



THE IMPACT OF THE COGNITIVE CODE APPROACH ON LANGUAGE PROFICIENCY IN ENGLISH LANGUAGE LEARNERS

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Abstract: This paper explores the benefits of utilizing the cognitive code approach in second language instruction. Originating in the 1970s, this method prioritizes engaging mental processes over habit formation, aiming to foster a deep understanding of language through personal experiences. By improving comprehension of grammar, structure, and expression, cognitive learning enhances student motivation in language acquisition. The main goal is to advocate for the incorporation of the cognitive approach in language classrooms, underscoring its effectiveness in motivating students. By showcasing its advantages, the article aims to encourage teachers to integrate cognitive strategies into their teaching methods, recognizing its potential to boost student engagement and enthusiasm, thereby optimizing language learning outcomes.

Keywords: Cognitive code approach, Second Language Instruction, Phraseology, Language acquisition, Learning outcomes, Student Engagement.

INTRODUCTION

The task of teaching a foreign language can be extremely difficult. Educators must have a thorough understanding of the cognitive processes involved in language learning. The advantages and effects of using a cognitive approach in language classes will be discussed in this article. Mayer (2011) defines cognitive learning as an alteration in knowledge resulting from experience. Three essential elements are included in this definition: first, learning entails a change; second, the change takes place inside the learner's knowledge; and third, the learner's experience is the primary source of this change.

This article's goal is to persuade teachers to implement the cognitive method in language classes, which has the power to completely change the dynamics of the classroom. In the modern world, the cognitive learning theory is crucial since it acknowledges that every person thinks differently depending on their specific memories, experiences, and pertinent information they have learned in the historical period. The classical behaviorism approach has been surpassed by the cognitive approach as one of the most prominent approaches in modern psychology.

I Historical Background

A theory of teaching and learning second languages, the cognitive code approach first surfaced in the 1960s and was supported by cognitive psychologists and applied linguists such as J.B. Carroll and K. Chastain. It emerged as a counter to the audiolingual approach, which was primarily focused on the development of habits. The cognitive code approach, in contrast to the audiolingual method, emphasizes the importance of viewing a language as a body of rules and information. It can be viewed as a contemporary version of the grammar-translation approach in this way. The cognitive coding technique gives students the means to efficiently understand grammatical structures. Additionally, it makes meaningful language practice and application easier, which fosters a deeper comprehension and application of language abilities.

The process of identifying and gaining knowledge is referred to as cognitive processes. Perception, intuition, and reasoning are only a few of the internal processes that are formed by the mental processes examined by the cognitive development hypothesis (dictionary.com, 2012). The development of cognitive theory was vigorously pursued in the middle of the 20th century, even though it gained substantial traction in the 1970s. Language acquisition and data processing, according to Noam Chomsky and B.F. Skinner,

are not random processes. They suggest that, in contrast to other mammals that do not have this ability, humans are born with a Language Acquisition Device (LAD).

II Cognitive Development Theory

Cognitive science, focusing on how individuals perceive, comprehend, evaluate, and think about information, has gained attention since the mid-20th century. Cognitive psychology suggests the mind functions as an information processor, receiving and transmitting information. The cognitive-code approach, applied to language learning, emphasizes active mental engagement through five phases: engagement, exploration, explanation, elaboration, and evaluation.

Certainly, cognition plays a pivotal role in comprehending and actualizing mental processes, particularly evident in language learning through the Cognitive Code Approach. This method is structured around five key phases—engagement, exploration, explanation, elaboration, and evaluation and prioritizes active mental involvement, nurturing deeper understanding.

2.1 In this approach, the teacher harbors several goals to foster effective learning:

1. **Building on previous knowledge:** Establishing connections between new information and students' existing experiences to foster a richer understanding.
2. **Developing problem-solving skills:** Encouraging critical analysis and application of knowledge in real-world contexts.
3. **Promoting higher-order thinking:** Cultivating analytical, synthetic, and evaluative thinking to engage students in complex cognitive processes.
4. **Enhancing language proficiency:** Improving grammar, vocabulary, and language structure proficiency to enhance communication and comprehension.
5. **Providing purposeful practice:** Engaging students in activities that actively reinforce language skills, ensuring proficiency through active application.

