

The Role Of Society In Language Acquisition With Reference To Sociolinguistics And Management Of LSRW A Case Study

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Abstract

There are various helpful acquaintances with the connection of Language, society and Sociolinguistics. This paper is one of a kind in that it presents a sound outline of the field of language, society, and Sociolinguistics for ESL educators, concentrating specifically on issues liable to bear some significance with language instructors and others inspired by the instructive ramifications of sociolinguistic exploration. It has been utilized a valuable structure to explain the various degrees of association that are important in looking at social and cultural elements of language and language learning, one which contrasts large scale and miniaturized scale measurements of language use in different social and cultural settings which run from universal to national, network, relational, and individual.

Keywords: ESL and Sociolinguistics, language learning, cultural elements, valuable structure.

Introduction

All through the chapter it has been tried to widen our comprehension of how second language instructing and learning is identified with an expansive scope of variables including cultural, political, social, mental, and relational issues. These are appeared to impact our origination of language, perspectives toward dialects and their clients, ideas of norms, authenticity and politeness, and inspiration to learn dialects, just as the decisions we make when we speak with various individuals. Every section centers around one significant part of sociolinguistic request, analyzing the presumptions behind a specific methodology, the exploration strategies it utilizes, and the discoveries that have risen up

out of it, and afterward investigates suggestions for second language instructing.

While sociolinguistics isn't a field which tries to educate classroom procedure in language instructing straightforwardly, it assumes a focal job in characterizing the idea of language itself and, consequently, in explaining what informative capability in a subsequent language involves. This assortment of thoughts will thusly be an important reference hotspot for instructors, instructor teachers, graduate students, and others keen on the connection between the social setting of language learning and achievement in learning a second or third language.

In numerous nations today, classrooms mirror a rich decent variety of linguistic foundations. Students bring to the study hall different dialects as well as various assortments of English and socially learned methods of utilizing English. It is against these setting instructors when all is said in done, and language educators explicitly, face the difficult assignment of regarding phonetic assorted variety while advancing normal measures. Integral to satisfying this assignment is a comprehension of the connection among language and society, for it is the social setting that both gives the conditions to phonetic assorted variety and fortifies the shows important to keep up etymological principles. The motivation behind this book is to help language instructors and educators of etymologically different and multicultural classes increase a comprehension of the numerous manners by which language and society connect. It is routed to pre-administration and in-administration instructors, principally educators in ESL and bilingual study halls, educators of linguistically and socially different classes, and unknown dialect educators.

Concluding how to present a text the connection among language and society is problematic on the grounds that a few researchers in the field accentuate the way wherein social and political powers impact language use, regularly alluded to as the human science of language, though others center around how language and language use mirror the bigger society, now and again alluded to as sociolinguistics. In enormous part, the differentiation lays on whether one underscores the general public or the language. What's more, a few analysts stress the macro level of examination, for instance, cultural examples of bilingualism, and others center on the micro level, for instance, types of address in vis-à-vis association. A significant suspicion of this content is that the two points of view and the two degrees of investigation are basic for a comprehension of the association among language and society. Truth be told, we accept that it is useful to characterize the various regions of work in sociolinguistics by the crossing point of these viewpoints and levels. That is, we recommend that it is valuable to recognize a macro level and a micro level of

social investigation and a macro level and a micro level of linguistic examination. In managing the social setting, one can concentrate either on the bigger setting, similar to countries and networks, or on the more constrained setting of a specific social circumstance, with areas or networks of work on connecting large scale to smaller scale. In managing semantic concerns, one can look at bigger issues, similar to the decision of one language over another or progressively explicit things, similar to the decision of one phonological element over another, with pragmatics or talks crossing over full scale to small scale.

