



THE ROLE OF THOUGHT PATTERNS IN ENGLISH LANGUAGE ACQUISITIONS - A STUDY ON POST-MATRIC LEVEL STUDENTS

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Abstract:

This study titled “The Role of Thought Patterns in English language acquisitions - A study on post-matric level students” examines the functions of pattern of thought influencing students in higher educational level with sufficient examples. The relationship between grammar and functional English is displayed to know how a language is put together meaningfully for communication. Different topics and phrases from day to day life are suggested for the students to acquire English in a faster way. Practicing spatial learning and thinking on target language is encouraged among the students.

Key words: Higher educational, grammar, functional English, communication, acquire, Spatial learning and target language.

Apart from B.A. and M.A. English programmes, English language becomes the important mode of study preferred by all from schools to colleges. In schools from standard first onwards English is introduced through prose, poetry and grammar parts with colorful pictures and examples.

The process of providing picturisation and simple illustrations were gradually reduced in higher education and the importance was given to the theoretical level.

There are two methods of ways in acquiring English language:

1. Learning by formal and continuous practices.
2. Through direct practical experiences.

Along with these two methods, thought patterns operating in every individual mind plays an essential role in the process of communication. Lila Gleitman and Anna Papafragou had observed the importance of concept formation before acquiring a new language starts before the birth of a child and the role of language acquisition completes when the child starts to grow.

To our knowledge, none of those who are currently advancing linguistic-relativistic themes and explanations believe that infants enter into language acquisition in a state of complete conceptual nakedness, later redressed (perhaps we should say “dressed”) by linguistic information. Rather, infants are believed to possess some “core knowledge” that enters into the first categorizations of objects, properties, and events in the world (505).

Direct practical experiences are far better than the formal and continuous practices because it makes the reader familiar with the advanced style of a language. Learning English as a second language by non-natives inside a formal classroom is only through grammar, however there are only less opportunities available for practicing spoken and written forms.

Apart from teaching basic grammar, teachers should focus on the following day to day activities to enhance their English language.

English conversation topics for daily practices:

1. Family
2. Friends

3. Schools and colleges
4. Private and government offices
5. Court
6. Police station
7. Airport
8. Restaurant
9. Science and technology and so on.

To keep the new language familiar and handy it is must for the learners to take practice on the above topics. This will progressively make them familiar with technical and non-technical words and usages of different fields.

The students who are familiar with the English department may not be familiar with other departments and similar, the one who is familiar with economics may not be familiar with the terms used in the science field. For example students' selecting a topic like Airport Conversation, he /she will come across some new terms and abbreviations related to that field. Some of the tech-related terminologies and abbreviations enable the listeners to understand the operations of the airport in a better way.

The learners will be familiar with the following vocabulary, terms and abbreviations: Airfare, Aisle, Arrival Hall, Baggage claim, Boarding pass, Conveyor belt, Departure Lounge, In-flight, Layover, Jet lag, Overhead bin, Oxygen mask and RFID, AODB and so on.

In present times, it is easy for all of us to go and visit the airport near our living places. If a teacher or student thinks it is impossible then they can opt for virtual mode. Students can be encouraged to understand airports through reading conversations in books, watching YouTube, T.V. and surfing the internet will provide enough details. These physical or visual observations will enhance the thought process of listeners and make them keep the new words and terms to remember for a longtime in their life.

The next level of making the second language to be fluent is through the method of memorizing some phrases and sentences connected to airport conversation. Generating new sentences in English will be hard for some of the beginners, such students can take some effort to remember at the first level and then they can generate sentences according to their level of understanding.

Teaching everyday phrases of native speakers to the students will help them to learn English fast. For a word or phrase there are ways to convey the meaning and that should be taught to the students to distinguish them that they are more talented than other learners.

Other ways to say:

Hello - hi, hi there

Bye - bye-bye, take care

Yes – yeah, yup, mm-hmm, sure

No – nope, nah, no way

Other ways to ask:

How are you? – 1. How's it going? 2. How are things? 3. How's life? 4. What's up? 5. What's new?

Other ways to say:

How You Are - 1. I am fine, thanks. How about you? 2. Pretty good. 3. Great! 4. Not bad. 5. Could be better.

Other ways to say:

Thank you - 1. Thanks a lot. 2. Thank you so much. 3. Thanks for your help. 4. Thanks a million! 5. I really appreciate it. 7. I'm really grateful. 8. That's so kind of you.

Other ways to respond:

Thank you - 1. You're welcome. 2. No worries. 3. No problem. 4. Don't mention it. 5. My pleasure. 6. Glad to help.

Students' level of understanding will differ from person to person, some will quickly learn, some need effort and few need hard work. Depending upon the students' ability the thinking process of a student will function. Brilliant students convert the message they received from the teacher, but it will not be possible by the average and slow learners. As a result these methods of visualization will enhance them to remember words and sentences for longtime in their life.

Under the title Linguistic Anthropology David B. Kronenfeld had rightly pointed out the concept of thoughts. Agreeing to him, thoughts are not a typical term but it is generally referred as a way to human mental activity and the concept production of mental activity including emotions and conation.

Spoken language and its structure are in part constrained by its linear temporal form, while the signed languages of the deaf make use of spatial and temporal relations; but both kinds of language exclude the kinds of parallel or “polyphonous” structure, or gestalt imagery that can organize other kinds or modes of thought (4).

The aspects of the language can be comprehended through the thought process of the natives’ mother tongue. The native speaker of English will think in English, the native speaker of Hindi will think in Hindi and similarly the native speaker of Tamil will think in Tamil. While concerning second language acquisition the thought process should be done only through the target language.

In the beginning stage of learning, learners can refer to the meaning for the hard words in English in their mother tongue but in the process of time they should train them to refer to English with English meaning. Thus the role of thought process plays a vital part in the progress of learning Second Language acquisition among higher studies students’ classrooms.

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