

A study of language values in language alienation among primary and secondary school students

Sun Yan

*School of Journalism and Communication, South West University, Beibei, Chongqing, 400715, China
sy801117@163.com*

Abstract: *Influenced by individual differences, the phenomenon of language alienation is very likely to have a direct impact on primary and secondary school students' language learning as well as behavioral norms. Therefore, in order to cultivate and construct the language value of primary and secondary school students, the study of language value in language alienation of primary and secondary school students is proposed. Firstly, the concept of language alienation is analyzed, and the criteria for defining the phenomenon of language alienation are analyzed from a philosophical point of view. Then the causes of language alienation of primary and secondary school students are interpreted and explained in terms of language education concepts and socio-cultural factors. Finally, the basis for judging the value of language in the phenomenon of language alienation is proposed from the three aspects of language use value, language communication value and language exchange value. It aims to use the different characteristics of language alienation of primary and secondary school students to provide new references for other language alienation.*

Keywords: *primary and secondary school students; language alienation; language value*

1. Introduction

Language is a tool for people's communication and a carrier of cultural transmission. However, with the development of society, the phenomenon of language alienation of students is getting more and more serious. This phenomenon of language alienation is manifested in students' use of language with problems such as grammatical errors, inappropriate wording and poor expression. At the same time, students' writing ability and oral expression ability are gradually declining. This phenomenon not only affects students' academic performance, but also affects their social skills and future development^[1]. Therefore, this paper studies the causes, effects and coping strategies of language alienation of primary and secondary school students from the perspective of language value. The research value of this paper is to reveal the causes and effects of students' language alienation through the study of primary and secondary school students' language alienation. At the same time, this paper will propose corresponding coping strategies to provide educators with certain references. Through this study, we can have a better understanding of students' language use and provide a basis for future language education. In addition, this study can also promote people's awareness of the value of language and raise the importance of language education. At present, research on students' language alienation at home and abroad has achieved certain results. Foreign research mainly focuses on language acquisition theory, sociolinguistics and other fields^[2]. Domestic research mainly focuses on language education, cultural heritage and other fields. These studies are of great significance to our understanding of the causes and effects of students' language alienation. However, there are still some problems in the current research, such as single research method and insufficient depth of research results. Therefore, this paper will conduct an in-depth study on language alienation of students in primary and secondary schools from the perspective of language value. The research method of this paper is somewhat innovative. First of all, this paper studies the problem of language alienation of primary and secondary school students from the perspective of language value. Research from this perspective is still rare in China and has a certain degree of foresight. Secondly, this paper will use a combination of qualitative and quantitative research methods to conduct an in-depth study of language alienation of primary and secondary school students. This research method can provide a more comprehensive understanding of the causes and effects of students' language alienation^[3].

2. Defining the concept of linguistic alienation

The essential provision of language is the general theory of language production. When language is landed in concrete social life, the purity of language will inevitably be contaminated by material interests, and language will be distorted in the real society, i.e. language alienation. The power of language is enormous, it can either build a rational building to serve mankind or enclose a cage to control people's speech and behavior. As early as in the era of Marx and Engels, they had already discovered the phenomenon of language alienation and elaborated their thoughts on language alienation according to specific historical conditions^[4]. The manifestation of language alienation at the philosophical level is that language has a certain degree of scalability in expressing the real degree of thought, and the distortion of the original state of thought by language makes language itself alienated. The sinking of language in reality is mainly manifested in the process of economic interaction, political interaction and academic interaction. From the perspective of historical materialism, Marx and Engels explained the inevitability and main reasons for the alienation of language from the alienated society in which it was produced, thus pointing out that in order to return language to its original state, it is necessary to return human beings to their own existence as human beings, and that only through the realization of the communist movement can we achieve the total alienation and abandonment of human beings, and promote the emancipation of language and human beings^[5].

