

# A Study on “Think in English” Method for Primary School Students in India

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## Abstract

This study examines the Think in English method, an innovative approach designed to enhance fluency by training students to think directly in English rather than translating from their native language. Conducted among primary school students in Tamil Nadu, a region where Tamil is predominantly spoken, this research addresses specific cognitive and cultural challenges encountered by learners who naturally default to thinking in Tamil before translating thoughts into English. Translation-based thinking can create barriers to fluency, hindering spontaneous language use. By promoting direct thought formulation in English, the Think in English method seeks to cultivate linguistic agility and fluency in young learners, laying the groundwork for improved long-term language proficiency. The study integrates principles from Linguistic Anthropology, particularly focusing on how cultural adaptation enhances second language acquisition. This anthropological perspective suggests that language learning is not only a cognitive process but also a cultural one. The research employed quantitative (fluency surveys, cognitive strain assessments) and qualitative (observational analyses, student interviews) methods to gauge fluency, memory retention, and perceptiveness improvements. The results (findings) suggest that a culturally contextualized approach to language learning, such as Think in English, can support natural fluency development more effectively. These insights have broader implications for multilingual education globally, highlighting the method's potential to inform curriculum design and teaching strategies that prioritize cultural immersion, linguistic confidence, and cognitive ease in real-world language use.

**Keywords:** Think in English, Fluency, Primary Education, Second Language Learning, Cultural Adaptation

## 1. Introduction

The definition of the Think in English method focuses on thinking about everything, whatever the students experience in their day-to-day life, however, the students must think only in the English language. The students may live in places where the utmost of people speak the English language, and they might utilize the language for more than a few hours. Consequently, it could convert a fragment of “inner speech” (thinking) into words, or in other words, the students might begin to think in English. However, students who are not well versed in speaking English can't survive; they need to practice thinking in English. Next, when will they be fluent in speaking English? They will be fluent or can be more fluent than they are, but it happens only when their minds translate their ideas from the native language into a communicative language, and this style sounds natural. The virtuous update of thinking in English can produce a step in advance toward fluency. Thinking in English not only brings fluency but also enables us to speak or write without grammar mistakes. To cite an example, Charles taught the English language for twelve years in the U.S. Department of State, in Vietnam, he started employing nouns and added verbs, and in so doing, he shared his suggestion with students, who were rehearsing to learn spoken English with the aid of the Think in English method that they could train in Think in English method at home from morning to night. Furthermore, another example to support the view,

Andrew Hinshaw, the teacher, also discovered that this method would be beneficial. He worked at Carlos Rosario International Public Charter School in Washington, D.C. Hinshaw was reminded of how Vietnamese students understood English. 'I've asked students to tell me that they label everything in their rooms or their apartments so that these English words stick in their heads (Hinshaw, p.2)

This tactic would solve many problems underlying learning the English Language. The concept of the Think in English technique is concentrated on teaching English to non-native speakers. Both teachers and students become unprofessional anthropologists, exploring and examining their own and each other's cultures. Thus, the language classroom would be the unbiased area between the cultures. The competence to use the think-in-English method in language teaching for English for Speakers of Other Languages (ESOL) learners, including those with minor or non-standard language backgrounds, is also granted. The Think in English technique used by students paved the way to Linguistic Anthropology. Linguistic Anthropology (LA) is an outlet of anthropology that surveys the part of the language in the communal lives of individuals and possessions. It views the sights on what way language outlines communication. Language plays a huge role in communal identity, cluster membership, and creating informative beliefs and thoughts. Linguistic anthropology is an interdisciplinary domain; it is keen on the study of a native and second language as informative resources to practice speaking scholarly. It accepts human etymological capability as a cognitive and communal achievement that affords rational tools for thinking, and it became temporary in the world. LA is an analysis to absorb the routine activities of society. The Linguistic

Anthropological perceptions depend on the member's observation, and they also depend on audio-visual recording, interpreted transcription, and interviews with challengers as interdisciplinary membership in the progress of other hypothetical paradigms. The history of LA is reflected in manipulation, often found in numerous connections that do not always have alternative expressions. Linguistic anthropology is one of the types of Anthropology. Later, Anthropological linguistics, Ethnolinguistics, and Sociolinguistics have evolved over centuries. It has shifted from focusing on the grammar of native languages to studying dialogue in everyday interactions. This field provides crucial insights into how culture is shaped and transmitted by specific linguistic groups. Linguistic Anthropology aids in comprehending the language that shapes the interactions of cultural activities and proceedings. Additionally, language varies through numerous impacts, however, the main focus of linguistic anthropology is language. The role of language incorporates various aspects like competence, etymological socialization, language contact, and etymological identity. Through the construction of language, one can understand how people communicate with one another. The linguistic anthropologist is involved in effective listening, communication, presentation, inscription, intricate problem-solving, and communal insightfulness. In the domain of Linguistic Anthropology, language and thoughts were perceived as if they were deeply merged. Language not only obliges as a vehicle for thought, but it also impacts how we observe and communicate with the world. Language has played a crucial role in the formation of human culture. The groups of humans were stimulated into dissimilar geological areas, and they adapted to various conditions, leading to the development of distinct human cultures. Linguistic anthropologists pursue to comprehend various ways in which language is acquired, articulated, and altered among clusters of people. The inferences of this correlation between language and thought are extensive, and they link to the features of our culture, intuition, and future technologies.

## 2. Review of Literature

Educationalists have been conscious of the prominence of thinking skills in student learning. Newly, the Collaboration for 21st-century skills framework has recognized thinking as one of the numerous learning and origination skills essential to formulate students for secondary students. This literature review explores theories and frameworks in critical thinking, cognitive development, and linguistic relativity as they relate to language acquisition, particularly the Think in English method, which aims to improve students' English proficiency and cognitive skills. Critical thinking means making reasoned judgments that challenge assumptions and evaluate evidence logically. It emphasizes that critical thinking in language learning goes beyond accepting conclusions; it requires active engagement and questioning of ideas (Dong, 2006, p. 1). This approach is central to the Think in English method, which encourages high-level thinking for English language learners (ELLs) by challenging them to engage deeply with language rather than simplifying concepts. According to Dong, "Rather than treat high school English Language learners like small children, who are unable to understand, challenge them with higher-level thinking" (Dong, 2006, p. 1). By cultivating critical thinking, students build cognitive skills that enhance language comprehension and application. Moreover, critical thinking in language learning helps students move beyond linguistic limitations, providing ELLs with the cognitive tools to analyze, synthesize, and apply information. "The education should include critical thinking, emphasizing that students need to develop higher-order thinking skills as part of their academic growth" (Qamar, 2016, p. 1). This aligns with the Think in English method, where students actively process and understand language at a deeper level, developing both cognitive and linguistic skills. Language acquisition is tightly linked to cognitive development, as language serves as a vehicle for organizing thoughts, sharing knowledge, and enhancing communication. According to Jackson, "human language enables individuals to structure and interpret their experiences. This cognitive function is fundamental to the Think in English method, which aims to strengthen cognitive abilities through active language engagement" (Jackson, 2021, p. 2). Cognitive development theories suggest that language and thought are interdependent, with language acquisition promoting cognitive growth. The Think in English approach leverages this connection by encouraging ELLs to use language as a tool for cognitive development. Collier suggests that "gives away that it (Think in English) revenues English language learners 5-7 years to progress expertise in academic English, despite the circumstance that they develop their rudimentary interpersonal communication skills in English in 1-2 years" (Dong, 2006, p. 1). Even though the learning process takes a lot of time to learn through Think in English, the students need to get proper guidance without lagging. The senior school pupils, who were English language learners, had narrowed down their interval on the way to become closer to their native English-speaking contemporaries in the field of academic English language skills. Metacognition denotes 'thinking about thinking'; in the same way, metacognition comprises meta-strategic significance, for example, thinking that goes on practical learning. "Metacognition is all about self-regulation, which defines our ability to understand and control our learning environments. Particularly, self-regulation has many further key points, and motivation is one of them" (Qamar, 2016, p. 5). Linguistics is the study of language; it has an extended history with disciplines of beliefs, but it seems to be one of the essential sub-fields of anthropology. "Linguistic Anthropology focuses on the relationship between language and culture, how language is used within society, and how the human brain acquires and uses language" (Nedumaran, 2022, p. 3). The linguistic anthropologists' involvement in the theories of partiality in common and reaction is often constructed upon research that has been associated with linguistic relativity since the early 20th century. "Linguistics scholars seek to determine what is unique and universal about the language we use, how it is acquired, and how it changes over time. They consider language as a cultural, social, and psychological phenomenon" (Anonymous, 2019, p. 1). The study of language's exclusive and universal characters, its attainment, and its progression as a cultural, social, and psychological phenomenon. Relating to "Think in English" for school students, it features the consequence of understanding the aspects to efficiently teach English, nurturing better cognitive and cultural integration. "A linguistic anthropologist is someone primarily dedicated to the study of the sound system and morphology of some 'exotic language' and is uninterested in theoretical issues, except for the so-called 'linguistic relativity' issue" (Durati, 2011, p. 1). The theory of linguistic relativity, which posits that language influences thought, underscores the cultural and cognitive aspects of

