



The Study of Relationship between Human Language (English) and Human Mind in Psycholinguistics

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Abstract: Numerous ideas have emerged in the field of psycholinguistics to explain how a person learns, creates, and perceives both spoken and written language. The theories have been used to language instruction. Some professionals utilize them as the foundation for constructing language instruction theories, methods. It's referred to as the psycholinguistics approach. Learning is viewed as a process in the psycholinguistic approach individual cognitive processes take place within the individual before moving to the social dimension. As a technique, various methods based on psycholinguistic ideas have been created. Natural methods, whole physical response methods, and suggestopedia methods are some examples. These approaches use psycholinguistic concepts to explain how a person learns his or her mother tongue or first language (First Language Acquisition), second or third language (Second Language Learning), perceives a language (Language Perception), and generates language (Language Production) (Language Production). Listening and reading are examples of language perception, whereas speaking and writing are examples of language creation. The four language skills are listening, reading, speaking, and writing. Psycholinguistics, in particular, aids in the understanding of both intrinsic and external challenges in these four abilities. Psycholinguistics may also be used to explain why pupils make mistakes when learning a language

Keywords: language-learning, psycholinguistics, language instruction, natural methods

Introduction:

The process of learning a language is quite similar to how children learn their first and second languages. It necessitates meaningful engagement in the target language—natural communication—in which speakers are more concerned with the messages they are expressing and comprehending than with the structure of their utterances. Although error correction and explicit rule teaching are not relevant to language acquisition caretakers and native speakers can modify their utterances directed at acquirers to aid comprehension, and these modifications are thought to aid the acquisition process.

Authentic materials are socially arranged materials for social purposes and help to connect the learners in study hall with the language outside the study hall in reality (yadav, 2022). Another researcher, Jordan (1997) characterizes authentic materials as materials which are not composed for language teaching purposes and which cause the student to be presented to the genuine language. (Yadav, A Critical Review of Authentic Materials, 2019) Not utilizing relevant Authentic Material for ESL learners result lack of proficiency, productivity in English language just as English relational abilities. In this research we evaluate the profitability, productivity, authenticity and dependability of real materials for ESL learners. (Yadav, A Brief overview of Authentic Materials in ESL/EFL Classrooms, 2019). Authentic materials have real language. In order to achieve the objectives of English language teaching/ learning it is important for the English language teachers to exploit other materials around them according to the needs of learners and to create interest in them. (Yadav, Optimal Learning of Communication

and soft Skills, 2022) Be familiar with your material- words and phrases, to inspire your audience's trust and confidence hence it is pertinent to choose AM selectively according to the need of learners.

Central argument is that conscious learning is only available to the performer as a Monitor. In general, acquired systems begin utterances; our production fluency is dependent on what we've "picked up" through active communication. Our "formal" knowledge of the second language, our conscious learning, may be utilized to change the learned system's output, sometimes before and sometimes after the utterance is created.

The acquisition of a mother tongue and a second language has various characteristics in common. They both necessitate a meaningful engagement and genuine communication in which speakers are more concerned with communicating and understanding the message than with the form of their words. Error correction is unlikely to be essential, and teaching grammar is unlikely to help in the acquisition of a second language.

Psycholinguistics combines the fields of psychology and linguistics. Linguistics is the study of language, while psychology is the study of mind and conduct. As a result, psycholinguistics can be useful in a variety of situations.

The study of the mind and language is defined as the study of the mind and language. It is concerned with the interaction between the human mind and the environment and language, since it investigates the neural mechanisms that occur during the production and perception of language. The three basic areas of psycholinguistics are language creation, language perception, and language use. The processes involved in developing and expressing meaning are referred to as language production. by use of language The mechanisms involved in perceiving and understanding both spoken and written language are referred to as language perception. Language, both written and spoken The process of learning a native or second language is referred to as language acquisition. Numerous hypotheses have emerged from the field of psycholinguistics.

In language teaching, psycholinguistics is realised as a study of the psychology of language. It aids in the investigation of the psychological aspects that may be involved in language learning. Psycholinguistics focuses on the practical use of language and communication It is essential to make a choice in using a variety of ways to help pupils comprehend a language more readily. As a technique, various methods based on psycholinguistic ideas have been created. The approaches have been widely employed in the field of language instruction around the world. Some types In this paper, the procedure will be discussed. To minimize misunderstandings, below are some terminology connected to .This paper will also discuss psycholinguistics and language acquisition and instruction.

