

NATURAL RESOURCES AND THE ROLE OF LANGUAGE

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The role of any language, particularly the English Language is the most important factor that significantly contributes to the understanding of natural resources. To comprehend the essence and utilization of natural resources in physical world, it is essential to go through the concepts and patterns of the universal language. For instance, individuals are born with an innate virtue of imitation through which, they actively participate in the happenings of the world as infants. However, through the development of the communication skills, they encounter with letters, syllables and words as well as their application in a particular language like English. Literally, the understanding of a language assists in the overall growth of apprehensive approach towards the subjects of any child. For example, a child gets knowledge of the utility of water, earth, soil and other needs of life once he initiates his role as a social unit. Therefore, the child uses natural endowments to fulfill his needs by language. He discusses many people about nature and earth in his language. He invents new techniques of resource

utilization with language. With the help of language, he develops the new theory and its implementation in practical life and he becomes able to over-exploit the land, water, plants, and air. Thus, language plays a decisive role in the understanding of a particular concept.

Language teachers and researchers have been aware of anxiety-provoking potential of learning a foreign language for a number of years. Krashen (1985) maintained that stressful classroom environment works as a filter preventing easy acquisition and inhibiting learner's ability to take in and process incoming information. An emerging body of research revealed that anxiety may impair foreign language production and achievement and its negative impact has also been identified at the specific stages of language learning: input, processing, retrieval, and output stage. What is more, anxiety was found to cause problems related to self-confidence, self-esteem, risk-taking ability, and ultimately hampering proficiency in the second language. Therefore it is important for language teachers to identify the sources of language anxiety in the foreign language classroom to be able to implement appropriate methods to help students in overcoming it. This article will outline the theory related to sources of language anxiety in the foreign language classroom.

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Prior to the study of the contribution of language in the understanding of natural resources, a grave outlook is expected to proceed with the knowledge of the science of language. Linguistics is the systematic study of the elements of language and the principals governing their combination and organization. An older term for the scientific study of the contribution and history of language was philology-a term that is still sometimes used as synonymous with linguistics. Through the nineteenth century, philology was the analysis of similarities and difference with in a family of related language and the analysis of the evolution of a family of languages, are of changes within a particular language, over a long course of time. This latter study of the changes in language over a span of time has come to be called diachronic; the important developments in twentieth century linguistic came with the shift to the synchronic study of the systematic interrelations of the components of a single language at a particular time.

A great writer introduced an important distinction between langue and parole. A parole is any single meaningful utterance, spoken or written. The langue is the implicit system of elements of distinctions and oppositions, and of principals of combination, which make it possible, within a language community, for a speaker to produce and the auditor to understand a particular parole. The linguist's primary concern, in Saussure's view, is to establish the nature of the underlying linguistic system, the langue. The American linguist Noam Chomsky has substituted for Saussure's langue and parole the distinction between competence the tacit knowledge possessed by native speakers who have mastered or "internalized" the implicit conventions and rules of a language system that make possible the

production and understanding of well formed and meaningful sentences and performance the actual utterance of particular sentences. Competent speakers know how to produce such sentences, without being able to specify the conventions, is to identify and make explicit the system of linguistic conventions, and rules that the speaker unknowingly puts into practice.

Modern linguists commonly distinguish three aspects that together constitute the grammar- the components, and the principles of ordering the components - in any "natural language" as English, French, Japanese, Hindi, Sanskrit, Urdu, Tamil, Telgu, Marathi, Kannad, Punjabi, Bengali and so on. The study of the elementary speech sound, the study of ordering of speech sounds into the smallest meaningful groups and the study of the way that sequences of words are ordered into phrases, clauses and sentences. In the present context of analyzing natural resources' understanding, language tells us about the resources of nature. In fact, language is in the role of planning and assessing the importance of natural resources. Without language, the dream of Natural sources is pigmy or like never success. Primarily, as mentioned above, the individuals begin to figure out the meaning of the defining words connected with the terms as earth, soil, water or plant. Being a part of the environmental study, the objects like soil or plant modify the thinking pattern of the person; as soon as the word hits the premises of logic, the individual passes through a kind of image impact on his or her mind. The word plant, as it is pronounced in English, gives start to the sensory organs where an image of the plant is formed through which, the understanding of this natural resource begins. In fact, the concept of natural

