



ENLIGHTENMENT ON ENHANCEMENT OF LANGUAGE SKILLS

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Abstract

Language is the most effective means of communication. Although other living beings can communicate through sounds and movements, it is the human beings that possess a refined form of communication, at a highly sophisticated level. Language is the superior code that the humans use to express their ideas and feelings. The complexity of the human language calls for awe and astonishment and it is amazing that it is a unique human trait to use this language with all its intricacies. Researchers have proven that every normal child picks up thousands of words quite spontaneously and learns the syntax required to combine them and communicate for a wide variety of purposes including totally abstract concepts. It is found that at the period of "language explosion", usually sometime around two to three, children acquire up to forty new words of speech per day. This occurs without any formal teaching, and across the broad spectrum of human societies, so it seems that the ability to learn a language is something that only humans possess.

At the global level, English is expanding as a language for international communication and therefore it is the 'lingua franca' of the world as a whole. The need to learn this language is deeply felt by all. With the IT revolution where most of the software and operating systems are being devised in English, and the spread of multi-national companies that absorb, from any corner of the globe, skilled people who can communicate with the entire world with a common language, English has emerged as a new value-based utilitarian language for oral communication.

Key words: communication, value-based, emerging trends and utilitarian language.

Introduction:

Throughout the world today and especially in the developing countries there is a great necessity for people to speak English well. By virtue of its communicative and educative value, English continues to be the world's most important language. Thus, out of sheer passion for this language, if not out of the demand for it, English is used all over the world. As a matter of fact, in many countries secondary and higher education is taught through English as the medium of instruction. Globalization has necessitated that everybody who needs a placement with a handsome pay should have at least a basic knowledge of English. The basic knowledge here invariably implies that they should be 'fluent' in English, in fact, proficiency in English.

According to a set of linguists, whose assumptions of language are based mostly on psychology, language is nothing but 'habit formation'. They underline that a language is better learnt through use, and through consistent practice. They believe that if one is exposed to the use of language extensively, then the language learning will also be better and faster.

Communication involves comprehension and production, of spoken and written language or, in terms of the user's activity, listening and reading, speaking and writing. Each



of the four modes or skills of communication has its own distinctive properties, which affect the way language is expressed. Researchers have proven that human beings spend 70-75% of their day in one or some of the four types of communication, divided up as follows:

• Listening - 42% • Speaking - 32% •

Reading - 15% • Writing - 11 %

This shows evident that one spends much time in a hearing/listening mode. Frequently one is called upon to make decisions based on the verbal information and data one receives. Thus the majority of one's formal and informal education involves a greater part of one's auditory sense. Thus, in the process of becoming a 'competent' speaker or communicator as such, one needs to be primarily a good listener. This has also been reiterated since time immemorial by language researchers. There cannot be any difference in opinion in accepting the fact that the first step to communicate effectively is to become a good listener. It is being fast realized that listening skills are as important as speaking skills. This is because no face-to-face communication is powerful or even possible unless these two skills are developed hand in hand, giving equal emphasis to both. The whole conversation becomes meaningless if one interlocutor is unable to respond to a question or even a statement by the other.

Listening, in the context of language, is the very first skill that helps learners acquire the ability to communicate. One can even argue that it is the only skill that remains important throughout one's life, both physiologically and psychologically. As such, listening is much more important than one may think it to be, since it is a vital communication skill. Listening provides one with most of the information one needs to do one's jobs. One's listening skill does have an effect on one's relationships with other people at all levels and areas of one's lives.

Speaking linguistically, listening is the first skill which is a part of linguistic intelligence. It is also the first skill that the foreign language students are trained to use by any language trainer. In a language course or class, listening starts from the very first day, where learners will listen to the teacher speaking in the target language. Effective listening evokes questions and response from the listener. Just as reading effectively is reading with comprehension, listening is hearing with comprehension. A good listener is generally a good learner. A good listener is usually more self-confident and has a positive attitude to his/her learning Endeavour.

One of the most important social skills that an individual can acquire is probably to learn to be able to listen to others. It is through this mode that one learns a lot about the people one deals with, as well as obtains information that one might find necessary. It is not always easy to be quiet, to really listen to someone. However, given a chance to hone this skill with appropriate instances, this skill is worth developing.



