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# DEVELOPMENT AND APPROPRIATENESS IN THE LANGUAGE-BASED PHILOSOPHY IN TEACHING SOCIAL STUDIES: A LITERATURE REVIEW

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## ABSTRACT

This paper aims as a catalyst to the language learning difficulties in understanding the in-depth knowledge in the teaching-learning process through philosophy of language. It will serve as a framework with a purpose to develop an appropriate learning guide for both the teachers and learners in order to bridge the perpetual language gap in teaching philosophy and social studies. This paper reviewed articles, journals, and books published online internationally from 2010-2020. The proposal focuses on the findings, conclusions and recommendations from the gathered articles researched. The review revealed the need for developing a language-based instruction in teaching philosophy and social studies, as well as the construction of localized authentic materials appropriate in the active learning process.

Keywords: Appropriateness, development, language-based philosophy, teaching social studies\

## INTRODUCTION

Language appears to be the only attribute unique to the human species. This faculty in the mind called language acts as the main role in the individual human thought, action and the organic society. Thorough research and studies on language, explores the fundamental point of what it means to be a human being (Poole, 2011). Although language is an innovative communication to positive social-reality, it is unavoidable to make mistakes or cause confusion to other people. Therefore, it is an imperative to make this study to clear out the misunderstandings in perennial philosophies, which stem out from the different interpretations, misconception from younger generations, language gap and barriers, miscommunications, biased secondary reference textbook materials, or false meaning from different translations.

Therefore, it is of utmost importance to clarify our own thoughts and meanings which can be attainable through continuous learning and dedicated research. (Kemp, 2018) with these in mind, the philosophy of language postulates to study thought - its framework, features and its existence in relation to our social-reality. That is why our thoughts must be aligned and properly articulated in the form of language, since language is subject to criticism and scrutiny, unlike thought. Through these careful choices of words, we create our thought-language in the form of a proper communication. There are also instances when language and psychology have constant

arguments whether the behavior of speakers is a data for theories in psychology and not in the linguistic phenomena. However, those criticisms are obvious proof for the experimental philosophers of language to accept that linguistic phenomena do have psychological significance, which can be found in an observable behavior. It is a standard methodological assumption towards experimental philosophy of language, in which the behavior of speakers is a collected data in order to provide evidence for linguistic phenomena (Hansen, 2015).

Aside from the behavior of speakers, there pose another problem in terms of the diversity of learners. (Bailey, 2016) the unity in diversity concept is often celebrated because of its localized learning competency factor and includes the language, culture, and ethnic diversity of learners. This will be a challenge for teachers and instructors for they must provide appropriateness in the localized learning materials and instructions for the learners. (Khaiyali, 2014) with this learning process, it will require the learners to converge into quality comprehension as to the reader's cognitive, linguistic, and metacognitive capabilities to recognize the context with the support of various strategies and skills that will build from localized direct instruction. This suggests that it is supplemental for the learner to engage in the transaction of context as accurate, critical, and logical reactions as quantitative features of readings. On the other hand, it also considers the result of narrative characteristics of readings to be genuine as it gives involvement to the affective and qualitative transactions.

## RESULTS/DISCUSSIONS

### Philosophy of Language

One of the factors in students' academic performance greatly relies on textbooks. A student can pass exams and memorize the whole factual information inside a textbook, but what the textbooks offer greatly in the scholastic performance is lacking in what the learners really need in preparation for reality. According to Kowalewski (2019), the intensive-language program must be collaborated with critical thinking for it shows that instructors from intensive language programs with re-designed curriculum in which includes critical thinking as learning process and instructional objectives have a high success rate in preparing the learners for academic challenges unlike the instructors from traditional structured approach to language teaching. With the results mentioned above, instructors from structured approaches in language made their own critical thinking materials to integrate language with research, and critical thinking instructions. Through the development of this curriculum, it is advised to create more textbooks enhancing critical thinking as this will make the students more encouraged and motivated to teach and evaluate learning critical thinking.

