THE SOCIOLINGUISTIC VARIABLES AND THEIR IMPACTS ON TEACHING-LEARNING ENGLISH LANGUAGE COMMUNICATIVE SKILLS: A STUDY OF HIGHER EDUCATION STUDENTS IN ODISHA

Dr. Sudhansu kumar Dash[1] & Prof.(Dr) Ramachandra Dhir[2]
[1]Faculty member, Department of English language and Literature, Shreedhara Swamy College of Education and Technology, Sadangi, Dhenkanal, Odisha.
[2]Former Professor and Head, School of Education, North Odisha University, Baripada, Former Director, International Multidisciplinary Research Academy, Bangalore.

ABSTRACT:
Sociolinguistics is the study of the effect of the language which is used in a society. It also studies all other aspects that include the cultural norms, expectations, and the context in which the language is used.

KEY WORDS: *Sociolinguistics, Teaching-Learning.*

1.0. INTRODUCTION

It differs from sociology of language in a way that when the focus of sociolinguistics is on the effect of the society on the language, the sociology of language focuses on language's effect on the society. Though it is historically closely related to linguistic anthropology, it overlaps to a considerable degree with its pragmatic application in a society.

2.0. Sociolinguistic variables

Studies in the field of sociolinguistics typically take a sample population and interview them, assessing the realization of certain sociolinguistic variables. A commonly studied source of variation is regional dialects. Dialectology studies variations in language based primarily on geographic distribution and their associated features. Sociolinguists concerned with grammatical and phonological features that correspond to regional areas are often called dialectologists.

2.1. Speech community

In sociolinguistic study, the speech community refers to a distinct group of people, using the language in a unique and mutually accepted way among themselves. One must have a communicative competence of the language so as to be an important and active part of a speech community that is, the speaker should have the ability to use the language in the appropriate manner in the given situation.

2.2. Internal vs. external language

Internal language is the linguistic knowledge that has been acquired by a native speaker of language where as external language applies to language in social contexts. Internal language studies the rules of syntax and semantics on the abstract level but external studies the language in behavioral

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habits shared by a community. Internal language analyses and operates on the assumption that all native speakers of a language are quite homogeneous in the processing and perception of the language.

2.3. Social language codes

A social code system is used to classify the various speech patterns for different social classes, their social origins and some consequences. It is divided into two classes namely Restricted code and Elaborated code. Restricted code refers to the speech patterns used by the working class that creates a strong bond between group members while laborated code refers the type of speech pattern of the middle and upper classes. These two classes use this language style to gain access to education and career advancement. Bonds within this social group are not well defined as the defined bond of the people in restricted code.

3.0. The Sociolinguistic implications of language

In the Information Age today, English has become the international lingua franca and is promoted globally as the language of science, technology, business, and diplomacy. In some form of English or other, about 1.4 million people around the world speak this language. The number is approximately a quarter of the population of the Earth of which there are now more non-native users of English than there are native speakers .The importation of English into any new area has numerous sociolinguistic implications for the speech community in question.

4.0. Purpose of the study

The study aims at investigating a comprehension of the sociolinguistic process of language contact which affects every one of the students in Odisha. It is misleading to ignore the process and act as if languages are impregnable to outside influences. The students need to be able to negotiate with the linguistic tools that no one can question. Moreover, they also need to be taught that the natural state of language is to change constantly and to be influenced by other languages and cultures.