Background of the Study

Psycholinguistic approach views language and thought as related but completely independent phenomena (Claros, 2009). In the psycholinguistic approach, the individual internal cognitive processes are activated so that activation allows the individual to access the comprehensible input needed to further advance in the acquisition of the L2 (Long, 1996 cited in Claros, 2009). Krashen (1985) argues that to understand and learn language, s/he must be exposed to the linguistic input that is a little beyond his/her current level of competence. Krashen explains his view in his famous $i+1$ concept which indicates that the input the learner receives must contain some slight amount of new information in addition to what s/he already knows. To Krashen, a comprehensible input is not just a necessary condition, but it is the sufficient condition. In relation to language teaching, developmental psycholinguistics and applied psycholinguistics play significant roles in formulating effective ways of teaching. Psycholinguistics theory covered the language development of humans, in accordance with humans' physical and mental development. These theories are considered in designing language teaching programs and materials in order to be effective for the second language learners master the target language. Harras and Andika (2009) mention three kinds of language teaching methods which are developed according to psycholinguistics principles: natural method, total physical response method, and suggestopedia method.

Major Components of Language Learning

According to Lightbown and Spada (2006:58-74) mention some factors affecting language learning.

a. Intelligence

The term 'intelligence' has traditionally been used to refer to performance on certain kinds of tests. These tests are often associated with success in school, and a link between intelligence and second language learning has sometimes been reported.

b. Aptitude

Specific abilities thought to predict success in language learning have been studied under the title of language learning 'aptitude'. Research has characterized aptitude in terms of the ability to learn quickly. Thus, we may hypothesize that a learner with high aptitude may learn with greater ease and speed but those other learners may also be successful if they persevere.

c. Learning Style

The term 'learning style' has been used to describe an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills. Some people say that they cannot learn something until they have seen it. Such learners would

fall into the group called 'visual' learners. Other people, who may be called 'aural' learners, seem to learn best 'by ear'. For others, referred to as 'kinesthetic' learners, a physical action such as miming or role-play seems to help the learning process. These are referred to as perceptually-based learning styles.

d. Personality

A number of personality characteristics have been proposed as likely to affect second language learning. It is often argued that an extroverted person is well suited to language learning. Another aspect of personality that has been studied is inhibition. It has been suggested that inhibition discourages risk-taking, which is necessary for progress in language learning. Furthermore, learner anxiety-feelings of worry, nervousness, and stress that many students experience when learning a second language- has been extensively investigated. Recent research investigating learner anxiety in second language classrooms acknowledges that anxiety is more likely to be dynamic and dependent on particular situations and circumstances. Several other personality characteristics such as self-esteem, empathy, dominance, talkativeness, and responsiveness have also been studied. However, it has been not easy to empirically demonstrate the effect of personality in language learning.

e. Motivation (Intrinsic)

Motivation has been defined in terms of two factors: learners' communicative needs and their attitudes towards the second language. If learners need to speak the second language in a wide range of social situations or to fulfil professional ambitions, they will perceive the communicative value of the second language and will therefore be motivated to acquire proficiency in it. Likewise, if learners have good attitudes towards the speakers of the language, they will desire more to learn it.

f. Motivation (Extrinsic)

Teachers also influence on students' behavior and motivation in language learning. Teacher is one of students' reasons for studying the second language or having good attitudes toward the language learning. Teachers can give a positive contribution to students' motivation to learn if classrooms are places that students enjoy coming to because the content is interesting and relevant to their age and level of ability, the learning goals are challenging yet manageable and clear, and the atmosphere is supportive.

g. Culture and Status

There is some evidence that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress. Social factors at a more general level can affect motivation, attitudes, and language learning success. One such factor is the social dynamic or power relationship between the languages. h. Age Second language learning is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation. Research found that age distinguishes children and adults in learning second language in certain aspects such as phonology, morphology, and syntax.