To be thoroughly developed and evaluated, the integrated critical thinking in language-based instructions is a necessary tool to have a peer-peer interaction. This feature will give way in roles of the listener and speaker to create communication in order to accomplish communicative objectives and interactive competence (Wang, 2015).

To further understand the foundation of language, it is important to backtrack the venue for work on the history of analytic philosophy, fusing the field as a recognized major field of philosophy in order to promote further study and debate. This allows the 'history' to extend its arms to the present, and to motivate young learners in the engagement with post-contemporary debates in philosophy of language relevant to the current issues (Patterson, 2012). Philosophy and language act as a combination that investigates a variety of subjects that helps students to localized, contextualized and integrate philosophy to perceive it as an interdisciplinary approach (Tennant, 2015).

Additionally, learners will not only be based on content competence but to further develop and refine their skills, with viewing, reading, listening, speaking, critical thinking and producing quality works in literature and language as indicated by Allison and Chanen (2012).

Cited by Stalmaszczyk (2014), the principal contribution of the founders of analytical philosophy (Frege, Russel and Wittgenstein) to the philosophy of language was not associated to the fact that "they applied philosophical methods to the study of language", rather they "applied linguistic methods to the study of certain problems in philosophy". This implies that the methodological approach focuses on the accuracy and appropriateness of language towards the problems in philosophy and social sciences.

With this at hand, there arises another posing challenge and that is the mental content, as stated by Almeida and Gleitman (2018) it is the ongoing process on how symbols get to represent the essence of what they do and how they arrive into the supposed intentional processes. It is the concern of cognitive science, for it triggers the very nature of the visual learning process of recognizing an object, language comprehension and formation and many processes in the high level thinking skills.

## Language-based Instruction

Our instructors learned the philosophical and theoretical background in education as well as a variety of approaches in the different fields. Instructors follow the learning objectives in the curricula and have different methods of teaching. In the teaching field, teachers and facilitators are expected to put that knowledge into practice and it may be indirect instruction for the learners to be a critical thinker or a direct method of simplifying instructions for more smooth and fluent discussions. However if the interaction without utilizing intentional communication is not enough, instructors may precede one step at a time, to interactions of higher levels: instruction through Socratic-method, increasing the collected information in the common levels and reconciliation of meanings (Jaszczolt, 2016). Reaching this common ground, learners will have an initiative and eagerness to take part in discussions of philosophical questions relevant to the subject matter in their immediate environment (Dabbagh and Noshadi, 2016).

From the daily lives of the learners to their immediate environment, the need for task-based language teaching starts with the presenting of evidence and analysis to categorize the target tasks for a specific group of learners, for every learner has individual differences. This is from a task syllabus, which consisted of a series of progressive and more complex pedagogic tasks. These task-based activities and materials pave the way for the teachers or students to work inside the classroom or other learning center environment (Long, 2015).

The study presented by Stevens (2018) described the utilization of multimodal "Technology Enhanced Knowledge Support Systems" (TEKS2), this approach is guided by engaged teacher presence either online or offline in order to help the student explore and develop reading and social studies comprehension. Not only will it focus easily on the terminologies and content in social studies, rather it will also be integrated to literature with the purpose of boosting reading comprehension, technology-enhanced environment, collaboration and commitment. According to the study of Tsai and Shang (2010), there is a shown development in learners' reading performance through the usage of Content-Based Language Instruction than a simple reading comprehension. Their results indicated that the utilization of content-based language instruction in literary work enhances not just reading comprehension but as well as critical thinking. Added by Hiew (2012) it is in the best interest for the teachers to ensure their teaching plans are effective while learners' perception towards the process of learning and teaching becomes more meaningful through a variety of teaching methods and to provide learning strategies and preferences for the learners.