5.0. Review of literature

The investigator has come across a few studies on sociolinguistics in India and abroad while reviewing of literature, carried out except three unpublished dissertations. Bloch [1910] works on caste dialect and the study was further carried out in 1960's. William Mc Cormack [1979] in 'Language and Society' studies to discover the origin and method of transmission of caste dialects. A.K. Ramanujan [1964] in 'Sociolinguistics variation and Language Changes' studies the kinds of language innovation between Brahmin and non Brahmin dialects, the degree of association between the caste distinctions and linguistics differences and the methods and reasons for maintaining these differences. Ferguson [1959] in 'Diaglossia' first used the word 'diaglosia' where language exhibits two or more different styles of speech in different contexts. Shanmugam Pillai [1968]studies the analysis of code switching with regard to the hierarchy and caste structure. Basil Bernstein [2001]in 'Class, Code and control' studies on elaborated code explaining the type of speech pattern and language style in middle class and upper class to gain access to education and career advancement. R.Bauman & J.Sherzer [1989] in 'Explanation in the Ethnography of Speaking' studies on the critical discourse analytical research focusing on social power abuse ,where inequalities are enacted ,reproduced and resisted by texts and talks in the social contexts. J.J. Gumperz &S.C. Levinson [1996] in 'Rethinking Linguistic Relativity' studies that culture through language affects the way in which we think. It reexamines ideas about linguistic relativity and how changes in our understanding of meaning as we look which enters into interpretation.   N.Wolfson [1989] in 'Perspectives: Sociolinguistics' focuses on the ability to communicate with native speakers where phonological, syntactic & lexical errors are forgiven. J Thomas[1983] in 'Cross –Cultural Pragmatic failure .Applied Linguistics 'focuses on the cross-cultural miscommunication this could be overcome through the application of pragmatic theory of speech ,co-operative principle and politeness. W.Hu [1997] in Foreign Language teaching and culture' studies on educational exchange that can turn nations into people and no other form can communicate for

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humanizing the international relation. D.Schiffin [1994] in 'Approaches to discourse 'focuses on the organization of language above the sentence level as manifestation of language in context. A.L. Samovar &R.E Porter [1981] in' Intercultural communication' studies on the tangible act of communication which can be able to reverse the negative spiral between the speaker and the listener in an organization and create the climate of trust. After analyzing the above studies it was felt that no significant research studies were conducted on global approach about the sociolinguistics aspects of teaching of English. Besides this, no specific study has been taken on the sociolinguistics aspects of teaching of English in Odisha. Hence the study is a new one for undertaking

6.0. Objectives of the study
1. To study the sociolinguistic variables for a non native learner of the second language.
2. To study the impact of Sociolinguistics on the communicative skill.
3. To study the problem areas of sociolinguistics for second language acquisition.
4. To study the sociolinguistics strategies of learning the second language.

7.0. Research Design
The study is descriptive in nature. The students and teachers were taken in real classroom environment. Data were gathered from three sources. Qualitative research design was applied. Data were subjected to the content analysis in order to refer to any qualitative data reduction and sense making efforts that take a volume of qualitative material attempts to identify the core consistencies and meaning. In the content, frequencies of occurrence of the ideas were counted, recurring responses of different participants were noted and the data were interpreted accordingly. At the end, themes were specified and data were interpreted reflectively.

7.1. Population of the study
The study consisted of the teacher and student population from the degree colleges of five districts of Odisha namely Balasore (Eastern Odisha), Balangir (Western Odisha), Dhenkanal (Central Odisha), Malkangiri (South Odisha) and Sundargarh (North Odisha). The teacher population is560 and the student population is 2500.

7.2. Instrumentation
Observation, interview, questionnaire and attitude scale were used for collecting the required data in this study. The researchers were the participant observers and interviewers during the data collection.

7.3. Observation
The teachers and the students in the degree classes of English were observed during their class hours. These observations were conducted in order to determine the impact of sociolinguistic variables in teaching and learning English language communicative skills in Odisha.

