

**The Impact of Social Context in Students' Second Language Learning**

**KASHFUN NAHAR**

**ID: 11103013**

**Department of English and Humanities**

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**BRAC University, Dhaka, Bangladesh**

**The Impact of Social Context in Students' Second Language Learning**

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**KASHFUN NAHAR**

**ID: 11103013**

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## **Abstract**

This research attempt is to find, the impact of social context in students' second language (English) learning. How the students learn second language through their surrounding environments this paper is trying to find those. What problems they face while learning and what inspired them through learning. To find the research questions answer surveys were done on university level students. To analysis the answer quantitative method has been followed and by using different charts the result has been shown. Recommendations have been given to overcome the obstacles while learning English as second language for the students in the paper. While doing the paper some limitations have to face and by overcoming those problems the research has been able to complete the paper.

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## **Chapter 1: Introduction**

### **1.1 Introduction**

As a human being we have to live in a society or in a particular place surrounded by lots of people. The environment that surrounds us is called social context. In the environment we are living that falls a great effect on our mind. As day by day our mentality develops, we are not satisfied with only Bangla language. We want to learn more than one language. The intention of learning more than one language is not only our curiosity of learning other language but also a kind of pressure on us that if we want to live in the competitive world we have to learn a language which is used internationally. English is such a language which is used internationally all over the world so, to cope up with the current world we have to learn English. In a developing country like ours now a day we are trying to learn English not only as a foreign language but also as a second language. We try to teach the children how to speak fluently in English but do we know, the place/ environment we are living work as a motivator as well as discouraging factor for the children while learning English as a second language. The impact of social context fall a great effect in students' English learning. Social context are each and every thing which are surrounded the child. According to Daniel Madrid, "Students' social context is determined by a set of social factors associated with their social class, cultural level, home language, environmental language, ethnic and religious context etc(1995, p. 64)."

In this paper researcher will try to find out how the surroundings' effect on children and students along with their second language learning, is the environment such as home, school, surrounding people are playing effective role in children and students second language (English) or they are suffering while learning, for the surroundings'.

## **1.2 Purpose of the Study**

The purpose of the study is to measure that the surrounding where the students grow up, how much impact on their second language (English) learning and those impacts are working positive or negative factor for their learning.

## **1.3 Objective of the Study**

The objective of the paper is to find out the result that what the surrounding environment effect students learning second language (English) and the effect of the environment playing encouraging or discouraging factors for the children and what are the obstacles they faces while learning.

## **1.4 Research Questions**

Main Question:

What is the impact of social context in students' second language learning?

Sub Questions:

a) Do the students grow up in an encouraging environment learns better English than other students?

b) Does social context (Bangla speaking People) have negative effect on children in learning second language?

c) Do Bangla and English medium school environment vary in students' second language learning (English)?



### **1.5 Research Methodology**

To find out the real fact a survey will be conducted on the students of different universities and after the survey quantitative method will be applied to measure the result.

### **1.6 Limitation of the Study**

The paper is not limitation free, it has some limitations. For political unrest of our country researcher could not be able to do surveys on more students. Along with that in some questions students felt hesitation to answer the true thing and pick random answer though researcher assured them that their name and opinion will be kept confidential. So, As a result of random answers some results of the surveys are not accurate. Along with those things, as for strikes universities were closed so researcher had to complete the surveys in very short time as a result students or participants did not get much time think for answer.

## **Chapter 2: Literature Review**

### **2.1 What is Language**

Samuel Taylor Coleridge said about language that, "Language is the armory of the human mind, and at once contains the trophies of its past and the weapons of its future conquests".

Noam Chomsky said, "Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied. Even the interpretation and use of words involves a process of free creation."

Ralph Waldo Emerson said, "Language is a city to the building of which every human being brought a stone."

In 2008 William Rice-Johnston said in his article named "*Language: A Definition from First Principles - Three Grand Over the Truckstop*" that, Language is the process or set of processes used to ensure there is agreement between the sender and receiver for meanings assigned to the symbols and the schema for combining them used for each communication.

### **2.2 Second Language Acquisition (SLA)**

Elizabeth Taylor Tricomi said in his article named "*KRASHEN'S SECOND-LANGUAGE ACQUISITION THEORY AND THE TEACHING OF EDITED AMERICAN ENGLISH*" that:

Language acquisition, however, occurs quite differently, for it develops exclusively, Krashen believes, through "comprehensible input." That is, second-language students acquire language competence by exposure to language that is both understandable and meaningful to them. By concentrating on meaning, they subconsciously acquire form. The most valuable input for acquisition is language that goes just a step beyond the structures which second-language students have already acquired (or, in Krashen's

terminology,  $i + 1$ , where  $i$  represents language at the students' current level of competence). No matter how appropriate the input, however, acquisition will not occur if a student's "affective filter," or collection of emotional responses that impede comprehension of meaning, is raised. Importantly, Krashen insists that learning does not turn into acquisition except in a certain convoluted way. This can occur only if second-language students successfully monitor their language production so that they provide their own grammatically correct comprehensible input. This self-produced input then becomes part of the total necessary for acquisition to take place. (as cited in Tricomi, 1986, p.2 )

## **2.3 Theories**

### **2.3.1 Stephen Krashen's 'Monitor Model Hypothesis'**

In the book named *How Language are Learned* Patsy M. Lightbown and Nina Spada said that:

Stephen Krashen's established Monitor Model in the early 1970. He described his model in terms of five hypotheses.

- i. Acquisition-learning hypothesis: In this hypothesis Krashen contrast the two terms acquisitions and learning. We 'acquire' as we are exposed to samples of the second language we understand in much the same way that children pick up their first language – with no conscious attention to language form. We 'learn' the other hand through conscious attention to form and rule learning.
- ii. Monitor hypothesis, the acquired system initiates a speaker's utterance and is responsible for spontaneous language use. The learned system acts as an editor or

'monitor', making minor changes and polishing what the acquired system has produced. Such monitoring takes place only when the speaker/writer has plenty of time, is concerned about producing correct language, and has learned the relevant rules.

