

Ideation: A Technique to Transforming English Learners' Mindset to learning EL with Emphasis on Speaking skill

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Abstract

In non-English countries, students confront a lot of difficulties with learning skills of listening, speaking, reading, and writing. The problem is that they cannot ideate in English language. To sharpen LSRW skills and to fix English communication glitches, a learner is required to ideate in English. The paper discusses ideation as a mental practice that helps learners to change their mindset of translating from native language into English language. Ideation in communication is a more technical way to refer to the thought process. The paper analyzes ideation as an empirical solution to the glitches of English communication. It acclaims tools and techniques like observation and narration, soliloquy or internal monologue, simulation and role-play, and other pro-active ways to stimulate ideation in the learners' minds to grasp English communication.

Keywords: *Ideation, mindset, LSRW, communication glitches, mental practice, observation and narration, soliloquy or internal monologue, simulation and role-play*

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I. Introduction

English language learners at every stage strive with the problem of frequent incongruities of communication. Most of non-native English speakers feel reluctance with communicating in English, as they find it arduous to learn. The skill of English communication is considered crucial for corporate, interstate and multinational communications. Even in several social events, English is the preferred language. When someone asks a question in English, we understand but we do not answer in English. Instead, we reply in our native language. No matter how outstanding knowledge they possess, they do not achieve the desired success, if they are not well conversant with English communication. Most learners complain that they cannot communicate fluently in English, and they cannot ideate in English because they don't know enough English vocabulary and they always ideate in their native language, and then translate. Many advanced learners also translate from their native language before speaking English, but they do it very fast. However, if they can develop the habit of ideating in English, this will help them communicate more confidently and fluently. When their mind is accustomed to ideation in their native language and is then forced to translate thoughts or speech to learn a new language, it can take time to set the right words in motion, or fully understand what has been said. Why are ideas of such overriding importance that we live and die by them? Nations have been founded on ideas; civilizations have been destroyed by ideas... Ideas are important because they are the source of every aspect of human endeavor. Our potential is limited only by the quality of our ideas. (Graham and Bachmann, 2004)

II. Description and Methodology

This study provides practical advice on how English learners should manage ideas and expression both in their personal and professional lives. Before we move ahead, we necessitate clarifying what the ideation is in the context of communication. The process of communication begins with ideation, which refers to the formation of the idea or selection of a message to be communicated. It consists of the content of the communication to be presented. Researchers have delineated 'ideation' in terms of business, law, economics, finance, and psychology. Conferring to that, ideation is the process of generating a broad set of ideas on a given topic, with no attempt to judge or evaluate them. While the eventual goal of ideation is a high-quality design that solves a specified problem, the focus of ideation is quantity instead of quality. Ideation comprises all stages of a thought cycle, from innovation, to development, to actualization. (Graham and Bachmann, 2004) Ideation, in simple terms, is imagination or inventiveness, thinking creatively of some issue to find the solution. 'Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world' (Albert Einstein). The study elucidates the practical approaches of ideation in the context of communication in English language. Ideation is the creative process of generating, developing, and communicating new ideas, where an

idea is understood as a basic element of thought that can be visual, concrete, or abstract. Ideations can come out from past or present knowledge, outward influences, sentiments, and beliefs. Ideation is not just a one-time idea creation or a brainstorming session. In fact, ideation can be divided in three steps: creation, selection, and expansion. The good thing about ideation in terms of learning communication is that learners can generate tons of ideas and when they have more, it means that they increase their chances of having more of the good ones. For optimum results, it is advisable to encompass diverse people, with diverse backgrounds and experiences in the ideation process. Through an all-inclusive ideation process learners get the opportunity to communicate ideas in a transparent way and develop each other's ideas through feedback and evaluation. An ideation process will help the learner prioritize these ideas and pick those to communicate that have the highest possibility for approval. How this ideation can help in cultivating communication skills i.e. listening, speaking, reading, and writing, has been deliberated ahead.

2.1 Ideation and Reading

One of the main benefits of ideation is the activation of readers' prior knowledge. Ideation provides plenty of materials for making assessment. Also, through ideation, the reader becomes conscious concerning what he knows about the text before he goes on reading it. Ideation enhances the reader's potential to know in advance about the ideas, vocabulary, culture, grammatical features and structures which are most possibly encountered in the text to be read. Prior knowledge activation through ideation enhances learners' reading comprehension. Reading the text repeatedly will help the learner to ideate in English by expanding vocabulary, showing how to use grammatical structures correctly and of course, take into the world of knowledge. Despite immense hi-tech advances in the past few decades that have introduced more ways of entertainment, books have still managed to retain the magical ability to teleport us across time zones, across eras. Books are still the most established way of acquiring the skill of reading and comprehending any language, from vocabulary to colloquial expressions. Reading books and manuscripts repeatedly will make the learners equipped with countless ideas to help communicate. An ocean of precious books and resources is available online and offline that an English learner can start with as a beginner. The efficiency of ideation lies in developing intellectual skills and reading skills as well.