language learning. The Think in English method underscores the prominence of understanding the language structures and their cultural contexts, which can augment school students. “Linguistic anthropological approaches are concerned with four interrelated aspects of language use: linguistic form, language use in interaction, ideologies of language, and the social world and the social domains across which sociolinguistic regularities move” (Wortham, 2014, p. 1). The aspects of language describe the ground and review the linguistic anthropological effect of possible use in English language studies. The capability of the way one should think critically for high-order thinking is purely a factor in recollecting information. The terms related to thinking skills imply a wish to teach the major procedures of thinking and knowledge skills that are practical in a varied range of real settings. English National Curriculum has a list of thinking skills that include evaluation, information management, investigation, logic, and creative thinking. Most of the approaches to educating thinking skills will not emphasize practical skills. The skills encourage a variation in different categories, including strategies, habits, attitudes, emotions, motivations, self-identity, and a community of inquiry. Thinking skills are not connected by any single psychological theory. The practitioners believe it should be trained or supported to enhance the apparent value and the efficiency of students' thinking skills. The students are tutored to follow the instructions in critical thinking, how to think of a word for a particular object, a sentence for a particular situation, etc, and to use the learning methods that make students involved in the learning process. The approach that has gone through the discipline within the customs of anthropology's four fields recognized in the USA by “Franz Boas at the commencement of the twentieth century and places of interest, its foremost figures, and the imaginary involvements of the scientific etymology as a segment of the culture” (Durati, 2001, p. 1). The assimilation of linguistic anthropology within the broader cultural setting was established by Franz Boas: “Linguistic anthropologists, such as Boas and Saussure, established that language serves as a cultural tool, shaping our understanding of reality and society” (Danesi, 2015, p. 5). The Think in English method acknowledges this by emphasizing not only linguistic skills but also cultural context, which enriches students' cognitive frameworks and intercultural awareness. The notion that “languages shape the way we think and regulate what we think about” (Dong, 2006, p. 1) aligns with the goals of the Think in English method, which encourages students to integrate English into their cognitive processes. This immersion aids in fostering an understanding of cultural nuances and social dynamics within the language. By engaging with language as a cognitive and cultural construct, students develop a more holistic and integrated approach to language learning. Another way to practice what Thomas and Hinshaw suggest is by describing objects that do not comprehend the words in the student's mind” (Anonymous, 2019). According to them, there are three ways of thinking, which are,

### 2.1 Think in Word

The ‘Think in Word’ method describes the object in mind when the person doesn't know how to recognize the word. For instance, the thinking word would be ‘garage’, but, persons might address the word as, it is a place where cars are kept. To prove Thomas's words, the uncertain students were observing the house and saw the garage, and all of sudden they may not be able to contemplate the name in English, instead, they may voice that ‘it is next to their house or they use this place as the storage room.’ Next, he said that they can also utilize short-term idioms, such as ‘It is similar to...’ (or) ‘It is opposite of’ (Anonymous, 2019, p. 2)

Thomas preferred to prepare the Think in Word method because that helps the beginners of any language. He proposes this method when students struggle to recollect specific English words. They should pronounce the object or place instead, using phrases like ‘this is the place where they put their car.’ He also commends using short phrases, which helps to interconnect their thoughts successfully.

### 2.2 Think in Sentences

The ‘Think in Sentence’ technique is another way of practicing second language learning. For example, “Thomas asked the students to imagine ‘if they are sitting in a park’, they can express themselves with things like, ‘It is such a gorgeous day’, ‘People are playing sports with their friends’, etc. (Anonymous, 2019, p. 2). The ‘Think in Sentence’ process includes learners imagining a scenario, like sitting in a park, and making sentences about their observations. This practice benefits students to express themselves certainly in the second language. Constantly following the Think in Sentence method will enhance the student's fluency. One more practice suggested is to portray their daily events. “Thomas asks his beginning-level students to portray their day in utilizing simple present verb form. Therefore, they would like themselves to assume like, ‘They put on their shirt’ and ‘They drive the bus’ (Anonymous, 2019, p. 2). Thomas instructed his beginner students to do their daily activities using the simple present tense, which enriches them in making sentences like ‘they put on their shirt’ and ‘they drive the bus.’ This practice supports students in realizing and using basic verb forms appropriately.

### 2.3 Think in Conversation

When students start to think, this method creates a thought that they are speaking to some other person who is not observing them. They begin to enquire about interrogations and to think of the responses. For instance, they think that an imaginary person asks them like an interrogator, ‘What ensures, they may imagine the award show happened last night?’

Maintaining a sketchpad helps them to reminisce about the situation in which they required that word or phrase. Consequently, when they are undertaking it routinely, over and over, little by little, the think-in-English method will be the key to success for their fluency. For this reason, when they formulate and practice this method as a habit, it just pops into their mind without thinking, and then, before they know it, they're thinking in English (Anonymous, 2019, p. 3)

This literature review emphasizes the critical role of theories such as critical thinking, cognitive development, and linguistic relativity in language acquisition, specifically through the Think in English method. By applying these theories, the method not only aids in language proficiency but also enhances students' cognitive skills, cultural awareness, and metacognitive abilities. This holistic

approach can significantly benefit English language learners, especially in regions where English is not the primary language. The Think in English method, therefore, presents a promising model for developing English proficiency alongside critical and cognitive skills, ultimately supporting students' academic and personal growth. Retaining a sketchpad to make a note of words and phrases helps to strengthen their retention. Through reliable practice, this method raises the habit of thinking in English, which leads to articulation. Over time, recalling and using English becomes systematic. Indeed, they can understand the difference in their way of speaking, choice of words, fluency in their language, and framing a sentence without grammar mistakes.

