Developing Productive Skills Through Receptive Skills – A Cognitive Approach

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Abstract

Communication plays an important role nowadays. The transmission and interchange of ideas, facts, and feelings of action are known as communication. It is done through words, actions, signs, objects or combination of all these. Communication skills are needed in each and every field of life. Everyone uses a language to communicate and to express oneself to get ideas and to connect with persons for a purpose. There are four basic skills of learning English language such as speaking, listening, reading and writing. The difficulties in speaking and writing can be found and then improved by some classroom activities by the way of giving task to the students for listening. Teachers give assignments to the learners to develop their writing skills. Cognition refers to the mental activities like thinking, remembering, memory, learning, comprehension, perception, motivation and using a language. The understanding and learning of information and concept is known as the cognitive approach. It is an approach that maintains how a person feels and behaves. Cognitive learning is about developing true understanding and is a way of learning that helps the learners to use their brains more effectively. The configuration of thought processes and psychological activities like problem solving and decision making from early childhood to adulthood is called as the cognitive development. This article deals with the ways and means of enhancing the speaking skills by intensive practise, writing through different activities and improving the receptive skills of the learners through cognitive approach.

Keywords: Communication, language, listening, speaking, reading, writing, thinking, remembering, memory, perception, motivation.

1. Introduction

Language has been a tool for communication for centuries. It is the way to interact with people to regulate their social behaviour. Though there are many ways for communication, language is widely used as a tool. The process of sharing the information is communication. The transmission and interchange of ideas, facts, feelings or action is known as the process of communication. Language is important for communication. Language is the expression of human personality in words whether in speech or letter. It serves as the universal medium for conveying the common facts and feelings of everyday life. Students communicate with one another and with the teacher. Through the basic ofthe language skills, the learner can improve knowledge in the second language. This paper concentrates on importance and barriers of the communication skills. The development of productive skills by the receptive skills has widely been highlighted in this paper.

2. Communication

Communication is derived from the Latin word "communicare" or "communico" which means "to share". Communication means what one gives and gets understood. It is an exchange of words and meanings through ideas, facts, feelings and actions. "Communication skill is concerned with the ability to transmit and receive messages" (Senapathy,4). The communication is a two-way process of sending and receiving messages. Language is the most prized wealth of man. Though human is progressed with

remarkable speed, the use of language in communication is still not so. There should be a co-operation and understanding between those who are in communication. So, they need a common language for mutual understanding. Communication is done through words, actions, signs, objects or a combination of all these that takes place in a well-defined setup. This is called communication environment. A classroom is a communication environment where a teacher teaches or lectures to students. Language is a tool that is used for communication. Mother tongue and the second language are used for communication.

2.1. Communication skill

A teacher makes use of activities that is specially designed to incorporate several language skills such as reading, writing, listening and reading. The teacher offers their students with situations that allow them to develop and progress of language learning. Through daily activities, teachers provide learners with opportunities to develop each skill. The students listen to the teacher using the second language to each other in a pair activity. They use speaking skills for pronunciation practise, dialogue creation, speed reading, role play, etc. The teacher asks the students to read passages in the classroom. The writing skill is applied in fill-in-the blank sheets, sentence making, dialogue script, etc.

3. Significance of english language

English is a unique language. It is different from other languages functionally and structurally. It is used as an official language even in India. English is the only language which links the whole world together. Even if people travel to different countries where different languages are spoken, English is the common language to express their views on situations. English is an important language as it is used in teaching and learning process. In western countries, English is used as the first language and in some countries, it is taught as a second language in schools. It has widely spread across the globe. One of the main reasons for English being used as an important language is that it is demanded in modern life. English language is a tool to establish one's view point. A language shapes the way how people perceive the world.

3.1. Fundamental skills of english language

For a good communication, the communication skills are essential. The basic skills are listening, speaking, reading and writing. These are called the "language skills". The four language skills are related to each other in two ways. Language skills are divided into receptive skills and productive skills otherwise known as active and passive skills. The passive skills deal with listening and speaking while the active skills focus on the reading and writing. Without listening, no speaking is possible, without reading no writing is possible. So, the four skills go in pairs.