2.2 Ideation and Listening

When someone speaks English in front of us, we start translating English into our native language to understand it. Instead, we as learners should try to listen to the message actively and comprehend it. When we listen to some audio clip and if we are unable to understand the message in one go, listen to it again and again to understand the meaning. This repeated listening will help us to train our ears to adapt the language, store the information in our mind, and understand the layered meaning of the content.

When they're putting active listening skills to practice, they should be using these steps as mentioned in table 1.

Step 1	Step 2	Step 3
Listen to the message attentively, and imitate.	Don't criticize the speaker you are listening to.	Identify, Analyze, and comprehend.

Table no. 1

If we practice active listening, we can understand English when someone communicates with us. Moreover, we will not hesitate to answer in English language too. For example, in school we have been taught, "What do they want to do?" But native English speakers say it like, "Whadayawanna do?" Wanna, gonna, and other similar slangs are frequently used in speech in informal colloquial English, particularly American English, instead of want to, and going to.

Such as "Gimme is sometimes used in written English to represent the words 'give me' when they are pronounced informally. 'Gimme a break!' (Collins Dictionary)

This can be confusing. But the solution to this problem is attentive listening. Learners should recognize and pay attention to the sounds of English as it is actually spoken. It is all about studying the elements of naturally spoken English, including word accent, contractions, abridged forms, sentence stress, intonation (pitch/inflection), and so on. Through rigorous and repeated listening practice English learners will surely head towards complete understanding of the language.

To perk up the skill of listening, an English learner can watch the interviews of celebrities, talkshows, movies, etc. The best thing about these shows is that every video has an interactive transcription that allows them to follow the script as the speaker speaks. While seeing the word as they read, they also hear it being spoken. As learners get introduced to new words, they can pause the video, and practice saying it aloud in the same way it was spoken.

Besides, learners can join online diverse English-speaking community. Practicing listening and speaking inside such a community is a brilliant way to immerse in these differences. It gives the opportunity to the learner to speak to the people with different accents, voices and contexts from all over the world. They can speak in groups, or talk one-to-one. The best part of such community is that it is alright to make mistakes and ask for help in learning because everyone around is learning too.

2.3 Ideation and Writing

Writing has been widely used as a tool for communicating ideas, but less is known about how writing can improve the ideation process itself. "Writing is thought to be a vehicle for improving student learning." (Hand and Prain, 2002). Historically, writing is thought to contribute to the development of critical thinking skills. Applebee (1984) suggested that "writing improves thinking because it requires an individual to make his or her ideas explicit and to evaluate and choose among tools necessary for effective discourse." Resnick (1987) stressed that writing should provide an opportunity to think through arguments and that, if used in such a way, could serve as a "cultivator and an enabler of higher order thinking."

"Writing used as a means to restructure knowledge improves higher-order thinking. In this context, writing may provide opportunity for students to think through arguments and use higher-order thinking skills to respond to complex problems". (Marzano, 1991)

Writing has also been used as a strategy to improve conceptual thinking. Initial work focused on how the recursive and reflective nature of the writing process contributes to student thinking (Applebee, 1984; Langer and Applebee, 1985, 1987; Ackerman, 1993). Subsequent work has focused on how writing within disciplines helps students to learn content and how to think. Specifically, writing within disciplines is thought to require deeper analytical thinking (Langer and Applebee, 1987), which is closely aligned with critical thinking. Thus, we can see miscellaneous analyses of expertson how writing helpsin thinking.

Particularly, in the present scenario, note taking can be mentioned as one of the writing methods which help the learners to think in English. There are three main reasons why taking notes is an excellent way to help think in English:

Focus	When learners attentively take notes in English, they prevent their mind from thinking anything else in any other language, and they are as focused as possible on the task of thinking in English.
Memory	Note taking is an easy way to help recall the important things long after the lesson. Their memory retains what they write, and weave many more ideas related to the topic in the same language. Thus, it stimulates more and more thinking in English.
Organization	As they persist in note-taking, their mental skills improve. They start thinking a lot better way because this note-taking activity helps them to methodically organize their ideas. The way they organize notes as they take them will help them shape their creative thinking.

Table no. 2

Writing, hence, improves ideation. Studies have shown that the thoughtful nature of the writing process contributes to the learning and thinking skills of the learners. Writing in certain disciplines promotes ideation, which is coordinated with critical thinking. Though note-taking is not strictly compulsory but taking notes while learning 'ideation in English' can really help a learner to think in a quicker and easier way.