Belli (2018) emphasizes the importance of inclusion of target culture into language instruction that even if a person is fluent in the English language it would still be challenging to negotiate with the native speakers of that language since there lies an insufficiency in the cultural knowledge. People, events, time and place are considered to be contextual elements in the major

role in the formation of a pattern in language. It also proposes the necessity to formulate and promote localized materials in accordance to the target culture especially in different schools in every region with diverse cultural backgrounds.

## Teaching Social Studies

It is incumbent for teachers and learners to bring civic consciousness and leadership responsibilities, to actively participate in the working society with truthfulness and dignity. It is the opposite of a culture of silence in which a person is not politically aware of the society a person is involved in. An active participant in the community and society can be accomplished if the needed knowledge is highly inspired first and foremost by teachers especially in the field of social studies (Omolara and Adebukola, 2015). Relevant to the discovery of King and Sen (2013), explores easily on the three social science generalizations: (1) social connections motivate, (2) teaching teaches the teacher, and (3) instant feedback improves further learning. These encouraged researchers and learners to systematize social knowledge and utilize these techniques for development and innovations that will enhance teaching experience and the learners' learning capacity.

Popil (2010) also examines the use of case studies in the teaching learning process to promote critical thinking among learners and involve active learning. In analyzing case studies, it is an essential part likewise to integrate social justice as part of the instructors' work in the teaching field. Through analyzing details and evidence, teachers and learners will have a realization to become culturally responsive as a part of an educational practice. This implementation between education and social justice can uphold social change in the existing society (Bassey, 2016). Correspondingly, there are major concerns in the characteristics of culturally responsive teaching. Those are restructuring teacher attitudes and beliefs towards culture, ethnic, and racial diversity. This is stated by Gay (2013) to introduce the cultured-centered, localization, and differences in the teacher learning process, as well as forming pedagogical relations between culturally responsive teaching and subject areas being taught daily in schools.

The teaching profession can also be an exhausting and challenging work. Furthermore, to teach is to demand for more work even after finishing the school hours. This may result in burnout and demoralization experienced by the teacher; often this can be reflected on the outcomes in our social reality. The rising problem as indicated by Santoro (2011) is the teacher attrition. Not in the sense regarding lack of commitment, readiness, competency, or resilience. Rather it is examined from the perception of teachers to find value in the kind of work they are tasked to perform. It reveals a social problem experienced in the educational institution by the teachers affecting their fields and teaching profession.

## Localized Authentic Materials in Culture and Language

A study on teaching culture describes effective pedagogical approach integrated into the second language as stated by Moeller (2012). The theoretical constructs 3Ps (Products, Practices, Perspectives) combined with inquiry-based teaching approach using instructional materials in technology creates an educational environment and helps the students with understanding the culture and collecting authentic data. Cultural diversity encourages learners to actively participate and gain more knowledge through mutual goals in the learning process. The study also shows that it can overcome stereotyping and lack of intercultural awareness. (Karabinar and Guler, 2012) participation in culture and language teaching as well as professional development activities results in positive feedback towards the integration of culture.

In the study of Letseka (2013), learners at a young age can be exposed to philosophy appropriate to their language and culture. It invites in-depth knowledge in philosophical

engagement and debates as well as enjoyment in the teaching learning process. According to the study of Yan (2020), it explores the concerns in social mainstream, cultural values, reconstruction in higher education and teaching culture relevant to the social reality. The solution to the problems can be answered through the development in the learners' intercultural communicative ability in language teaching to further enhance knowledge, language proficiency, language teaching, and cross-cultural communication theory.

There is in dire need of localized teaching materials appropriate for language and culture for the learners. In this post-contemporary era, there is a struggle between globalization and localization especially in our educational institutions. If the educational institution mainly follows the syllabi in globalization, localization will deviate; therefore nullifying the concept of "Education for All" and it affects the learners as well. This dichotomy must be clarified and realized because it is too centralized in the global part and ignoring the decentralized, which is localization.

