teachers reported that they do not motivate their students to practice sociolinguistic aspects in the speaking lessons, and these five respondents were asked to forward their reasons not to motivate their students to practice sociolinguistic aspects in the speaking lessons. In response, they forwarded their reasons : they are not interested to motivate the students to practice sociolinguistic aspects because of the external forces that have negative impact on their professions such as low monthly payment, low societal value in connection with their low living standard, and the society that are serving is not giving them the due respect.

In connection with item 5, almost none of the respondents replied that they use authentic materials to teach sociolinguistic aspects in the speaking lessons, and were asked why they do not use authentic materials to teach sociolinguistic aspects in the speaking lessons. In reply to this, the respondents forwarded different reasons not to use authentic materials. Some of the reasons that they put forward are: the teachers themselves have no good understanding about the concept authentic materials as well as the technique to use it, the students are not volunteer to practice it even if the teachers are willing and motivated to use authentic materials to teach sociolinguistic aspects in the

speaking lessons because of their low level of background knowledge about English language, and students are not motivated to learn the language through authentic materials but what is written in their grade level textbooks.

In response to FGD (B), one teacher replied that he uses authentic materials to teach sociolinguistic aspects in the speaking lessons, and was asked how often he uses authentic materials. In response to this, the teacher replied that he uses whenever he teaches the speaking lessons in the textbook. On contrary, seven teachers reported that they do not use authentic materials to teach sociolinguistic aspects in the speaking lessons, and the respondents were asked why they do not use authentic materials to teach sociolinguistic aspects in the speaking lessons. In response, teachers forwarded different reasons not to use authentic materials to teach sociolinguistic aspects in the speaking lessons: lack of good understanding about the concept authentic materials, lack of interest to teach additional written materials so as to develop the students' sociolinguistic competence in the speaking lessons, and lack of self-motivation in connection with low societal value. This means that the society that they are serving is not giving them due respect. From this analysis, it is possible to conclude that the majority of the teachers do not use authentic materials to teach sociolinguistic aspects in the speaking lessons.

This finding disconfirms with Kilickay's (2004) suggestion that the use of authentic materials now considered to be one way for increasing students motivation for learning since they give the learners the feeling that he /she is learning the real language – the target language as it is used by the community that speaks it[29]. Authentic materials in promoting sociolinguistic competence, implementation of authentic materials as books, magazines, videos and internet resources represented another step forward to teaching sociolinguistic competence in the English language teaching.

In relation to item 6, in response to SSI, one teacher reported that she uses role play to teach sociolinguistic aspects in the speaking lessons, and the respondent was asked how often she uses role play to teach sociolinguistic aspects in the speaking lessons. In response to this, the teacher replied that she usually uses role play technique to teach sociolinguistic aspects in the speaking lessons.

In contrast, seven teachers responded that they do not use role play to teach sociolinguistic aspects in the speaking lessons, and were asked why they do not use the role play to teach sociolinguistic aspects in the speaking lessons. In response, they come up with different reasons: lack of self-motivation to teach sociolinguistic aspects in the speaking lessons, and this is because the students do not give their teachers the due respect.

In response to FGD (B) two teachers reported that they use role play to teach sociolinguistic aspects in the speaking lessons. The respondents were asked how often they use role play technique

to teach sociolinguistic aspects in the speaking lessons. In response to this, the teachers replied that they usually use role play as a technique to teach sociolinguistic aspects in the speaking lessons. On the contrary, six teachers reported that they do not use role play as a technique of teaching sociolinguistic aspects in the speaking lessons, and the respondents were asked why they do not use role play as a technique of teaching sociolinguistic aspects in the speaking lessons. In reply to the question, the respondents forwarded different reasons: i. The teachers are not motivated to teach sociolinguistic aspects in the speaking lessons because they always rush to cover the contents in the textbook rather than hunt for different techniques to teach sociolinguistic aspects in the speaking lessons. ii. Another reason that the respondents forwarded is students' low level of language back ground.

From this analysis, it is possible to conclude that almost all of the teachers do not use role play to teach sociolinguistic aspects in the speaking lessons. This finding is disconfirmed by Littlewoods's (1981) suggestion that role play as a technique belonging into the group of social and functional activities in which learners must intertwine both social and functional factors of the language[5]. It means that learners are requested to communicate in situations that can occur outside the classroom, they need to act in specific social roles and behave as if the situation was real.