- iii. The natural order hypothesis was based on the finding that, as in the first language acquisition, second language acquisition unfolds in predictable sequences. The language features that are earliest to state (and thus to learn) are not necessarily the first to be acquired. For example, the rule for adding an -s to third person singular verbs in the present tense is easy to state, but even some advanced second language speakers fail to apply it in spontaneous conversation.
- iv. The input hypothesis is that acquisition occurs when one is exposed to language that is comprehensible and that contains  $i+1$ . The 'i' represents the level of language already acquired, and the '+1' is a metaphor for language (words, grammatical forms, aspects of pronunciation) that is just a step beyond that level.
- v. Affective filter hypothesis is a metaphorical barrier that prevents learners from acquiring language even when appropriate input is available. 'Affect' refers to feeling, motives, needs, attitudes, and emotional states. A learner who is tense, anxious or bored may 'filter out' input, making it unavailable for acquisition. (2006, p.36-37)

### **2.3.2 Behaviorism Theory**

Among all the principles of behaviorism theory, reinforcement is one of them. In the article “*BEHAVIORIST THEORY AND LANGUAGE LEARNING*” Dr. Mehmet DEMİREZEN said:

All learning is the establishment of habits as the result of reinforcement and reward. Positive reinforcement is reward while negative reinforcement is punishment. In a stimulus situation, a response is exerted and if the response is positively augmented by the reward, then the association between the stimulus and response is itself reinforced and thus the response will very likely be manipulated by every appearance of stimulus. The result will yield conditioning. When responses to stimuli are coherently reinforced, then habit formation is established. It is because of this fact that this theory is termed habit formation by reinforcement theory. (1988, p. 137)

### **2.3.3 Sociolinguistic Theory**

In the book named *An Introduction to Sociolinguistics* the author Janet Holmes said that there are four social dimension scales. Those scales are:

- i. The solidarity scale: This scale is useful in emphasizing that how well we know someone is a relevant factor in linguistic choice. The choice of Meg vs Mrs Billington reflects consideration, for instance. People's choice of Ranamal vs Bokmal in Hennesberget, or German rather than Italian in Sauris, similarly reflect judgments about a relationship on this dimension.

- ii. The status scale: This scale point to the relevance of relative status in some linguistic choice. The choice of sir Ray in the first example, for instance, signaled that the school principal was of higher status and entitled to a respect term. Similarly the use of Ms by her secretary and Mrs by the caretaker reflected the higher status of Margaret Walker-Billington, since she called both of these two people by their first name. Sam's [h]-dropping in example 4 reflected his lower social group status in the society as a whole, while the educationally and occupationally higher status Jim dropped none.
- iii. The formality Scale: This scale is useful in assessing the influence of the social setting or type of interaction on language choice. In a formal transaction such as one with the bank manager in his office, or at a ritual service in church, the language used will be influenced by the formality of the setting. For a friendly chat, people use colloquial language. In Hennesberget Bokmal is the language of school and government offices. Ranamal is the language of the home. The written language of the notices is often very formal and impersonal, as example 5 illustrates. Often degrees of formality are largely determined by solidarity and status relationships, but not always. A very formal setting, such as a law court, will influence language choice regardless of the personal relationships between the speakers.
- iv. The referential and affective function scales: Though language surveys many functions, the two identified in these scales are particularly pervasive and basic. Language can convey objective information of a referential kind; and it can also express how someone is feeling. Ray's utterance Yeah, that bastard Sootbucket kept us in again, simultaneously express both information about why he is late, while also conveying his feelings about the teacher refer to. Gossip may provide a great deal of new referential information, while

also clearly conveying how the speaker feels about those referred to. It is very common for utterances to work like this; through often one function will dominate. In general the more referentially oriented an interaction is, the less it tends to express the feelings of the speaker. The weather forecast tends to put the emphasis on information or the referential function, for instance. By contrast, interactions which are more concerned with expressing feelings often have little in the way of new information to communicate. Talk between neighbours over the fence at the weekend about the weather, for instance, is more likely to be mainly affective in function, and intended to convey goodwill towards the neighbour rather than important new information. In fact the specific content of the conversation is rarely important. (p. 13-14)

#### **2.4 Factors that Influence Second or Foreign Language Learning**

Daniel Madrid said in his article named “*INTERNAL AND EXTERNAL FACTORS AFFECTING FOREIGN LANGUAGE TEACHING AND LEARNING*” that in several research studies he got the evidence that the learners' individual characteristics can help to explain his/her individual outcomes. The roles played by male and female students, their social contexts, beliefs and experiences, age, aptitude and cognitive characteristics, their affective states and personal characteristics help to understand their learning processes and the final results they obtain. So according to Daniel Madrid the things that influence learners' language learning are:

Gender: This variable has biological connotations but considered as gender it is often referred to the roles assumed and performed by male and female students, the attitudes and behaviors that they show in the English class.

Social Context: Students' social context is determined by a set of social factors associated with their social class, cultural level, home language, environmental language, ethnic and religious context etc.

The student's beliefs and experiences: Students -based on their experience as L2 learners, on the hypothesis that they have been forming and on their results in L2- have a variety of beliefs or "mini-theories" on L2 learning that may affect the way they behave in class and the interest shown in certain academic tasks. Students' reaction to certain classroom tasks may differ a lot according to the relevance and usefulness given to them. Little has been researched about the effect of all these internal factors in the students' results with L2.

Affective factors: Language learning involves emotional reactions that often determine positive or very negative results. Students also react to their teacher's performance in class in a variety of affective ways.

Motivation: Motivation is the willingness to learn something. It is a key factor to understanding the student's affective state. A common problem associated with motivation has been its conceptualization. There have been different approaches and definitions of this construct, so it is difficult to compare results.

- a) An interest and desire to learn L2 that implies having positive attitudes towards L2 learning.
- b) An effort to learn L2 by means of a regular study.
- c) Satisfaction while experiencing L2 learning, enjoying it and experiencing certain happiness and pleasure.

The student's personality: The research studies focused on the effect of certain personality traits on the student's L2 achievement personality features. These personalities are



shyness, extroversion, ethnocentrism, Machiavellianism, anomie, persistence, participation, empathy, cultural permeability, cultural tolerance and anxiety.

Age: There is a belief that young learners are better at learning languages than adults and this concept fall under critical period hypothesis. According to this hypothesis the early years before puberty offer the most favorable stage for L2 learning to take place naturally and with ease but now a day many critics deny this concept and give different opinion about learning language in adult age.

Aptitude: Patsy M. Lightbown and Nina Spada said in their book named How languages are Learned that “Specific thought to predict success in language learning have been studied under the title of language learning ‘aptitude’ (2006, p.57).”

Cognitive styles: Students perceive, process and organize their learning in different ways. These particular ways in which they try to learn are called cognitive styles. The cognitive styles that have received most attention by research are field-dependence and field-independence. These students seem to learn in opposite ways. Other learner styles include these dichotomies reflexive/impulsive students, focalizers/selective, totalizer/partialist, tolerant/intolerant, etc. (1995)

## **2.5 What is Context**

In 2008 Kathleen Graves said in his article “*The language curriculum: A social contextual perspective*” that:

A language curriculum is planned, enacted and evaluated in multiple contexts. The contexts of a language curriculum include the educational institution in which the curriculum is

enacted, the larger community the institution is a part of, the provincial, and the national political context, and, increasingly, the global context. (p.154)

Kathleen Graves further said, Contexts are not only the places but also it consists of communities of people. It entangled in social systems and manage it according to implied and unambiguous norms, hierarchies and values of the society (2008, p.154).

Lichao Song said in the article named "*The Role of Context in Discourse Analysis*" that, "Context is the physical environment in which a word is used (as cited in Song)".

## **2.6 Relation between Social context and language learning**

In the article "*Social Context: An Essential for Learning*" G. Platt said that the relationship have in context and children language learning is very essential. A child first started to learn language from home then school. He also said a homelike atmosphere encourage child to use their innate powers of inference and also help them to understand social sensitivity moreover the language and its meaning (p.620, 621).