3.2. Productive Skills

Productive skills are speaking and writing. The learners who possess efficient productive skills are able to produce something. They are also known as active skills. Learners need to generate language to communicate their ideas either in speech or text. "Three things matter in a speech; who says it, how he says it and what he says. And, of the three, the last matters the least" (Mishra, 55). Speaking skill is apparent in society in various styles such as formal, informal, normal, strong, etc. These styles are situation based and it is important for speakers to strike the right thoughts. For example, learners have already spent time practicing receptive skills within a shape of a poem, by listening to it and reading it. They now move on to productive skills by writing of their own.

3.3. Needs of Productive Skills

Speaking skills need a wide attitude and modern ideas. It also needs an expression as well. This isto make the speaker confident to express what he communicates. Some speaking situations are partially interactive especially when speech is given to a live audience. For communication point of view, the writing is lucid and clear. Writing is one way of providing variety in classroom procedures. It provides a learner with physical evidence of his achievements and his improvement could be noticed easily. It helps him to grasp the vocabulary and structure, and complements the other language skills. In the act of writing, the effort to express ideas and the constant use of eyes, hand and brain contains a unique way of supporting learning and discovering new ways of expressing ideas. Every act of writing is seen as an act of reading and reading itself is a kind of writing.

3.4. Receptive Skills

Receptive skills are the ability to listen and understand a language. Reading and listening are receptive skills. "Listening is stage one of responding act of a communicating event. Listening is a sustained effort to receive sound and make meaning. It opens up possibilities for continuing interaction" (Lakshminarayanan, 57). Language is received and meaning is decoded for the easy understanding of the message. Imagination is increased through listening and reading.

3.5. Need of Receptive Skills

A large amount of reading and listening takes place because it helps the students achieve the clear aim. For example, if someone reads a roads sign so that they know where to go. Students listen to lectures, seminars and talks for extending their knowledge and skills. Listening is a hub of all learning. A student who cannot understand what the teacher says in a class is seriously slowdown in the learning.

3.6. Development of Receptive Skills

The receptive skills are to be improved through the improvement of listening and reading. A student is a good listener and careful reader as well. Through the interest and search of knowledge, the learner may earn maximum receptive skills. The ability to makeout something remain questionable until it reaches perfection. A student may understand a well written essay but he cannot produce it perfectly without practise. For a good output, an input is necessary. Absorption and concentration is important for listening. The reading needs an extensive study to improve it. The best selection of materials for reading, different ideas on the same subject also help to improve these skills.

3.7. Cognitive Approach to Learning

Cognition is the mental process. It is an action of acquiring knowledge and understanding through the mental activities like thinking, remembering, memory, perception, motivation, problem solving and decision making. This concept is known as cognitive learning. Cognitive learning theory explains how a person's brain functions around these activities. The brain is the most valuable and incredible source of information processing and developing the ideas and interpretation in the body to know the things. The word learning is naturally connected with brain and is identified as using the brain to think. It is basically linked with cognition. A cognitive approach in learning has been used to explain the mental activities and they are influenced both intrinsic and extrinsic factors, and the outcome is the learning of a person.

3.8. Thinking

Thinking is considered to be the most important cognitive skill of a learner. It is a mental process of considering or reasoning about something. It improves the ability to learn in an effective manner. Thinking process happened and regardless of age, experience and education, it is always possible to optimize the ability to learn new skills. Thinking process plays a massive role in determining the psychological ability to learn new information and make progress in life. This thinking process leads a person to master over other skills. It makes a person more intelligent, informed and helps to take rational decisions in life. Thinking helps to read, write and communicate effectively and very quickly. It is the most essential foundation of the cognitive learning and develops the mind's educational abilities of a person. Thinking has to be refined at any age of a person, without this cognitive skill learning new information and innovation becomes a difficult task. Thinking skill of a person is an excellent resource for enhancing the learning abilities. It makes people become successful and independent learners.

Critical thinking makes a person able to form opinions by looking at the facts behind an argument and also helps easily sort relevant information from the irrelevant. Proper thinking exercises help to improve the critical thinking of a person. The person has to engage in an argument with someone as it highlights the difficulties in thinking. A clear logical argument helps a lot to

develop the critical thinking of a person. It develops the productive and receptive skills of communication in an efficient way.