In response to SSI regarding item 7, seven teachers responded that they make use of speech acts to teach sociolinguistic aspects in the speaking class. The respondents who replied that they make use of speech acts to teach sociolinguistic aspects in the speaking class were asked how often they make use of it. In response, the respondents replied that they usually make use of speech act to teach sociolinguistic aspects in the speaking lesson. On the contrary, one teacher reported that she does not make use of speech acts to teach sociolinguistic aspects in the speaking class and was asked why she does not make use of speech acts while teaching speaking lessons. The respondent forwarded different reasons: lack of awareness about the concept speech acts, lack of motivation to make use of speech acts while teaching speaking lessons, she uses content coverage based teaching method; she rushes to cover the contents in the textbook.

In response to FGD (B), almost all the teachers reported that they make use of speech act to teach sociolinguistic aspects in the speaking lesson, and they were asked how often they make use of it. In reply, they reported that they usually make use it in the speaking lessons. From this analysis, it is possible to conclude almost all of the teachers make use of speech acts while teaching speaking lessons.

In connection with item 8, in response to SSI, one teacher reported that he teaches cross-cultural differences of the target language in the speaking lesson. The respondent who responded that he teaches cross-cultural differences in speaking class was

asked how often he does teach cross-cultural differences in speaking class. In response to this, he replied that he teaches most of the time in speaking classroom. In contrast, seven teachers reported that they do not teach cross-cultural difference in the speaking classroom, and they were asked why they do not teach cross-cultural difference in speaking class. In reply, the respondents forwarded different reasons for not teaching cross-cultural differences in the speaking classroom: the teachers of English language they themselves do not have good understanding about the concept cross-cultural differences and the teachers lack self-motivation to teach cross-cultural differences in the speaking lesson.

In response to FGD, two teachers reported that they teach cross-cultural differences in the speaking lesson and they were asked how often they teach cross-cultural differences in the speaking lesson. In reply, the respondents replied that they usually teach cross-cultural differences in speaking classroom. On the contrary, six teachers reported that they do not teach cross-cultural differences in the speaking class and the respondents were asked why they do not teach it. Some of the reasons forwarded by the respondents are: i. The English language teachers have no good understanding about the concept cross-

cultural differences. ii. Lack of trend to teach cross-cultural differences in the speaking lessons and the teachers of English language limited knowledge about cross-cultural differences. This is to mean that they do not know the culture of all native English speaking countries.

Regarding item 9, all the respondents reported that they employ dialogue to teach sociolinguistic aspects in the speaking lesson. The respondents who responded that they employ dialogue were asked how often they employ it. In reply, the teachers reported that most of the time they employ dialogue in speaking class and none of the respondents replied that they do not employ dialogue to teach sociolinguistic aspects in the speaking lesson.

In response to FGD, all teachers reported that they employ dialogue to teach the speaking lesson. The respondents who responded that they employ dialogue to teach sociolinguistic aspects in the speaking lesson were asked how often they employ it. In response, teachers reported that they usually employ dialogue to teach sociolinguistic aspects in speaking class. Based on this analysis it is possible to conclude that all of the English language teachers employ dialogue to teach sociolinguistic aspects in speaking lessons.

Table-1: The results of classroom observations concerning the extent to which English language teachers practice teaching sociolinguistic aspects in the speaking lessons.

Items	Lessons Observed											
	11A			11C			12A			12 B		
	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3
Practice of sociolinguistic aspects in the speaking lessons	+	-	-	-	+	-	-	-	+	-	-	-
Teacher speaks about sociolinguistic competence in the speaking lessons	-	+	-	+	-	-	+	-	-	-	+	-
Use of content coverage based teaching method	+	+	-	+	+	-	+	+	+	+	-	+
Motivate students to practice sociolinguistic aspects in the speaking lessons	+	-	-	-	-	-	+	-	-	-	+	-
Use of authentic materials	-	-	-	-	-	-	-	-	+	-	-	-
Use role play	+	-	-	-	-	-	-	-	+	-	-	-
Make use of speech act		+	-	-	+		-		+	-	+	
Teach cross-cultural differences	+	-	-	-	-	-	-	-	-	+	-	-
Employ dialogue	-	-	+	-	-	+	-	+	-	-	+	-

Key: + = Observed; - = Not observed; L1 = Lesson one; L2 = lesson two; L3=lesson three.

Regarding item 1, twelve lessons were observed, but only three lessons were observed the teachers tried to practice teaching sociolinguistic aspects in the speaking lessons. On the contrary, nine lessons were not observed the teachers practicing teaching sociolinguistic aspects in the speaking lessons. From the analysis it is possible to conclude that the majority of speaking lessons were not observed in the actual classroom the teachers teaching sociolinguistic aspects in speaking lessons.