Leveridge said that the connection between language and culture is deeply rooted and usually a language not only conveys but also ties a culture (p.1).

Fatchulkip said in the article "*LANGUAGE IN SOCIAL CONTEXT*" that, in the social context, language is not only a means of communication but also it is a means of creating and maintaining social relationship among speakers of the language. He further said the relationship between language and society is that language and society may influence each other; this influence is dialectical in nature. This is to say that speech behavior and social behavior are in a state of constant interaction and that material living conditions are an important factor in the relationship (2008, p.1).

## **Chapter 3: Research Methodology**

### **3.1 The Participants**

The participants of the research are university level students. 79 students participated in this research, most of them are from BRAC University but some are from other Universities students also. Different department students participated in this research like, Architecture, BBA, Economics, English, and Public Health Nutrition etc. The age ranges of those participants are mostly from 20 to 24 years.

### **3.2 The Instruments**

16 questions were made for the students to get the research question answer, that how social context impact on students second language (English) learning. Among those 16 questions most are yes, no category question answers but there are also some multiple-choice questions.

### **3.3 Setting**

The setting of doing the survey was informal, for doing the survey researcher requested students to participate in the survey and most of them are eagerly participated on the survey.

### **3.4 Data Collection Procedure**

To conduct this survey researcher went to different departments of BRAC University and requested students to participate in the survey by providing the questionnaire hand to hand. As researcher stays in hostel so by using this opportunity researcher conduct the survey among the students of other universities like Prime Asia, East West etc. While conducting survey, for political problems like strikes and blocked universities were closed so being helpless researcher requested some participants to give their email address so that researcher can able to continue the

survey through the email. With the help of the participants researcher was able to complete surveys within two weeks and started doing analysis.

### **3.5 Method of Analysis**

Quantitative method has been applied to measure the impact of social context on students' second language learning throughout the questionnaires. After completing the survey researcher converted the responses' into percentage to analysis those answers. After that for better understanding the study and response of the participants researcher uses bar charts for most of the responses' and also use pie charts for showing the responses' by using Microsoft Office Excel 2007.

## Chapter 4: Finding Discussions and Analysis

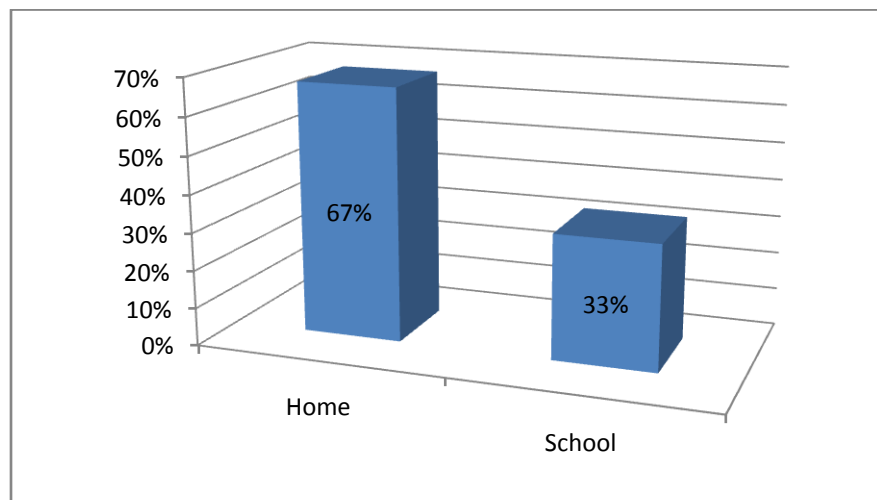
### Finding Discussions

#### 4.1 Finding discussions of questionnaire

For students' survey, 16 questions have been given and 79 students participated in that survey. In the following researcher is going to discuss what results researcher found from the survey.

#### **Question 1:** You first learned English from

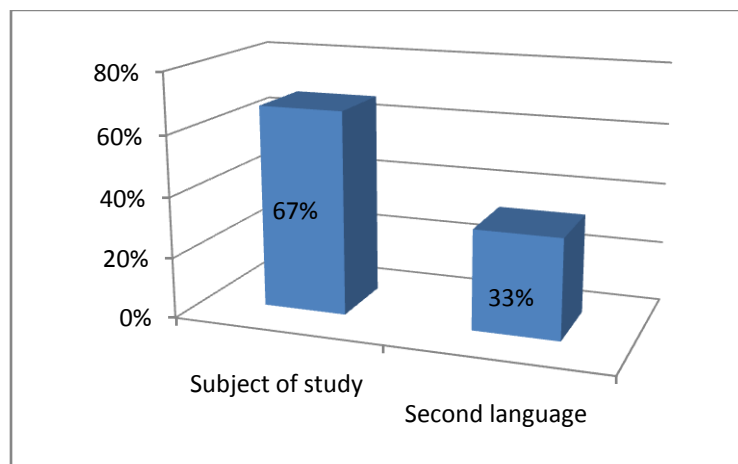
For this question there are two options home and school. Among 79 participants 67% choose home and 33% chose school. So it's clear from the opinion of participants that students' homes are playing important role in their second language (English) learning. The responses of the participants are showing in flowing by using bar chart.



**Figure 1: You first learned English from**

**Question 2:** You started to learn English as a

Throughout the question researcher tried to get the information, that the participants learned English as a subject of study or as second language. Answer the question among 79 participants 67% selected the option subject of study and 33% participants choose the option second language. From this answer it seems that most of the students learned English as a subject of study in their childhood. Bar chart is using to show the results of the question.

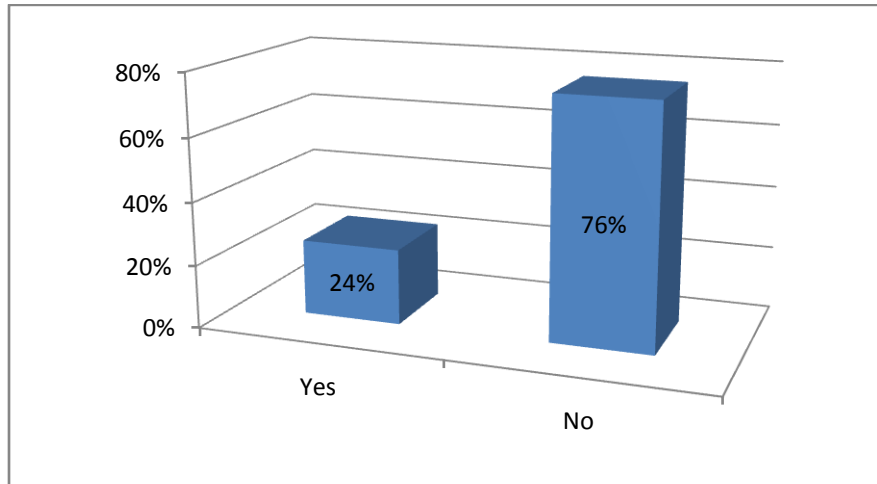


**Figure 2:** You started to learn English as a

**Question 3:** When you were a child did your parents speak in English with you?

To answer the question most of the participants felt hesitated. Though there are some hesitations to answer the true fact they are able to overlook those and answer the question. 24% participants said that their parents speak in English with them and 76% students said that their parents did not speak in English with them. So 24% answer were yes and 76% were no and it's a real picture of our country that when we were child most of our parents did not use English with us but now a days this picture has been started to change. Now a day's many parents use English