Speaking about a language that enables one to communicate with the entire world, it is the English language that comes to one's mind. This language has grown leaps and bounds in the recent past and more and more people want to learn English now, than ever.

Listening and putting what has been heard into their own words in the second language is a fundamental requirement for a language learner. In general, listening is the key to learning in classrooms. It is important that listening should not be confused with the physical experience of hearing, which is the first step only in the complicated process of listening. Also, it is crucial to recognize any hitch in this process and to attend to that immediately. Problems like these with the language learners are inevitable but it is the accountability of the teacher to explore the remedies for all these problems by means of creative planning, careful choice of resources and personalized learning programmers.

Teachers have a particular responsibility to foster and develop speaking and listening skills of the second language learner. Sometimes, it is as simple as giving simple instructions (in the target language) to the students inside the classroom that can play a vital role in making them speak in the target language, here English. Listening and putting what has been heard into their own words in the second language is a fundamental requirement for a language learner. In general, listening is the key to learning in classrooms. It is important that listening should not be confused with the physical experience of hearing, which is the first step only in the complicated process of listening. Also, it is crucial to recognize any hitch in this process and to attend to that immediately. Problems like these with the language learners are inevitable but it is the accountability of the teacher to explore the remedies for all these problems by means of creative planning, careful choice of resources and personalized learning programmes. Teachers have a particular responsibility to foster and develop speaking and listening skills of the second language learner. Sometimes, it is as simple as giving simple instructions (in the target language) to the students inside the classroom that can play a vital role in making them speak in the target language, here English.

The possible barriers to listening, at the surface level, and the feasible remedies have also been dealt with. It has also been suggested that in the light of multiple abilities of the learners, the very process of teaching / learning listening skill can be enhanced to a greater extent, than it can be done otherwise. This is predictably successful mainly due to the fact that the more the learners are involved in the process of learning, the better the learning outcomes are. Since learning a language aims at speaking that language, listening to all forms of that language becomes crucial and inevitable in the process. This research presents a detailed account of 'speaking' as the most desired skill in the course of language learning, to achieve which, any measure is open to be tried. It also suggests that the students be involved in using that language by means of activities, which are designed to suit the multiple abilities or 'intelligences' prevalent among the learners in the class.

Developing the speaking skill of the learner can be interpreted as also developing the overall personality of the learner. Therefore, speaking activities have an overall aim of developing the confidence of the learner, instigating his desire to learn and



speak that language and to reinforce one's ability to use that language. This is done with an underpinning of the need to use that language appropriately and effectively, according to the demands of the situations.

Listening and speaking play central roles in language acquisition and development. They also represent two of the most difficult components of the English language for ESL learners to acquire. Listening is the ability to understand speech. Speaking is the act of communicating through speech. Both are vitally important in human relations and international relations, leading to academic and business success. In recent decades more research has been done in the areas of first and second language acquisition. Findings have influenced second language teaching and have resulted in the development of new methods which emphasize listening prior to speaking, reading and writing, especially in the initial stages of learning. This is in keeping with the changing social and political purposes for learning a second language.

Effective written Communication provides the means to keep the motivation levels high. Communication binds together people working for a common objective and helps team-building. Writing may seem easier when heard at the first time. It may be but a lot of skill is required to get used to it. It is the most interesting work that one could do in their lifetime. Writing about us, writing about daily activities, writing a personal dairy all these are hobbies that would interest people. Writing exams, writing assignments are boring. Writing depends on the interest that a person has towards that activity and the topic that interests the person. So in writing make sure to have interest rather than we feel bored in the chosen topic.

Conclusion:

Good language learners need to activate non-linguistic knowledge about physical context, topic, ways in which discourse is organized and so on, in order to understand a spoken message. They should view listening as an important medium for developing language but also need to be aware that in order to develop language effectively, they need to practice the language they hear, either by responding to the spoken message and/or by producing some of the language they have heard in other situations. They also need to develop learning strategies to develop language skills which will enable them to cope with academic and professional world. This paper throws light on how learners can enhance their language repertoire.

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