### 3. Methodology

This study spread over a mixed-methods approach, merging quantitative and qualitative research, to evaluate the efficacy of the Think in English method in augmenting English fluency among primary school students in Tamil Nadu. Conducted over the past [insert duration, e.g., "two academic years"], this design provides an all-inclusive assessment of the method and its impact on students' language acquisition skills, both educationally and in real-life contexts. The study intricate primary school students from grades 1–5 across multiple schools in Tamil Nadu, was selected based on specific standards, including students' starting point in English aptitude and revelation to English as a medium of instruction. A sample size of 12 students was chosen to allow for in-depth analysis, representing a diverse range of English fluency levels. This sample permits a focused exploration into how the Think in English method might bridge gaps in language learning accredited to the translation of basic thinking. The quantitative feature of this research utilizes the structured questionnaires distributed to students before and after the execution of the Think in English method. These questionnaires compute variable quantities such as vocabulary acquisition, English fluency, sentence formation accuracy, and students' confidence levels in spoken English. The data were examined using statistical software to calculate averages and assess the significance of changes in fluency, which can be directly credited to the intervention. To gain deeper insights, qualitative data were collected through individual and group discussions conducted at key points during the study. Open-ended questions permitted students to express their experiences, challenges, and perceptions about learning English directly without mental translation. A thematic analysis was applied to identify recurrent themes, such as progress in impulsive speaking, reduced anxiety, and emerging confidence in language use. An essential element of the study, Feedback Analysis, analytically examines students' responses to five key questions related to the benefits, defies, and possible sustainability of the Think in English method. This analysis aids in understanding not only the upshots but also the factors persuading students' ongoing engagement with the method, revealing critical insights for refining the method further. This study concedes the influence of students' native Tamil sentence structure on English learning, well-documented in second-language acquisition research. The Think in English method lessens this intervention by stimulating direct thought devising in English, which fosters a natural clench of English syntax, vocabulary, and fluency. As students practice the think in English method, dependence on their native language decreases, progressively lessening syntactic and grammatical interferences. By triangulating quantitative data with qualitative feedback, this methodology makes sure a vigorous, evidence-based assessment of the Think in English method. The combined approach allows for a detailed estimation of the method's effectiveness, providing a foundation for possible scale-up and propounding insights for similar language acquisition studies globally. This designed methodology will also be followed by pre-test and post-test comparisons to statistically validate fluency, exhibiting a clear case for the Think in English method as an effective tool in overwhelming translation-based learning barriers.

### 4. Data Analysis

The data is measured by the existing knowledge, subsequent knowledge, and students' capability through their pre-test and post-test performances. The pre-test is a non-graded evaluation device that is used to regulate the former subject's understanding of the participants. Characteristically, a pre-test is managed in advance to decide the knowledge of participants, but here it is used to test school students' awareness of the English language before implementing the Think in English method. The pre-test acts as a road map for the researchers to understand the participants' level in using the method, also, it paves the way for improving the participant's performance. The post-test is to congregate the participants' knowledge, views, and purposes through performances. While comparing participants' pre-test and post-test results, the data showed how their knowledge, perspectives, and goals were before and how they turned different shapes after implementing the method. The following questions were framed to collect the data from twelve participants:

1. What are the advantages found by the students while practicing thinking in the English method?

(Strongly Disagree-1, Disagree-2, Neutral-3, Agree-4, Strongly Agree-5)

Table 1. Advantages

Ruby	Ishwarya	Ambika	Devibala	Bavithra	Rajasri	Bakkiya	Agalya	Payal	Vasu	Shivani	Ajitha
5	1	5	5	5	4	4	4	4	4	4	4

Participants 1, 3, 4, and 5 strongly agreed that they found the advantages of practicing the think-in-English method in gaining knowledge and building confidence to speak in English.

Participants 6, 7, 8, 9, 10, 11, and 12 agreed that they found some advantages in practicing the think-in-English method for using new words and getting good marks in exams. Also, they can speak English more fluently than others in the classroom.

Participant 2 strongly disagreed and expressed that there were no advantages while practicing the think in English method in finding some words that are very new to her and understanding the meaning of the words was difficult.

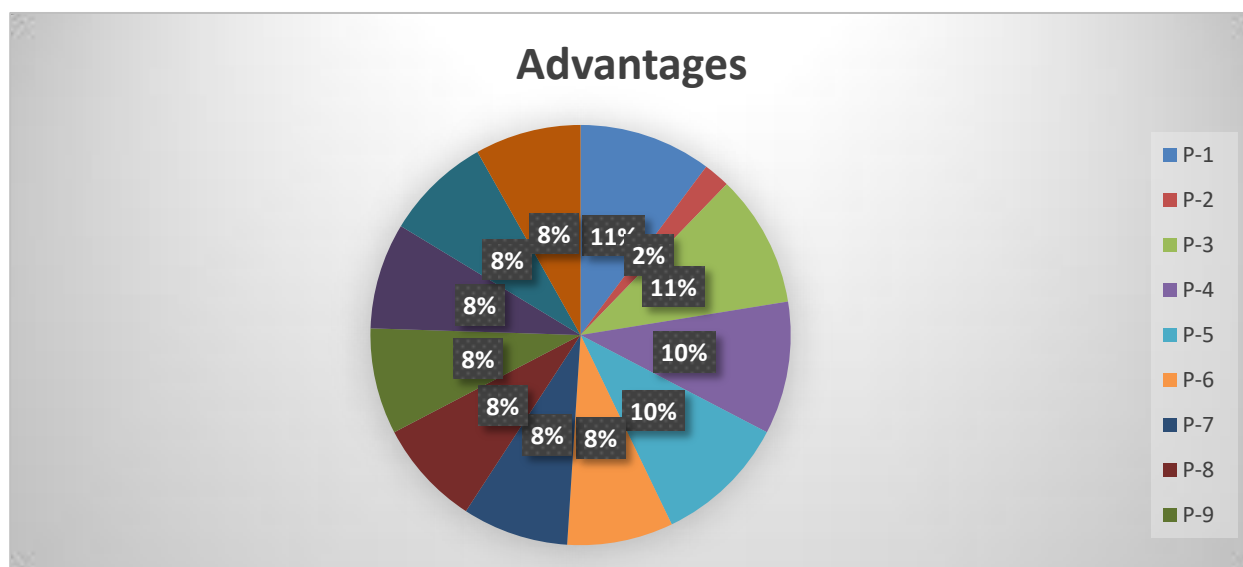


Figure 1. Advantages

Participants 1 and 3 strongly agreed, with 11% for the advantages while practicing the think-in-English method.

Participants 4 and 5 strongly agreed with 10% that they found the advantages of practicing the think-in-English method

Participants 6, 7, 8, 9, 10, 11, and 12 agreed with 8%, and they found practicing the think-in-English method an advantageous exercise.

Participant 2 strongly disagreed with 2% that they didn't find the advantages of practicing the think in English method.

2. Do you accept the level of improvement of your language skills?

Table 2. Level of Improvement

Ruby	Ishwarya	Ambika	Devibala	Bavithra	Rajasri	Bakkiya	Agalya	Payal	Vasu	Shivani	Ajitha
5	1	5	5	5	4	4	4	4	5	5	4

Participants 1, 3, 4, 5, 10, and 11 strongly agreed on their level of improvement in developing language skills, and, by thinking in English, fortunately, their thoughts made them think of every situation in the English language and gave a standard and stability in their way of approach.

Participants 6, 7, 8, 9, and 12 agreed that their level of improvement in language skills through fluency, style, and the use of new words showed them as talented students among their peers.