2.4 Ideation and Speaking

When learners ideate in English, they can learn the language more speedily and simply participate in conversations. Though, this is not easy because many students across the world are taught English at school with grammar-translation methods. It seems rational for a non-native English learner to learn a language by translating, especially at beginner's level. But the learner becomes so much accustomed to it that it is not easy to break this habit. However, it is important that learners should get into the creative ideation if they want to speak fluently. Ideation related to English terminology paves the way for fluent spoken English. To activate ideation learners are required to fill their minds with English vocabulary and easily spoken sentence patterns so that when they want to speak, their mind could spontaneously start ideating in English. In order to develop this skill, pragmatic approaches to ideation in English have been detailed further.

2.4.1. Simple Grammatical Structures

In order to improve incessant ideation in English; it is important to start with straightforward, simple and understandable sentences. "The simplicity of something is the fact that it is not complicated and can be understood or done easily." (Collins Dictionary) This simplicity is important not only for new English learners

but also equally relevant in any communication scenario. English learners as beginners should not try to use acronyms, jargon and excessively intricate words. They should emphasize key points and avoid unnecessary information. Additionally, learners should ideate small sentences/dialogues in English before speaking as it will minimize the chances of grammatical errors. “Simplicity in character, in manners, in style; in all things the supreme excellence is simplicity.” (Henry Wadsworth Longfellow) This approach will help the learner at this stage. To start ideating with framing small sentences a learner should follow the order given below in table no. 3.

Words	happiness, mistake, wait, furniture, continuously, kitchen, tidy, etc.	
Collocations	adverb + adjective	completely satisfied
	adjective + noun	extreme happiness
	noun + noun	flood of emotions
	noun + verb	cats scream
	verb + noun	make a mistake
	verb + noun with a preposition by its side	burst into laughter
	verb + adverb	wait eagerly

Table no. 3

Phrases	pronoun + verb + adjective + noun	I like antique furniture.
	noun + verb + adverb	Dogs bark continuously.
	pronoun + noun + adverb + verb + adjective	My kitchen always looks tidy.
	pronoun + verb + noun with preposition and article by its side	He lives in the USA.

Thus, in the beginning, learners should keep it simple, and use only those words they already know, and build up to phrases. This way, they can lay a solid foundation for better ideation in English. Hence simplicity in speaking can be achieved as soon as learners start ideating in English. They should speak in English what they ideate in English. Ideation in English will be more spontaneous with the passage of time. Later learners can begin incorporating more complex grammatical elements and phrases.

2.42. English language as lifestyle

English learners need to surround themselves with English. Their minds should speak English. This is simply getting involved in the language and do the things they like to do, but they should do them in English. Learners can learn English when they are doing routine things that would usually be uninteresting and mundane like, when jammed in traffic, doing house-chores, and so on. They can learn English by watching movies and TV shows, listening to audio podcasts, and by using social media as a learning tool to improve their language skills. Listening to music, news, and speeches by famous personalities will galvanize learners' ideation, and as a result, ideation will enrich their active vocabulary with new words and phrases. English learners should bring reading good English books into their habit because reading more and more can significantly increase their ability to ideate in English and speak in English. Besides, they can browse English language News websites for articles that interest them. Further, they can create a social media account to follow people who post in English language. Every minute of exposure benefits their ability to speak and understand language naturally, without getting lost in translation.

2.43. Familiarity with Objects and Actions

The very first step to train the brain to ideating in English language is to remember how we first learned our native language. Kids don't look up to textbooks to learn the language. Instead, they learn it through focused observation of environment and repetition of words and sentences spoken by their family members. For example, a mother feeds her child different types of fruits. The child learns the words “mango”, “strawberry”, “apple”, “banana”, etc. through undivided attention by seeing it, eating it, and hearing its related words each time the mother puts them in front of the child.

Similarly, English learners need to be watchful like a kid. Every time they see any object around, they should name it with the technique of ideation. When learning a new language, they have to revamp their brain to recall the words as fast as they can call the names in their native language.

2.44. Observation and Narration

This particular approach to learning spoken English depends on a combination of contextual learning with the help of images, repetition, and audio from native English speakers.

Learners should rehearse naming objects in English as often as possible. It is easy and understandable doing this while doing something else, maybe while they're on the way to work or going somewhere else, they should expand their activities like keen observation of the locale, things, people and their actions. In order to have a better understanding, they should ideate about the scenes and objects and describe them in the new language. For example, you along with your friend are waiting at the bus stop, look around- let your mind ideate in English what you see, and depict-

My friend and I reached the bus stand. There we found a large number of people waiting for the bus. They were accusing the system for one reason or the other. I saw other people sitting on the benches. Some of them were just relaxing. Others were busy with their mobiles. Some people were chatting. As the bus came, the queue broke up. People were jostling to board the bus. There was a scuffle between the passengers who wanted to board the bus and those who wanted to get off it. At last, we were able to board the bus.