Language in Social Context

"Language and Society," manage the way where the bigger social and political setting influences language use at a macro level. All in all, language use is broke down on a macro level, with a portion of the issues being the reason a nation may choose one language over another for its official language, what variables add to language renown, or what the development of a standard language infers for other related assortments. "Language and Variation," move to the micro level of linguistic investigation and spotlight on how the bigger social setting influences the specific etymological structures that an individual employments. One part, for instance, looks at how geological district and social class impact the phonological, auxiliary, and lexical highlights of the language utilized, and another asks how much cultural standards are reflected in gender differences contrasts in discourse pattern and interactional style.

This part investigates how the bigger social and political setting can influence social perspectives toward specific dialects and language assortments, just as individual inspiration to become familiar with a language. This part additionally inspects the way where the social and political setting impacts language use on a macro level as, in the assignment of an official language or a bilingual decision of language. Taken together, all the sections in Part I utilize a macro level social and phonetic investigation as they portray such ideas as semantic principles, diglossia, language move, and corpus and status

arranging. We start with attention to language perspectives since it is here that the social and individual components of language use significantly influence each other. In the primary part, "Language Attitudes, Motivation, and Standards,⁵⁵ Mary Mc Groarty analyzes how social variables impact a person's disposition and inspiration toward learning a language and how social perspectives make and legitimize language norms. In this section, Mc Groarty gives a meaning of perspectives and inspiration and overviews early examination of these develops. She at that point talks about the ebb and flow hypothetical ways to deal with examining language perspectives and inspiration, stressing the exploration done in school settings and on the instructor, understudy, and parent mentalities. Next, Mc Groarty talks about how language perspectives impact the production of standards and norms just as the development of language arrangements. She closes the part by expounding on the manners by which language instructors can elevate singular inspiration to become familiar with a language; she likewise underscores how language educators must know about the intricate connection between language perspectives and norms and must work to create language strategies that esteem etymological decent variety.

This study mainly aims at ESL educators in south-western Haryana, Societal factors plays very important role in leaning a language. If we study the history of the state, we see that Haryana was carved out of the former state of East Punjab on 1 November 1966 on a linguistic basis.

Chief Minister of state, made Tamil as second official language of Haryana. It was made to avoid making Punjabi as official language as Haryana was formed due to Punjabi suba agitation and the heat was on a high note between these two states. It was second official language irrespective of the fact that there might not be even a single Tamil speaking native in the state.

It was second official language for more than 40 year till 2010, when then Haryana's Chief Minister, made Punjabi as second official language. Now Hindi is the second language of the state.

Social orders allot various utilizations for the dialects generally spoken in the public arena. It additionally analyzes the reasons why bilinguals change from the utilization of one language to another and investigate the examples and elements of that exchanging. All things being equal, Sridhar examines the ramifications of multilingualism for language educators, accentuating the requirement for teachers to value bilingualism and to determine goals and standards for language teaching in light of the larger social and political context.

Various Societal and other Factors Influencing ESL Teaching and Learning in Social and Academic Aspects

To assess the various influencing factors the researcher conducted a survey on 50 ESL educators in south western Haryana. Researcher collected the data of 50 ESL educators in different schools of south- western Haryana and presented how societal factors affect English language learning and teaching. Some of the major factors are given below.

Table-1.1 Total No. of ESL Educators

| | |
|---------------------------|----|
| Total no of ESL Educators | 50 |
| Valid | 50 |
| Missing | 0 |

