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THE FEATURE OF POSTMODERNISM - FRAGMENTATION AND ITS IMPACT ON THE PROCESS OF LEARNING ENGLISH

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Abstract:

The teaching of a second language, especially English, seems to be on the rise given the importance of today's globalized world. This article, an empirical study, was conducted through a closed survey and text development in two Chilean schools. The research aimed to identify the fragmentation that occurs in the learning process of the English language by measuring the use of words and the integration of vocabulary, writing, and the use of idioms. In theory, postmodernism, with its characteristics of individualism, fragmentation, and atomization of knowledge, is seen as a reality in today's society. The results indicated that respondents have a lack of developed and used vocabulary and deficits in idiomatic development due to the atomization and fragmentation of knowledge.

Keywords: culture, education, English language, postmodernism and fragmentation, teaching and learning.

This article, an empirical study conducted in two schools in the Maule region, aims to show how the trait of postmodern fragmentation affects language and its communication processes and has thus become a barrier to second language learning, such as. B. Learning English as a public policy where governments have attempted to introduce the language through various school plans. Then there is postmodernism, which brings us new elements for living in reality and for fluid communication. Linguistically, many abbreviations and symbols that can be used in digital, oral, and written communication are subject to changes that can make learning a new language difficult.

TEACHING AND LEARNING ENGLISH

The need to learn English as a second language is increasing as it is the language of international communication (Harmer, 2000, Brown, 2007). English is valued because it is a government matter (Cameron, 2003). In Chile, the English language is seen as a tool that enables global communication and access to a wider knowledge



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of information and technology, enabling countries to meet the demands of a global society (Mineduc, 2012). Although English is a subject in schools' curriculum, its importance was noticed in Chile when there was a change in the way it was taught. The change, prompted by the Chilean Ministry of Education (Mineduc, 2004), went from a grammar-based approach to a more communicative one (Mineduc, 2004). In the 1990s, the focus was on developing reading comprehension using texts of increasing difficulty depending on the course or level (Villarroel, 1997). Lessons that focused on grammar rules and behavioral testing tasks were removed from the classroom (McBride, 2009). In their place came classes based on communicative activities, with an emphasis on the expression of ideas rather than the analysis of the formal aspects of language (Bell, 2005, Larsen-Freeman, 2013, Richards & Rodgers, 2001, Zann, 2007).

One of the Chilean Ministry of Education's contributions to promoting English education was the creation of the pioneering and exclusive OpenDoors English program (Mineduc, 2004). English Open Doors' mission was established in 2003 to improve the language skills of students in grades 5-12 by defining national standards for learning English, developing professional teacher training, and supporting teachers in transforming classrooms to serve the supported countries around the world to help the betterment of the country.

However, despite the establishment of an English-language program, it has been shown that students from educational institutions in Chile have insufficient proficiency in written language comprehension and basic oral production skills upon completion of secondary school, consistent with the basic objectives of the English program in Chile (King, 2007). Several theories have emerged regarding low English proficiency in secondary education that attempts to address this difference. One of them argues that part of the problem stems from the poor use of methodological techniques in the classroom, noting that they are inappropriate for the type of content being taught (King, 2007). Other theories attempting to respond to the ineffectiveness of English language programs in Chile argue that the difficulties stem from a lack of infrastructure and economic and human resources (Wagner, 2001).

Gaviria and Faustino (2006) show that Spanish is the dominant language in Chilean English teaching, particularly in public educational institutions, where teachers and students communicate in L2 when consulted on short topics. In the Chilean context, the lack of resources for teaching English in the education system is a well-known



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problem that has dragged on for years (Cancino, 2007). The institution Education First (EF), which is committed to international cooperation by promoting English learning, reports in its study report that Chile ranks 45th out of 80 countries surveyed, even behind the least developed countries (EducationFirst, 2017). Various studies show a variety of unfavorable elements as reasons why the desired English learning in Chile is not achieved. These reasons are part of the postmodern age, in which the life of the individual, especially the life of the students surveyed, sinks into decentralization. A fragmented society also fragments the search for knowledge, rendering most knowledge useless, especially, as in this study, learning the English language.