Participant 2 strongly disagreed with the level of improvement in language skills because she found it difficult to think in English.

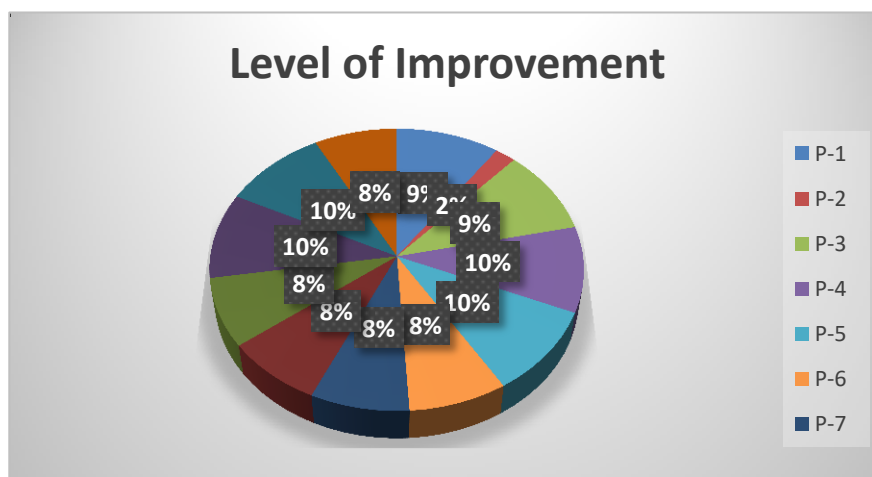


Figure 2. Level of Improvement

Participants 1 and 3 strongly agreed with 9% on their level of improvement in acquiring language skills

Participants 4, 5, 10, and 11 strongly agreed with 10% on their level of improvement in enhancing their language skills

Participants 6, 7, 8, 9, and 12 agreed by 8% with their level of improvement in evolving language skills

Participant 2 strongly disagreed with the 2% level of improvement in refining language skills.

3. How do you find whether it is difficult to use or understand the think in English method?

Table 3. Finding difficult to use

Ruby	Ishwarya	Ambika	Devibala	Bavithra	Rajasri	Bakkiya	Agalya	Payal	Vasu	Shivani	Ajitha
2	2	2	2	2	3	3	3	3	2	2	3

Participants 6, 7, 8, 9, and 12 were neutral in finding it difficult to use the English language for the reason that when they started to speak in English, they were not able to speak or pronounce words properly. In many places, they felt bad about speaking in English, it seems to be a great burden for them at any time and in any place. After starting to learn English through the think-in-English method, they found it easy to speak or write in the English language. Moreover, the think-in-English method is a supportive method for students facing difficulty speaking and writing in English.

Participants 1, 2, 3, 4, 5, 10, and 11 disagreed in finding it difficult to use the English language because they found it difficult to speak in English. Thinking and speaking in English was difficult for them when they started to learn English.

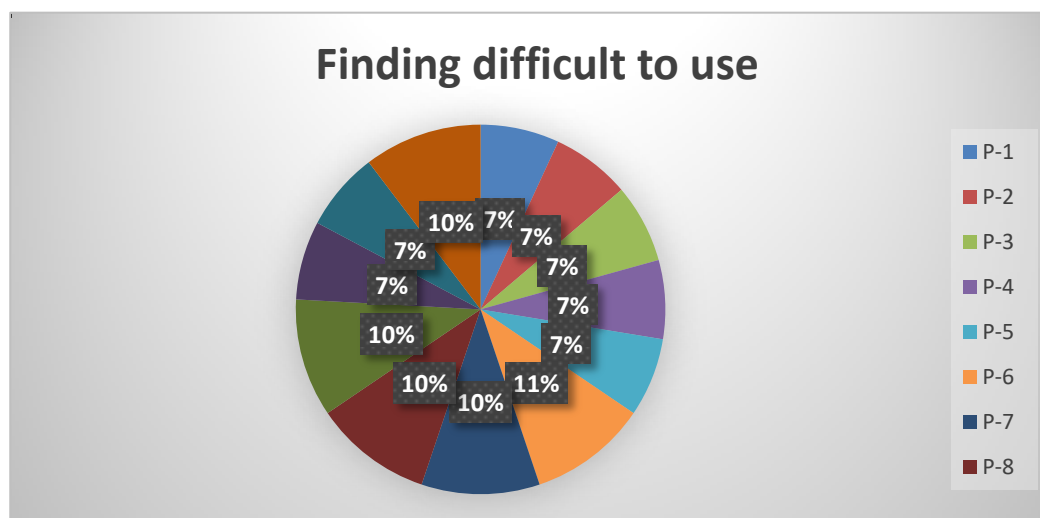


Figure 3. Finding difficult to use

Participant 6 was neutral, with 11% finding it hard to use the English language.

Participants 7, 8, 9, and 12 were neutral, with 10% having difficulty in using the English language.

Participants 1, 2, 3, 4, 5, 10, and 11 disagreed with 7%, finding it tough to use the English language.

4. Will you continue to use the think-in-English method?

Table 4. Continue the method

Ruby	Ishwarya	Ambika	Devibala	Bavithra	Rajasri	Bakkiya	Agalya	Payal	Vasu	Shivani	Ajitha
5	5	5	5	5	4	4	4	4	5	5	4

Participants 1, 2, 3, 4, 5, 10, and 11 strongly agreed to continue this method since after they started following this method, providentially, their thoughts allowed them to think about every situation in English; afterward, it permitted them to learn and speak English rapidly. So, they made a decision not to stop learning the think in English method.

Participants 6, 7, 8, 9, and 12 agreed to continue this method. Meanwhile, the Think in English method has become favourable for them to grow their vocabulary knowledge and grammatical structure for delivering the message without hesitancy and distress.

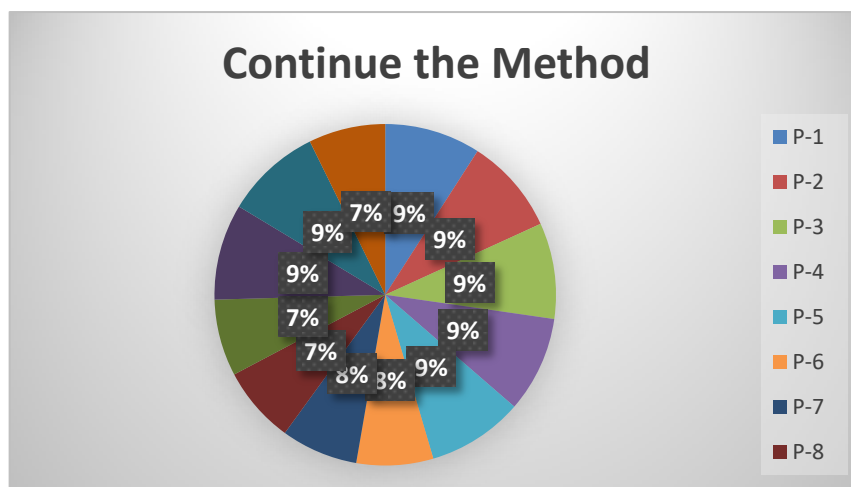


Figure 4. Continue the Method

Participants 1, 2, 3, 4, 5, 10, and 11 strongly agreed with 9% to continue to use the think in English method

Participants 6 and 7 agreed with 8% for using the think-in-English method

Participants 8, 9, and 12 agreed with 7% to continue to use the think-in-English method

5. Do you suggest the think-in-English method for those who are struggling to speak or think in English fluently?

Table 5. Suggesting the method

Ruby	Ishwarya	Ambika	Devibala	Bavithra	Rajasri	Bakkiya	Agalya	Payal	Vasu	Shivani	Ajitha
5	5	5	5	5	5	5	5	5	5	5	5

All the participants strongly agreed to suggest the think-in-English method because it is a very convenient method. They even assured that they would suggest this method to many people who are facing trouble to speak in English. They also like to recommend this method to their siblings and to their relatives' children to use this method. It is remarkable to note the expression of one user, "I followed, followed, and will follow this forever."

