



LANGUAGE ADVOCACY FOR THE NEXT GENERATIONS

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ABSTRACT:

We enter the modern era, where we must focus on where we are currently and what lies ahead, as the ages pass. The majority of classroom instruction is based on ideas generated in a world very different from the one in which we will live in the coming years. The purpose of this paper is to make an effort to travel around some of the social and scientific changes that may occur over the course of the next century to learn how they will affect language teaching. Few of us anticipated that advocating for language programs would be an essential part of our work when preparing for a career as language teachers. However, as we entered our first year of teaching, our role as language teachers has always required us to learn to advocate for language education and quickly become articulate spokespersons for our field. This is so important to all language teachers that the American Council on the Teaching of Foreign Languages (ACTFL) outlines a professionalism standard in the accreditation process used by well over half of the teacher education programs in the United States. The accreditation process is published by the National Council for Accreditation of Teacher Education (NCATE). New teachers must meet this standard by demonstrating their ability to advocate for language programs as well as their knowledge of and active involvement in the language teaching profession. In a similar vein, candidates for certification as accomplished teachers must satisfy the National Board for Professional Teaching Standards (NBPTS) that they possess the knowledge and abilities necessary to be effective advocates for language programs.



KEYWORDS: *changes in society and science, language instruction.*

INTRODUCTION

It is undeniable that this will have an impact on the practice of teaching languages, and as language educators and advocates, we need to come up with innovative solutions as part of our efforts to guide society toward the necessary changes in the context of languages and their applications. Many commentators are skeptical about the extent to which these social and technological advancements can

provide students with both constraints and numerous opportunities. Ideas from critical pedagogy, the need to structure the development of student decision-making, and preparation for change can play their anticipated roles in developing language broadly for the greater good with a drastic shift from style to syllabus.

One of the first things we should all keep in mind is how to put these language advocacy methods into practice and how they can help us learn a lot about our future generations by looking back. It is essential to keep in mind that our works in a social and historical context are likely to be receptive to the form and scope of language education. Consider the way language was taught in the late 1950s and early 1960s, for instance, when rational, technical solutions were emphasized. In the late 1960s, "alternative" lifestyles, self-help groups, rejection of "the establishment," and "do it yourself" philosophies led to social fragmentation and a similar fragmentation in language teaching thought processes. The rise of concern was witnessed during the 1970s, with humanistic, "whole person" issues in the classroom, and learner-centered teaching, all of which sought to defy the prevalent convention for language instruction.

When we look at how people taught language in the past and how they did it, we might see a big gap in the idea of filling in gaps in the classroom. Our past raises the question of how classroom practice was handled in the past and how classroom practice might be handled in the future. The distinction between what is currently taking place in language education and what we would like to see take place will be revealed by the response to this crucial question. For those of us involved in language education, education plays a crucial role in shaping the future.

Our present continues into the future, and certain factors that are currently in play will undoubtedly change. There will be those who argue that this is just the way things are, that our concern is only to teach language, and that as long as the foreign language is learned, we need not worry about social content or methodology. However, given that perception is sometimes naive and irresponsible, it is inappropriate now. There are still a lot of people who don't like to credit classroom practices for helping people learn languages, especially foreign languages, in their particular domain. Most importantly, students cannot avoid conducting internal self-evaluations about how far they are leaning toward the positive. We have the unique privilege of helping to shape the views that students have of themselves, not only in relation to language learning but also to learning as a whole and their relationships with societal relations and complications, as promoters of spreading language, particularly among young students. Students may perceive themselves as either active agents in their own education or passive recipients of transmission-based education at the level at which educators can expand their support and guidance for learning. During this process, it is important to keep in mind that each student's ideology plays a significant role in determining how much effort they can put into language learning. Practice is the source of ideology. Our practice, the materials we use, our attitude toward assessment and evaluation, and the issues of relative power and control in the classroom are all rooted in ideology. This certainly dispels the myths that it has been treated as untouchable in classroom teaching up until this point.

Understanding what we can do beyond what has been done in classrooms up to that point is essential. For instance, since it is said that change will occur in the future, our students will need to constantly adapt to the nature of the society of the future rather than following the instructions in numerous well-known books on the subject, such as McCoursebook, which are ardent supporters of adequately preparing students in an environment where society issues do not affect them. When we talk about society or social issues, everything that has to do with man comes up. It also includes non-academic methods, class discrimination, financial crises, and foreign policy, among other things. It is impossible to conceal the impact that these factors have on students' language acquisition process. Because classroom practices do not involve students in real decision-making or real contributions to the content of their lessons, we must also ask whether the obvious dangers of a political system and the emergence of

supranational corporations are best confronted by classroom practices. In addition, we need to consider whether educational practice ought to replicate the market forces of consumerism, popular appeal, media, and accumulation. Because they may have an unquenchable interest in the corporate elements that grapes the eyeball of—advertising, sales and marketing, intergovernmental relations, dealings with multinational corporations, politically motivated media, and so on—we as educators need to help our students develop the capacity to question what they read, see, and are told.