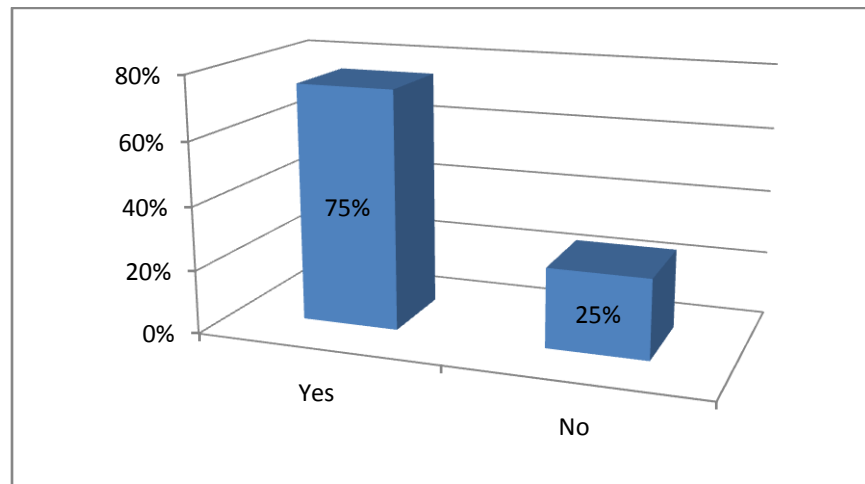
with their children to encourage them to speak in English. A bar chart is given below to show the percentage.



**Figure 3: When you were a child did your parents speak in English with you?**

**Question 4:** Did your parents or the surrounding where you grew up; encourage you to speak in English?

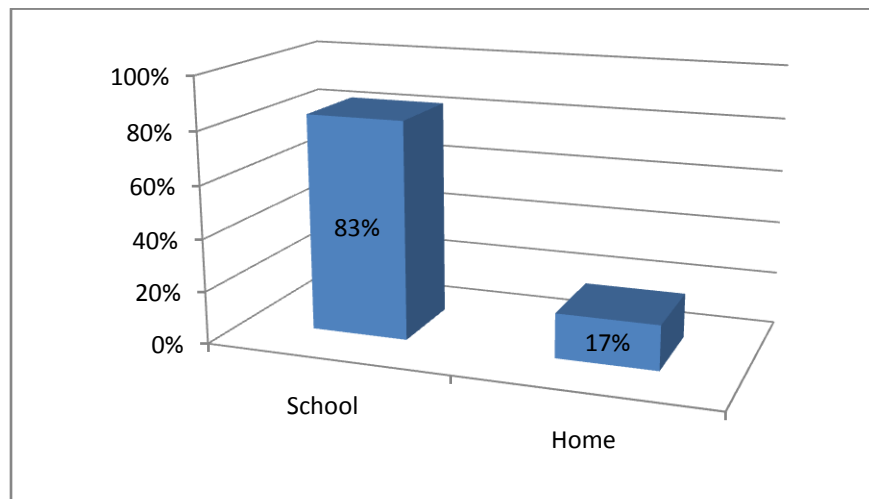
75% of the participants said that they were encouraged by their parents and surrounding one the other side 25% participants said that their surroundings and parents did not encourage them to speak in English. The result of the question is shown in the following bar chart.



**Figure 4: Did your parents or the surrounding where you grew up; encouraged you to speak in English?**

**Question 5:** Which one played an important role in your second language (English) learning?

Among 79 participants 83% said that schools were playing important role in English learning as a second language and 17% participants said home played important role in English learning in childhood. The opinions of the participants are given in the following bar chart.



**Figure 5: Which one played an important role in your second language (English) learning?**

**Question 6:** Does any other thing encourage you to learn second language (English) except school and home?

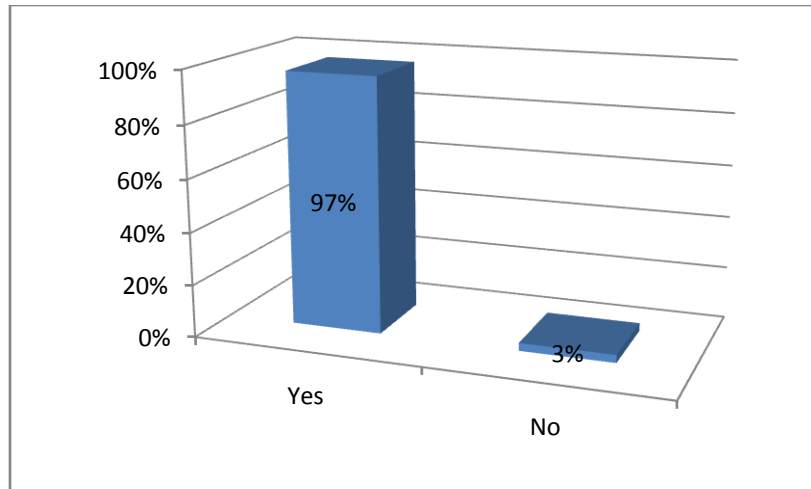
It was an opinion giving question. Throughout the question researcher wants to know that is there anything else except home and school encourage them to learn English as their second language. According to them different things encouraged them to learn English. Most of the participants said that by seeing English movies, series and debate, they were encouraged to learn



English. Many participants talked about English music, cartoons which inspired them to learn English. According to many participants' story books, newspaper and internet became a medium of inspiration for them to skill themselves in English learning. Some others opinions are that when they saw their surroundings people use English then they are also encouraged. Some of them mentioned about their friends and cousins' encouragements while learning English. Along with these things some participants got confidence from their home tutor, foreigner friends also seeing cricket commentators. Some of them also mentioned that for getting better marks in university provided course, get better job and to cope up with globalization they were inspired to learn English. From the opinion of different participants it seems that some were encouraged by their surrounding and some were forced to learn it otherwise they have no position to cope up with the current world.

**Question 7:** Do you think if your parents or the surrounding where you grew up used English with you, you would have been a better speaker of English?

