

EFFECT OF ANALYTIC PHILOSOPHY ON ENGLISH LANGUAGE EDUCATION

Desi Nosita

Setia Rini

State Islamic University Salatiga

anosuyatno78@gmail.com

Abstract

Language learning cannot be separated from philosophy because philosophy is the mother of science. In its development, language learning was influenced by the philosophy that developed at its time, including analytic philosophy. The influence of Analytic Philosophy is felt in language teaching, especially in semantic and pragmatic research. And Russell's theory of Logical Atomism opens new horizons for scientific research, including linguistics. On the other hand, semantics is an image which is then continued by the theory of meaning used by Wittgenstein as an early study of semantics and pragmatics. Furthermore, the analytical philosophy developed by The Oxford School develops a theory of speech acts that naturally influence language learning, learning is a speech act of language learning.

Keywords: *Philosophy, analytic, English, pragmatics*

INTRODUCTION

The growth since ancient times in line with the development of philosophy, language has played an important role. At that time, the study of language was not as developed as it is today. However, language has been used by philosophers, not only as a representation of the human mind, but also as a creation of human reason in finding wisdom in his life, as stated by Kaelan (1998: 8) that philosophy is a human activity that stems from the human mind tool to find wisdom in his life, especially in seeking and finding the essence of the reality of everything, finding a very close relationship with language, especially the semantic field.

The historical development of European philosophy can be grouped into two major schools, namely the school of philosophy of idealism and the school of philosophy of empiricism.

The neorealism school, which is the development of the idealism school of philosophy, emphasizes the study of philosophy on the method of language analysis, which later gave rise to the term analytic philosophy. In the view of analytic philosophers, linguistic analysis is the only legitimate activity.

The influence of analytic philosophy is felt in language education, especially in the study of semantics and pragmatics. The theory of logical atomism proposed by Russell has opened new horizons in the study of science, including linguistics. Meanwhile, the theory of meaning is picture which is then continued with the theory of meaning is use.

Wittgenstein's meaning is use theory is the forerunner of semantic and pragmatic studies. In addition, the analytic philosophy developed by the Oxford school has developed a theory of speech acts

which is of course influential in learning language.

In addition, analytic philosophy developed by the Oxford school has developed a theory of speech acts which of course affects language learning, from learning linguistics to language education as speech acts. This paper seeks to examine the influence of analytic philosophy on the development of language education.

According to Bakker (through Kaelan, 2004:133), one of the causes of the birth of analytic philosophy is the chaos of language of philosophy. Many theories and concepts of philosophical theories and concepts are presented in language that is confusing language, even further away from everyday language. Analytical philosophy is a unique method for explaining, elaborating, and testing the truth of philosophical expressions, and test the truth of philosophical expressions. Figures of the analytic philosophy school George Edward Moore (1873-1958), Bertrand Russell (1872-1972), and Ludwig Wittgenstein (1899-1951), as well as John Langshaw Austin (1911-1960).

Atomism is one of the schools of philosophy that has long developed before modern times. In Europe, atomism has begun to emerge and was introduced by Leukippos and Democritus as his student in the 5th century BC. The adherents of atomism atomists proposed the theory that the natural world consists of two inseparable components, opposing and atomic components that cannot be divided and filled by other components.

The school of logical atomism became known in 1918 through the writings of Bertrand Russell. Then it reached its peak in Wittgenstein's thought through his work entitled *Tractatus Logico Philosophicus* (1922).

The theory of meaning is an image "Meaning is Picture" is one of the theories of meaning developed by Wittgenstein in his book *"Tractatus Logico Philosophicus"* (1922). According to him, the world is filled with facts, each of which is associated with meaning. Images as phenomena in nature have a picture of reality. Thus, the world is actually filled with facts, not by something.

According to Hidayat (2006: 37) Wittgenstein assumes that all human speech contains one or more elementary propositions, namely propositions that cannot be analyzed anymore (which Russell calls logical atomism). with logical atomism). It is said further

Furthermore, the elementary proposition refers to a state of affairs in reality. The theory of logical atomism put forward by Russell and Wittgenstein's theory of meaningful images are actually the basis for the development of semantics. semantics which was later developed by Eugene Nida (1911-2011) into a study of lexical semantics, and pragmatics which was later developed by pragmatic figures such as Searle (1932), and Austin (1932), and Austin (1911 - 1960). Meaning is use is a theory developed by Wittgenstein after he returned from Austria (his home country). Upon his return to teach at Cambridge (1929), he found that language not only describes facts but also describes intentions. facts but also describes the intentions and how it is used.