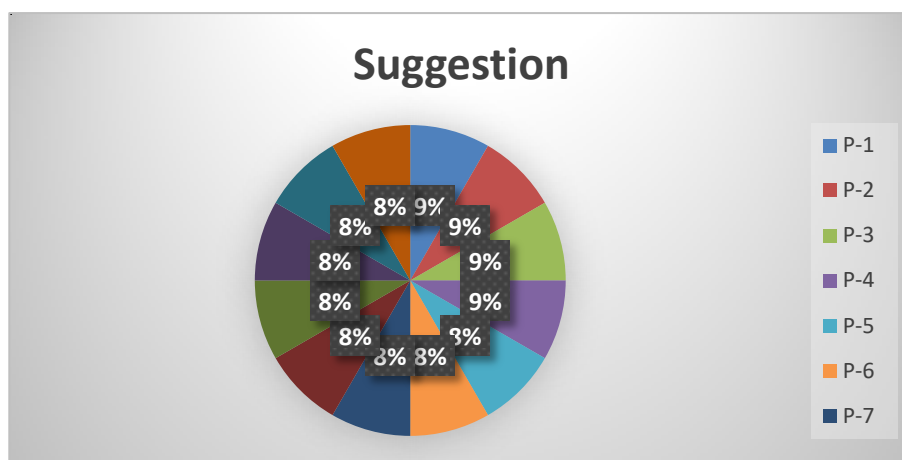


Figure 5. Suggesting the method

Participants 1, 2, 3, and 4 strongly agreed with 9% in suggesting the think in English method for the persons who are facing problems in speaking and writing English.

Participants 5, 6, 7, 8, 9, 10, 11, and 12 strongly agreed with 8% to suggest the think in English method.

#### 4.1 Results of Data Analysis

The data analysis results will be valuable and help to prove the growth of the Think in English method, which has to be followed to develop fluency. When students were asked to follow this method continuously, without reluctance, students accepted the process and started practicing perpetually. The students dedicated themselves to learning and speaking English fluently out of personal interest. The 'Think in English' method had a significant impact on them to practice the process continuously for over a month without a break.

## 5. Feedback Analysis

The purpose of feedback analysis in the research is to prove the results of the pre-test and post-test using the Think in English method. An article aims to implement the Think in English method among school students to enhance their fluency. The outcome verifies the fact that they can speak fluently without any indecision to their peers and can recite anything without lagging. Hence, this method builds confidence within them while speaking English. The Think in English method was introduced for the students who do not have proper guidance to practice English. The need of the students was identified by asking some questions to them like, Why were they not able to mingle with the students who are speaking English fluently? What are their expectations to practice speaking in English? The answer to the questions would be to practice the Think in English method continuously without taking short breaks. The feedback data was collected by focusing on the group of students for whom the method was implemented by conducting two tests (Pre-test and post-test). The paired sample t-test examines an improvement between the two tests.

### 5.1 Pre-test

The pre-test plays a vital role in helping the researcher understand the participants' initial language proficiency levels. It serves as a foundational step for establishing the effectiveness of the Think in English method. By assessing students from standards 1-5, the pre-test evaluates their readiness to engage with this innovative approach to learning English. The purpose of the pre-test is twofold: to identify the students' starting language skills and to gauge their interest in learning a new language. Feedback gathered indicated that while students are enthusiastic about learning English, they often face challenges such as shyness and a lack of practice opportunities. This aligns with the notion that without proper guidance, students may struggle to apply their knowledge in real-world situations. The anticipated outcomes of the post-test are grounded in established language acquisition theories, which suggest that reducing reliance on translation and encouraging direct thought in English can significantly enhance fluency. The Think in English method aims to facilitate this process by encouraging students to think exclusively in English during communication, which fosters a more natural and confident approach to speaking.

The pre-test was evaluated by asking the following questions:

1. Do you agree that you can speak or think in English fluently without any method?
2. Can you accept the method that is going to be implemented?
3. What is your level of communication without using any method to speak or think in English fluently?
4. What are your thoughts about the English language?
5. Do you like speaking in English with great hesitation with your peers?

The pre-test serves as a crucial step in establishing a baseline for assessing students' initial proficiency in English, particularly focusing on fluency, confidence, and ability to express thoughts without translating from their mother tongue. This primary data provides insights into the participants' starting points and informs the design of the Think in English method to address their unique challenges. Preliminary observations from the pre-test indicate that while students are eager to learn English, they often struggle to express themselves directly in English due to habitual translation.

The post-test, conducted after implementing the Think in English method, will measure any improvements in fluency and confidence, allowing for a direct comparison with the pre-test results. Although the data is not fully reported in this section, it is hypothesized that students practicing the *Think in English* method will demonstrate significant gains in language fluency, reducing reliance on translation and fostering a more natural use of English.

Detailed findings from both tests will be presented in the final report, where statistical analysis will reveal the extent of progress made. These results will provide evidence for the method's impact on facilitating English fluency and ease of speaking.

Table 6. Pre-test Report

NAME	FEEDBACK
Ruby	It isn't easy to develop my speaking. When I started to speak in English, I was not able to speak or pronounce words properly. In many places, I felt bad about my speaking.
Ishwarya	Initially, I found it difficult to speak English. I felt bad when communicating in English with my contemporaries. Some words are very new to me; it seems difficult to understand the meaning of the words.
Ambika	At first, I couldn't speak English without knowing new words, proper grammatical structure, and pronunciation. I am fear of speaking English at any time and any place.
Devibala	Speaking in English brings me great hesitation in me. Suddenly, I couldn't remember the word in English to locate the thing or to convey a message to others.
Bavithra	Speaking in English is a great task for me. I had difficulty in all the situations without knowing the grammatical pattern, vocabulary, etc.
Rajasri	My thought about my knowledge of English is poor. I felt bad about my future without knowing how to speak English fluently.
Bakkiya	It is a very tough task for me to speak and converse in English with my peers. I hesitated to converse in English, and I didn't recognize many words and wasn't able to identify how to apply tenses in the correct places. I felt great difficulty.
	Speaking and thinking in English was difficult for me when I started to learn English. I feel like I have no boldness,



Agalya	fearlessness, activeness, etc. I thought I needed a proper method to throw away my fear, inactivity, etc. If I find a proper method, it will bring a change in my life.
Payal	Speaking in English seems to be a great burden for me at any time and any place. I had no confidence that I could speak English fluently throughout my life. If I get a proper method to become fluent in English, I will definitely practice that method. Also, I felt fear about my future to get a proper job.
Vasu	I am facing difficulty in speaking and writing in English. My marks are shallow as I lack English speaking and writing skills. I am also not good at grammar.
Shivani	Early stages, I got very low marks in English for grammar mistakes. My fluency seems to be very poor.
Ajitha	I found it difficult to convey easily what I was trying to convey to the opponent. I can't convey it properly without grammatical errors, pronunciation, etc.