This finding is disconfirmed by Littlewood's (1981) suggested that the artificial environment of the classroom can serve as a social context for teaching sociolinguistic aspects[5]. In other words, the teachers should expose learners to classroom language, i.e., language that deals with routine classroom matters in order to use the second or foreign language as a medium or organizing classroom activities. In addition, Crystal (2005) agrees when he supports the importance of teaching sociolinguistic competence including awareness of turn-taking in conversations depend on societal roles of participants[9].

Regarding item 2, twelve speaking lessons were observed, but only four lessens were observed the English language teachers trying to speak about sociolinguistic competence in the speaking lesson. On the contrary, eight speaking lessons were not observed the teachers of English language speaking about sociolinguistic competence. The data gathered through SSI, FGD and classroom observation remaining almost all similar. From this finding it is possible to conclude that the majority of the teachers do not speak anything about sociolinguistic competence. This finding indicates that the English language teachers do not practice teaching of sociolinguistic aspects at large.

In connection to item 3, twelve speaking lessons were observed, and almost all the speaking lessons were observed the teachers of English language using content focused teaching method in the speaking lesson. With regard to the item mentioned above, the data gathered through SSI, FGD and classroom observation are almost similar. Based on this finding it is possible to conclude that almost all teachers of English language do not use any extra materials to develop the students' sociolinguistic competence in the speaking lessons.

This finding disconfirms with Byram's (1989) that asserts language has no function independent of the context in which it is used, thus language always refer to something beyond itself; the cultural context[30]. This cultural context defines the language patterns being used when particular persons come together under certain circumstances at a particular time and place. Brown (2000) states that sociolinguistic competence is the knowledge of the socio-cultural rules of language and of discourse[12]. This type of competence requires an understanding of the social context in which language is used; the value of the participants, the information they share and the functions of the interactions- only in a full context of this kind can judgment be made on the appropriateness of a particular utterance. Based on

this analysis, almost all of the teachers use content based method of teaching rather than contextualizing lessons. In other words, the vast majority of the teachers of English language do not use any extra texts to teach sociolinguistic aspects in the speaking lessons.

With regard to item 4, twelve speaking lessons were observed and three speaking lessons were observed teachers of English language trying to motivate their students to practice sociolinguistic aspects in the speaking lessons. In the data gathered via SSI and FGD, two teachers respectively reported that they motivate the students to practice sociolinguistic aspects in the speaking lessons. Based on the above data gathered via three instruments, it is possible to conclude that the majority of the teachers do not motivate their students to practice sociolinguistic aspects in the speaking lessons.

This finding disconfirms with Bhatia' (2004) suggestion that without motivation no learning. Without learning, no teaching[31]. The researchers noticed that the majority of the teachers do not motivate their students in speaking class to practice sociolinguistic aspects.

With regard to item 5, in all twelve speaking lessons, only one lesson was observed the teachers of English language using authentic material in speaking lessons to teach sociolinguistic aspects. But eleven lessons were not observed the teachers of English language using authentic materials in the speaking lessons. The data gathered through SSI and FGD are similar to the data gathered through the classroom observation. In other words, almost none of the teachers were observed using authentic materials in the speaking lessons.

Based on this finding, it is possible to conclude that almost all the teachers of English do not use authentic materials in the speaking lessons. This finding disconfirms with Kilikeya's (2004) that the use of authentic text is now considered to be one way for increasing students' motivation for learning since they give the learner feeling that he or she is learning language-the target language as it is used by the community that speaks it[29].

In relation to item 6, twelve speaking lessons were observed and only two speaking lessons were observed the English language teachers using role plays in speaking class. But ten speaking lessons were not observed the teachers of English using role plays in speaking class. Based on the analysis, the majority of the speaking classes were not observed teachers of English using role playing in the speaking lessons. Also the data gathered through SSI and FGD revealed that the majority of the teachers do not use role playing in the speaking lessons.

This finding disconfirms Canale and Swains' (1980) finding that is role –play is an effective way to develop students' communicative competence, especially, the sociolinguistic and strategic competence[1]. It is important to use role-plays in the speaking class because it can help students develop their interactional knowledge inside and outside the classroom.

In relation to item 7, twelve speaking lessons were observed. Of the lessons observed, four lessons were only observed English language teachers making use of speech act in the speaking lessons. But eight of the lessons were not observed the English language teachers making use of speech acts. Based on this analysis it is possible to conclude that the majority of the speaking lessons were observed English language teachers not making use of speech act in the speaking lessons. Based on the data gathered through the actual classroom observation, it is possible to conclude that the majority of the teachers of English language do not use speech acts in the speaking lessons.

This finding confirms with Kasper's (1990) noted that when the non-native speakers violate speech act realization patterns typically used by native speakers of target language, they often suffer the perennial risk of inadvertently violating conversational (and politeness) norms there by forfeiting their claims to being treated by their communicants as socially equal[32].