The concepts of alienation and objectification are ideas that Marx attached great importance to throughout his life, and most scholars are familiar with Marx Engels' concepts of alienation of labor, alienation of commodities, and alienation of capital, while there are fewer studies on linguistic alienation. For this lack, it is necessary to make a collation and generalization and systematic analysis of Marx Engels' ideas on linguistic alienation. In capitalist society, class antagonism and class exploitation are serious, and the contradiction between the working class and the bourgeoisie is increasing. As Hess said, money in capitalist society is a manifestation of the alienation of human nature. Similarly, language is also mutated in capitalist society and is gradually detached from human nature and branded as money worship^[6]. Language alienation is also reflected in the expression of political discourse and academic discourse. Marx and Engels revealed the support of interests behind the words of politicians by criticizing their deceptive language; and some thinkers are good at playing with rhetoric, relying on playing word games to establish their authority and convey wrong ideas and confuse right and wrong. When ideas express themselves with the help of words and phrases, there is a certain degree of flexibility in the extent to which language expresses the truth of ideas.

3. Explanation and Analysis of Language Alienation Phenomenon of Primary and Secondary School Students

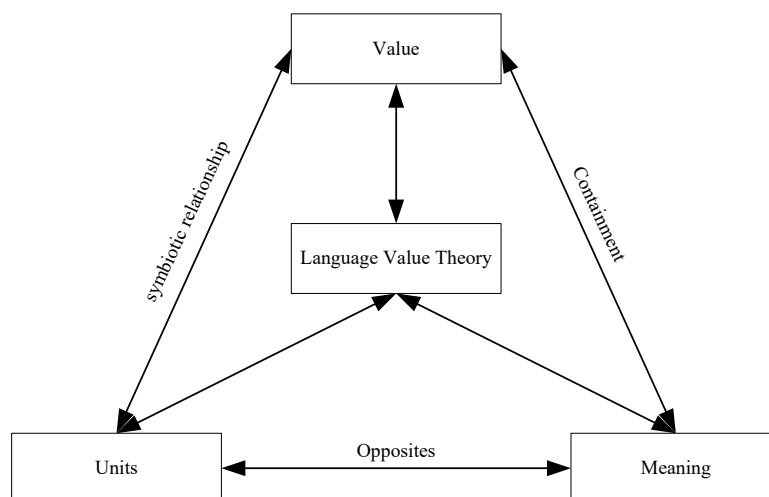


Figure 1: Linguistic Value Theory

The theory of language value holds that language is a symbol system with unique value, which is not only a tool for people's communication, but also a way for people to cognize the world, express their thoughts, and pass on their culture. However, with the development of society, the phenomenon of linguistic alienation of primary and secondary school students is becoming more and more serious, which brings certain impact on the development of students^[7]. In this paper, we will discuss and

explain the phenomenon of language alienation of primary and secondary school students from the perspective of language value theory, combining the cross-disciplinary advantages and the research field of sociolinguistics. And the infrastructure of language value theory is shown in the following figure. The framework of language value theory is shown in Figure 1.

3.1 Influence of the concept of language education

The value of language is multifaceted, the most important of which is the cognitive value of language. Language is the basis of people's thinking, and it is the medium for people to acquire knowledge, transfer information and exchange feelings. The use of language can promote students' cognitive development and improve their thinking and expression abilities. However, language education is an important way to cultivate students' language ability and cultural literacy. However, the current concept of language education in primary and secondary schools has a certain influence on the phenomenon of language alienation^[8]. The over-emphasis on the teaching of language knowledge and the cultivation of test-taking ability leads to the lack of students' practical language use and oral expression ability. For example, a survey of primary and secondary school students in a certain city shows that more than 70% of the students said that they could only occasionally or seldom communicate in English with their teachers or classmates in the classroom. This situation not only affects students' ability to express themselves orally in English, but also limits their intercultural communication skills^[9].

3.2 Influence of socio-cultural factors

The influence of socio-cultural factors on the language alienation of today's primary and secondary school students is a complex and far-reaching issue. With the rapid development of society and the diversification of culture, students' language-using habits and values are undergoing unprecedented changes. To a certain extent, this change also affects their language learning and expression, resulting in the phenomenon of language alienation.