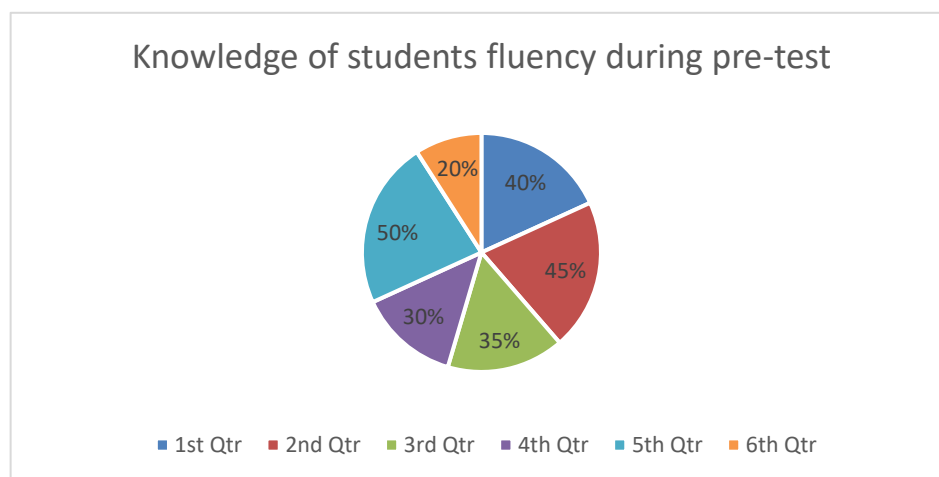


Figure 6. Pre-test

The first quartile represents 40% of the two students' knowledge of speaking English. The second quartile signifies 45% of two persons' knowledge of spoken English. The Third quartile denotes 35% of the two ladies' knowledge of English. The Fourth quartile embodies 30% of three-person knowledge of speaking English. The Fifth quartile exemplifies 50% of dual persons' knowledge in speaking English. The Sixth quartile epitomizes 20% of one person's knowledge in speaking English.

#### 5.1.1 Result of pre-test

The school pupils were asked to practice the method of thinking in English continuously. At first, the students found it very difficult to speak fluently; they were scared to converse with their peers and lost confidence in every practice. The mindset of the students is realized through their views while collecting the data (refer to Tab. 6 and Fig. 6). The first, second, and fifth quartiles showed similar differences with 5% (40%, 45%, and 50%). This 5% difference shows that six participants gained knowledge of the English language. These members can understand and grasp the Think in English easily. The third and fourth quartiles have similar differences again with 5% (35% and 30%), which shows that the five participants are at the lower level and need more practice in the Think in English method. It took more time for them to practice and grasp the Think in English method. The sixth quartile represents one participant who needs more attention to understand, practice, and grasp the concept of the Think in English method. If this participant practices the Think in English method, then he/she will speak the English language fluently without any reluctance.

#### 5.2 Post-test

The investigative study design is a Quantitative research design, and it comprises a score of randomizations of the habit of handling a group. The post-test not only assesses students' learning levels but also enhances their skills, reduces fear, improves speaking confidence, enhances readability and fluency, and strengthens their writing skills, thus fostering cognitive development. The success of the method would make school students speak English fluently, which is shown in the tabular column and the pie chart illustration. As per the observation, the "Think in English" method seems to be a great success.

The post-test was examined by enquiring the following questions:

1. Do you agree that students practicing the Think-in-English method will be beneficial? Why?
2. Can you get improvement in your language skills after using the Think in English method? How?
3. Will you be able to understand the Think in English method easily, or do you find it difficult to grasp the method? Explain.
4. Will you follow the think-in-English method for the rest of your life? State reasons.
5. Do you propose the Think-in-English method for persons who are struggling to speak or read in English fluently? Why?

Table 7. Post-test Report

NAME	FEEDBACK	PERCENTAGE
Ruby	It's beneficial to develop my speaking. When I started doing this, I understood, searched, and found myriad new words. It's a very useful method and I have suggested it to many people and my relatives.	Knowledge and confidence to speak in English developed by more than 80%
Ishwarya	Initially, I found it difficult to think in English. However, once I started to think in English, it was effortless for me to communicate in English with my contemporaries.	Knowledge and confidence to speak in English developed by 70%
Ambika	While I started to think in English, unfortunately, my thoughts made me think about every situation in English. It made me learn and speak English rapidly.	Knowledge and confidence to speak in English developed by 70%
Devibala	The thinking in English method is beneficial for me to develop my knowledge in learning new words and helps me convey my message without hesitation and fear.	Knowledge and confidence to speak in English developed by 70%
Bavithra	When I use this method to translate and review, my language capacity develops by using new words. It gives me a standard and stability in the way of approach.	Knowledge and confidence to speak in English developed by 60%
Rajasri	It is a beneficial method for me. After I followed this method, I learned many new words, and I started to get good marks in my exams. I can speak English more fluently than others in my classroom.	Knowledge and confidence to speak in English developed by 75%
Bakkiya	It is a beneficial method for me to speak and converse in English with my peers. Before I came to know about this method, I hesitated to converse in English, and I didn't recognize many words and wasn't able to identify how to apply tenses in the correct places. I felt great difficulty. But, after I followed this method, my fluency, style, and use of new words proved me to be a talented girl among my peers. I will not stop using this method myself, surely I will suggest this method wherever I go and to many people who are facing trouble speaking in English.	Knowledge and confidence to speak in English developed by 80%
Agalya	The thinking in English method helped me to develop boldness, fearlessness, stability, standards, and capacity in every place wherever I got a chance to converse in English. I learned a myriad of vocabulary words to use in speaking and writing. I suggested this method to my siblings and my relative's children, and along with them, I am also learning English. I will not regret this method in any situation of my lifetime.	Knowledge and confidence to speak in English developed by 90%
Payal	Thinking in English method gave me confidence that I would be placed in a good job in the future. I am happy that I can now speak English fluently and write without grammar mistakes.	Knowledge and confidence to speak in English developed by 90%
Vasu	It is a helpful method for students facing difficulty speaking and writing in English like me. After following this method, I scored good marks in my toughest exams, particularly in English subject. Now, I can speak English fluently and write using grammar, phrases, tenses, and vocabulary without errors, ultimately, I became a good student.	Knowledge and confidence to speak in English developed by 85%
Shivani	In the early stages, I got very low marks in English for grammar mistakes. After I followed this method, the grammar mistakes problem vanished. My articulation also gets developed and I won first prize in many speech competitions. All this happened only because of this method. I followed, followed, and will follow this forever.	Knowledge and confidence to speak in English developed by 75%
Ajitha	I thought in English first, I didn't translate, so, it would help me to become more fluent in English. It also aids me in conveying easily what I am trying to convey to the opponent person.	Knowledge and confidence to speak in English developed by 85%

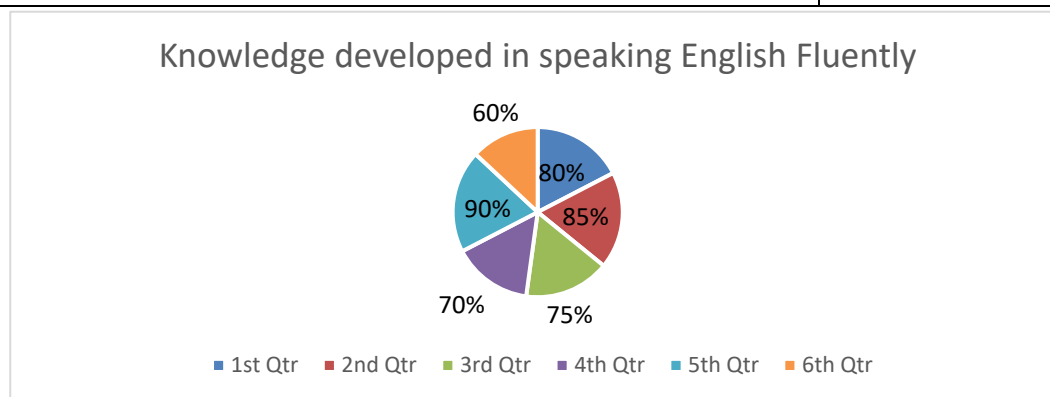


Figure 8. Post-test

The first quartile represents 80% of binary students who have developed their knowledge. The second quartile represents 85% of two persons,

who have established their knowledge. The Third quartile represents 75% of dual persons, who have advanced their knowledge. The Fourth quartile represents 70% of three- person, who have recognized their knowledge. The Fifth quartile represents 90% of two persons who have technologically advanced their knowledge. The Sixth quartile represents 60% of one person, who has improved his/her knowledge.