Become Informed

Language teachers need to be aware of what is happening in relation to language policy and practice, particularly at the local and state levels, in addition to being aware of the research. Since local communities and individual states are primarily responsible for education issues, crucial decisions affecting language programs are made at the local level. The effort to effect change has been successfully led by numerous state organizations. Under the direction of the Michigan World Language Association (MiWLA), for instance, language educators have recently been successful in convincing the legislature to enact new graduation requirements for languages and to create a brand-new state framework that is based on the national standards. States like Minnesota have successfully lobbied to have a state official in charge of language programs and other language-related issues in their state. School boards are in charge of local school districts and individual schools at the local level. Spend some time getting to know the people on your board who make decisions. Every year, make it a point to get on their agenda and bring attention to a particular aspect of your language program. Inform them of your activities and the significance they hold for your students. Parents, students, and ACTFL lobbied successfully for Fairfax County Public Schools in Virginia to keep their Foreign Language in Elementary School expansion last year.

A NEW CURRICULUM FOR NEXT GENERATIONS

Understanding one's own values, priorities, and even political stance is essential in order to get answers to some unanswered questions. If we are able to move away from teaching fictional or contemporary terminus exclusively in the classroom, we can encourage students to learn what they need to survive through language rather than commercial style. We can guarantee them that their education is nutritious by avoiding any tendencies toward the "McDonaldization" of language instruction. With fewer options and modern facilities for language teaching, we must contribute in a coherent and principled manner to shaping the future as we envision it.

LANGUAGE AND COMMUNICATION

Any message, whether it is intended for a select group of people or for no one at all, runs on language. To put it another way, language influences people's behavior, attitude, and mannerisms by facilitating communication, education, and the flow of information. Language is the rhythm of human existence and what distinguishes humans from other animals. As a result, communication plays a crucial role in changing and reaffirming a set of behaviors in a target audience within a specified time frame. It is the means by which humans can communicate with one another and live a social life. The molecule of language is the formation of thoughts, imagination, planning, recall, and finally sharing through the spoken word, written words, gestures, and images in human society. In the Indian scenario, the diverse linguistic and cultural barrier is a challenge that hinders the effective rooting of media and communication in rural and tribal India. The same language also becomes a barrier in the easy flow of effective communication.

LINGUISTIC MINORITY OF INDIA

According to the Oxford Dictionary, the term "minority" typically refers to a group that makes up less than half of the population and is distinct from other groups, particularly the majority, in terms of creed, faith, ethnicity, and language. The majority of India's linguistic minority are members of the Schedule Tribes. (Affairs) Neither the Indian Constitution nor any other legal interpretations of India use the term "Linguistic Minorities" explicitly. The "minority" was defined in 1946 by the UN Human Rights Commission as "non-dominant groups in a population who possess a wish to preserve stable ethnic, religious, and linguistic traditions or characteristics," significantly different from the rest of the population.

MASS MEDIA AND LANGUAGE INTERFACE

The best way to think of media is as a tool for gathering and disseminating information. According to McQuail and Windahal, mass communication is a process. A procedural tool that serves as a means of reaching a large number of people can be described as mass media. Radio, press, cinema, television, satellite movies, documentaries, and contemporary internet-driven media are these instruments. The following is a list of the primary roles that the media play:

- In our nation, it is used for entertainment, empowerment, political awareness, and socioeconomic development.

- It contributes to the Government's periodic development plans.

- It is a driving force behind the dissemination of advocacy messages.

- It fosters harmony among communities and national integration.

- Contributes significantly to the social and economic development of the rural and tribal populace. The population's level of information and knowledge rises when they have access to mass media.

- The standardization of education and the utilization of lifestyle change are typically the two goals of effective media use.

- It is an important medium for entertainment and leisure.

CONCLUSION:

Finally, rather than facts, my future is what I create. It is our responsibility to look for opportunities in developments that appear to be unstoppable to ensure that they enrich our lives and fully stretch our pedagogic imaginations. We have a one-of-a-kind chance to help shape the future in language education and the teaching of young people. Understanding that learning a language in the background of society has an unexpected impact is fruitful. Instead of creating imaginary and artificial environments, teachers should only be concerned with educating students in accordance with the society in which they live. Promoting language education and multilingualism is an essential step toward improving the future. By advocating for this crucial cause, anyone can contribute to making a significant impact, regardless of whether they do so on a local level or by engaging elected officials in Congress. In today's globalized world, where multilingualism is becoming increasingly important, language education must be prioritized and supported.

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