3.9. Learning

Learning is an important cognitive skill. It happened during the time of traditional schooling. This type of learning process does not directly relevant to everyday life. These cognitive skills of learning mean absorbing a very little real information for life. One of the most important parts of effective learning is how to learn. Learning to learn teaches a person how to develop an intimacy of learning and that will help a person to acquire new skills and quickly expand the knowledge of many subjects. Intelligent is not a factor in a learning process. It is difficult to learn something new, when a person is incapable of focussing on the task. Being able to productive is one of the most relevant skills that a person can develop and surprisingly easy one to learn. A learner can use simple exercises and behavioural changes to optimum productivity in learning. Productivity course is an excellent resource for improving an effective output and to enhance the ability to learn. Cognitive learning is the foundation of educational success. A person of any age or any kind has to be attained this valuable skill. A person, whether just beginning the educational career or an end of it, the cognitive skill of learning is always got its priority.

3.10. Remembering and memory

Memory is one of the most important cognitive functions in a person's activities. It helps to remember all kinds of activities like personal memories, common knowledge, and developing skills. It is very much necessary in creating and developing one's personality. Memory allows recalling the productive and receptive skills and helps to improve effective communication process. There are two kinds of memory. They are verbal and visual memory. Verbal memory allows a person to memorize whatever he/she hears. It can be recalled in few minutes later. Verbal information is easier to remember than visual memory. It is because; visual memory needs the cognitive skill of attention and it should be analysed for memorization. Memory acts as a bridge between past and present. Past sensations, feelings and ideas that have dropped from conscious awareness can be continuously recovered to guide current thought and action through memory. There is a traditional segmentation of memory according to how long information has to be remembered for. They are sensory memory, short term memory and long term memory. The visible persistence on memory is sensory memory and it is the shortest one to remember. The limited capacity of storage and retains the ideas a little longer is short term memory. Long term memory has an unlimited capacity of storage and the information remembered for a long period of time. Memory is a cognitive function to remember all types of information a person passes on every day. The cognitive skills of memory help to develop the common knowledge, personal memories and the motor processes of a person.

 A learner needs to focus the attention on the thing to be memorized. The learner of a language has to identify the essential information for understanding. A person can notify the relevant information to be remembered. People can organize the information into categories and make connections and associations. People always recall the information already learned can improve the memorization of a learner. Recalling memory and remembering of learned things help a lot to develop the communication skills of a learner.

3.11. Cognitive perception

The way in which a person deals with information from the environment using the senses is known as Cognitive perception. It is like the senses of listening, seeing, smelling, tasting and feeling. Perception leads to conclusions from the sensory experience of a person. It may different in different persons. Perception is based on individual's interest, past experience, personality and personal characteristics. It affects the mental content of the learner. Visual perception is critical in cognitive processing. Perception is the process of absorbing things, organizing it in the brain and making sense of it. Visual perception deals with absorbing what one sees and takes it for granted. Reading is one of the most common examples of visual perception. Visual perception difficulty can cause problems with cognitive processes. Perception of new ideas and receptive skills may lead to productive skills. Reading is the main path to acquire the communicative skills; it is evident how important visual perception is to learning. A learner is being able to focus and pay attention is the basic skill of learning. Attention is also a cognitive process, and it avoids distractions in the environment in order to focus on what is important. Visual perception is lead to visual attention. Attention and perception are the cognitive processes of an expert in learning in the productive skills of communication.

3.12. Motivation

Motivation is the most important cognitive skill to develop the communication abilities. It has several effects on learner's learning and their behaviour. It promotes an interest in the studies and develops the personality of a person. Motivation directs behaviour towards particular goal. As cognitive theory proposed that each individual setshis/her own goals and change the behaviour based on it. Motivation identifies the specific goals towards which the learner takes the effort. It is based on the choices of the learner. Motivation directs to increased effort and energy of the learner and it is directly related to the needs and goals. Motivation develops the initiative process and continuation of those activities. The learner always has a hesitation to begin any task, but motivation provides an enthusiasm to start the learning activity. Motivation is the most vibrant factor affecting the learning and achievement of a learner. Motivation affects what the learner's attention to and how effectively they develop it in to a meaningful context. It affects the cognitive process of the learner. Motivated learner pays more attention to the studies and to learn meaningfully and used it for better life. The learners are motivated to achieve academic goals and are accepted and respected by the peers. Motivation often enhances improved performances. Learners are most likely to show the beneficial effects of motivation, when they are motivated through psychologically. Cognitive motivation is the longest and an effective medium to achieve the goals like learning and developing the communication skills. A person's cognition, environment and behaviour play an important role in learning new knowledge and productive skills.