With regard to item 8, twelve speaking lessons were observed and two speaking lessons were observed the teachers of English language teaching cross-cultural differences of the target language in speaking lessons. On the contrary, ten speaking lessons were not observed the teachers of English language teaching cross-cultural differences of the target language. From this analysis it is possible to draw conclusion that the majority of the speaking lessons were not observed the teachers of English language teaching cross-cultural differences of the target language in the speaking lessons which can in turn result in the students' sociolinguistic competence. Based on this analysis it is possible to conclude that the majority of teachers do not teach cross-cultural differences in the speaking lessons. This indicates that the majority of English language teachers do not practice teaching sociolinguistic aspects in speaking lessons.

Regarding item 9, twelve speaking lessons were observed. Among the observed lessons, four speaking lessons were observed English language teachers employing dialogue in speaking lessons. But eight speaking lessons were not observed the teachers of English language employing dialogue. Based on the analysis, it is possible to conclude that the majority of the speaking lessons were not observed the teachers of English language employing dialogue.

On the contrary, in response to SSI and FGD, eight teachers responded that they employ dialogue in the speaking lessons to teach sociolinguistic aspects in the speaking lessons. However, in the real classroom observations, the majority of the teachers were not observed employing dialogue in the speaking lessons. Based on this analysis, the researchers concluded that the majority of the teachers of English language do not employ dialogue in the speaking lessons. This finding disconfirms, Syaharrom Abdullah' (1995) belief that students will become conscious of the value and expectations which are basic in a culture through dialogue practice or role-play[28].

Teachers responses **to whether they contextualize or not the speaking lessons:** In the summary of the data gathered through SSI and FGD from English language teachers regarding whether they contextualize or not speaking lessons to teach sociolinguistic aspects to their students. In response to SSI, three teachers reported that they contextualize speaking lessons to teach sociolinguistic aspects, and the respondents were asked how often they contextualize speaking lessons to their students in order to develop their students' sociolinguistic competence. And the respondents replied that they usually contextualize the speaking lessons to teach the lessons under the topic speaking. On the contrary, five teachers replied that they do not contextualize speaking lessons to their students, and the respondents were asked why they do not contextualize their speaking lessons to their students. In reply, the respondents come up with different reasons for not contextualizing speaking lessons; the reasons that they forwarded are: i. Lack of trend to teach sociolinguistic aspects in the speaking lessons. ii. The methods that they use are content coverage based. As a result, they always rush to cover the content. iii. Teachers think that time limitation of the curriculum is big problem for them to contextualize the speaking lessons; they do not think that they have enough time to cover all of the activities in the text books, so they limit themselves to the textbook. iv. The teachers have misunderstanding about the concept contextualization. In other words, the teachers themselves lack clear understanding about contextualizing lessons to their students.

In response to FGD, five teachers reported that they contextualize speaking lessons to teach sociolinguistic aspects that can in turn result in sociolinguistic competence. The respondents who responded that they contextualize the speaking lessons were asked how often they contextualize their speaking lessons. In response, the respondents replied that they usually contextualize speaking lessons when they teach speaking lessons in the textbook. On the contrary, three respondents replied that they do not contextualize speaking lessons to teach sociolinguistic aspects in the speaking classroom, and they were asked why they do not contextualize speaking lessons to teach sociolinguistic aspects. In response, they forwarded different reasons for not contextualizing speaking lessons:

Misunderstanding of the concept contextualization, lack of trend to contextualize speaking lessons to teach sociolinguistic aspects, already time limited curriculum that bounds them not to go beyond the text, the method of teaching that school principals and other authorized bodies force them to use content coverage based teaching method, and students' low level of language proficiency. Based on this analysis it is possible to conclude that the majority of the English language teachers do not contextualize speaking lessons in the real classroom practice. This finding is disconfirmed by Littlewoods' (1981) suggestion that the artificial environment of the classroom can serve as a social context for teaching sociolinguistic competence[5]. Despite this fact, the teachers of English language were not contextualizing speaking lessons at large.

Regarding, item 2, two teachers reported that they provide their students with different topics to teach sociolinguistic aspects in the speaking lessons. The respondents replied that they provide their students with different topics to teach sociolinguistic aspects in the speaking lessons were asked how often they provide. In reply to this, the respondents come up with their response and they replied that they usually provide different topics when they teach speaking lessons in the English language textbooks. On the contrary, six teachers reported that they do not provide different topics to teach sociolinguistic aspects in speaking lesson and the respondents were asked why they do not provide different topics. In reply, the respondents forwarded different reasons for not to provide different topics to contextualize their speaking lessons. Some of the reasons that they forwarded are: i. Lack of time to provide different topics, texts or any additional material to teach sociolinguistic aspects in speaking class lessons. ii. Lack of motivation. The teachers are themselves not motivated to teach out of a given text book. iii. The teachers of English language mainly focus on completing the textbook without paying due attention to the learning progress of students.

