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## Effective Speaking and Effective Listening

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*Listening, speaking, reading and writing are the four skills in learning a language. Speaking is considered by learners as the most desirable skill for communication in the globalization era. However, it is high time the learners realized what the answer to the questions is such as what do the aspirants of the language have to do before they speak? What does a child learn before he talks? What do the speakers do before chatting? Etc. The most essential thing is listening. Children, naturally, begin listening to their parents when they are babies. They are often greeted, spoken to and admired without expecting any response. Nobody knows if the baby understands the spoken words yet the process continues. Children automatically acquire such language over some time, and later on gradually produce it through actual experience. The production of the words, sentences may be incomplete at first, but successful at last. That leads to speaking skill which is quite applicable to daily conversation. In learning English, listening can help improve speaking considerably. Although it is the first of all skills, it is neither the easiest nor the most meaningless. One has to hear various types of English repeatedly and continuously if he wants to communicate properly, meaningfully and naturally. This paper deals with the effect of listening to speak English as a language unconsciously.*

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It is a wish of everyone to speak English fluently with great foreign accent but not everyone knows the easiest and simplest way to do so. English skills can be acquired by using different methods. For example, reading newspapers and magazines, listening to English music and news channels, watching English movies and dramas, and for some with vigor getting admission in an English language center. Of all, the most important thing needed for one aspiring to improve his English-speaking skills is being in an English-speaking environment.

If an English-speaking environment is created, communication will take place effectively. Continuous hearing and speaking helps to improve the language skills unconsciously. New idioms, structures, phrases can be learnt if an interaction with people is done in an English-speaking environment. The learners get more confidence and gradually become less hesitant in

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such kind of environment. Discussion of ideas with the people having same interests is possible which motivates making friends. The practice becomes far easier and fun to improve the speaking skills.

### Making an English-speaking Environment

The best way to have an English-speaking environment is to create an environment so that one will be bound to speak only in English. Hours and hours of speaking and listening to English will have a great impact on the English skills and the mind of the learner will automatically set itself to this new environment. For learners of English as a second language complaining about not grasping the language as expected or targeted, they can make friends with other learners or aspirants as a group with willingness to improve their English-speaking skills.

This method will not only improve the English-speaking skills but also the knowledge of the learners. The conversation may be on different topics to discuss. The place of meeting can be anywhere like parks, restaurants, movies, dinner, picnics etc. It is not necessary to have a particular place for this group but needs to be the one making you have a relaxed environment. When a learner plunges himself in English speaking environment, he will find that he is learning English easily and quickly with a lot of fun which also makes him become more confident in speaking English and interacting with people.

The real problem with everyone aspiring to speak English as a second language is the practice of old conscious way of learning English. They use their conscious brain to analyze English grammar, memorize English vocabulary, and translate English messages. This is the method they used and were taught in school. They consciously studied the mechanics of English, as if it was a car.

### Learning the language unconsciously

Languages should be learned unconsciously, not consciously. This paper reveals that unconscious learning of English is much better than consciously “studying” the language. Students who learn English unconsciously learn faster and better than students who use traditional, conscious, analytical study methods and it is proved in countless studies. The result of conscious study of a language is that the learner knows a lot about English grammar rules and translations but he can neither speak well nor understand native speakers.

Unconscious methods are more effective. These methods provide understandable English input to the brain of the learners and then the unconscious brain does all the rest of the work. English stories, articles, conversations, movies, and novels can be enjoyed consciously without thinking about grammar rules and hence the need of attempting to memorize words does not arise. Basically, the brainy system leads to “subconscious” learning method. Grammar is

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learnt by listening to many crazy Mini-Stories and grammar patterns are repeated during the story not bothering about any rules. The brain learns English grammar unconsciously when the story is just listened and enjoyed consciously. In this way, the grammar is actually used and the spoken and written English grammar is also improved tremendously without any stress. It is like an automatic process—just saying and writing things better and with the effortless feeling. The learners never think about rules at all.

The most important thing is that the learner has to trust himself. Generally, many learners are afraid to use unconscious methods because they do not trust their own brains. They are afraid to relax and enjoy English learning and so they do not let the learning happen naturally and effortlessly. Unfortunately, these students almost never learn to speak English well because of their fear. It is good not to be one of those students. By changing the way of learning, the language can be acquired unconsciously and spoken excellently.

The unconscious mind is a powerful tool, though the system of education rarely gives it sufficient attention. The subconscious mind has not been well understood even though its creative potential is much greater than the conscious mind. Many psychologists have started to study the unconscious state of mind to understand its importance in human life and they have found that the unconscious mind contributes greatly for learning anything, including language. It is a vast reserve of energy and creative power.