He even challenged his own theory of meaning is picture theory that he developed. He tends to assume that language has a variety of functions. Every different situation, the function language used is also different which Wittgenstein called language games.

Wittgenstein called language games. In his book *Philosophical Investigation* (1986), Wittgenstein said that language is a game, like as well as football games and games. Others have special rules. Logical Atomism theory by Bertrand Russell (1872-1972), Meaning is Picture theory and meaning is use theory by Ludwig Wittgenstein (1899-1951).

Based on the the aforementioned concepts, this current student formulates a research question as "Is there an influence of analytic philosophy on the development of English language education in the world?"

METHOD

Methods used for data collection in this paper is with the library method or literature study. Data and examples were taken from relevant literature, namely those related to the analytic school of philosophy, such as the book *The Philosophy of Logical Atomism* by Russell (2010), the book by Wittgenstein (1986), namely *Philosophical Investigations*, the book *Tractatus Logico - Philosophicus* by Wittgenstein (2002), as well as books and references on English language education

In English education, analytic philosophy is the philosophical basis the establishment of the Common European Framework of Reference for Languages (CEFR). CEFR is a framework developed by the European Union that provides a common basis for the elaboration of language syllabi, curriculum curriculum guidelines, examinations, textbooks, etc. across Europe.

FINDING AND DISCUSSION

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language skills. Language proficiency is expressed in six levels, from A1 for beginners to C2 for those who have mastered the language. This makes it ideal for anyone involved in language teaching or testing, such as: B. You can easily see the level of teachers, learners, and various qualifications. This also means that employers and educational institutions can easily compare our qualifications with other exams in their country.

Level of mastery English is stratified into three levels, namely (1) the basic speaker level (basic speaker), namely those at the A1 (beginner) and A2 (elementary) levels, (2) the independent speaker level, i.e. learners at the speakers, namely learners at the B1 (intermediate) and B2 (upper intermediate), and (3) the proficiency speaker level, i.e. learners who have reached the level of level, i.e. learners who have reached C1 (advanced) and C2 (expert) levels. In more specifically, the skills of using English usage skills at each level (A1 to C2).



Page.1

Mastery level of English

The waters of analytic philosophy have influencing linguistic schools both in Europe as well as in England and America. CEFR as an educational framework the languages of the European Union are influenced by the flow of analytic philosophy, both at the level conceptual language education, as well as on practical level of teaching English.

Table.1

Skills in using English at every level language levels.

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Actional perspective, as a representation of CEFR contains six competencies the main subjects of language learning are break through, waystage, threshold, proficiency, effective operational proficiency, mastery. Curriculum, syllabus and books appropriate English lessons with the CEFR and an actional perspective.

REFERENCES

- Alwasilah, A. C. (2008). *Filsafat Bahasa dan Pendidikan* Bandung: Penerbit PT. Remaja Rosdakarya.
- Common European Framework of Reference for Language: Learning, Teaching, Assessment (CEFR).(n.d). Retrieved 02 January 2023, From Council of Europe: <https://www.coe.int/web/common-european-framework-reference-language>.
- Hidayat, A.A. (2006). *Filsafat Bahasa: Mengungkap Hakikat bahasa, Makna, dan Tanda*. Bandung: Rosda Karya
- Kaelan, M.S.(1998). *Filsafat Bahasa: Masalah dan Perkembangannya*. Yogyakarta:Penerbit Paradigma.
- Kaelan, M.S. (2004). *Filsafat Analitis menurut Ludwig Wittgenstein: Relevansinya bagi Pengembangan Pragmatik*. *Jurnal Humaniora*, Volume 16, No. 2, Juni2004: 133 – 146.
- Language Policy Unit, Strasbourg Common European Framework of Reference for Languages: Learning, Teaching, Assessment www.coe.int/lang-CEFR. Diunduh tanggal 02 January 2023.
- Russell, B. (2010). *The Philosophy of Logical Atomism*. First published in *The Routledge Classics*. London: Routledge
- Wittgenstein, L. (1986). *Philosophical Investigations*. Reprint of English text with index. UK: Basil Blackwell Ltd.
- Wittgenstein, L. (2002). *Tractatus Logico – Philosophicus*. Translated by D. F. Pears and B. F. McGuinness With an introduction by Bertrand Russell his edition published in the Taylor & Francis e-Library. London <https://www.eurolingual.com/english/ourteaching-method/european>