

# Social Strategies To Develop A Sound Environment For English As Second Language Learning

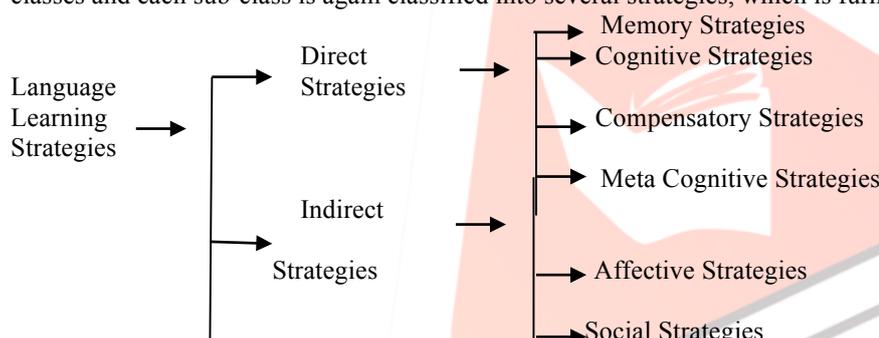
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**Abstract - Though English as second language had been introduced long before in India but not many empirical studies have been attempted on the problems of learning English as second language. Language is nothing but a habit formation and social interactions are a way to it. Our concern here is to know how students should use social strategies for getting better environment for learning English as second language with the help of specific social strategies depicted by Rebecca L. Oxford.**

**Keywords - ESL learning, Language learning strategies by Rebecca L. Oxford, Specific social strategies.**

## INTRODUCTION

Language is a medium of social interaction which helps us to communicate and interact with people within society. Language learning is just a habit formation so it can be enhanced through appropriate social strategies. Rebecca L Oxford(1990) had given us the most comprehensive classification of language learning strategies. It classifies language learning strategies into two major classes and each sub-class is again classified into several strategies, which is furnished in a table below :



**Rebecca L. Oxford's Classification of Strategies (1990)**

Our concern here is the use of social strategies to develop a sound language learning environment. According to Rebecca L Oxford classification of social strategies is:

STRATEGY	SUB-STRATEGY	SPECIFIC STRATEGY
Social Strategy	Asking Questions	Asking for clarification of verification
		Asking for correction
	Co-operating with Others	Co-operating with peers
		Co-operating with proficient users of the new language
	Empathizing with Others	Developing cultural understanding
		Becoming aware of others' thoughts and feelings

## METHODOLOGY

The study was delimited to Bolpur area of Birbhum district of West Bengal. It was conducted in randomly selected 100students from ten schools of this area under West Bengal Board Of Secondary Education where English is taught as second language. On the basis of specific strategies depicted by Rebecca L Oxford a self made questionnaire were given to the students to collect the information and was validated by seeking opinion from experts. The collected data was tabulated, analysed and interpreted manually by percentages and ratios.

## QUESTIONNAIRE

Name :

Instructions :

1. Please read each Item carefully and answer all Items.
2. You are requested to express your own opinion.

3. In every statement there are '3' options ' Always ', Often ' & ' Never ' . The respondent is required to make his/ her opinion by putting ( √ ) mark in the box provided.

Statements	Frequency		
	Always	Often	Never
A . If I have any doubt in English I take help from others who are well versed in this subject.			
B. I seek information from teachers regarding English books.			
C. I ask people who are good at English to correct my mistakes.			
D. My parents also help me for correction .			
E. I do not hesitate to take help of others.			
F. I practice English at home with my parents and siblings.			
G. I practice English at school with my peers.			
H. When I read any book in English, I try to learn and understand their culture for better comprehension.			
I. When I read any book in English I try to understand the character and try to feel their emotion hidden between the lines also discuss that with my peers.			
J. I try to express my emotions in English.			

### ANALYSIS OF DATA

Specific social strategies used by sample learners-

<u>Name of Strategy</u>	<u>Frequency</u>
1. Asking for clarification of verification	High
2. Asking for correction	High
3. Co-operating with peers	Medium
4. Co-operating with proficient users of the new language	High
5. Developing cultural understanding	High
6. Becoming aware of others' thoughts and feelings	Low

4 out of 6 were at high frequency only 'cooperating with peers' and 'becoming aware of others thoughts and feelings' are needed to be considered for further improvement in using social strategies to learn English as second language.

### CONCLUSION

English curriculum and class activities should be planned according to the students' needs also teacher and parents should address these problems and encourage them to use different social strategies for providing sound environment for English learning.

However participants can not represent all Indian ESL learners but it can represent a scenario within limited structure.

### REFERENCES

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