Numerous scientists, scholars, writers and artists all use their unconscious mind to understand and create which is the matter of a subject for learning. The final thoughts are brought into unity and clarity through a sudden insight, unexpected inspiration or daydream realization. The learners can remember stories, visual images, and emotional phrases more easily than grammar patterns and dry explanations because they speak to the whole brain, not one limited part of the brain. An overly logical approach to language structures keeps English from soaking into the unconscious brain where it can be converted into a larger whole.

Educational psychologists and neurological researchers know that different brain functions occur on different sides of the brain. The left side of the brain is used for logical, sequential, rational, analytic, and objective matters or thoughts. That is not a bad place to start for learning, but the other side is equally important because it is where another aspect of learning takes root. The right side of the brain is in charge of the larger whole, the big picture. It works in a more random and chaotic fashion, remaining intuitive, holistic, synthesizing and subjective. It is where the pieces of information, image are brought together into a whole. When these two sides of the brain are considered, it is easy to understand that the system for studying English in the present system of Indian education is almost entirely left brain oriented.

The learners need to work on grammar for tests under pressure as they are all with left-brain concerns that emphasize logical thinking, analysis and accuracy. Most learners in India do not think in English because the right brain's processes are not sufficiently enacted. The learners

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have to dream in English as it is a sign that a larger unity is being established in their minds which rarely happens when cramming for a test, though students might dream about their test anxiety.

Listening is an essential exercise for developing the speaking skills that too in a subconscious way. Teaching the techniques of listening is not an easy task and it is the most challenging skill for many second language learners to obtain. Listening is the principal means by which learners expand their knowledge of spoken forms of the second or target language provided the listening activities should be monitored by conducting class discussions on their comprehension and on the recordings of the spoken texts they have listened previously.

### Active Listening Skills

Active listening is an essential skill. One of the most common mistakes the learners make is getting confused between 'hearing' and 'listening'. Hearing is merely noting that someone is speaking whereas listening is making sense of what is heard which requires the individual to pay constant attention, interpret, and remember what is heard. Hearing is passive; listening is active and so a passive listener is considered to be a tape recorder. If the speaker gives a clear message, the listener will probably get most of what is said. For learners of English for communicative purposes, this is not enough. They must be active listeners. Active listening requires the listener to hear the words and identify the feelings associated with the words.

Learning individual words is not a prescribed way of language acquisition. The system of learning phrases encourages the language learners to master the language more quickly and has much better grammar. The system of effective listening implies the fact that speaking has closer relationship to listening than reading. The learners have to listen much to the speech of others or reading of a text. Listening should be slow and deep during initial period of learning a language as it helps the learners to get deeper into their brain. The real conversations of native speakers and materials can be taken for practice as they serve the purpose of improving grammar. For learners, listening should be done repeatedly and intervention is not at all appreciated.

Retaining what observed is an important step in the listening process. Memory is considered to be essential factor to the listening process because the information the listeners retain when they involve in the listening process is how they create meaning from words. Every one depends on the memory to fill in the blanks when the process of listening is done. Everyone has different memories and so the speaker and the listener may attach different meanings to the same statement. However, the memories are fallible and the people cannot remember everything that they have ever listened to.

There are many reasons for everyone to forget some information that one has received. The first is cramming. When one crams there is a lot of information entered into his short-term memory. Shortly after cramming, when the information is not needed anymore, it is purged from the brain before it can be transferred into the long-term memory. Yet another reason is that proper attention is not paid when the information is received. Alternatively, when the information is received, importance may not be attached to it, so it loses its meaning. At the time the information was received, motivation might be lacked to listen carefully to better remember it. Using information immediately after receiving it enhances information retention and lessens the forgetting aspects. Retention is lessened when one engages in mindless listening, where little effort is made to listen to a speaker's message. Mindful listening is active listening.

## Conclusion

The four interconnected activities are essential to the process of listening. They are sensing, which is the actual reception of verbal and nonverbal messages. Interpreting which is the practice of understanding the message. Evaluating which refers to the process of sorting facts, information that can be verified, from opinion. Evaluating which also involves concurring or rejecting the speaker's message and responding which is the process of reacting with verbal and nonverbal cues to the message. While hearing can be measured with audiometric instruments, listening is a largely subjective experience. Thus, the first three steps of the listening activities cannot be directly evaluated or examined, as they are hidden from our view. Because most listening behaviors cannot be measured, the last, responding, becomes essential for the speaker to determine if he or she has been successful in getting his or her point across.

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