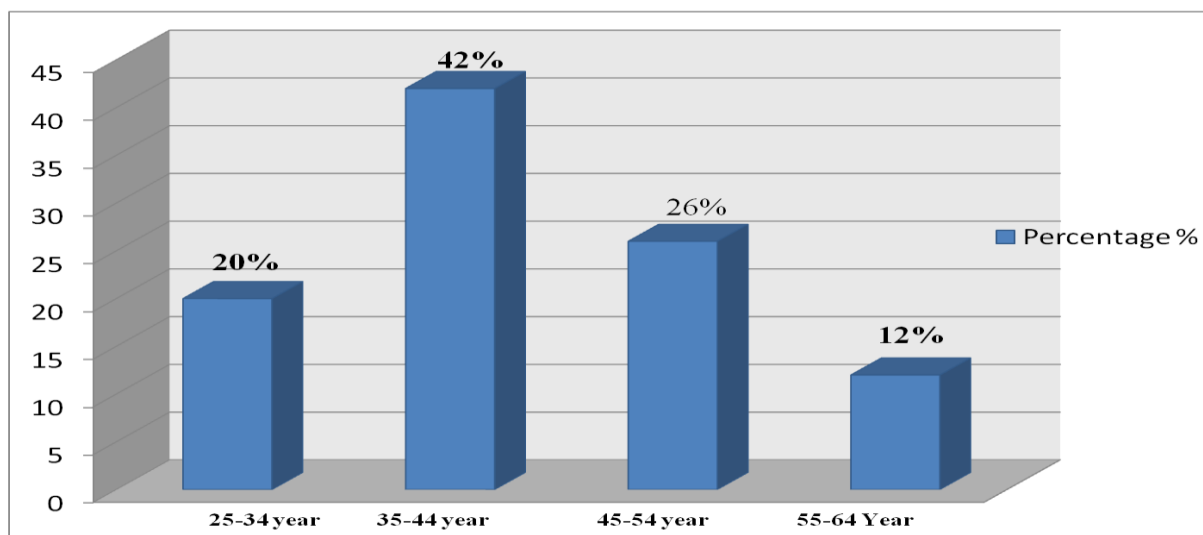


Figure-1: Age-wise Proportion of the ESL Educators

The above item has four categories of ESL educators as per age: 25-34years, 35-44 years, 45-54 Years, 55-64years..In the bar chart above

it is noteworthy that 20% of teachers were in the category of 25-34 years, 42% of them were 35-44 years old, 26% of them were 45-54 years old, and in the fifth category, 12% of the respondents were 55-64 years old. Thus the majority of the respondents belonged to the young age group.

Table-1.2 Educational Qualification

| Educational Qualification | | | | |
|---------------------------|-----------|------------|---------------|--------------------|
| Qualification | Frequency | Proportion | Valid Percent | Cumulative Percent |
| Bachelors without B.Ed | 11 | 22.0 | 22.0 | 18.0 |
| Bachelors with B.Ed | 25 | 50.0 | 50.0 | 68.0 |
| Masters with B.Ed | 14 | 28.0 | 28.0 | 96.0 |
| M A with CELTA/ DELTA | 0 | 0.0 | 0.0 | 00.0 |
| Total | 50 | 100.0 | 100.0 | |

The above table shows the qualification ratio of the ESL educator selected for this study; whereas the following figure presents proportional demonstration of qualifications of the teacher-respondents.

