

The Variation in Cognitive and Socio Linguistic Competence for Effectiveness

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Abstract

The global world is not restraining but it gives ample opportunities for the travel seekers. Students who are willing to take their higher education through the process of language testing (IELTS, TESOL and TOEFL) they are equipped from the basics to understand the language and communicate in English. The level of understanding the language (ESL and EFL learners) and their respond varies according to their cognitive skills and competence. When people land to a foreign land the language influence and cultural influence infer to seek the language for mere survival of the hour and sustenance. The shift and change to a new environment of language and compulsion to communicate in a secondary or foreign language is challenging and need of the hour. The socio linguistic competence to learn a language is of a higher intuition.

The present research paper “**The Variation in Cognitive and Socio Linguistic Competence for Effectiveness**” deals with the second language learners of English who are from a foreign land to Bangalore for their higher education. Their cognitive approach in learning a new language is to be assessed through a tool and to evaluate the data in a graphical representation.

Keywords: Effectiveness, Cognitive Learning, Sociolinguistics, Communicate, Spoken Language.

Knowledge is mobilized through language. It’s a physical and neurological mechanism for its knowledge and mobilization. Any language starts with an enigma, something that baffles understanding and cannot be explained. Language is full of puzzles and its scientific study starts when we stop saying that the way it is and start exploring for explanations. In the second half of the twentieth century, there is a huge explosion of inquiry into language. More penetrating tasks and works were carried out by many linguists around the world. There is more variety of typographical works in various languages around the world. Each language produces hierarchically unbounded structure and expressions which receive interpretations with phrases and sounds that make the formulation to know that language is bound with meaning.

Ferdinand de Saussure makes a statement on the role of language in the society as “It makes a strict distinction between individual acts of speech (French ‘parole’) and the language (‘langue’) shared by the members of the society. “Language itself is a system with objective reality in the society.” (Linguistics a very short introduction - 85). Saussure says that language is a system of ‘linguistic sign’, a ‘signifier’ which is coupled with

something 'signified'. Girl, for instance, can be represented by the coupling of the mental representation of its sound and a concept ('girl'). Signs are essentially solely by distinctions between them and other signs within a system. Language is in an abstract system that sufficiently makes us understand each other for what they are communicating.

Each language has a basic property to satisfy the end receiver to express his/her views in a clear manner without overlapping the idea of what he needs to convey. Generative grammar can be classified and compared with the aid of the Chomsky hierarchy proposed by Noam Chomsky in the 1950's. This sets out a series of types of formal grammar with an increasing expressive power. Among the simplest types are the regular grammars. Chomsky claims that regular grammars are not adequate as models of human language because all human languages allow the centre embedded of strings within strings. The basis of Chomsky's linguistic theory is that the principles underlying the structures of language are biologically determined in the human mind and hence genetically transmitted. He says that all humans share the same underlying linguistic structure, irrespective of socio-cultural differences. Language is a quality or a property of an individual which is internal to the brain and the system in which it is articulated. The acquisition and use of language, of the society are internal mechanisms implementing the system of knowledge for various questions and the answers provided must be related to what the language is.

Bloomfield introduces the notion of utterance as one central element of his theory. He states that language is a way of habit to respond to the situations with conventional speech sounds and to respond to these sounds with actions and the totality of utterances that is made in a speech community. Utterances are produced by acts of speech. A speech utterance is what mathematicians call a continuum. It can be viewed as consisting of any desired number of successive parts.

Linguists like J.R Firth and Malinowski in Britain and Edward Sapir and Benjamin Lech Whorf in the USA are some of the leading theoreticians who argued for an approach to language based on society and the users. Edward Sapir claims that language is a guide to social reality. He states that "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (Lyon John - 3). In literary works, especially, the function goes much beyond the level of mere notation. Joshua A Fishman, one of the most known sociolinguists of the twentieth century asserts thus:

Language is not merely a means of interpersonal communication and influence. It is not merely a carrier of content, whether latent or manifest. The language itself is content, the referent for loyalties and animosities, an indicator of social status and personal relationship...