Through these objectives, teachers not only support students' language development but also cultivate critical thinking, autonomy, and confidence in their language skills.

2.2 In the Cognitive Code Approach, the interaction between students and teachers is characterized by:

1. **Teacher as facilitator:** Taking on the role of a facilitator, guiding and supporting students in their learning journey by creating an environment conducive to active participation and critical thinking. Teachers provide resources, guidance, and feedback to aid students in actively processing information and constructing understanding.
2. **Individualized learning experiences:** Recognizing and respecting the unique needs and learning styles of each student, teachers tailor learning experiences to address individual strengths and areas for growth, providing opportunities for personalized learning.
3. **Student responsibility:** Encouraging students to take ownership of their learning process, actively engaging in seeking resources, asking questions, and monitoring their progress. Teachers empower students to become independent learners who are self-motivated and self-directed.
4. **Consideration of learner's emotions and cognitive abilities:** Creating a supportive and positive learning environment that nurtures students' emotional well-being, while encouraging reflection on their cognitive abilities. Students are guided to recognize their strengths and areas for improvement, enabling them to optimize their learning strategies and enhance their learning experience.
5. **Learning from mistakes:** Fostering a culture where mistakes are viewed as valuable learning opportunities, teachers create a safe space where students feel comfortable making and learning from errors. Mistakes are embraced as a natural part of the learning process, prompting reflection, identification of areas for improvement, and application of corrective measures.

Overall, the interaction between student and teacher in the cognitive code approach emphasizes a supportive and personalized approach, fostering active engagement, responsibility, self-reflection, and continuous growth.

2.3 To nurture healthy cognitive growth in students, educators can implement the following strategies:

1. **Engage students in discussions:** Create an atmosphere conducive to open discussions on various topics, encouraging students to share their perspectives and ideas. This cultivates critical thinking and the ability to consider diverse viewpoints.
2. **Foster idea sharing:** Encourage active participation in class by prompting students to share their thoughts with both peers and teachers. Incorporate collaborative activities and group discussions to promote engagement and the exchange of ideas.
3. **Promote independent thinking:** Empower students to think independently by providing opportunities to explore different perspectives, analyze information critically, and form opinions based on evidence and reasoning. Guide them in constructing logical arguments and supporting their ideas.
4. **Encourage goal setting:** Assist students in setting specific, achievable goals for their learning and personal development. Support them in monitoring their progress, fostering self-reflection, motivation, and a sense of purpose in their cognitive growth.
5. **Recognize good decision-making:** Acknowledge and praise students when they demonstrate effective decision-making skills, emphasizing instances where critical thinking and thoughtful choices were employed. Positive reinforcement encourages continued practice and refinement of these skills.

6. **Support re-evaluation of poor decisions:** Provide guidance and support to students when they make mistakes or poor decisions, helping them understand consequences and learn from their experiences. Encourage self-reflection and offer opportunities for students to reconsider their decisions, explore alternative approaches, and develop improvement strategies.

By integrating these strategies into the learning environment, educators can foster a culture that promotes healthy cognitive growth, empowering students to think independently, critically analyze information, make effective decisions, and continually develop personally and academically.

III. CONCLUSION

In conclusion, the cognitive code approach, particularly through Cognitive Code Language Teaching (CCLT), emerges as a potent methodology for language instruction. By prioritizing active student engagement and cognitive processing, CCLT not only facilitates language acquisition but also cultivates crucial cognitive skills like problem-solving and decision-making. Through techniques such as meaningful discussions, idea sharing, and independent thinking promotion, educators can foster a rich learning environment that nurtures cognitive growth and enhances critical thinking abilities. Additionally, by emphasizing goal-setting and recognizing positive decision-making, teachers bolster student motivation and self-reflection, preparing them for success beyond language learning.

Overall, the cognitive code approach offers multifaceted benefits to language learners. It equips them with language proficiency while concurrently developing essential cognitive competencies applicable across various life domains. Through the integration of CCLT, educators can create an enriching educational setting that fosters cognitive advancement, empowering students to thrive in their academic pursuits and beyond.

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