



Psychological bias in the teaching of English in higher education

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ABSTRACT

This article is about the importance of psychological effects, factors and its role in language teaching; using and selecting suitable techniques in foreign language classes in order to improve learners' communicative competences, motivation both effectively and smoothly in teaching and learning process.

Keywords:

mental alertness, self-confidence, motivation, cognition, atmosphere of language, attention and concentration, conscious mind, inner-drive, written and oral skills.

Learning a new language through an immersive process does appear to improve functions like attention and mental alertness. It has been shown that people who speak other languages often exhibit more empathy and a global mindset. Some of the factors include cognition, age, attention, personality, interest, intelligence, self-confidence and lastly but particularly motivation are supposed ultimate stages that has been gaining momentum in learning style. Among language learners and educators there has been exact effects that mentally and spiritually influence the pace of language acquisition. Thus, each time it comes to these factors, we have to describe separately every of them, next paragraphs are about factors mentioned above.

To begin, language is the basic communication style including systematic rules to organize, using words and expressing or transmitting them form one person to another. But not all of the communication is not language, while language is one aspect of communication. So, we can see other species

beyond human interact with each other through movements, postures or vocalisation. These communications are vital for species that they need to reach each other and develop relationship. However, majority of people clearly said that it is language which makes human unique amongst all species. And language had a vast importance the way we think which is more related to the field of psychology. So, first we think and then we express them in our unconscious mind. Some scholars showed this process like internal and external communication. It means that we think in our conscious mind the words, then collect them based on any idea, then release them. This sequence always continues without stopping in people's interaction. In another word, this process is called cognition. Let's talk about next factor which defines how is the scope of cognition. It is, of course, age factor.

Children begin to learn about language from a very early age. In fact, it appears that this is occurring even before they are born. Newborn babies show preference for their

mother's voice and appear comprehension between the language spoken by their mother and other languages. Babies are also attuned to the languages being used around them and show preferences for videos of faces that are moving in synchrony with the audio of spoken language versus videos that do not synchronize with the audio.

Here are the stages of that process:

STAGE 1 : At the months of 0-3 they show reflexive communication.

STAGE 2 : At the months of 3-8 they exhibit reflexive communication with interests in others.

STAGE 3 : At the months of 8-13 they show international communication and sociability.

STAGE 4 : At the months of 13-18 they say first words.

STAGE 5 : At the months of 18-24 they can form simple sentences of two words.

STAGE 6: At the age of 2-3 they can form sentences of more and more words.

STAGE 7 : At the age of 3-5 they can build complex sentences and have conversations.

As it is clear in the stages above, every language learning phenomenon occur like that. And discover yourself how your learning process occurs. Thus, there is no any excuses about language learners' not using new words of another learned language swiftly in conscious mind. Each learner undergoes specific periods as compared like baby's age form. Later, the language we speak or are going to learn switches our perception of the world and shapes out concepts.

When we express our thoughts in one language, we agree that words are representations of events, people, ideas, places and so on. The given language that is being learned also is connected with the culture, tradition, surroundings of the language. But can words themselves shape the way we think about items? Psychologists have had hot debate the question whether language shapes actions and thoughts, or whether our actions and thoughts shape our language. Here is the example of that situation. Now, think about what you know of other languages. Perhaps you even speak several languages. Imagine for a second that your best friend fluently speaks

more than a language. Do you think that your friend thinks and imagine diversely, depending on which language is being spoken. You may be aware of few words that can't be translated from their original, native language into English. And it aroses infinite discussion upon these questions. Hence, in one word, language skills and cognitive skills are correlated with each other. Stronger language skills mean stronger cognitive skills.

Another main factor is tendency or interest. Interest plays a crucial role particularly in second or foreign language learning. Creativity is boosted through the study of foreign languages. Because it enhances people's memory, listening skills. As you know, without interest in language, people may be depressed while learning another language. That's why if you have an affection , it comes easily. Motivation is also an essential contributor to language achievements as indicated by linguistic outcomes while traditionally embrace the structure of knowledge, such as, grammar and pronunciation, vocabulary, and four basic skills of language. This is a kind of desire or eagerness to learn. Learning a language can sometimes be a challenging and frustrating experience. At times you might feel that you have reached a dead-end and motivating yourself can be hard. Don't forget that speaking a second language, not only opens new doors but also has numerous other benefits. Furthermore, inner-drive can contribute itself without external impact. It is merely in our mind and soul. Just one quote give that desire, for example, "The limits of my language mean the limits of my world (Ludwig Wittgenstein)."

The next one is personality of individuals and language. As many studies has shown, human with exact personality treat seems to accomplish way better when it comes to language acquisition than others. Thus, the personality affects the way person speaks. Therefore, students with outgoing personality are much more likely to be lucky and successful as a new language learner than a less outgoing personality. In a long run, to become bilingual really can put a person in two different minds. Reserchers said that: "People can have

different personalities in each. Speaking two languages really could give you a split personality. Many speakers have entirely diverse personalities in each of the languages they speak."

Self-confidence is considered the key way to gain any purpose, like learning language. In teaching and learning, this factor is fundamental aspect and an important catalytic to the whole process. Series of points to improve confidence indicated below:

- Creating atmosphere of language being learned
- Step by step following to process
- Practising regularly
- Always speaking out loud
- Making friends, exchanging opinions with natives
- Pushing yourself to build each of the skills.

Self-confidence comes with self-evaluation, inner-drive and attention. In particular, the attentional system acts as a filter to any incoming stimulation, influencing perception, and therefore may affect learning, which suggests that the improvement of the attention system is likely to shape the way language is processed and how it develops along with the available attention sources. Attention is the process that encodes language input, keeps it active in working and short-term memory, and retrieves it from long-term memory. Attention and memory structures can be viewed hierarchically. Concentration of mind on one thing is a sign of effective attention.

In conclusion, psychological factor plays a central role in developing the written and oral skills of the students in the target language but also is a window opening into the culture of the target language, building up a culture competence in learners. In brief, every single thing which is related to psychology of person helps students to acquire not only second language but also second perspective. Namely, it stimulates students' language acquisition and helps learners to be more actively involved intellectually and emotionally in learning language.

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