(Fishman Joshua A – 4)

The exploration of language started in the first half of the twentieth century. Language scholars began to recognise that **The Variation in Cognitive and Socio Linguistic Competence for Effectiveness** has a distinctive genre and it is worth analysing in its own right. In Philological-Grammatical tradition, the language of drama is the window for the spoken language of the past. Linguistics – the study of language was first used in the mid – 19th century from the traditional approach of philology. Philologists primarily are concerned with the historical development of languages as manifested in written texts and in the context associated with literature and culture. This development began to take its shape into language structure through phonetics, phonology, morphology, syntax, semantics and pragmatics.

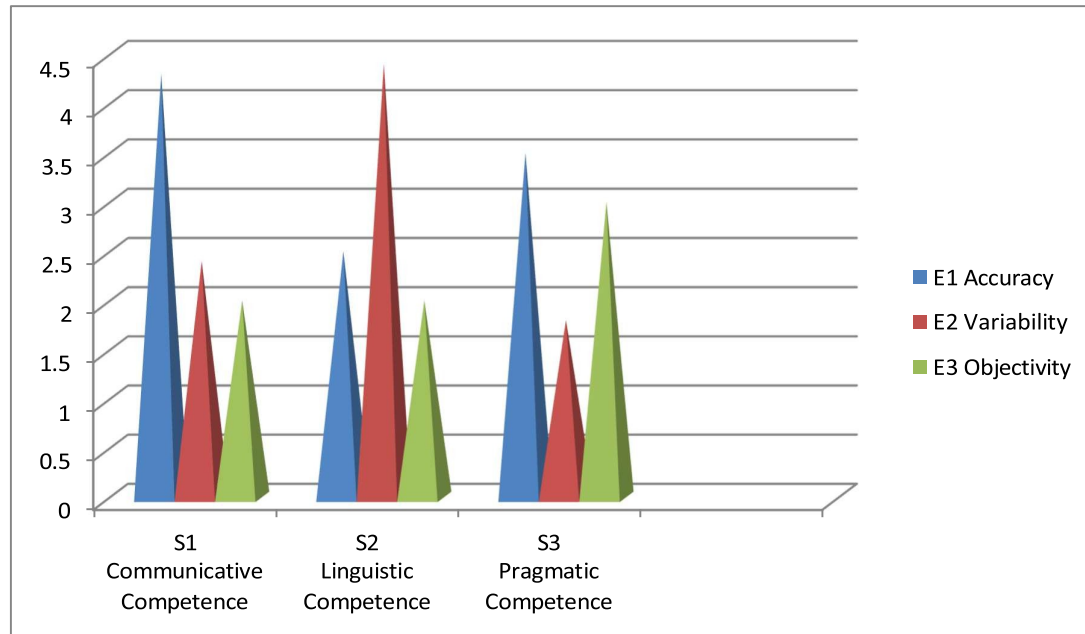
Human language is a complex of ability, skills, and knowledge enhancing the speakers of the language to communicate, interact and express their ideas, emotions, desires and all the other needs of their day to day life. Language plays a great part in our life. Perhaps because of its familiarity we rarely observe it taking it rather for granted as we do breathing or walking.

(Bloomfield, Leonard – 3).

The pedagogical shift from teacher centred approach to students centred learning (SCL)/ learners centred education (LCE) focuses in developing skills, ability, and independence. The skills, practice, critical thinking and problem-solving methods lead to a new learning experience.

