

Language Education Policy and Social Semiotics

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Abstract

In the random sense ,language can be defined as a competent amalgamation of signs and symbols in the specific society. People combine the signs and symbols so the perfect utterance may result. Language provides us with all possibilities of meanings and intentions and assists us for acquiring the deep sense, inherent in it. It is the acquired method for communication which is formulated after the deep study of ruling conventions. For imbibing any sense, language assists. Through all co-relations, the intended meaning results.

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“Language is the institution whereby human communicate and interact with each other by habitually use oral auditory arbitrary symbols”¹

Language education policy should be included the progress of language through

various social dialects, mean by social semiotics. Social distinctions should be

explored for the sake of adopting apt way of educating students in linguistics concerns. The journey of language for getting the status of standard language through Pidgin-Creole helps at much extent.

“A creole arises through contact between speakers of different speakers of different languages .This contact first produces a makeshift language called ,”Pidgin”, which has got native speakers is called ,”Creole”.”²

Charles Ferguson ,the sociolinguist, proposed, “Diglossia” in 1959 by observing lower and upper variety of the language.

“Diglossia is a relatively stable language situation in which , in addition to the primary dialects of the language (which may include a standard or regional standard), there is a very divergent, highly codified (often grammatically more complex)

super-posed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation.”³

Social semiotics is the special branch of the field of semiotics which impeccably investigates and analyses human signifying practices in specific social and cultural circumference and which tries to explain meaning - making as a social practice. So, semiotics, the branch dealing with signs and symbols, is the accomplished field gets chiseled at the hands of language maestros, viz, Charles Sanders Peirce, Ferdinand de Saussure, Claude Levi Strauss, Jacques Lucan, Michael Foucault and Roland Barthes. They all symbols are connected with meaning formation in the profound sense.

“Since then semiotics and semiology have become alternative names for the systematic study of signs, as these function in all areas of human experience.”⁴

Language education policy with the reference of social semiotics will prove very efficient method along with utilization of social semiotics when we discuss about the formation of any society we actually rummage the remote corners of our traditions. Some time we get strike with how do the words get connected with meaning. In our society we share many rituals, beliefs, disbeliefs, and assumptions and all these are the threads binding us in the one tight knot. For the every member of the society, the gestures of pleasure, sorrow, depression, enthusiasm, victory,

defeat, own arrival of newborn, Final goodbye of dear ones, nodding in agreement or silence for showing denial are the variety of situations but with the common agreement signs and symbols comprising the meaning are identical.

The merits of social semiotics will efficiently assist for formulation of beneficial language education policy. For providing the hypothesis with the best citation, we may discuss about the dialects of the same language. For the sake of explanation, we utter British accent in which particularly we Indian learn the language, English. American accent doesn't seem friendly generally. It is due to about English language as can assert that British accent may result in better interpretation because social semiotics about the accent is very propulsive.

The education experts always insist on the concept that if the student gets education in his/her mother language, then the difficulties abstracting better understanding will be efficiently swiped out. Sapir defines language as

“Language is a purely human and non – instinctive method of communicating voluntarily produced symbols”.⁵

For example, If the student is from Hindi speaking community and his medium of instruction is also Hindi then he will off absorb the concepts with greater accomplishment. Thus full fledge understanding will be experienced. The reason behind is at the home or in the society, the student shares the same social semiotics he has been listening at the school semiotics he has been listening at the school. When his teacher instructs him about what does it mean by harvesting period? , the student definitely recollects in his subconscious minds the social

semiotics dealing with the harvesting period. The gestures of elations celebration, gratitude paid to the village deity, offerings dedicated and the peasants dancing on the bits of the special harvest dance.

The costumes and jewellery they carrying while dancing indicate the roots of their culture because in the same society and culture, all people share the specific semiotics. Folk songs always carry the same sense of togetherness and impart the delved meaning. Now the student understanding the semiotics will engross completely the lessons taught by the teacher in his own language.

This is the age of globalization and multinational brands reign the world. Many classic brands a have been opening their branches in almost all countries having selected open door economic policy. Beforehand, they should divulge in “the social semiotics” of the country they are going to open their branch. If they do impaired study it will fail the company with drastic consequences. So, the business schools should schedule language education policy separately for advertising by considering social semiotics. For example the beverage brand coco – cola made campaigning in Arab countries but as they didn’t understand the language they supported their campaign with the help of pictures. Three pictures, the first is of a man feels very fatigued, the second he drinks coco – cola and the third he feels enthusiastic due to energy provided by the beverage. Compose the advertising even after six months the company didn’t get any positive response. After investigation, the local person provides the employees with the information that all other scripts have been writing left to right but Urdu script does exactly opposite. So, they

understand the advertising but in a wrong sense. Social semiotics makes all the difference in this concern.

Before designing any language education policy, social semiotics should be studied in all dimensional depth. Otherwise the policy will meet with the total fiasco. Assumptions are different from society to society. It is very possible that a good omen of one society will be meant as a bad omen for an another society. Before designing the language policy, they should be entangled with skillful dexterity. Some signs and symbols are universes in meaning, for example, all three colors of traffic signals, the picture of skull, sign of diverged roads etc.