In response to FGD three teachers reported that they provide their students with different topics to teach sociolinguistic aspects in the speaking lessons. And the respondents were asked how often they provide their students with different topics to teach sociolinguistic aspects in the speaking lesson. In reply to this, the teachers reported that they usually provide different topics when they teach the topic speaking lesson in the textbook. In contrast, five teachers responded that they do not provide their students with different topics to teach sociolinguistic aspects in the speaking lesson and they were asked why they do not provide. In response, the respondents forwarded different reasons: i. Misunderstanding the concept contextualization. ii. Lack of trend to contextualize speaking lessons to teach sociolinguistic aspects in their working environment. iii. Already time limited curriculum that limits them not to go beyond the textbook. iv. Student's low level of language proficiency.

Based on the data gathered via SSI and FGD, it is possible to conclude that the majority of the teachers do not provide their students with different topics to teach sociolinguistic aspects in the speaking lessons. This finding disconfirmed by Littlewood's (1981) noted that the teacher needs to create different situations in which the learner is expected to consider and accordingly choose the appropriate language[5]. In spite of this fact, the majority of language teachers do not provide different topics to teach speaking lessons.

In response to SSI, item 3, none of the teachers reported that they create any artificial environment of the classroom to teach sociolinguistic aspects in the speaking classroom. The respondents were again asked why they do not create any artificial environment of the classroom to teach sociolinguistic aspects in the speaking lesson. In reply, the respondents put

forward different reasons: i. Time limitation. The time that they are given to teach a lesson is already limited. As a result of this, they cannot create any artificial environment of the classroom to teach sociolinguistic aspects in the speaking lessons. ii. Lack of trend to create any artificial situations to teach sociolinguistic aspects during the speaking lessons.

In response to FGD, one teacher replied that he creates an artificial environment of the classroom to teach sociolinguistic aspects in the speaking classroom and he was asked how often he creates an artificial environment to teach the speaking lesson. In reply, he reported that he creates an artificial environment of the classroom when he teaches speaking lessons.

On the contrary, seven teachers of English language responded that they do not create artificial situations of the classroom to teach sociolinguistic aspects in the speaking lessons. Those of the respondents who responded that they do not create any artificial environment to teach sociolinguistic aspects in the speaking lessons were asked why they do not create. In response, they forwarded different reasons: i. Time limitation. This means that time limited curriculum that bounds them not to create any artificial environment to teach sociolinguistic aspects in the speaking lessons rather forces them to use content coverage based teaching method. ii. Lack of trend to create artificial environment of the classroom to teach sociolinguistic aspects in the speaking lessons. iii. Another reason that they forwarded was lack of motivation. In other words they lack motivation to create situations or environment to teach sociolinguistic aspects during speaking lessons.

Based on this analysis, almost all teachers of the English language do not create any situations or artificial environment of the classroom to practice teaching sociolinguistic aspects in the speaking lessons. This finding disconfirms Littlewood's (1981) suggestion that the artificial environment of the classroom can serve as a social context for teaching sociolinguistic competence[5].

With regard to item 4, none of the teachers reported that they incorporate sociolinguistic aspects into their speaking lessons. In other words, all of the respondents reported that they do not incorporate sociolinguistic aspects into speaking lessons. The respondents who responded that they do not incorporate sociolinguistic aspects into their speaking lessons were asked why they do not incorporate. In response, they forwarded different reasons: i. Lack of motivation to it, ii. Influence of time with respect to the pressures of completing the syllabus or textbook. iii. Teachers' thinking that it is not worthwhile to spend so much time on letting pupils to practice sociolinguistic aspects. iv. The teacher's emphasis on textbook coverage. v. Teachers' perception that they have little time available to incorporate sociolinguistic aspects into their speaking lessons. vi. Teachers of English language think that they can teach much faster if they rush to keep up with the syllabus and with reference to their colleagues, particularly the most traditional

ones. The teachers focus on completing syllabus without paying due attention to the learning needs or progress of the students learning.

Based on this analysis, it is possible to conclude that almost all the teachers of English language do not incorporate sociolinguistic aspects into their speaking lessons.