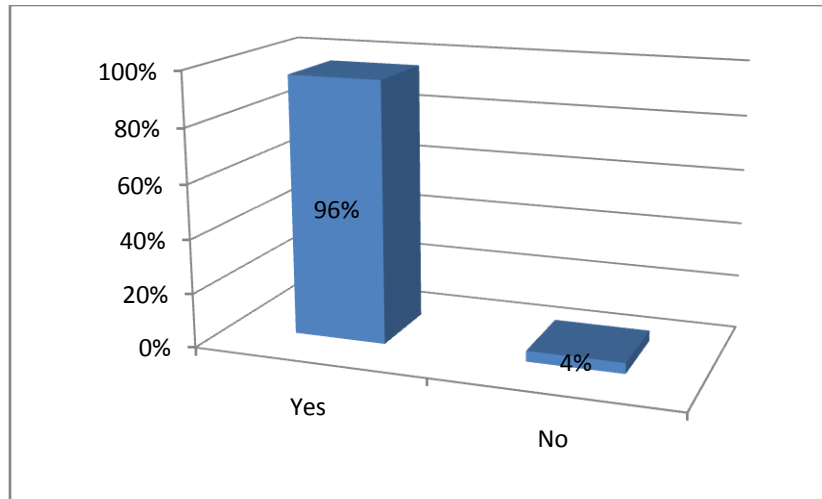
According to 97% participants, if their parents and surrounding use English with them then they would be the better speaker of English one the other side 3% opinion giver thinks that their surrounding environments have no effect on their learning. The opinion is shown in the following bar chart.



**Figure 6: Do you think if your parents or the surrounding where you grew up used English with you, you would have been a better speaker of English?**

**Question 8:** Do you think you could have been a better speaker of English if you grew up in an encouraging environment?

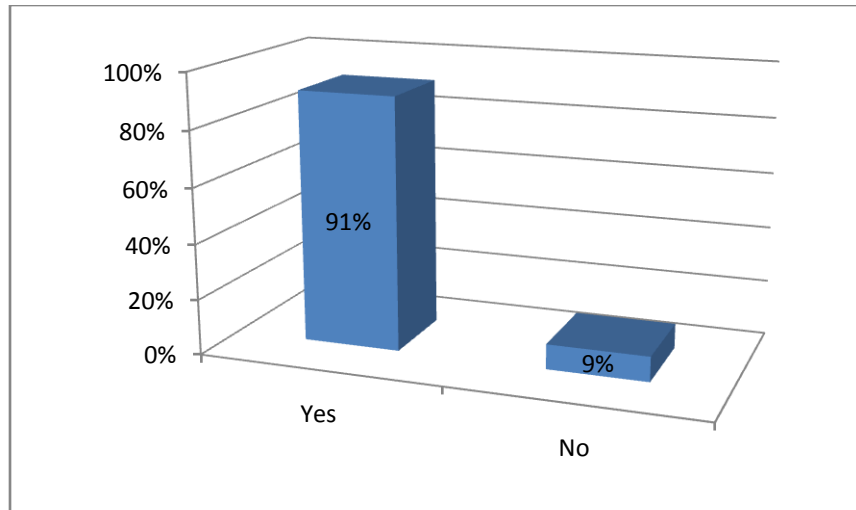
Among 79 participants 96% opinion giver thinks that if they were grew up in an encouraging environment then they would be the better learner and speaker of English. On the other hand 4% participants think that surroundings have no achieve in their learning. From the opinion of the participants it seems that surroundings environment have a huge impact on learners learning a language especially second language. The percentages of opinion are sowing in the given bar chart.



**Figure 7: Do you think you could have been a better speaker of English if you grew up in an encouraging environment?**

**Question 9:** Do you think that Bangla and English medium school environment vary in developing students' second language learning (English)?

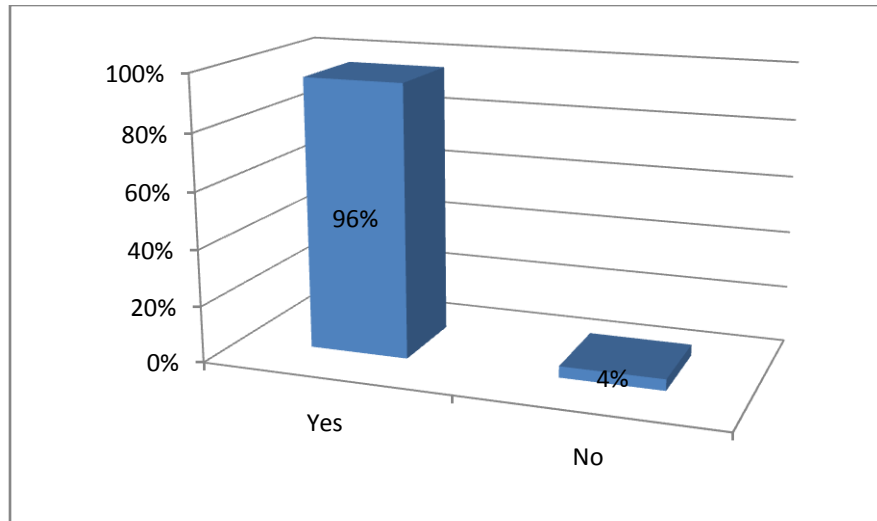
91% participants said yes, because they think that Bangla and English medium school environment vary in students' second language learning (English) on the other side 9% participants said no because they think that Bangle or English medium environment do not fall any effect on students English learning. The result is shown by using bar chart.



**Figure 8: Do you think that Bangla and English medium school environment vary in developing students' second language learning (English)?**

**Question 10:** Do you think English medium schools are playing an important role in students' second language (English) learning?

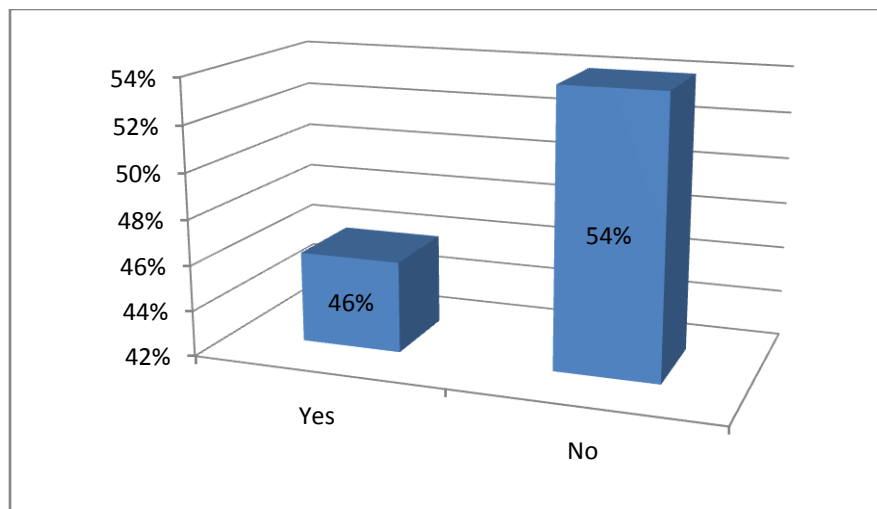
According to 96% opinion giver English medium schools are playing significant role in students' English learning. 4% participants think that in students' English learning, English medium school have no role. Their opinions are shown in the given chart.