POSTMODERNISM

Postmodernism is present in society as a whole (Foleri, 2010). Some authors argue that postmodernism is a phase of late capitalism, as suggested in the case of Habermas (Frais, 2008) or by Giddens (Redon Pantoja, 2011), who states that this period is like late modernism. Other authors openly state that postmodernism is a reality already embedded in society, so Vattimo (2000) acknowledges that postmodernism is a different way of being in the world (Hernandez, 2009). Lyotard (1991) envisions this new scenario in which great stories are turned into micro-stories; where in truth the small is the concrete of reality. He says very clearly that we are in postmodernism; Disbelief is considered postmodern in terms of metanarratives.

Postmodernism is a reality that has permeated all social structures and is provoking cultural change. Forms of family formation today are varied, from the traditional family supported by the structure of father, mother, and children to other forms of family formation, couples united without legal or religious ties, gay and lesbian couples who start a family Max Charlesworth (1996) states that, besides an unstructured structure, there are about twelve family types in which postmodern values such as equality and moral autonomy are fundamental (Len Correa, 2010).

In addition, political organizations have also suffered under the onslaught of postmodernism. It is enough to see the number of registered militants, especially young militants, duly registered in the official lists of political parties. A similar thing is happening with churches, where it can be observed that more and more members are older people. Many institutions can be enumerated that do not represent the social subjects, but still go about their daily activities and look for ways to



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articulate new roles within society or attract more members to their ranks or find ways to become more credible within society to become. Gonzalez Carvajal (1991) states that the transition from Prometheus, who is a modern hero, to a postmodern Narcissus is a characteristic of postmodernism, marked by the search for personal satisfaction and individualistic character. For this reason, postmodern society manifests itself in its institutions, essentially because of their fragmentation or weakening.

Postmodernism and knowledge transfer pose a complex problem as it enables the cultural survival of a social group in an identity of cohesion and integration. However, postmodern society is by definition fragmented (SosaSanchez, 2008). Therefore, the transmission of knowledge to younger generations is fragmented; That is, a discussion arises between quality and quantity, or in other words between coverage and opportunities, which could mean that to cover all educational needs at all levels, quality may not be taken into account or, more complex, the way how the subject or person must relate to and interact with daily life to acquire new knowledge or knowledge (Lyotard, 1991).

The fragmentation of society is characterized by the emergence of social groups linked by very concrete specific needs that quickly dissipate when satisfied (Follari, 2010). There is also a turning back to oneself, and regardless of the reality of the individual or the other, these two fronts are given by the fragmentation that is also present in the reality of society in the form of the self-imposed division between those they have economic means and cannot be applied to those who have them. Social class today is not only a sociological reality, but also a contingent reality, placed in one context or another, or a particular fragment, depending on the needs of each individual. Likewise, social segregation takes place via the market, i.e. through the market access that each individual has.

Postmodern culture poses challenges to knowledge transfer and the knowledge of society as a whole, especially when it comes to adopting a new language distinct from the native language, as fragmentation and individualism come together to close possibilities for other scenarios and to open.

METHODOLOGY AND DESIGN

This article is an empirical study that provides insights from a survey conducted among 14 of the 12 students. Knowledge acquisition was measured through the use and integration of vocabulary, writing, and the use of idioms in answering the



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survey. In addition, it describes how postmodernism, in its quality of fragmentation, affects the loss or change of formal language in writing and explaining ideas and situations to students, and then formulates an analysis of the information gathered to reach a consensus. This analysis is reflected in a table showing the achieved or non-achieved results, the idioms and apostrophes used and a bar chart showing the percentages achieved by the respondents in the different table categories.

Basis of the survey.

The survey consists of three topics: writing an idea, writing a plot, and writing the translation into a sentence using a dictionary included in the survey. The list is based on a table of categories defined by the specified goals.

RESULTS AND CONCLUSION

First of all, it can be said that the students interviewed cannot precisely formulate their idea, their production is a kind of vague idea without delving sufficiently into the description of the concept to make it more understandable. This could be explained by their lack of sufficient vocabulary related to other skills taught in school.

In general, this research points to elements that suggest that postmodernism has permeated the structures of language. In terms of the synthesis, they perform to explain ideas or describe situations, i.e. H. the atomization of discourse is quite evident at any educational level of an individual, perhaps aided by social networks that limit the ample use of language and vocabulary to deepen study. This perhaps explains the loss of language in favor of atomization, which in turn is adequate learning of the English language, even if you look at the synthesis of the English language. This requires a broader knowledge and mastery of ideas of expressing, describing, writing and everything related to slang to achieve a new language like English.

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