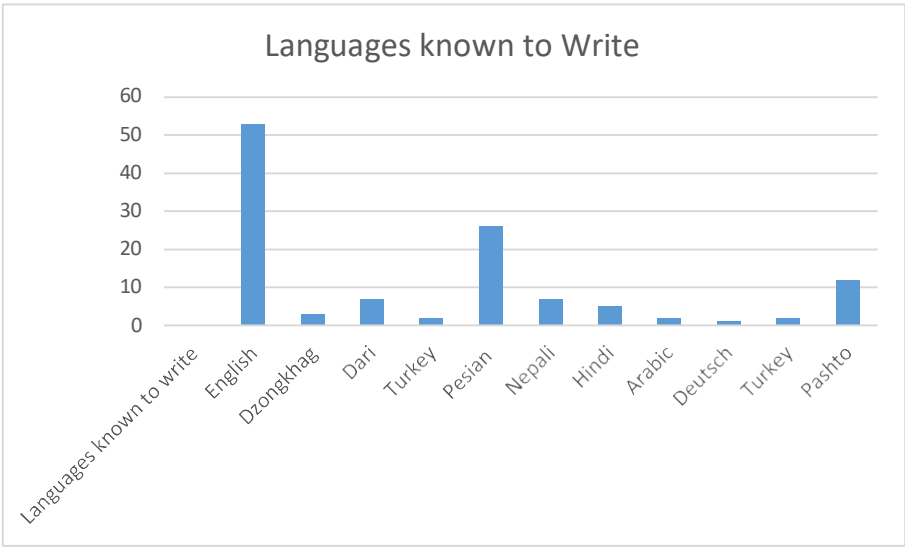
Grammatical devices such as clause, phrase, sentence structure and words related to the native language are different through socio linguistics. The sentence formation while communicating can be varied in types (assertive, interrogative, imperative and exclamatory). Simple, compound and complex types can be further divided into SV, SVO, SVDOIO, SVC, SVOC and so on.

Evaluation Tool



The following tool is taken for socio linguistic assessment and its variations are shown through google form created by asking them few questions.

<https://docs.google.com/forms/d/1mRlO54dqVIZOICLA6yzs3JmZTw5T1Ww8VOkbXZLAdo/edit>

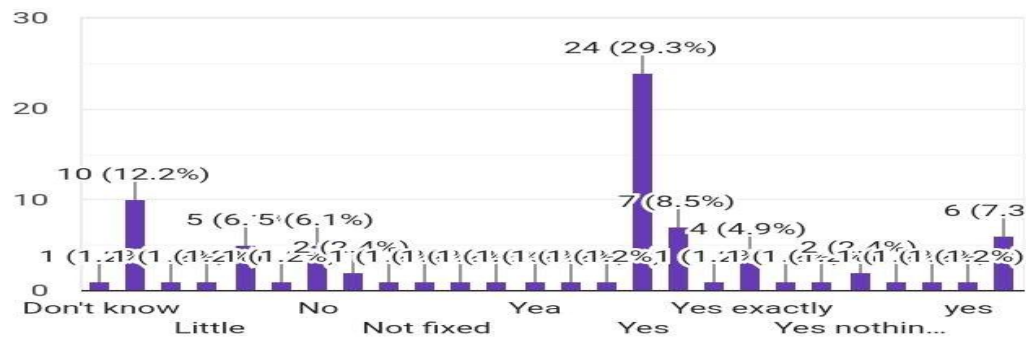


<https://docs.google.com/forms/d/1mRlO54dqVIZOICLA6yzs3JmZTtw5T1Ww8VOkbXZLAdo/edit#responses>

The responses are from the students of Afghanistan, Nepal and Bhutan (82 responses). The language used for communication was mostly English and Hindi. 30% of communication was made through machine learning. Through socio linguistics 10 to 15% of the regional words could be identified and 5% of the students could speak in a sentence. The language learning in a cognitive way varies from one individual to another. In a social or socioeconomic classes the usage of the language varies from place to place. According to the generated and validated data the non-speakers could speak a new language with in six months and they have responded ‘nothing is impossible’.

After six months can you speak in a new learnt language?

82 responses



QUESTIONERS:

- Name and Country from
- Languages known to write
- Languages known to speak
- Name of the Institution, Course and Place
- What are the different languages spoken in Bangalore?
- Which language you communicate to the local commoners
- How many words you would know of any regional language
- Can you speak in a sentence or two to communicate among the local commoners
- you find English difficult in understanding? Yes or No
- How did You order your first meal in Bangalore?
- After six months can you speak in a new learnt language?

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