### 5.2.1 Result of post-test

When students practice the 'Think in English' method, they won't lack critical thinking, fluency, pronunciation, and even reading skills. Moreover, from the Linguistic Anthropology perspective, students' memory power, sharpness, keen understanding, confidence, willpower, etc. also will be developed. To prove these points, feedback was collected from the school students (tab. 7). Tab 7 is clearly shown in the form of a pie chart (Fig. 7), every participant has enhanced from the low level of his/her learning, hence, he/she became fearless and gained stability and confidence. Thus, through the Think in English method, the students spoke efficiently, thereby attaining the development in obtaining language skills. Tab. 7 and Fig. 7 are the best proofs of the improvement of the Think in English method. The first, second, and fifth quartiles showed similar differences with 5% (80%, 85%, and 90%). Those six participants improved very well compared to their pre-test level; those participants utilized, understood, and grasped the Think in English method at the expected level. Now, they were very fluent in their accent and approach. The third and fourth quartiles showed similar differences with the 5% (75% and 70%). These five participants also enriched their pre-test level according to their understanding of the Think in English method. The sixth quartile represents one participant who also improved from a low level to an average level. The progress shows a high development and gives a positive result of implementing the Think in English method.

### 5.3 Pre-test vs Post-test

In both, (pre-test and Post-test), the first quartile represents the experience of two persons, and they improved 80% of their confidence level in their fluency, while learning vocabulary, grammatical structure, and phonetics, they were still practicing. In addition, before the post-test, the two persons' knowledge of speaking English was 40%. Next, the second quartile represents again two persons' experience, and they get 85% of their development in fluency in spoken English. Their skills were improved in academics, and they got good scores on the examination. Now, they find it easy to convey their point of view to their peers. The method doesn't show any downfall in any of the participants' lives; instead, they are well-equipped with language skills. At this juncture, a point to be noted, before the post-test, two persons knew speaking English 45%. Subsequently, the third quartile represents a two-person experience, and they improved 75% from their low level. The method of Think in English made people bravely participate in many competitions and win prizes with loads of joy. Yet, before the post-test, the two people's knowledge of speaking English was 35%. The Fourth Quartile represents the practice of three persons, and they develop 70% fluency in speaking English. The students unconsciously use this method to convey something to their fellow partners in all situations. Moreover, before the post-test, the three persons' knowledge of speaking English was 30%. The Fifth Quartile represents two persons' practice, and they get 90% of their confidence level in their fluency. The Think in English method helped to develop their boldness, fearlessness, stability, standard, and capacity in every place wherever they got a chance to converse in English. This will be possible only after continuous practice without fail. The research gap found is, first of all, the lack of regular practice. Those two students (fifth quartile) proved the finding of the gap. Practice makes perfect; hence, just continuous practice makes it possible. Their confidence level increased high at the level of getting a good job with satisfactory pay, and it decided their future too. Also, before the post-test, the two persons' knowledge of speaking English was 50%. The Sixth Quartile represents one person's understanding, and her confidence level improved to approach anyone in English without fear and hesitation from her low level. This method seems to be very useful to any person who may be at any level of speaking the English language. Then, in a pre-test, one person's knowledge of speaking English was 20%. Thus, the average percentage of both Pre-test and Post-test is shown as evident in Tab. 6 is 36.6%, and Tab. 7 is 76.6%, and the difference is shown clearly in the pie chart (Fig. 9) given below:

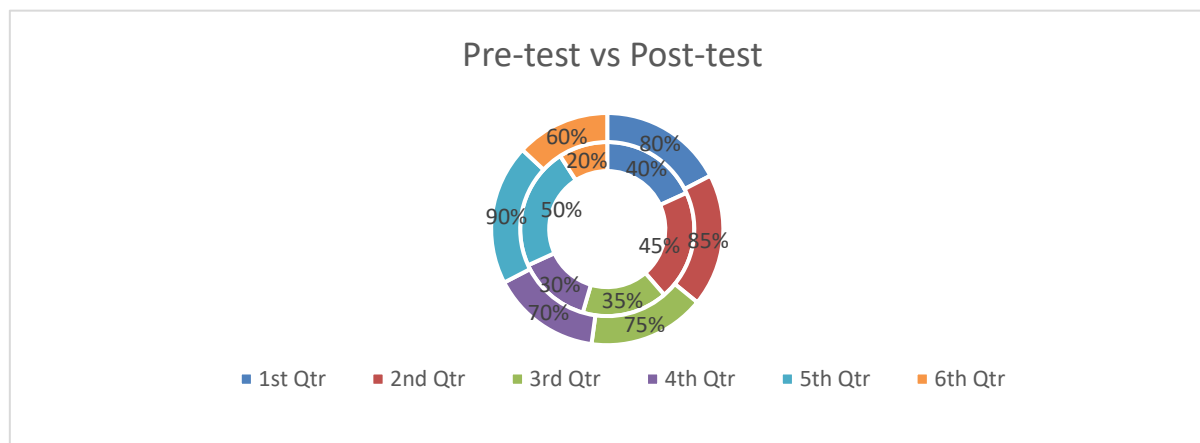


Figure 9. Pre-test vs Post-test

### 5.3.1 Result of a Pre-test vs Post-test

The pre-test data were useful for introducing the Think in English method and led to proceeding with the post-test, and gathered data to show the variance between the pre-test and post-test. A result was analyzed not only based on the data collected in feedback format for both pre-and post-test, but also used SPSS (Statistical Package for the Social Sciences) software to validate the aim, scope, and purpose of the article. The method's effectiveness, consistency, and recommendations to others show significant positive differences. While the advantages and challenges of using it also differ, the differences are not as prominent. This conclusion was reached based on feedback and observations from school students who practiced this method. The results of both types of tests confirm the success of the 'Think in English' method as one of the best ways to learn English as a second language. Furthermore, the variance between a pre-test and Post-test (Tab. 6 is 36.6%, and Tab. 7 is 76.6%) is also clearly shown in Fig. 9.

### 5.4 Paired Sample T-test

A paired sample t-test is stated as providing a hypothesis investigation of the variance between the participant's means for a set of random samples whose differences are almost generally circulated. Here, pre-test and post-test samples are collected, and paired sample t-tests are run through the SPSS Software version 25 to prove the Think in English method is beneficial for those who are apprehensive about speaking English fluently.