In response to FGD, only one teacher replied that he incorporates sociolinguistic aspects into his speaking lessons. The respondent was asked how often he incorporates sociolinguistic aspects into his speaking lessons. In response, he said that he usually incorporates sociolinguistic aspects into his speaking lessons when he teaches speaking lesson that exists in the text book. On the contrary, seven teachers reported that they do not incorporate sociolinguistic aspects into their speaking lessons. The respondents were asked why that they do not incorporate sociolinguistic aspects into their speaking lessons. In response to this, they came up with different reasons for not to incorporate sociolinguistic aspects into their speaking lessons: i. Influence of time with respect to the pressures of completing the syllabus. ii. Teachers' thinking that it is not worth while spending so much time on letting students enjoy practicing sociolinguistic aspects in the speaking classroom. iii. The teacher's emphasis on textbook completion. iv. Teachers' perception that they have shortage of time to incorporate sociolinguistic aspects into their speaking lessons; teachers of English language think that they can teach much faster and cover the contents in a textbook if they do not incorporate sociolinguistic aspects in their speaking lessons.

From this analysis, it is possible to conclude that almost all the teachers of English do not incorporate sociolinguistic aspects into their speaking lessons and rush to cover the textbook without paying due attention to the students' progress in terms of their language proficiency level. This finding confirms Education commission's (1994) finding that teachers of English language rush to complete the syllabus without paying particular attention to the learning needs or progress of the students[33].

In the actual classroom observation, the researcher obtained the necessary data which can indicate whether the teachers of English language contextualize their speaking lessons or not to teach sociolinguistic aspects. It is necessary to conclude classroom observation to crosscheck the data gathered through SSI and FGD. It is believed that critical classroom observation is one of the best ways to get firsthand information to evaluate the process of method of teaching speaking lessons. The observation was made in four sections. The sections selected were observed for three consecutive periods in the speaking lessons. Here only useful and relevant points to the study were discussed.

Regarding item 1, twelve speaking lessons were observed. Out of twelve lessons only two speaking lessons were observed the teachers of English language trying to contextualize speaking lessons to practice teaching sociolinguistic aspects. From this analysis, it is possible to conclude that the majority of speaking lessons (ten) were not observed teachers of English language contextualizing speaking lessons to practice teaching sociolinguistic aspects.

With regard to item 2, three speaking lessons were observed out of twelve lessons while teachers of English language trying to provide their students with different topics to practice teaching sociolinguistic aspects. However, nine speaking lessons were not observed teachers of English language providing students with different topics to practice sociolinguistic aspects. From this analysis, it is possible to conclude that the majority of the speaking lessons were not observed while teachers of English language providing different topics to teach sociolinguistic aspects.

Table-2: Classroom observation results regarding the teachers' contextualization of their speaking lessons.

Items	Lessons Observed											
	11A			11D			12A			12 H		
	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3
Contextualize speaking lesson to teach sociolinguistic aspects	-	+	-	-	-	-	-	-	+	-	-	-
Provide his/her students with different topics to practice sociolinguistic aspects in the speaking lessons	-	+	-	+	-	-	+	-	-	-	+	-
Create any artificial environment of the classroom to practice sociolinguistic aspects in the speaking lessons	-	-	-	+	-	-	-	+	-	-	-	-
Adopting language into different situations into his or her speaking lessons	+	-	-	+	-	-	-	+	-	-	-	-

Key: + = observed - = Not observed   L1= Lesson one, L2= Lesson two, L3= Lesson three.

In connection to item 3, twelve speaking lessons were observed. Of these lessons only two speaking lessons were observed teachers trying to create artificial environment of the classroom to practice sociolinguistic aspects in the speaking class. From this analysis, it is possible to conclude that the majority of the speaking lessons were not observed teachers of English language creating situations of the classroom to practice sociolinguistic aspects in the speaking lessons.

With regard to item 4, twelve speaking lessons were observed. Out of these, only three speaking lessons were observed teachers of English language trying to incorporate sociolinguistic aspects into their speaking lessons and nine speaking lessons were not observed teachers of English language incorporating sociolinguistic aspects into their speaking lessons. From this analysis, it is possible to conclude that the majority of the speaking lessons were not observed teachers of English language incorporating sociolinguistic aspects into their speaking lessons.

Factors that hinder teachers from practicing teaching sociolinguistic aspects and contextualizing the speaking Lessons: It is necessary to identify the factors that hinder teachers of English language from practicing sociolinguistic aspects and contextualizing speaking lessons to teach it. Therefore, this study tried to explore the factors that hinder the teachers from practicing of teaching sociolinguistic aspects and contextualizing speaking lessons through data collecting instruments. To collect the necessary data the researchers used SSI and FGD. Through these instruments the researchers tried to gather the necessary data. And the data gathered through SSI is described as follows: i. Misunderstanding of the concept sociolinguistic aspects. ii. Lack of time to practice sociolinguistic aspects in the speaking class. iii. Lack of enough knowledge about the concept sociolinguistic aspects, iv. Lack of motivation and interest to practice teaching sociolinguistic aspects in the speaking lessons. v. Lack of time to practice sociolinguistic aspects in the speaking lessons. vi. Students low-level of English language proficiency.