4. Problem Solving

Problem solving is a cognitive process of human brain that investigates an immediate result for a given problem or finds a way to reach the ultimate goal. When a problem substance is found out, problem solving can be perceived as a finding process in the memory space and reached the conclusion of solving process. The problem has to be analysed and discovered in a detailed manner, and then finds out the best solution to resolve the problem. Every problem has a solution depending on its situation. In cognitive learning, problem solving is not only necessary for solving mental issues of the brain but also refers to solving any kind of problems in studies in a proper manner. There are various psychological steps to solve a problem while learning something. The learner can identify the problem. It is not an easy task. If a person wrongly identifies the problem the rendering steps carried on useless. The problem in learning process is identified properly

is the first step in problem solving. Once the learner identifies the problem then he/she must understand the nature of the problem. Then only further steps are taken to solve it. The learner needs to take different perspectives to understand the problem. Each situation will require different strategies based on the uniqueness of the problem. Immediate solution is not possible for a problem. So, the learner creates different strategies to find the correct result. The learner has to organize the available information as the next step to the process. Clarity of the solution for a problem will depend on the amount of information available. Proper organization of the material, allocation of resources is more necessary to solve the problem. The learner gives more concentration to the problem, then move on to the solution. The learner needs to document the progress regularly. Problem solving does not occur instantly. When the learner finds out the solution for a problem, then he/she must monitor the progress. Finally, the learner evaluates the result to find out if it is the best possible solution to the problem. The evaluation process might be the immediate act to refer and the solution for the problem is the apt one.

4.1. Decision making

The selection of a belief or a course of action among several different possibilities is considered as the decision making process. Decision making is a cognitive process based on the values, preferences and beliefs of the decision maker. It is a continuous process interlinked with problem solving activity. The decisions taken by a learner based on his/her personal, psychological, cognitive and normative perspectives. The decisions should be logical, meaningful and apt for the situation. It is related to the environment of the learner. There are various decision making steps practised by the learner in the learning process. The first and foremost step is to know the objectives of the task. The learner can have a clear idea about the goal and surveys the values and aim of that decision. The learner can generate various options and actions to be implemented for a decision and then clearly analyzed the facts and information. The proper regulation of positive and negative consequences of the options should be maintained. Finally, the learner reviews the implementations and to know the outcome of the decisions to be taken.

Communication is a highly complex skill in comparing with cognitive processes. Cognitive based productive and receptive skills in communication needs thinking, learning, perception, attention, memory, problem solving and decision making. Cognitive based communication difficulties may cause language difficulties to a learner. A learner with cognitive communication difficulty needs support and encouragement with their communication. Different techniques like minimize distractions, direct talking, gaining attention, explaining, interrogations, written reminders, simple language usage, repeating key words, giving time intervals, facilitate choice making, gesture usage and feedback are useful for avoiding language difficulty of a learner.

4.2. Suggestions

The students have a lot of ways to improve their communication skills. In the past, it was impossible to improve their skills due to improper facilities. It has become practicable and possible at present to improve the communication skills. To improve the listening skills, students need attention and concentration. For these the teacher can give them task after conducting the class. An answer key may be given to them and ask them to correct their own answers and to record their own answers and then their own scores. The corrections and performances can be checked. Words of praises can be used to those who do well and remedial exercise can be given to those who are having problems. The listening exercise or activity may be repeated if necessary depending on the student's performance.

The students are engaged in the task as if there is a much better chance that they will read or listen with concentration, whether they are interested or not in the topic. It makes the students engaged in the topic by depicting a picture for prediction, by asking them to make a guess what to see or hear on the basis of a few words or phrases from the text.

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## 5.  Conclusion

Everyone wants English language for communication and to struggle with the world. Effective communication will be more important. English is taught in schools not as a language but as a subject. Basically, the learners want to improve their communication skills because every student has an individual character. If the learner develops his listening and reading skills through certain practise, he is sure to get a confidence to speak in any situation. The teachers guide the students and give motivation to improve the speaking skills by giving a topic and ask the students to give a talk. Reading makes students to improve their knowledge. The efficient reading increases and improves the concentration as well as the level of comprehension. The cognitive process makes the learners more confident about their learning process.

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