

# Language Advocacy For The Next Generations

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Abstract:

As the ages go by we enter into the modern era where we have to focus on where there is a need to consider where we are now and what lies ahead. Most of the classroom practice revolves around the ideas generated in the world very different from the one which we will dwell in the years to come. Current paper will make an attempt to travel around some of the social and scientific changes that we may have to get familiarity with as how we are going to spend into the next century and learn how these have impact on the practice of language teaching.

Key Words: social and scientific changes, Language teaching

## **Introduction:**

In undeniable fact that most definitely will have effect on the practice of language teaching, and as educators and promoters of language we need to take creative measures as part of contributions towards leading the society into the necessary changes in the context of language and its applications. A good number of commentators are sceptical towards how far these social and technological developments can offer both constraints and numerous opportunities to the students. With a drastic a shift from syllabus towards style, ideas from critical pedagogy to the need to structure the development of student decision-making, and a preparation for change can play their anticipated role in developing language widely for the greater good.

One of the initial points that we all should keep in mind is that how to make these language advocating methods to be implemented and how they can extend hand in learning a lot about our generations coming by looking back. It is important to notice that language education is likely to be receptive in its form and scope of apprehension through our works in a social and historical context. For instance, in late 1950s and 60s, the emphasis on rational, technical solutions was also reflected in contemplation of language being taught then.

Given rise to “alternative” ways of living, self-help groups, a rejection of “the establishment”, and the emergence of “do it yourself” philosophies in late 1960s brought a social fragmentation accompanied by a similar fracturing in language teaching thought process. The era of 1970’s witnessed the breed of concern

with humanistic, 'whole person' issues in the classroom, learner-centred teaching all of which aimed at denying the customary language instruction convention of the times.

While we look at the ages past and their gesticulation of teaching language in classroom and the way it was handled might draw a large line of gap-filling concept in the classroom. Our past, raises the question of how it dealt in past on classroom practice and how it may get handled in future classroom practices scenario. The question is an important one, as it will bring out the differences between what *is* happening in language education and what we *would like* to happen. Education plays a crucial role in shaping the future, and this is no less true for us, involved in language education.

The future is a continuation of our present, and, a definite development of factors that are at work now. There will be those who say that this is simply the way things are going, that our concern is simply to teach language – we don't need to bother ourselves about issues of social content or any other form of methodology as long as the foreign language gets learned. But it's not appropriate now as perception is naïve and irresponsible at time. Many people still don't like to give credit to the classroom practices playing an effective role in learning language especially foreign language learning in their particular domain. Most importantly the self-analysis made by students among themselves about how far they are being at the advantageous side is something that can't be avoided. As promoters of spreading language, particularly in relation to young students -we are uniquely privileged in helping to shape the views that students have of themselves – not only their perception in relation to language learning, but in relation to learning as a whole, and their relations with societal relations and complications. The educators may expand their support and guidance in learning up-to what level the students can see themselves as active agents in their own education or passive recipients of transmission based education. In this process one thing that needs to be remembered is that ideology existence in each and every student plays a dominating role in equipping them psychologically how much effort they can put in learning language. Ideology comes from practice, . Ideology is ingrained in our practice, in the materials we use, in our attitude towards assessment and evaluation, and the issues of relative power and control in the classroom and it certainly breaks the myths about how it had been treated as untouchable in class room teaching till now.

It's important to understand what we can do beyond what has been done in class rooms till then. For instance, as they say Change happens within the future, the nature of future society needs continual change and adaptation on the part of our students, rather than following the script and transcribes found in many popular books crafted on this issue like McCoursebook, which are really strong proponents of adequately preparing students in the zone where the students were not effected by society issues. When we say society or social issues everything that is connected to man comes into the arena. It also includes political, economical, foreign policy, non-academic methods, class discriminations, financial crisis etc., What effect these elements have on students process of learning language can't be blinded from reality. We also have to ask whether the evident dangers in a political system and the emergence of supranational corporations are best confronted by classroom practices have really any impact on them because they do not involve students

in real decision-making and real contributions to the content of their lessons. We also need to question whether the forces of the market – consumerism, pop appeal, media and accumulation – *should* be reproduced in educational practice. As teachers we must make our students gain the capacity of questioning towards what they read, see and are told, as they may have an undying interest towards the corporate elements which grapes the eye ball of- advertising, sales and marketing, inter-government relations, dealings with multinational corporations, politically motivated media, and so on.

#### A NEW CURRICULUM FOR NEXT GENERATIONS

To get answers for certain unanswered questions it's important to understand one's own sets of values and priorities, and indeed political stance. If we can move away from teaching the fictional or modern terminus only in the classroom and in turn encourage them to have their own space in mind about learning what they need to survive through language rather than the commercial style. By moving away from any tendencies which exist towards the 'McDonaldisation' in language teaching, and that we can ensure them that education is nutritious. The availability of fewer possibilities and modern facilities know language teaching, we have to make a coherent, principled contribution to shaping the future as we would like it to be.

#### **Conclusion:**

Finally, future is what we make rather than facts. There may well be developments that seem unstoppable, but it is incumbent upon us to look for opportunities in these developments, to ensure that they enrich our lives by stretching our pedagogic imaginations to the full. In language education and the teaching of the young, we have a unique opportunity to help to shape the future as we would like it to be. Understanding that language learning give a fruit when it's learnt in the background in society provides an impact unexpected. The sole aim of the teachers should be to raise the students in cooperation with the society they live in rather than fictional and artificial spaces.

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