The data gathered through FGD about the factors that hinder teachers of English language from practicing sociolinguistic aspects and contextualizing speaking lessons to teach them are described as follows: i. The influence of time with respect to pressures of completing the syllabus, ii. The teachers' perception that it is not worthwhile to speak about sociolinguistic competence in the speaking lessons. iii. The teachers of English language think that they can teach much faster if they have to rush to keep up with the syllabus and with reference to their colleagues. The teachers pay no attention to the students' learning progress or language proficiency, iv. Pressure from school principals to finish the textbook with little regard to the ability of the students. This finding is confirmed by Cortazi (cited in Tong 1996) suggestion that the apparent difference to the textbook may be related to the emphasis on text in traditional culture[34].

Conclusion

Summary of the major findings: All the respondents agreed with the importance of teaching sociolinguistic aspects in the speaking class. The study divulged that the majority of the teachers responded that it is impossible to teach sociolinguistic aspects in the speaking classroom. Similarly, the majority of the teachers responded that it is infeasible to teach sociolinguistic aspects in the speaking classroom in the Ethiopian context.

It was disclosed that the majority of the respondents responded that they practice teaching sociolinguistic aspects in the speaking class, but the majority of the speaking lessons were observed the teachers of English language not practicing teaching sociolinguistic aspects in the speaking classroom. This shows that the majority of the teachers do not practice teaching sociolinguistic aspects in the speaking classroom. Moreover, the majority of the respondents responded that they do not speak anything about sociolinguistic competence in the speaking class. This was again confirmed through classroom observation. The result of the study revealed that the majority of the teachers use content based teaching method which mainly focuses on content coverage .This was again confirmed through classroom observation that the majority of speaking lessons were observed teachers of English language focusing on finishing the content.

The study revealed that the majority of the teachers responded that they do not motivate their students to practice sociolinguistic aspects in the class. This again was proved through the real classroom observation. The study revealed that almost all the respondents do not use authentic materials to teach sociolinguistic aspects during the speaking lesson. This was again confirmed through the real classroom observation that the majority of teachers were observed not using authentic materials in the speaking class room.

The finding of the study points out that the majority of English language teachers do not use role plays to teach sociolinguistic aspects during the speaking lesson. This was again confirmed through classroom observation. The study also pointed out that the majority of the teachers responded that they make use of speech act to teach sociolinguistic competence in the speaking class. This was confirmed through classroom observation that the majority of the teachers were observed trying to teach sociolinguistic aspects.

The majority of the teachers reported that they do not teach cross-cultural difference of the target language in the speaking class and the same thing was observed. The study pointed out that all of the respondents reported that they employ dialogue to teach sociolinguistic competence. But the majority of the speaking lessons were not observed teachers of English language employing dialogue to teach sociolinguistic aspects in the speaking class.

The study revealed that the majority of English language teachers do not contextualize speaking lessons to their students.

This was again confirmed through the real classroom practice. And the majority of the teachers do not provide their students with different topics to practice sociolinguistic aspects in the speaking class. This was again noticed through actual classroom observation. It was disclosed that almost all teachers reported that they do not create any artificial environment of the classroom to practice teaching sociolinguistic aspects in the speaking classroom. This was again noticed through classroom observation .The study also revealed that almost all the teachers of English do not incorporate sociolinguistic aspects into their speaking lessons. And this was understood through classroom observation. The study revealed that the majority of the English language teachers do not create any artificial environment of the classroom. This was again confirmed through classroom observation during the speaking lessons. The majority of the speaking lessons were not observed while teachers of English language creating any artificial environment of the classroom in the speaking class.

The study revealed that the majority of speaking lessons were not observed almost all the teachers of English language using any extra materials to develop the students' sociolinguistic competence in the speaking class. The majority of speaking lessons were not observed teachers of English language incorporating sociolinguistic aspects into their speaking lessons.