Table 9. Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Advantage	3.25	12	1.357	.392
	Post-Advantage	4.250	12	1.1382	.3286
Pair 2	Pre-Level of improvement	3.00	12	1.348	.389
	Post Level of improvement	4.2500	12	1.13818	.32856
Pair 3	Pre-Difficulty in understanding	3.17	12	1.267	.366
	Post Difficulty in understanding	2.4167	12	.51493	.14865
Pair 4	Pre-Continue	2.83	12	1.337	.386
	Post Continue	4.5833	12	.51493	.14865
Pair 5	Pre-Suggest	3.08	12	1.240	.358
	Post Suggest	5.0000	12	.00000	.00000

Table 10. Paired Sample Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Advantage - Post-Advantage	-1.0000	1.7056	.4924	-2.0837	.0837	-2.031	11	.067
Pair 2	Pre-Level of improvement - Post Level of improvement	-1.25000	1.54479	.44594	-2.23151	-.26849	-2.803	11	.017
Pair 3	Pre-Difficulty in understanding - Post-Difficulty in understanding	.75000	1.48477	.42862	-.19338	1.69338	1.750	11	.108
Pair 4	Pre-Continue - Post-Continue	-1.75000	1.35680	.39167	-2.61207	-.88793	-4.468	11	.001
Pair 5	Pre-Suggest - Post-Suggest	-1.91667	1.24011	.35799	-2.70460	-1.12874	-5.354	11	.000

The collected data was assessed with a five-point scale (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree), and the hypothesis was also given for all five questions. The five hypotheses follow:

H<sub>1</sub>: There was no substantial variance between a pre-test and post-test for the advantages of practicing the Think-in-English method

H<sub>2</sub>: A substantial difference between pre-test and post-test levels of improvement in the Think-in-English method

H<sub>3</sub>: There was no significant alteration between a pre-test and post-test in finding difficulty while understanding the Think-in-English method

H<sub>4</sub>: There was an important change between a pre-test and post-test in continuously using the think-in-English method

H<sub>5</sub>: The significant difference between a pre-test and post-test for suggesting the Think-in-English method

## 6. Validity and Reliability

The pre-test and post-test undergo a validity test to analyze learning levels, allowing us to study cause-and-effect relationships between actions and outcomes. In a pre-test and post-test design experiment, more than a few factors might affect the internal validity of the participants. A few factors, viz. 1. history- participants experience some occurrences of the study that change the capacities before and after the behaviour, 2. Maturity – the biotic deviations in participants that change the capacities before and after the treatment, 3. selection bias – the participants in the experimental group and control group are not similar. Reliability refers to how dependable and faithful the tests are, or how probably the researcher fabricates the results under parallel circumstances. A reliability measure steadily causes nearly a similar quality of effort from a student each time he/she completes the task. To assess the validity and reliability of both the pre-test and

post-test, the researcher must align participants with their learning objectives, use clear and relevant questions, and avoid bias and ambiguity.

## 7. Discussion

The research questions used for result analysis are scrutinized and discussed:

1. Do the native speakers and common English speakers recognize whether the words/ideas that they are trying to convey are correct or incorrect?

Native speakers and common English speakers identify the words/ideas that are correct or incorrect and frequently have an instinct to know what is right or wrong in their language. Through constant practice and experience in Think in English, they subconsciously understand grammar rules, vocabulary usage, and natural expressions. This innate understanding allows them to sense errors in their speech or writing and make corrections accordingly. However, it is significant to note that even native speakers can make mistakes, and their language skills vary among individuals. The method used for practice, experience, and feedback is crucial for refining language skills and improving accuracy.

2. How to identify the hindrances and unawareness of the speakers, whether they are affected psychologically or practically, and how do they lag?

The “Think in English” method encounters various interruptions and forms of ignorance among learners. Psychological barriers such as fear of errors or lack of self-confidence may hinder their ability to freely engage with the language. The translation can obstruct fluency, while limited vocabulary and grammar knowledge may lead to imperfect communication. Cultural changes and context can pose challenges, such as a lack of information and practice. Nonetheless, with persistence, active engagement, and a positive attitude, learners can overcome these obstacles and efficiently improve their English language skills.

3. In what way does Anthropology get connected with second language learning?

Anthropology and second language learning are interrelated through their common focus on understanding human societies and cultures. Anthropology provides perceptions into how language is rooted within cultural contexts, determining social exchanges, and identities. By perusing anthropological concepts such as cultural relativism, descriptive anthropology, and sociolinguistics, language learners can benefit from a deeper understanding of the cultural nuances, and social dynamics that impact language use and communication. This understanding improves learners' ability to find the way to various linguistic and cultural contexts, promoting greater sensitivity, adaptability, and operative communication skills in their second language acquisition journey. Additionally, anthropological research methodologies, such as participant observation and qualitative analysis, can be applied to language learning contexts to study language-gaining processes, language socialization, and language policy, further enhancing the interdisciplinary connection between anthropology and second language learning.

The recognized research gap is that students find it hard to speak in English without correct practice. The lack of regular practice is an indispensable problem; thus, it is important to focus mainly on the progress of students' performances and their level of learning the English language through the Think in English method. Therefore, constant practice is necessary for skill development, performance correlation, incremental improvement, long-term success, confidence building, establishing effective learning habits, and enriching the Think in English method.

## 8. Conclusion

In the Think in English method, the young students practice intellectually. Hence, reading more, especially in the spoken part, their impulse creates immediate responses. Thinking aloud and ahead is an excellent way to practice what people can convey in real-life conversations. The method aids in fluency development and enhances vocabulary acquisition. It also proves beneficial in job interviews and not stumbling during basic selection rounds. The students feel fearlessness, get more confident, and get stability in their words, the way of approach also will be different from normal speakers, as they follow standards to gain language skills. Anthropologists fail to learn the culture's etymology and continue to peruse and comprehend the worldview of speakers. Furthermore, about

400 million people have English as their first language, and English is the most enduring language and the most communal second language in the world. Thus, the second language will be advantageous in learning the English language, showing the way to open the doors to new interruptions (Rao, 2019, p. 2)

The practice of learning English and thinking of the sentences in the English Language aids students in raising them throughout their careers. Due to the excellent expansion of information technology, it is a predominant statement that English is meant to be a prime language for internet users. The internet plays a significant role in encouraging English etymology and making it reachable to all people universally. English is a major language utilized to learn, study, and spell out ideas from various fields by disseminating information through knowledge. A majority of instructional tools, resources, and manuscripts are printed in English.

The international educational schemes at academies around the world call English as a second language. As we know, English has been initiated as the certified language of 53 countries all over 400 million people in the world communicate in English, and it is crucial for communication across various contexts, such as travel, job opportunities, payment, and unplanned visits (Anonymous, 2020, p. 3)

Indeed, the most cheerful function of a language is to permit people to communicate efficiently. In other words, English develops a well-organized tool for collaborating with people all over the world. English has been practical as the first Lingua Franca across British colonies since the 16<sup>th</sup> century. Now, many countries teach and inspire teenagers by procuring English as the second language. In countries where the English language is not authorized yet, many science textbooks and industrial catalogues are in English. So, training our brains to think in English is of great significance in enhancing our language skills. To demonstrate the power of the Think in English method, mixed methods are employed. The data analysis confirms that this method is highly effective for school students learning English as a second language, enabling them to speak straightforwardly, write error-free English, and communicate self-assuredly with peers.

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First author Kamalli. N drafted the manuscript, and Dr. Devimeenkashi revised it. All authors read and approved the final manuscript.

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No additional data are available.

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