**Figure 9: Do you think English medium schools are playing an important role in students' second language (English) learning?**

**Question 11:** Were you ever discouraged by the surrounding environment while speaking in English?

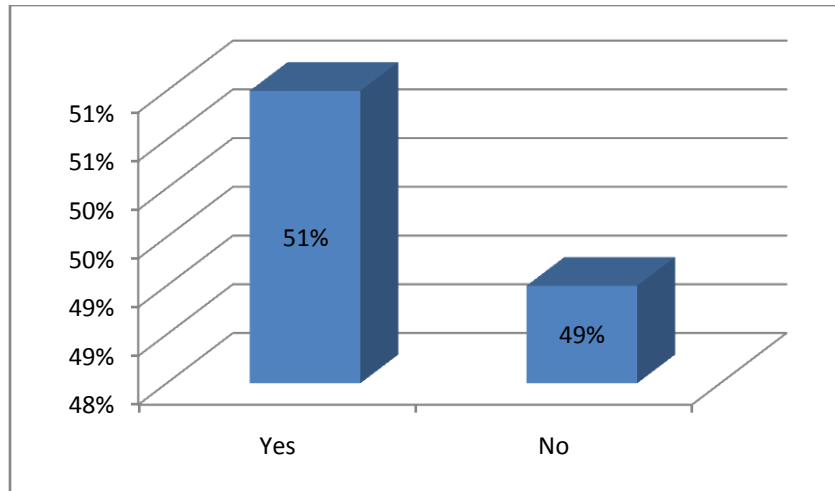
46% people said yes, that they were discouraged by the surrounding environment where they live on the opposite side 54% opinion give said no because they never discouraged by their contiguous people. So it shows that contiguous people and environment play a huge role while students learn their second language and the role can be both positive and negative. Both negative and positive responses are giving below though the bar chart.



**Figure 10: Were you ever discouraged by the surrounding environment while speaking in English?**

**Question 12:** Did your peers or surrounding people laugh at you when you speak in wrong English?

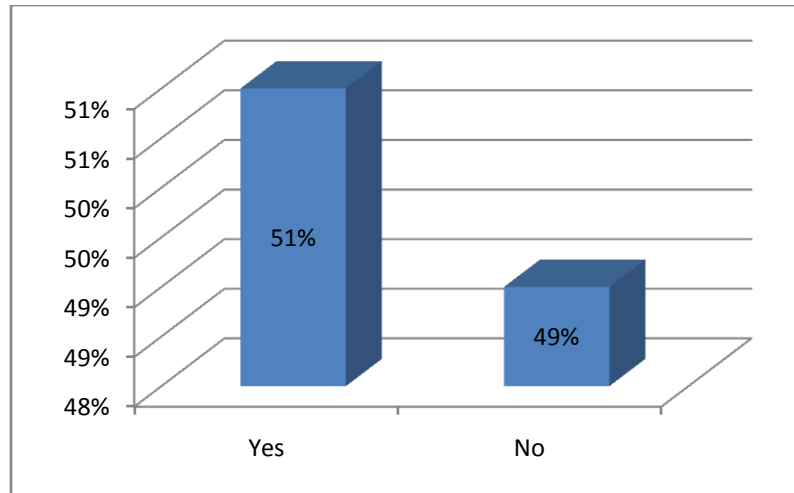
As a responsible person it is our duty to help people when they fall in any kind of trap or uncomfortable situation not to laugh at them. Throughout the question researcher wanted to know that when the participants use any wrong English did their peers or surrounding people laugh at them. When researcher saw the result it was 51% people said yes, that means when they used wrong English people laugh at them on the other side 49% people said that people never laugh at them if they did any mistake. According to some participants, while speaking in English if anyone does any mistake some teachers interrupt and scold those students, it hampers students' motivation. The results are shown in the following bar chart.



**Figure 11: Did your peers or surrounding people laugh at you when you speak in wrong English?**

**Question 13:** Do you think our social environment (Bangla speaking People) have negative effect in our second language learning?

Environment plays a huge role in language learning, the effect of environment can be both positive and negative. By the question researcher wanted to know that does our social environment have negative effect in our second language learning. As a result researcher was able to get the results that 51% participants of the survey said yes, so it represents that Bangla speaking people fall a negative impact on our English learning on the contrary 49% people think that Bangla speaking people have no negative impact on our English learning. The percentages of different people opinion are given in the bar chart.

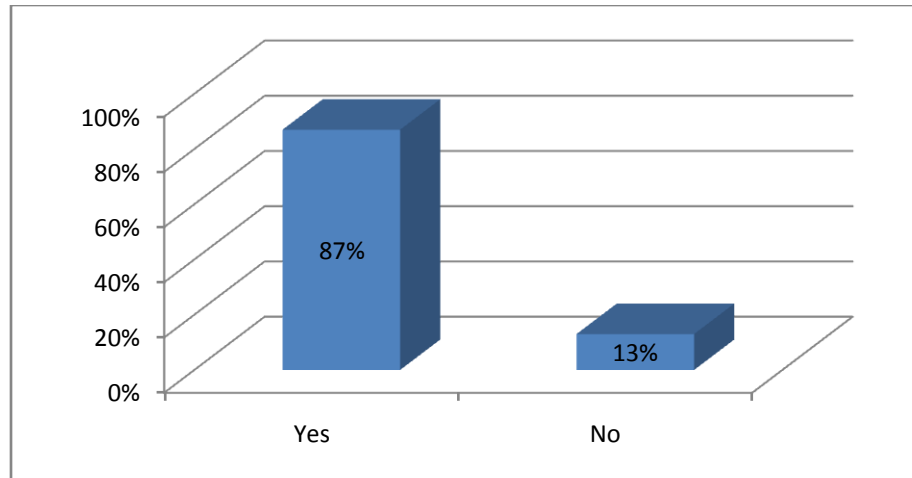


**Figure 12: Do you think our social environment (Bangla speaking People) have negative effect in our second language learning?**

**Question 14:** Do you agree that Bangla medium students are lagging behind in learning English as their second language (English), than English medium students?

In our country most of the Bangla medium school uses English as a subject of study. So researcher wants to know that the impact of Bangla medium school in different students mind. According to 87% people Bangla medium students are lagging behind in learning English as their second language (English), than English medium students. 13% participants think that Bangla medium students are not lagging behind from English medium for learning English as a second language.