The teachers' misunderstanding about practicing teaching sociolinguistic aspects in the speaking classroom: i. Lack of time to practice sociolinguistic competence in the speaking class. ii. Lack of enough knowledge about the concept sociolinguistic competence. iii. Lack of motivation and interest to practice teaching sociolinguistic aspects in the speaking class and Students' low level of language proficiency. iv. Teachers' perception that it is not worthwhile to speak about sociolinguistic competence in the speaking class and teach sociolinguistic aspects in the speaking classroom. Teachers of English language think that they can teach much faster if they have to rush to keep up with the syllabus and with reference to their colleagues. Furthermore, they pay no attention to the students' learning progress. And pressure from school principals to finish text book with little regard to the ability of the students. Based on the above data, it is possible to conclude that teachers focus on covering the contents in the textbook .This finding is confirmed by (Cortez's, 1998; Tong, 1996) suggestion that the apparent deference to the textbook may be related to the emphasis on text in traditional culture.

Conclusion: Based on the analysis of data and findings of the study, the following conclusions are derived: The majority of English language teachers agreed with the importance of teaching sociolinguistic aspects in the speaking class room .However, the majority of English language teachers perceived that it is impossible as well as infeasible to teach sociolinguistic aspects in the speaking classroom in the Ethiopian context. As a result, the majority of English language teachers do not practice teaching sociolinguistic aspects during the peaking lessons. The

majority of English language teachers use content focused teaching method which mainly focuses on content coverage. And this in turn indicates that the majority of English language teachers do not practice teaching sociolinguistic aspects in the speaking classroom.

The majority of the teachers do not motivate their students to practice sociolinguistic aspects in the speaking class and almost all the teachers of English language do not use authentic materials to teach sociolinguistic competence in the speaking class. Moreover, the majority of English language teachers do not use role plays to teach sociolinguistic aspects during the speaking lesson. In other words almost all the teachers of English language do not use any extra materials to develop the students' sociolinguistic competence in the speaking class. Almost all the teachers of English language do not motivate students to practice sociolinguistic aspects during the speaking lessons. Moreover, the majority of English language teachers do not teach cross-cultural difference of the target language which is one of the sociolinguistic aspects during the speaking lessons. Furthermore, the majority of English language teachers do not employ dialogue to teach sociolinguistic aspects in the speaking class.

The majority of English language teachers do not contextualize speaking lessons in the real classroom practice. And the majority of the teachers do not provide their students with different topics to practice sociolinguistic competence in the speaking class. Almost all the teachers of English language do not create any artificial environment of the classroom to practice teaching sociolinguistic aspects in the speaking class. More over almost all the teachers of English language do not incorporate sociolinguistic aspects into their speaking lessons. In general, the majority of English language teachers do not contextualize their speaking lessons.

The factors that hinder English language teachers from practicing teaching sociolinguistic aspects and contextualizing their speaking lessons were: teachers' perception that it is not worthwhile to speak about sociolinguistic competence in the speaking class. Teachers of English language think that they can teach much faster if they have to rush to keep up with the syllabus and with reference to their colleagues. The teachers pay no attention to the students' learning progress. And the other one is the pressure from school principals to finish contents in the text book with little regard to the ability of the students. Based on the above data, it is possible to conclude that English language teachers mainly focus on covering the contents in the textbook.

Recommendations: Based on the above findings obtained and conclusion derived, the following recommendations are forwarded: i. As presented in the findings, the majority of the teachers agreed with the importance of teaching sociolinguistic aspects during the speaking classroom .The majority of English language teachers perceived that it is impossible to teach sociolinguistic aspects in the speaking lesson in the Ethiopian

context. They also perceived that it is not worthwhile to teach sociolinguistic aspects in the speaking class. Therefore, teachers of English language should change their perception that it is impossible as well as infeasible to teach sociolinguistic aspects in the speaking class and teach sociolinguistic aspects in the speaking lesson in order to develop their students' sociolinguistic competence. ii. The English language teachers think that they can teach much faster if they have rushed to keep up with the syllabus and with reference to their colleagues. So, the Minister of Education should give the teachers long and short term training in order to create awareness towards them in terms of teaching methodology. As a result, the teachers of English may change their teaching methodology. iii. The study revealed that English language teachers do not teach sociolinguistic aspects like cross-cultural difference, culture of the target language, socio-cultural contexts and the like. Therefore, English language teachers should be aware of sociolinguistic aspects and incorporate sociolinguistic aspects into their speaking lessons in order to help the students develop sociolinguistic competence. iv. As revealed in the study, majority of the teachers do not create any artificial environment of the classroom to teach the speaking lesson .The teachers mainly focus on the contents in the textbook and target at the text book coverage. In other words English language teachers do not contextualize speaking lessons to develop the students' sociolinguistic competence. Therefore, English language teachers should not be completely dependent on the text book rather contextualize their speaking lessons in order to help their students develop sociolinguistic competence. The language teachers should change their perceptions towards teaching sociolinguistic aspects in the speaking class and practice teaching sociolinguistic aspects in the speaking classroom .The other researchers may use this as an input to conduct further studies on the issue.

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