The results from the study of Tajeddin and Bahrebar (2017) simply implies that textbook materials and the active learning process must be inclusive with authentic mode of learning to help the learners to be more motivated and engaged in understanding culture and language. In this setting, the research study made by Iranmehr and Davari (2017) shows the booming influence of the English language teaching while this evidence proves the ongoing manifestation from history as an imperialistic one. This became a struggle between two sectors namely the public education system as represented by localized English and the private education system as represented by globalized English. These two sectors can be differentiated in terms of teaching and learning materials, teaching staff, textbooks, age and background of learners, and facilities.

It is evident as stated by Policarpio (2018), that the use of localized instructional materials appears to be a more effective instrument in teaching English grammar. Therefore, it suggests developing an authentic mode of learning, contextualized and localized instructional materials to further enhance the English language proficiency of the learners.

On the other hand, the role of localized instructional materials in foreign language learning context reveals in the study of Mahabadi (2012) that students' performance are greatly enhanced when they are reading localized instructional materials. The study suggests integrating localized instructional materials in the course outline. Though it emphasizes the importance of making localized instructional materials, the developers of textbooks should notice the attitudes of teachers and learners in order to apply more communicative practices and further develop the willingness of the learners to communicate more openly in the classroom (Yamini and Barjesteh 2016).

In fact, learners can be motivated to learn if they are given from a simple task to unto the complex in a step-by-step procedure. This will fall on the task-based language teaching under the umbrella of communicative language teaching. It is an appropriate foundation for the teaching and learning process in a second language. Task-based language teaching is language pedagogy for second language and has a variety of educational situations as utilized by diverse instructors. It will help the students to contextualize and localize different subject matter with a clear intention to communicate (Kim, 2019).

Additionally, through the help of language teaching and culturally appropriate materials, learners will be more motivated and actively participate in the lesson proper. This greatly improves traditional lessons with the innovation of authentic materials in teaching language to be felt more passionately (Ahmed, 2017). As being said, authentic materials can be either localized or contextualized but the essence of those teaching modalities still relies on the contents of its instruction. In constructing authentic materials in relation to its subject content, it should be practical, comprehensible and appropriate in the active learning process (Setyowati and Sukmawan, 2019).

Now, the common problem for the young learners is the very evidence that English language is their second language and that may result in frustrations and anxiety. English language is often characterized to be too much focused on the text-centered or grammatical rather than communicative. This overwhelms the learners and they are unable to communicate meaningfully. The positive perception towards language learning is a collaborative process involving their resiliency, motivation, affection and cognition as stated by Mithcel and Fuat (2020).

Moreover, it is on the strategy of the learners to comprehend interesting and suitable text in language learning. Not only will they be confident in themselves, but they are also encouraged to share their comprehension in a way of cooperative learning strategy. The result of the study conducted by Nurlela and Suryoputro (2016) revealed a positive correlation between learners' perception on the usage of authentic materials and reading comprehension. Similarly, there is also a positive effect on the reading comprehension through the use of cooperative learning strategy. This suggests that an appropriate and good authentic material could encourage the learners to comprehend language learning texts. In this environment of language, it is of vital importance to evaluate authentic materials in the language teaching. Authentic materials must deliver a clear purpose of communication, correct grammar and use of words, appropriateness, and modification if required (Tran-Thanh, 2018).

## CONCLUSION

The articles showed problems encountered including obsolete textbooks, difficulty in reading comprehension and language learning, culturally inappropriate learning materials, too much emphasis on the globalized teaching, deviating localization, text-centered rather than communicative, traditional lessons without innovation in methodological teaching, second language problems, and lack of task-based activities. This implies the urgent need for a procedural step towards instruction which is the language-based instruction in teaching philosophy and social studies. This method of instruction simplifies the complexity of the subject matter appropriate to the level of comprehension across every grade level and the individual differences of the learner. Aside from the method of instruction, there should also be a developed learning material which is the localized authentic materials that is appropriate to the learning area and the needs of the learners. At the same time, during the active learning process, learners will further enhance their critical thinking and become more motivated to learn.

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