8.0. Analysis and interpretation
Analysis of questionnaire with the Teachers

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Table-1
Sociolinguistics and vernacular

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Sr.No	Items	Male	%	female	%	Total	%
1.	Mutability of accepting the language	281	93.67	247	95.00	528	94.28
2.	Communicative competence	277	92.33	242	93.07	519	92.67
3.	Appropriateness of a language in a given situation	269	89.67	238	91.53	507	90.53
4.	Socialization of the individuality	266	88.67	234	90.00	500	89.28

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Provision of multiple responses

The above table depicts the relationship of sociolinguistics with vernacular that is the language spoken by the ordinary people in a particular country or region. It is found that mutability of accepting a language in everyday use is 94.28% as viewed by the teacher population taken by the investigator in Odisha. In addition to it, 92.67% of the respondents think communicative competence to be right answer of the four options and 90.53% accept the appropriateness of a language in a given situation. In addition to it, 89.28% of the respondents lay importance on the socialization of individuality. All the four responses are true in close proximity having positive response.

It is interpreted from the above table that more than 89% up to almost 95% are aware of the real meaning of the relationship between sociolinguistics and vernacular. As vernacular is the language or dialect spoken by the ordinary people in a particular region and the number of common people in a region is more, the society accepts the common man's language in a mutation with the intellectual language of the elites. As a result of which the communicative competence of the people develops as they are familiar with the language to express their thoughts with appropriate language in a given situation in making the speaker more socialized. The vernacular of course differs because of different social constraints in contextual environments.

No doubt, the vernacular used in a particular society excites the investigator to go further to study the effects of sociolinguistics in a society. Therefore an attempt is made to investigate into Sociolinguistics variables which is imperative for the purpose as felt by the researcher.

Table-2
Sociolinguistics variables

Sr.No	Items	Male	%	female	%	Total	%
1.	Variation in grammatical and phonological features	281	93.66	245	94.23	526	93.92
2.	Variation of regional dialect	276	92.00	242	93.07	518	92.50
3.	Geographical variation of language	271	90.33	234	90.00	505	90.17
4.	Age based variation in a community	267	89.00	233	89.61	500	89.28

Provision of multiple responses

It is evident from the above table that variation in grammar and phonological feature contain the major part as sociolinguistics variables on which 93.92% of the respondents have given their views.92.50% of the respondents view on the variation of regional dialect, 90.17% and 89.28% of the respondents view on both geographical variations as well as age based variations the people respectively.

Taking into account the different views of the teacher respondents on the sociolinguistics variables, it is interpreted from the above table that there is a variation in grammatical and phonological features between the upper class and lower class of people in the society. There is also an age graded variation and gender based variation of language expression in a society as between men and woman, the language style is slightly different,that is to say that women use a peculiar speaking style than men which is close to say that men are taller than women. It cannot also be denied that geographic distribution and their associated features influence a lot for the sociolinguistics variables.

As language is a science, it is imperative to study its nature. So an attempt is made to study the impact of Sociolinguistics on the communicative skill in the following table.

Table-3
Impact of Sociolinguistics on the communicative skill

Sr.No	Items	Male	%	female	%	Total	%
1.	Perfect speech pattern	278	92.67	237	91.15	515	91.96
2.	Individual sound of the word	276	92.00	235	90.38	511	91.25
3.	Speakers choice of verity in making a speech sound	266	88.67	225	86.53	491	87.67
4.	Social aspiration for perfect communication	265	88.33	226	86.92	491	87.67

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Provision of multiple responses

The above table conveys the impact of sociolinguistics on communicative skill on which 91.96% of the respondents favor perfect speech pattern is the immediate impact of sociolinguistics on communicative skill where as 91.25% of the respondents view on the impact of sociolinguistics on the individual sound of the words in its communication.87.67% of the respondents view for the impact of sociolinguistics on increasing the social aspiration of the people for perfect communication of the target language as well as speakers choice of verity in making a speech sound.

It is interpreted from the above table that it is the most realistic aspect of sociolinguistics on communicative skill. The non native speaker becomes able to negotiate with linguistic tools to a tolerable extend to achieve perfection in the sound of the words while communication to others in the speech community. Since English is a global language, the speaker feels himself prestigious to speak in this language that inspires him to develop an aspiration for a perfect communication.

Since the context of the study aims at learning the target language by the non native of English language, an attempt is made to investigate into the sociolinguistic implications of English language in the table below.