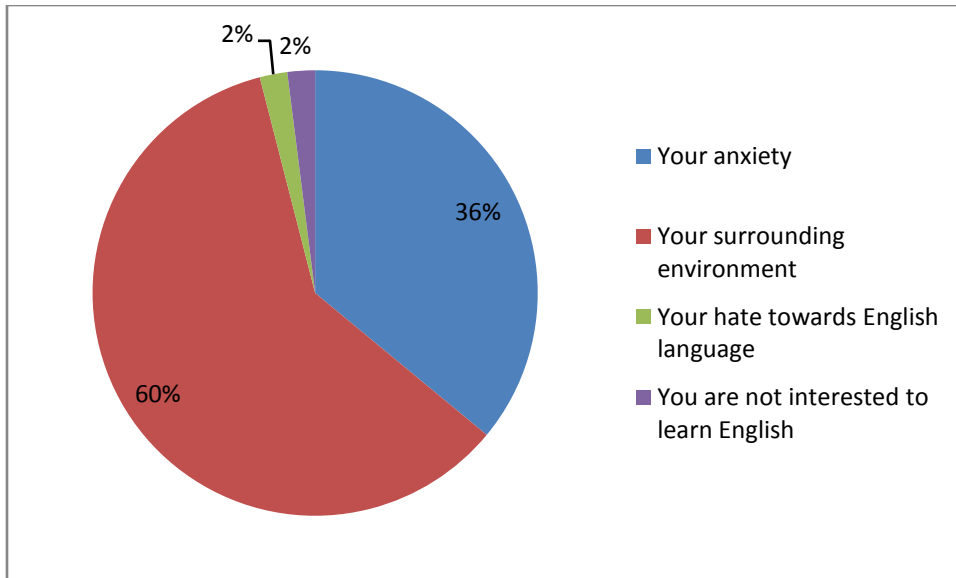




**Figure 13: Do you agree that Bangla medium students are lack behind in learning English as their second language (English), then English medium students?**

**Question 15:** Which one became a barrier in your second language (English) learning?

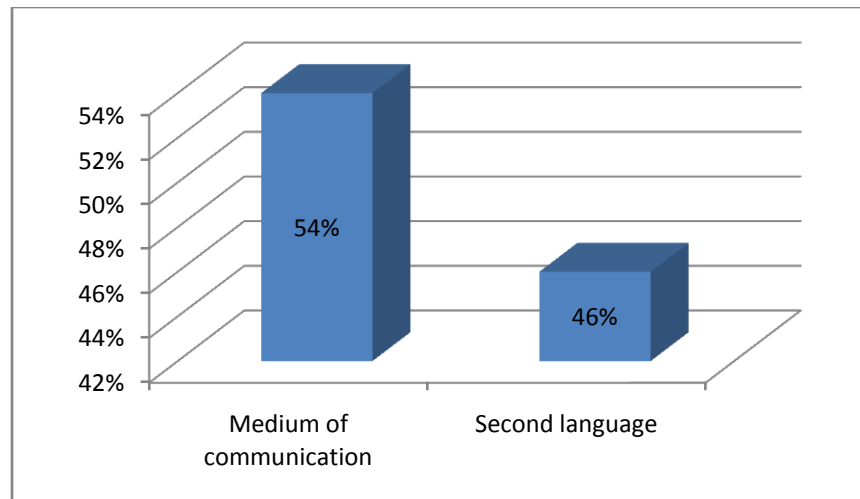
There are different things that are working as a barrier for people while learning English as their second language. So researcher wants to know from the participants of the survey by giving some clues that what are their barriers. Among 79 opinions given 36% people point out anxiety as their barrier for English learning. 60% people think that their surrounding environment became as a barrier, 2% people think that they hate English so their hate towards English language working as barrier and according to 2% people they are not interested to learn English so it became a barrier for them to learn English as their second language. Through a pie chart the opinions of different people are given below.



**Figure 14: Which one became a barrier in your second language (English) learning?**

**Question 16:** Now days you are learning and using English as a medium of communication or second language.

Though some people learn English as a subject of study in their early life, after a certain time their perspective can change. So to know their perspective towards English researcher gave the question. 54% people think that now days they using and learning English a medium of communication so that they can cope up with the current world. 46% people think that they are learning and using English as second language.



**Figure 15: Now days you are learning and using English as a medium of communication or second language.**

## Analysis of Findings

### 4.2 Analysis of Findings

When a child is born it does not produce language or speak, after few months it starts to speak by seeing its surrounding people specially its family. The language a child learns first from its mother is called mother tongue. As a citizen of Bangladesh most of our first language or mother tongue is Bangla but when it comes to second language then it can be vary from person to person. Someone's second language can be English; someone's' can be Hindi, Arabic, and Chinese etc. In Bangladeshi context most of the peoples' second language is English and it can be for its world wide acceptance of English language or as a part of our study people bound to learn it. As first language, a child learns its second language from its surrounding and that surroundings' can be parents, family members, and schools etc. The effect of surroundings on that child can affect him/her in many ways. To know the impact of surrounding or social context in children second language learning process researcher did a surveys among 79 students of different universities and after getting the result researcher came to know that most of them first learned English from home and as a subject of study. In our country though English are using as second language, we are not habituated to use it frequently with our close people. In this regard in his article named "*Culture in Second Language Teaching and Learning* by Eli Hinkel" review by the author Maureen Snow Andrade said that nonnative speakers who live in an English speaking environment can make improvement over a period of time in the understanding of conversation in English without instruction and remarkable progress within few times' instruction (2000, p.451). Now day's parents are very much concern about their children future but few years' back only conscious parents use English with their children. So to know the situation researcher asked question among the opinion giver and almost 76% of them said that

when they were children their parents did not use English with them. Those people said that though their parents did not use English with them they always encouraged them to speak or use English. According to author Guofang Li, in his article named "*Home Environment and Second-Language Acquisition: The Importance of Family Capital*" that family members educational qualification, occupational choice and communities they belongs have a great impact on children learning language. He also said that if parents want they can give a positive environment to their children for learning second language (2007, p. 297-298). 83% participants said schools are playing important role in their English learning. The participants said that along with parents and schools there are also certain things those encouraged them to learn English those are English movies, series, debate, story books, newspaper, cartoons etc. According to them they also inspired by their friends, cousins and home tutors. They also got encouragements hearing cricket comments by the commentators. These things prove that how a person inspired by his/her surroundings people and environment for learning English as second language. Though the participants encouraged by their surrounding people, 97% people of them think that if their contiguous people used English with them they would have been a better speaker or learner of English. In this scenario author Manuel Diaz-Campos said in his article "*CONTEXT OF LEARNING IN THE ACQUISITION OF SPANISH SECOND LANGUAGE PHONOLOGY*" that: "the only way to improve L2 proficiency is to live in a place where L2 is spoken" (2004, p.250). He also said that in abroad context and culture where L2 is spoken, plays a positive role for L2 learners (2004, p.250). In the same perspective in another article "*Sociolinguistic Approaches to Second Language Acquisition Research-1997-2007*" the author Elaine Tarone said, social and linguistic context influence in L2 linguistic use, choice and development though L2 communication by the learners (2007, p.845). In our country Bangla medium schools uses

English as a subjects of study besides English medium schools use all books in English except Bangla book, along with that they are using English as a medium of communication among teachers and students. Seeing all these most of the participants think that English medium schools are playing important role in learning English. They also think Bangla medium schools students are lagging behind in using English than English medium students. How the use of second language vary depending on environment are shown in the article "*A Comparison of Spanish Second Language Acquisition in Two Different learning Context: Study Abroad and the Domestic Classroom*" by the writers, according to them, the students who study in abroad where L2 is used, learn better L2 also have better choice of words and easily cope up with L2 environment than the domestic school study students( Segalowitz, Freed, Collentine, Lafford, Lazar and Diaz-Compos, page.8). As a responsible person it's our duty to help people when they have any problem or rescue them from any kind of trap or uncomfortable situation not to let them stay in those situations or tease them. Saying things are very easy but make those things in reality are not that much easy, somewhere in our life may be we were disparaging by someone or we did same to someone else. According to some participants perspective, when a person do not have the ability to teach the right thing to someone then that person have no authority to tease anyone because to laugh at someone is very simple task but instruct that person to the right track is not that effortless. Sometime teacher scold students for using any wrong English and interrupt while speaking, even some teachers compare among weak and strong students and show discrimination. For this unwanted behaviors of some teachers' students' loss their motivation of speaking English. In this regard, the two author of the article "*Demotivating Factors on English Speaking Skill: A Study of EFL Language Learners and Teachers' Attitudes*" said that:

When a teacher pays more attention to the strong and clever students and ignores the weaker students, the weaker students may feel that they are of no significance for the teacher and are not considered in the class. This feeling of not being considered by the teacher and even the strong students causes their motivation for speaking to diminish.