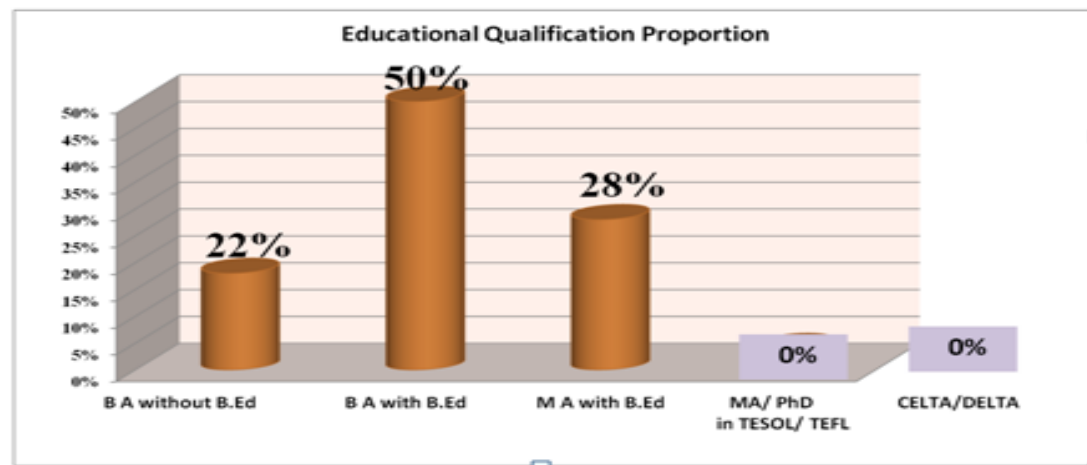


Figure 1.1: Educational Qualification Proportion

Table- 1.3 Medium of Communication in co-relation with Area of Living

| Type of Living Area | Medium of Communication | | | |
|---------------------|-------------------------|----------|------------|-------------|
| | Hindi | English | Haryanvi | Total |
| Rural | 10(30.3%) | 0 (0.0%) | 23(69.7%) | 33(100.0%) |
| Urban | 8 (47.1%) | 1 (5.9%) | 8 (47.1%) | 17 (100.0%) |
| Total | 18 (36.0%) | 1 (2.0%) | 31 (62.0%) | 50 (100.0%) |

The given table points out that 30.30% participants speak Hindi, 0.0% English, 69.70% Haryanvi who are from rural area whereas 47.0% speak Hindi, 5.9% English and 47.10% Haryanvi who are from urban background . Overall 36.0% speak Hindi 2.0% English 62.0% Haryanvi. Thus Haryanvi is most spoken dialect due to regional factors although it is affected from area of living.

Table: 1.4 Medium of Instruction (ESL Educators) and Proportion of use of English Language

| Medium of Instruction Of Respondents' Education | Proportion of use of English Language | | | | |
|---|---------------------------------------|------------|----------|----------|-------------|
| | 10-25% | 26-50% | 51-75% | 76-100% | Total |
| Hindi | 21 (60.0%) | 12 (34.3%) | 2 (5.7%) | 0 (0.0%) | 35 (100.0%) |
| English | 13 (86.7%) | 2 (13.3%) | 0 (0.0%) | 0 (0.0%) | 15 (100.0%) |
| Total | 34 (68.0%) | 14 (28.0%) | 2 (4.0%) | 0 (0.0%) | 50 (100.0%) |

The above table represents that 70% Participants' medium of instruction is Hindi and 30% participants' medium of instruction is English. It affects use of English language as 60.0% Hindi Medium participants

use only 10-25% English language while 86.70% English medium students use same proportion of English Language.

Table-1.5: Medium of Instruction of ESL Educators' Education in correlation with Compatibility with English Curriculum

| Compatibility with English Curriculum | Medium of Instruction of ESL Educators' Education | | |
|---------------------------------------|---|---------|-------|
| | Hindi | English | Total |
| Completely | 6 | 10 | 16 |
| Partially | 29 | 5 | 34 |
| Total | 35 | 15 | 50 |

The given table brings out that 16 out of 50 respondents are completely compatible with English Curriculum in which 10 participants' medium of education is English while 6 participants' medium of instruction is Hindi. 34 out of 50 respondents are partially compatible with English Curriculum in which 29 are from Hindi medium background.

Findings

On the basis of analyzed data researcher found that society and vicinity play a very important role in language learning and teaching. It has been found that ESL Educators in south- western Haryana who were from rural background and their education was from Hindi medium of Instruction, were comparatively less skilled in English Language. Conclusively society and language learning, teaching are broadly associated for optimum language learning.

Conclusion

The paper talked about the idea of language learning as far as construction, which means, relationship to culture, correspondence and capacities and contrasts from one language to another. Investigation of dialects and societies unmistakably show that issues of correspondence prompting clashes are inserted in different social qualities, including community, aberrance of the message, and high context nature of the discussion, accentuation on extra-phonetic organic and social elements,

world-view, and gender roles. At long last, the paper has given a few rules to effective multifaceted correspondence, which will prompt the disposal of possible clashes. Most clashes which are seen to be identified with race, gender orientation, nationality, ethnicity, class, position, and religion can be limited by getting mindful of other people' methods of living and utilizing that information in conveying.

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