resources is barely possible to understand in the absence of language, however, there are enormous forms and patterns of languages that either universally or natively spoken, to go through the natural resources' studies. The fourth aspect of language, in this reference, sometimes, included within the area of linguistics is semantics, the study of the meaning of words and of the combination of words in phrases, sentences, and larger linguistic units. In the same way, the language is a part of Natural Resources. The study of language about Natural Resources is the combination of earth, water, soil, air, forest plants and so on.

The imperfect success that a native speaker of one language, such as German, French, Hindi, English, manifests in adapting his habitual pronunciation to the phonemic system of a different language, such as English, is a major feature of what we identify as a "foreign accent."

In the sixteenth century, the word humanist was coined to signify one who taught or wrote in the "studia humanities" that is grammar, rhetoric, history, poetry, and moral philosophy, as distinguished from fields less concerned with the moral and imaginative aspects and activities of man, such as mathematics, natural philosophy, and theology at that time, these studies focused on classical, especially Roman, culture; and they put great emphasis on learning to speak and write good language. The humanists wrote many works concerned with educational, moral, and political themes, based largely on classical writers such as Aristotle Plato, and above all, Cicero. In the nineteenth century a new word, humanism, came to be applied to the view of human nature, the general values, and the education ideas common to many Renaissance humanists,

as well as to a number of later writer in the same tradition.

Typically, Renaissance humanism assumed the dignity and central position of human beings in the universe; emphasized the importance in education of studying classical imaginative and philosophical literature, although with emphasis on its moral and practical rather than its aesthetic values; and insisted on the primacy, in ordering human life, of reason (considered the universal and defining human faculty) as opposed to the instinctual appetites and the animal passion. Many humanists also stressed the need, in education, for a rounded development of an individual's diverse powers-physical, mental, artistic, and moral- as opposed to a merely technical or specialized kind of training.

In our time the term "humanist" often connotes those thinkers who base truth on human experience and reason and who base values on nature and culture, as distinguished from those who regards religious revelation as the warrant for basic truth and values. The result was that they tended to emphasize the values achievable by human being in this world.

The rapid advance in the achievements and prestige of the natural sciences and technology after the Renaissance sharpened, in later heirs of the humanistic tradition, the need to defend the role of the humanities in a liberal education against the encroachments of the sciences and the practical arts. As Samuel Johnson, the eighteenth century humanist who had once been a schoolmaster wrote in his life of Milton.

"The truth is, that the knowledge of eternal nature, and the sciences which that

knowledge requires or includes, are not the great or the frequent business of the human mind.... we are perpetually moralists, but we are geometricians only by change.... Socrates was rather of opinion that what we had to learn was how to do good, and avoid evil.”

Matthew Arnold, a notable proponent of humanism in the Victorian period, strongly defended the central role of humane studies in general education. Many of Arnold's leading ideas are adaptations of the tenets of the older humanism-his view, for example, that culture is a perfection “of our humanity power as distinguished from our animosity”, and consists of “a harmonious expansion of all the powers which make the beauty and worth of human nature”, his emphasis on knowing “the best that is known and thought in the world”, with the assumption that much of what is best is the writings of classical antiquity; and his conception of poetry as essentially “a criticism of life”.

We are living in the twenty first century and people are awakening the natural resources management policy and planning by discussing in their language reaches man to think the value and vice of Natural Resources. The role of language in Natural Resources is perfect and relevant. Its role cannot be underestimated in the understanding of the natural resources on the global level.