An Approach Based on Psycholinguistics

A native tongue is mastered by all children before they reach the age of five. Children are adorable. They are not formally taught language, yet they all achieve the same degree of skill in their mother dialect. by the start of the school year As a result, the psycholinguistics method backs up the premise that language is important. Since both acquisition and improvement in performance are inherently determined, it is rewired by birth. The development of language is a biological process. Learning a language necessitates the development of perception, cognition, and communication skills. Language-related mechanisms are not the only ones. Students are viewed as individuals who are always involved in the three areas of psychology: cognitive, affective, and behavioural. In their everyday activities, they are emotional and psychomotor. The capacity to employ both receptive (hearing) and expressive (speaking) language and reading) as well as productive (speaking and writing)

Language acquisition is viewed as a cognitive and individual process in which knowledge is formed when the learner is exposed to intelligible material and interacts with it is given opportunity to both bargain and get negative criticism, and is given unfavourable feedback. Psycholinguistic the majority of methods to language acquisition agree that a learner must be exposed to input (Carlos, 2008). Krashen's input hypothesis is one of the most well investigated input hypotheses (1985). This hypothesis When a learner is exposed to understandable material, this model predicts the chance of that learner acquiring a language. As a result, to maximise the possibilities of input comprehension, input should be just one step beyond the learner's current level of understanding current level of language proficiency

The psycholinguistics method focuses on what people know when they communicate, how they acquire that information, and how they apply that knowledge. The core approach of psycholinguistics theory, according to Matlin (1994), is how humans acquire a language physiologically and what transformational principles enable them to grasp the language. This means that in language learning, developmentally appropriate training must be addressed.

Psycholinguistics Approach to Language Teaching Methods

Theories of the nature of language and theories of language acquisition make into a language teaching method. Language teaching techniques are the result of putting language teaching concepts into practise. If the essential beliefs of a language teaching approach are well known, the method may be easily comprehended. The theory of language and the theory of language acquisition are the two basic ideas that are used to design language teaching approaches. Structural theory, functional theory, and interactional theory are the three main theoretical perspectives used in the development of language teaching methods. Language is viewed as a series of grammatical units in structural theory: phrases, clauses, sentences, affixes, and soon. Informational, emotional, persuasive, and social communication are all functions of language, according to functional theory.

Aside from language theory, the development of language teaching methods is also founded on language learning theory, which is concerned with two primary questions: what cognitive processes are involved in language acquisition? language acquisition, and what conditions must be met in order to achieve a high level of language learning activity. These two problems have been clearly answered by psycholinguistics. As a result, psycholinguistics has been employed. It is widely accepted as a foundational notion in the development of language education methods.

Some methods which were developed based on psycholinguistic approach are described as following (Harras and Andika, 2009)

1. Natural Method

This method is developed by Tracy D. Terrel. This method believes that language learning is a reproduction of the way humans naturally acquire their native language. This method rejects earlier methods such as the audiolingual method.

2. Total Physical Response

Method This method is developed by psychologist from San Jose State College, United States, James J. Asher (1966). Psycholinguistic principles in language learning according this method are as following.

- a. Language competence will improve significantly by involving kinesthetic sensory system in language learning. This related to the fact that children are given utterances that require them to move physically.
- b. Comprehension is primary rather than speech production. Students are directed to achieve comprehension competences before they try to speak or write.

3. Suggestopedia

This method is developed by Georgy Lazanov, a psychiatrist in Bulgaria in 1975. Psycholinguistic principles in language learning according this method are as following.

1. Humans can be directed to do something by giving them a relaxed atmosphere and opened and peaceful mind. These will stimulate nerves to easily respond and store the information for longer.
2. Before the lesson started, students are persuaded to relax their body and mind in order to gather hypermnesic ability, it is an incredible supermemory.
3. The classroom is set up with dim light, comfortable seats, relaxed atmosphere and classical music.

Conclusion

In a bilingual and multilingual culture, acquiring and learning a second language is critical. Psychology plays an important role in learning or acquiring a language. It's also a must in today's global society, when technology is primarily limited to a few countries speaking a few languages. In reality, many students, instructors, specialists, and politicians are in desperate need of these languages.

As previously stated, some beneficial approaches for teaching and learning a second language were recommended in the theory of second language acquisition. Teachers are encouraged to employ such ideas in order to make their jobs easier and to assist their pupils acquire and learn more effectively.

The emphasis should be on how to progressively assist learners in learning a language in a way that emphasizes fluency over correctness.

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