(Heidari Soureshjani, Riahipour, 2012, p. 331)

When people go through by these unexpected things then people loss their inspiration to learn something new, same things happen to us. Many opinion giver thinks that when students teased by their peers for using or telling wrong English then they loss the inspiration to correct it and move ahead not only that when surroundings people not use English with them they loss their motivation to use English. The participants also added that while learning English, they are facing many barriers. Among those participants 36 % people point out anxiety as their barrier for English learning. According to 60% participants their surrounding environment became as a barrier, 2% opinion giver think that they hate English so their hate towards English language working as barrier along with that 2% people are not interested to learn English, so they are not learning English properly. If they can overcome all those obstruction then they will be able to a better speaker or user of English and capable to accept it as their second language though many people using English only as a medium of communication.

After analyzing the entire survey questions researcher found the research question answer. Researchers' main research question was what is the impact of social context in students' second language learning? After completing the survey researcher got that the impact or effect of social context or surroundings in students' second language learning are huge. When the students were children most of them learn their second language (English) from home and some of them also learn it from schools. Except home and school they also learn and encouraged

by their surrounding people like friends, cousins, home tutor. Not only the people encouraged them to learn English but also the environment and the entertainment things like English movies, songs, and newspapers encouraged them to learn English. Now days the uses of social media like facebook, twitter, blogs are also encouraged the students to learn. Along with the positive effect of social environment students learned English; there are some negative effects also. When the surrounding people laugh at them or tease them then they were discouraged for learning. Along with the main research question researcher has also some sub questions to make research more depth. After the survey researcher got the answers of sub questions. According to survey answer most of the students agree that the students who grown up in an encouraging environment learns better English than others because when they were encouraged and seeing surroundings' people uses English with them they get confidence to learn better on the other side when they get negative responses from the surroundings' then they become disheartened and lost confidence. Even teachers ignorance for not being a good speaker and interruption while speaking loss students' motivation of learning and using English. In second sub research question answer researcher got that 51% participants think social context (Bangla speaking People) have negative effect on children in learning second language on the other side 49% people disagree. In our context English medium schools are playing a vital role in English learning as a second language. In last question researcher got that most of the participants think that Bangla and English medium school environment vary in students' second language(English) learning because English medium schools uses English as a language and the teachers always tell them to use English so they learn English as a language of that context. There are the opposite scenario seems in Bangla medium schools because they use English only as a subject of study and most of the teacher do not encourage students to use English even teachers do not use English. So it



seems that the environment of English and Bangla medium schools vary in students learning English.

## Chapter 5: Conclusion

### 5.1 Conclusion

For speaking, a person needs a topic and a particular context based on he/she can speak. Being a Bengali we can continue a conversation on any topic in Bangla for long time but when it comes to speak in English or any other language most of us become stuck and started to see each other face that what to say. Some of us can fluently speak in English on a particular topic but we are not able to express ourselves properly in English because we are not familiar with English speaking context. As we live in Bangladesh and our surrounding people speaks in Bangla so living in Bangla speaking context we are habituated in speaking Bangla in the same way if our surrounding people use English with us we will also able to speak in English. The importance of social context is huge in learning English as a second language. When our close people use English with us or encouraged us to use it then we eager to learn it. On the other side when we discouraged by those people then we feel disappointed to learn it. So the impact of social context in students' second language (English) learning is both positive and negative. After analyzing the findings researcher got that the students who grown up in an encouraging environment learn better English than other students and the English medium schools are playing an important role in students learning. On the other side Bangla medium school students are lagging behind because they have not the English speaking environment or context. So it's clear that environment or surrounding context have an essential role in students' English learning as second language.

## 5.2 Recommendations

- Academic system should be changed without emphasizing on memorizing, teachers need to encourage students in free English writing and speaking and English teacher must use English in class and encourage students to use it.
- Some teachers do discriminations among strong and weak students. They need to change this mentality and encourage weak students by giving the floor to speak freely without interruption, providing the feedback after their speech. This will reduce student's fear of delivering speech freely.
- Education ministry can add some marks in English speaking test.
- Parents need to be more conscious on encouraging their children in using English if possible they can use English with children.
- When someone uses any wrong English as a responsible citizen they can tell him/her that they are using wrong English without laugh at them. If possible they can teacher them the right one.
- Students need to speak out by avoiding all barriers. They need to get the fluency, accuracy will automatically improve.
- Students, who are not interested to learn English, at least, they need to learn English based on its importance.
- Schools and collages can arrange debate competition, increase awareness in free writing and speaking on frequent topic to encourage students learning English.

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## Appendix

### Questionnaires

1. You first learned English from
  - a) Home
  - b) School
2. You started to learn English as a
  - a) Subject of study
  - b) Second language
3. When you were a child did your parents speak in English with you?
  - a) Yes
  - b) No
4. Did your parents or the surrounding where you grew up; encouraged you to speak in English?
  - a) Yes
  - b) No
5. Which one played an important role in your second language (English) learning?
  - a) School
  - b) Home
6. Does any other thing encourage you to learn second language (English) except school and home?

**Answer:**

7. Do you think if your parents or the surrounding where you grew up used English with you, you would have been a better speaker of English?
  - a) Yes
  - b) No
8. Do you think you could have been a better speaker of English if you grew up in an encouraging environment?
  - a) Yes
  - b) No
9. Do you think that Bangla and English medium school environment vary in developing students' second language learning (English)?
  - a) Yes
  - b) No
10. Do you think English medium schools are playing an important role in students' second language (English) learning?
  - a) Yes
  - b) No
11. Were you ever discouraged by the surrounding environment while speaking in English?
  - a) Yes
  - b) No
12. Did your peers or surrounding people laugh at you when you speak in wrong English?
  - a) Yes
  - b) No



13. Do you think our social environment (Bangla speaking People) have negative effect in our second language learning?
- a) Yes
  - b) No
14. Do you agree that Bangla medium students are lagging behind in learning English as their second language (English), than English medium students?
- a) Yes
  - b) No
15. Which one became a barrier in your second language (English) learning?
- a) Your anxiety
  - b) Your surrounding environment
  - c) Your hate towards English language
  - d) You are not interested to learn English
16. Now a days you are learning and using English as a
- a) Medium of communication
  - b) Second language