First of all, cultural diversification has led to significant changes in students' language use habits. Under the background of globalization, various cultural elements are constantly intermingling, and new linguistic phenomena are emerging^[10]. For example, new language expressions such as Internet buzzwords, foreign vocabularies and dialects gradually penetrate into students' daily life. These new language expressions not only enrich the connotation of traditional language, but also provide students with more language choices. A survey of primary and secondary school students in a city shows that more than 60% of the students said they preferred to use Internet buzzwords or dialects rather than traditional language expressions^[11]. This situation reflects the impact of the modern social and cultural environment on traditional language, which has gradually weakened the status of traditional language. Secondly, social and cultural factors also affect students' values and language norms. With the development and change of society, some new values are gradually accepted and recognized by students, such as individuality, freedom and innovation. These values are also reflected in language use. For example, some students are more inclined to use new types of language expressions such as abbreviations, acronyms and emoticons. These expressions not only reflect students' individualization and innovation, but also reflect their irregularities in language use^[12]. A survey of primary and secondary school students in a certain city shows that more than 70% of the students say they use emoticons or abbreviations instead of traditional text expressions in their daily life. This situation reflects students' creativity and irregularity in language use, and makes the normality of traditional language challenged.

4. Basis of Judgment of Language Value in Language Alienation of Elementary and Secondary School Students

4.1 The value dimension of language use

Language use value refers to the practical value of language as a communication tool in human social life. In the phenomenon of language alienation of primary and secondary school students, we can judge the language use value from the frequency of language use, the scope of use and the effect of use. First of all, the frequency of use of alienated language should be moderate. If an alienated language phenomenon is widely used among primary and secondary school students, or even becomes their main way of communication, then this language phenomenon has a high value of use. For example, Internet

buzzwords are widely used among primary and secondary school students and become part of their daily communication, so they have a high value of use. Secondly, the scope of use of alienated language should be wide^[13]. If a phenomenon of alienated language is only used among a few students, its use value is relatively low. And if this alienated language phenomenon is used among primary and secondary school students of different grades, genders and regions, then its use value is higher. Finally, the effect of the use of alienated language is also an important factor in judging its use value. If an alienated language phenomenon can effectively convey information and express emotions, then it has a higher use value. For example, some primary and secondary school students use dialect or foreign language vocabulary to express specific emotions or concepts, and these alienated language phenomena can accurately convey their intentions, and therefore have a higher use value.

4.2 Language exchange value dimensions

Language exchange value refers to the benefit or value that language, as a medium of social communication, can bring in interpersonal communication. In the language alienation of primary and secondary school students, the exchange value of language is reflected in the ability of students to communicate effectively with others through the alienated language and thus achieve their personal goals. If an alienated language can help students better integrate into a specific group, improve their social status, get more information, etc., then this alienated language has a high exchange value^[14]. For example, some primary and secondary school students can communicate better with their peers and improve their understanding and friendship by using Internet buzzwords or foreign languages, so as to realize their social goals.

4.3 Language communication value dimensions

Linguistic communication value refers to the role of communication, coordination and integration that language plays in interpersonal communication. In the language alienation of primary and secondary school students, we can judge the communication value of language in terms of its communication effect, communication efficiency and communication quality. If the use of alienated language helps to improve the communication effect between students, making the communication more smooth and accurate, then this alienated language has a high communication value^[15]. At the same time, if the use of alienated language can improve the efficiency of communication, so that students can convey more information in a limited time, then it also has a high communication value. In addition, the use of alienated language should also focus on the quality of communication, i.e., to ensure that the language is expressed clearly and accurately to avoid misunderstanding and conflict. In summary, from Saussure's theory of language value, we can judge and analyze the language value in language alienation of primary and secondary school students from three levels: language use value, language exchange value and language communication value. This helps us to understand the phenomenon of students' language alienation more comprehensively, and on the basis of which we can formulate corresponding educational strategies to guide students to use language correctly and improve their language ability and literacy.

5. Conclusion

In the dynamic process of language use, exchange and communication, the phenomenon of language alienation among primary and secondary school students has far-reaching implications. Taking Saussure's theory of language value as a framework, this study delves into the key roles of language use value, language exchange value and language communication value in the language alienation of primary and secondary school students. In summary, the study of language value in language alienation of primary and secondary school students is a complex and important task. It requires us to understand the phenomenon comprehensively from multiple perspectives and in the context of the actual situation. By gaining a deeper understanding of the phenomenon of language alienation of primary and secondary school students and the reasons behind it, we can better guide them to use language correctly and improve their language ability and literacy.

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