



DYNAMIC ASPECTS OF LANGUAGE - A SOCIAL SCIENCE RESEARCH CONCEPTUAL STUDY

K. Premakumari¹ and Dr. R. Gowrishankar²

¹Ph.D. Scholar, Post Graduate and Research Department of English,
Presidency College (Autonomous), Chennai, Tamil Nadu.

²Assistant Professor & Research Supervisor, Post Graduate and Research Department of English,
Presidency College (Autonomous), Chennai, Tamil Nadu.

ABSTRACT:-

Language plays an important as well as inevitable role in our life and one cannot think of a society without language. It is highly essential for human progress and it is the flesh and blood of human culture. There would be no civilization without language and it is the means of social culture. It involves us in the process of interaction and human co-operation develops only through language. Language is a vehicle of thought as it helps us to convey or express our ideas, thoughts, and feelings. Japerson defines language as "set of human habits and to express our thoughts and feelings". According to, Philip Ballard (1935), "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily reduced symbols". Edwin Philli (1965) says, "Language is one of the symbols of a Nation".

KEYWORDS: Language, Dynamics of language, societal language .

INTRODUCTION :

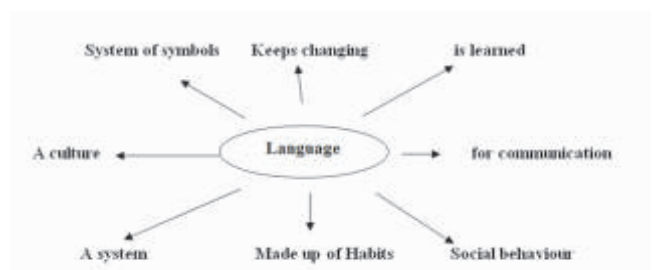
Language expresses the mental character of people who speak it and reflects features of their natural surroundings. There are two functions for any language. They are,

1. Social
2. Non-Social

Socially it is used for expression and communication and its non-social use is the inner life of each person for provoking thoughts. It is an aid to think and thus it serves as the mind. Language is a tool for communication and it has a variety of features based on its usage and practice in our day-to-day life.



Dynamism of Language and its features



LANGUAGE IS A SYSTEM

Language is a system like that of the human body. Our body functions through various organs - heart, lungs etc., and in the same way language functions through sounds, structures and words. Without sounds there is no utterance and without utterance there is no structure or words.

For example, 'Sanjay played foot ball,' is a sentence which consists of very many sounds. It follows a particular structure, i.e. Subject, Verb, Object; Sanjay, played, foot ball. So language is a system of phonological, grammatical and lexical items. That is why in language teaching one follows the structural method and uses selected vocabulary items.

LANGUAGE - SYSTEM OF SYMBOLS

In this principle one finds no relation between symbol and object denoted by it. For example, one calls a particular thing a table and another a stone. There is no natural relationship between the object and the word. It is a matter of convention. It is true in the case of question and answer forms. Is this a table? - Question. This is a Table - statement. It is nothing but convention. So in the above sentence, the word table is not a table. It stands for table.

LANGUAGE IS LEARNED

Learning a language is an activity and it cannot come automatically as walking does. No child is born with the skill of speaking and he/she acquires it after he/she is born. If a child is separated from society or brought up in the company of deaf people, it will remain as it is and it cannot pick up any language. It picks up language by listening to the people around. First, a child listens to its mother and then listens to others. Hence, language is a learned activity.

LANGUAGE FOR COMMUNICATION

The main purpose of language is communication and one uses language as a vehicle to convey one's ideas. One makes use of it to inform others, to express one's feelings or emotions. So it is of paramount importance to learn the correct pronunciation. It is for the teachers to pay attention to correct pronunciation, and the teachers must serve as perfect model for their students.

LANGUAGE - A CULTURE

Language is a symbol of culture of a society and it has meaning only in relation to that society and culture. For example Eskimos use many words for 'Snow' because 'Snow' plays an important part in their life. But otherspeakers do not have that number of words for 'Snow'. While learning a foreign language one learns not only speaking that particular language but also gets acquainted with the culture of the people.

LANGUAGE - MADE UP OF HABITS

Language is a set of habits. The system of language is mastered at the habit level. When one speaks one's mother tongue one does not bother about the position of tongue, speech organs etc. and one does not bother about the 'order of words'. It is because it has become a matter of habit. Unless one masters the language which is made up of habits one cannot learn a language. This principle implies that the students should have meaningful practice in the use of language.

LANGUAGE - A SOCIAL BEHAVIOR

Language is a social behaviour and there is no part of heredity here. A child picks up the language of his/her environment. A child that is born in Tamilnadu, if it is brought up in England, he/she will pick up English. If it is brought up in France, it will learn French.

LANGUAGE - KEEPS CHANGING

Language is not static and a living language, like human beings, changes. The history of English language

shows the numerous changes that a language has undergone. Changes take place in all aspects of language and this is more so in the case of vocabulary. English too has borrowed words from various languages.

CONCLUSION

Linguistics is one of the major components of language teaching, others being organizational, pedagogic, technical, psychological and sociological components. Linguistics has considerably branched off to psychology and sociology and disciplines like Psycho- Linguistics and Socio - Linguistics besides pure linguistics have tremendous insights to offer to the teacher as well as the learner. Linguistics helps in taking fundamental decisions such as which languages to be taught upto what time; at what level in an educational system. Linguistics helps not only in determining the place and position of a foreign language in the syllabus but also helps to determine the aims and objectives of the teaching of the target language. Since teaching is determined by syllabus, linguistics has great usefulness for the syllabus - designer and can help him in determining, how, why, when and whom to teach.

REFERENCES

- Japerson, Neil. (1985). Society and Language, New York: American Publishing Company.
- Ballard, Philip. (1934). Thought and Language. London: Oxford University Press.
- Philli, Edwin Ed. (1965). Introduction to Mass Communication. Bombay: Feffer & Simons Pvt. Ltd.