2.45. Soliloquy/Self-talking technique

Soliloquy is the word we traditionally use to refer to a monologue that is delivered when the character is alone. Soliloquy (from the Latin solus "alone" and loqui "to speak") refers to the act of talking to oneself, and more explicitly represents the solo utterance of an actor in a drama. It tends to be used of formal or literary expressions, such as soliloquies of Hamlet and Lady Macbeth.

So is the case with self-talking. Self-talking in English is one of the best and cheapest ways to improve language skills. It is much more important to keep the talk alive than to experiment with different grammar constructions or new vocabulary. Self-talk is a great device for the independent English learner. Self-talking can actually improve the ability to ideate in English which emotionally prepares the learner to communicate in English. Most language learners already use it when they practice a language. It is part of the learning process. Language teachers build self-talk activities into their lessons. If learners are learning English communication on their own, they can do the same thing. They should create opportunities for themselves to use self-talk to practice English. They should ideate about a story in the past or describing what is happening around them at the moment or they can ideate of their plans in future. For example, one talks to oneself to stay motivated-

I love myself for who I am. Fear is only a feeling; it cannot hold me back. I forgive myself for any past mistakes. Even though it wasn't the outcome I hoped for; I learned a lot about myself. I'm a deserving human being. I trust in myself. Tomorrow is a chance to try again, with the lessons learned from today. I can't control what other people think, say or do. I can only control myself. This is an opportunity for me to try something new. I can learn from this situation and grow as a person.

2.46. Simulation and Role play

Simulation and role-play are considered as wonderful ideation techniques which enhance the learner's speaking skills by giving a lot of communication practices, and simulate a real-life encounter by enabling learners to think out of the box and learn new vocabulary which can increase their expressiveness. Simulation and role-play are among popular pedagogical activities in the learning of speaking and learners can derive many advantages from them. All role-plays are simulation, but not all simulations are role-plays. A simulation is a highly developed role-play, almost a mini play, that it is not scripted. The key is to structure the roles and action around a problem or series of problems. In role-play, students get variety of social context and roles and teacher provides information for the particular situation while in simulations, students can bring items to create a realistic environment. (Harmer, 2007)

Simulation and role play techniques make the learners to creatively think in English which consequently develop them as confident and fluent speakers. As communication is not restricted to one situation, simulation and role play give them the scope to play a series of different interactions in a real-life situation. Along with being amusing, using imagination in their play improves their creative thinking. In role play, learners need to imagine a role, a context, or both, and improvise a conversation. The context is usually determined, but the learners develop the dialogue as they proceed (Doff, 232). What they need to do is to assume themselves in various real-life situations and spontaneously use the language. For example,

Imagine they are speaking on the phone is different from a face-to-face conversation because one depends merely on language to communicate.
Imagine they are in a restaurant and they are ordering food. They can play both parts: the guest and the attendant.
Describe what they're doing at the moment. "Now I am watering my kitchen garden. Here is the tomato, here are the curry leaves, and here is the coriander.
Imagine the learner is communicating with the book seller- "Can I have a book named "The Invisible Man" by H.G. Wells? How much is this book? Can I pay by credit card? May I have a carry bag please?"
Assume roles as a buyer and a seller of some good and try to strike a deal to exchange the good. This way the learner will earn about market behavior by simulating a market.

Table no. 4

Simulation and role-play, thus, can be beneficial in learning English language to improve the learners' ideation skills as well as communication skills. This will help them to use English in real-life situations even though they are only ideating and not speaking. It is a "mental practice" and if they do this mental practice, they will develop the ability to do almost anything they need in English.

III. Conclusion

Ideation in English communication encompasses all phases of a thought-process, from innovation of new vocabulary, to development of sentences, to actualization of expressing opinions. Futile to say that ideating in English is feasible if they live in a place where most people speak the language they are learning. On its contrary, learners can practice on their own by using the English language for several hours each day. Consequently, it becomes part of their lifestyle. In other words, they become accustomed to the ideation of English language. They gradually stop trying to translate things from their native language into the second language. Ideation in English can be accelerated by the above-discussed hands-on activities which have been emphasized from the times immemorial and will always be the navigator. Barriers to ideation can include a hostile environment, indefinite goals, inability to think out of the box, and pessimism. If learners make efforts to apply these techniques to ideate in English, they can assuredly eliminate these barriers. In the present study, the application of ideation to improve English communication skills, in particular has been sought. The study sums up with assuring the importance of all the empirical strategies that help learners to change their mindset before and during communication process. Besides, the incessant practice of these strategies prompts the learner's mind to habituate ideation in English which can be attested as a game changer in the learning process of English communication.

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