With the adorable G.B. Shaw example of Pygmalion by the prolific writer, is much evident about the present subject. Prof. Higgins wins profusion of knowledge about the scientific phonetic field. His is high class of the London society and he takes much pride in his achievement as the language expert. He boasts about his efficiency to elevate any of men/women irrespective of the class, creed and society.

Higgins-[carried away]Yes ,in six months –in three if she has a good ear and quick tongue –I’ll take her anywhere and pass her off as anything. We’ll start today ;now! This moment!”⁶

Actually he is of ignorant nature that the person may acquire the language according to the society in which his upbringing is done and the semiotics he learns since the childhood. These social semiotics run in and as the blood and he or she learns speaks the language accordingly. His friend shows total disagreement to his opinion and asserts that to teach the classic language to the person of lower status will be just

impossible. Prof. Higgins accepts the challenge and brings Eliza Doolittle, a girl working in a flower shop. She has learnt the language befitting for her purposes. Even after being y effortless; Prof Higgins fails to bring the desired change in Eliza's pronunciation and language. The matter explicates that he fails to understand that social semiotics shared by Eliza are completely distinct from the pure language. His bookish language has been derided by the girl as very snobbish accent and in turn he laughs at her cockney dialect. They both can't match their linguistic strength with each other and finally Prof. Higgins kneels down .The teacher intents for pure English accents while his whimpering student can't reciprocate his demand.

The example of Prof. Higgins and Eliza Doolittle is highly evident in the concern that of social semiotics and language education policy.

Before hand, the fact should be meticulously detailed that even Prof. Higgins of our society have taken challenge of improving linguistic caliber of Eliza's, the teaching learning method will be completely fruitless without understanding discrimination on different levels. Such exploration of paraphrasing facilitates proper understanding. To bring changes in any system elaboration of the strata comprising the concept compels the experts to focus on the detailing embedded. So for better results of language education policy, the social semiotics should put under microscope. We will get better version of the education with dissection of its fibers inch by inch so why it must be accepted that Eliza needs Prof. Higgins studying her social semiotics.

Social semiotics explores ideological, psychological, and contextual orientation and can be tagged as the complicated webbing of meanings. So flood of light is needed on each and every stage to unfold the true meaning every society does have the firm foundation of concrete contextual phases. No baseless assumptions may evade in. It clearly does mean by every semiotics is with potential meaning. Good Interpersonal relationships of the society even are resulted from the semiotics shared by.

For better perspective of language education policy deconstruction theory may efficiently help.

Ferdinand de Saussure has prescribed deconstruction and taught the theory of signs and symbols. He uses the words signifier and signified and the inter – relation exists between According to him, words connect with another related word come together break from and again amalgamate to form the explicit meaning. The inherent intention should be considered and put at the center of framing L.E.P.

As Globalization reaches to every distinct threshold, the L.E.P. should think over the fact that now social semiotics are even revolving in different spheres. Social conventions, beliefs, assumptions keep modifying under the influence of globalization. This paradigm shift should be analyzed to bring out better frame work of language efficient society. Parents expect their children to learn more modified versions of the languages and science because the high – rank jobs demand so. Social dimensions are changing and so the semiotics. Education is prioritized and becomes the fourth need of our society along with food, Shelter and clothes. Resources available in the society

are mounding the semiotics and for the sake of reason language education policy should also consider these transformations. Black and white photographs are outdated because high- pixel frames are in fashion. Make their advancement. This transition should also be involved in language education policy. To create and increase efficiency the study of icons, index and symbols advocated by Charles Sanders Peirce, 19th century American erudite should be undertaken. The “Icon” indicates the embedded similarities between the object and the signifier. The index does mean by the possibilities of cause and effect relationship. The symbol implies the social convention related with. C.S. Peirce proposed the three angled formula for elaborating “semiotics”. Along with this theory, Ferdinand de Saussure’ structuralism ushers in the depth for studying the panorama of shaping of different signs and symbols dealing with changing gestures of semiotics.

People of this globalized village are disposed towards being vocal and language efficient because their personal and professional life will be of more definite meaning. It will be the vital area of interest for many sociolinguistics and the experts to engross with meaningful essence of social semiotics.

The worthy contribution of the stalwart Noam Chomsky will be asserted with his “Linguistic competency “in which he mentions that in homogenous community is required for better understanding of the speech. Thus he emphasized again on

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3. Ibid, page no. 105.

“social semiotics again. He vouches that the linguistic system acknowledged by the society is a sort of the unsaid social commitment to the specific signs and symbols. So when we study the semiotics, actually we conduct the study of inherent linguistic properties shared by the same society. For designing the language education policy, the thematic use of signs followed by finite terminology of set rules should be exploited. The thing of high importance is that the fact three types of linguistic variety should be generalized ,viz, language ,dialect, resister of the particular society for the sake of introducing more effective language policy. For the sake of detailing, it can be said that language haves an expanded form .For example, English is the language which is summing up of all the possible dialects. Mainly, dialects show discrimination in accents and intonation with the language. Dialects vary from region to region and with some paradigm shift and thus in policy making the thing should be considered with high regard. Meaning of the semiotics, socially accepted, will be kept at center for anticipated results.

“Leech has discussed seven types of meaning; conceptual, connotative, social, affective, reflected, collocative and thematic.”⁷

In the nutshell, social semiotics should be at center and circumference in designing language education policy for the best consequential future perspective

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