Analysis of questionnaire with the Students

Table-4
Sociolinguistic implications of English language

Sr.No	Items	Boys	%	Girls	%	Total	%
1.	An international lingua franca of information	1123	86.38	1059	88.25	2182	87.28
2.	Global language of technology, business and diplomacy	1156	88.92	1048	87.33	2204	88.16
3.	Association with modern life style and progress	1098	84.46	948	79.00	2046	81.84
4.	Unpreferable to shift from local language	594	45.69	648	54.00	1242	49.68

Provision of multiple responses

The above table reveals the sociolinguistic implications of English language in which 87.28% of the respondents view on English language as an international lingua franca of the information age. It is evident today that science, technology, education and administration are promoted to which 88.16% of the respondents favor their views, which is the maximum view in this table. On association of English language with modern life style and progress 81.84% of the teachers give their opinion favoring it and 49.68% of the respondents view their importance on the unpreferable shift from local language to language of international standard.

It is interpreted from the above table that the sociolinguistic implications of English language are a far stretched scenario in the world today. As approximately a quarter of the population of the earth speak some form of English for such social progress. It is also observed that the young people associate English with modernity to express their current life style and reject the vernacular being the old fashioned one. This leads to preferential shifting of English language from the old to the new.
Since sociolinguistics is the science of the language, it is just not limited to a theory as every science has a practical application.

Table no -5
Test of significance of difference between the attitude of male and female teachers towards sociolinguistic approach of teaching English.

Sr. No	Category	Number	Mean	Standard deviation	" t" value
1	Male teachers	250	30	6.899	9.234
2	Female teachers	250	23.82	8.023	

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It is revealed from the above table that the mean score of the attitude male teachers towards the sociolinguistic approach of teaching English is 30 and female teachers is 23.82 and the standard deviation is 6.899 & 8.023 respectively. It is observed that the obtained "t" value is 9.234 which is more than the tabled t value at df 498 (i:e. 2.59 at 0.05 level and 1.96 at 0.01 level) which is significant at both the levels. The hypothesis is "There is no significant difference between the attitude of male and female teachers towards the sociolinguistic approach of teaching English" is not retained. It concludes that the mean score of the male teachers is significantly higher than the mean score of the female teachers. So that male teachers are more aware than the female teachers towards the sociolinguistic approach of teaching English. The total mean component (sociolinguistic approach of teaching English is 51 where the obtained mean of the male and female teachers is much less than the component mean which proves that the awareness on the sociolinguistic approach of teaching English has not fully developed. So, necessary steps should be taken to enhance the awareness level among the teachers teaching English in Odisha.

9.0. DISCUSSION

Communication difficulties are not confined to evaluation of behavior in small groups. This would be difficult and not necessarily effective. An outsider using in group speech may give the impression of -talking down or intruding on others' private affairs. It is more important to concentrate on methods for diagnosing the relevant differences in language usage. Two questions are relevant in the analysis. (1) What is meant by the exchange? That does it reflects about the speaker's state of mind and his relationship to the group? Comparison of the assistant's judgment in these matters with those of the investigator should be useful to reveal relevant sub cultural differences. (2) By what verbal devices are the relevant effects obtained? Are there any special features of style, pronunciation of special vocabulary which are significant? With relatively little additional research an investigator with some training in sociolinguistics could develop indices in addition to conventional communication indices. The method here would be to follow the sociolinguist's practice in studying the same individuals' reaction under varying social stimuli. subject's performance on similar problem solving tasks could be measured in a peer group setting. Techniques for the study of variable selection devised by as well as the recent linguistic work by Bernstein's group, on measures of elaboration and restriction could be adapted here.

10.0. CONCLUSION

Throughout our discussion the investigators have given primary attention to sociolinguistics study and its variables as well as sociolinguistic analysis as a diagnostic or ethnographic tool for the study of small group interaction. Little attempt has been made to make direct predictions of the effect of particular types of speech behavior on problem solving ability.

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