



E-Content

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INTRODUCTION TO LANGUAGE SKILLS

- Teachers tend to talk about the way we use language in terms of **four skills-Reading, Writing, Speaking and Listening.**
- These are often divided into two types.
They are as follows;

1. **Receptive Skills** is a term used for **reading** and **listening**, skills where meaning is extracted from the discourse.
2. **Productive skills** is the term for speaking and writing, skills where students have to produce language themselves.

- There is some concern about separating skills in this way, especially since they are seldom separated in real life.
- We might also want to question a once commonly-held view that receptive skills are somehow **passive**, whereas productive skills are in some way more **active**.

- It is certainly the case that when we speak or write we are producing language, and no one would argue with the idea that language activation takes place when we are doing this.

- But **reading** and **listening** also demand considerable language activation on the part of the reader or listener.
- We cannot access meaning unless our brains are fully engaged with the texts we are interacting with.

- In other words, we have to think to understand, using any or all of our language knowledge to get meaning from what we are seeing or hearing.
- But in any case, whether we are reading or speaking we often mix what we are doing with other skills.

SKILLS TOGETHER

- It makes little sense to talk about skills in isolation since, as **Eli Hinkel** points out, **‘in meaningful communication, people employ incremental language skills not in isolation, but in tandem’** (Hinkel 2006:113).

- When we are engaged in conversation, we are bound to **listen** as well as **speak** otherwise we could not interact with the person we are speaking to.
- Teachers frequently rely on notes they have **written** previously, and people listening to teachers often **write notes** of their own.

- Even **reading**, generally thought of as a private activity, often provokes conversation and comment.
- **Writing** too, is rarely done in isolation. Much of today's communication is electronic for example; via **emails**, **text messages** and **social networks** etc.

- We **read** what people send to us and then replay fairly instantly. And even when we are **writing** on our own, we generally read through what we have written before we send it off.
- Sometimes, of course, this is not the case when dealing with **emails** and **text messages**, but writers and texters often regret sending their messages in haste!

- Clearly, therefore, if skill use is multi-layered in this way, it would make no sense to teach each skill in isolation. We will, therefore, look at how **input and output** are connected in the classroom, how **skills can be integrated**, and how **skill and language work** are connected.

Input and Output of Language Skills

- **Receptive skills** and **productive skills** feed off each other in a number of ways. ‘**What we say or write is heavily influenced by what we hear and see**’.
- Our most important information about language comes from this input. Thus the more we see and listen to comprehensible input, the more English we acquire, notice or learn.

- **This input takes many forms:** teachers provide massive language input, as does audio material in the classroom and variety of reading texts that students are exposed to.
- Students may read extensively or listen to podcasts. They may interact with other English speakers both inside and outside the classroom.

- But students get other **input** too, especially in relation to their own output. When a student produces a piece of language and sees how it turns out, that information is fed back into the acquisition process.
- **Output** –and the students' response to their own output-becomes input.

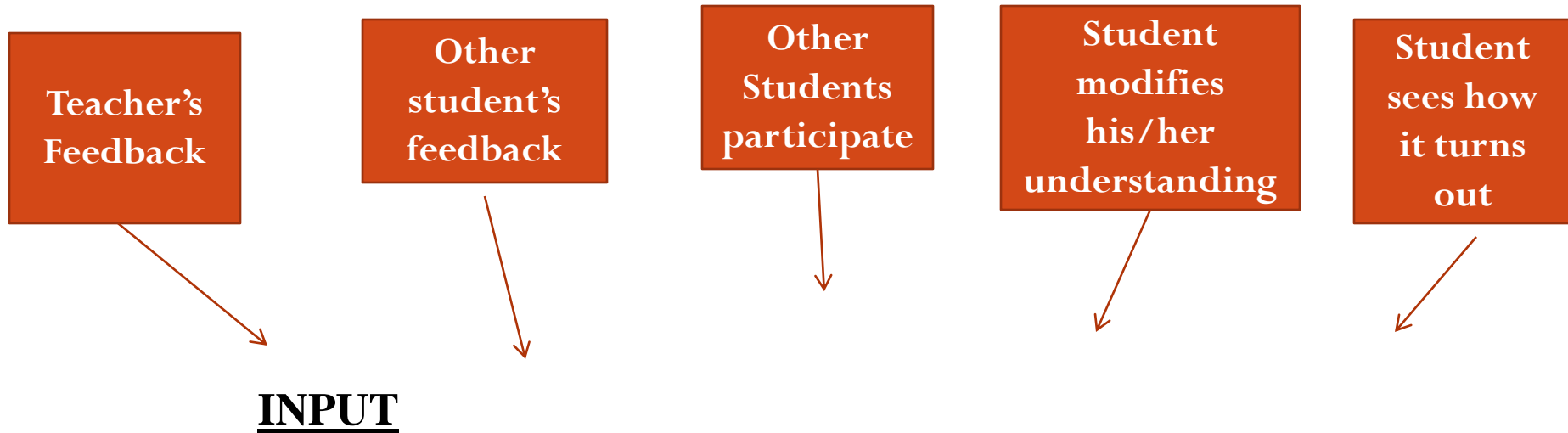
- Such input or feedback can take various forms. Some of it comes from ourselves, whether or not we language learners.
- We modify what we write or say as we go along, based on how effectively we think and what we are communicating.

- Feedback also comes from the people we are communicating with. In face-to-face spoken interaction, our listeners tell us in a number of ways whether we are managing to get our message across.

- On the telephone, listeners can question us and/or show through their **intonation, tone of voice** or **lack of response** that they have not understood us.

- Teachers can, of course, provide feedback, too, not just when a student finishes a piece of work, but also during the writing process, for example, or when acting as a resource, they offer ongoing support.

Let us have a look at dynamic relationship between input and output



- Audio/video tapes
- Native speakers in person
- Native speaker media
- Reading and Pedagogic texts
- The Teacher

Language Student

OUTPUT

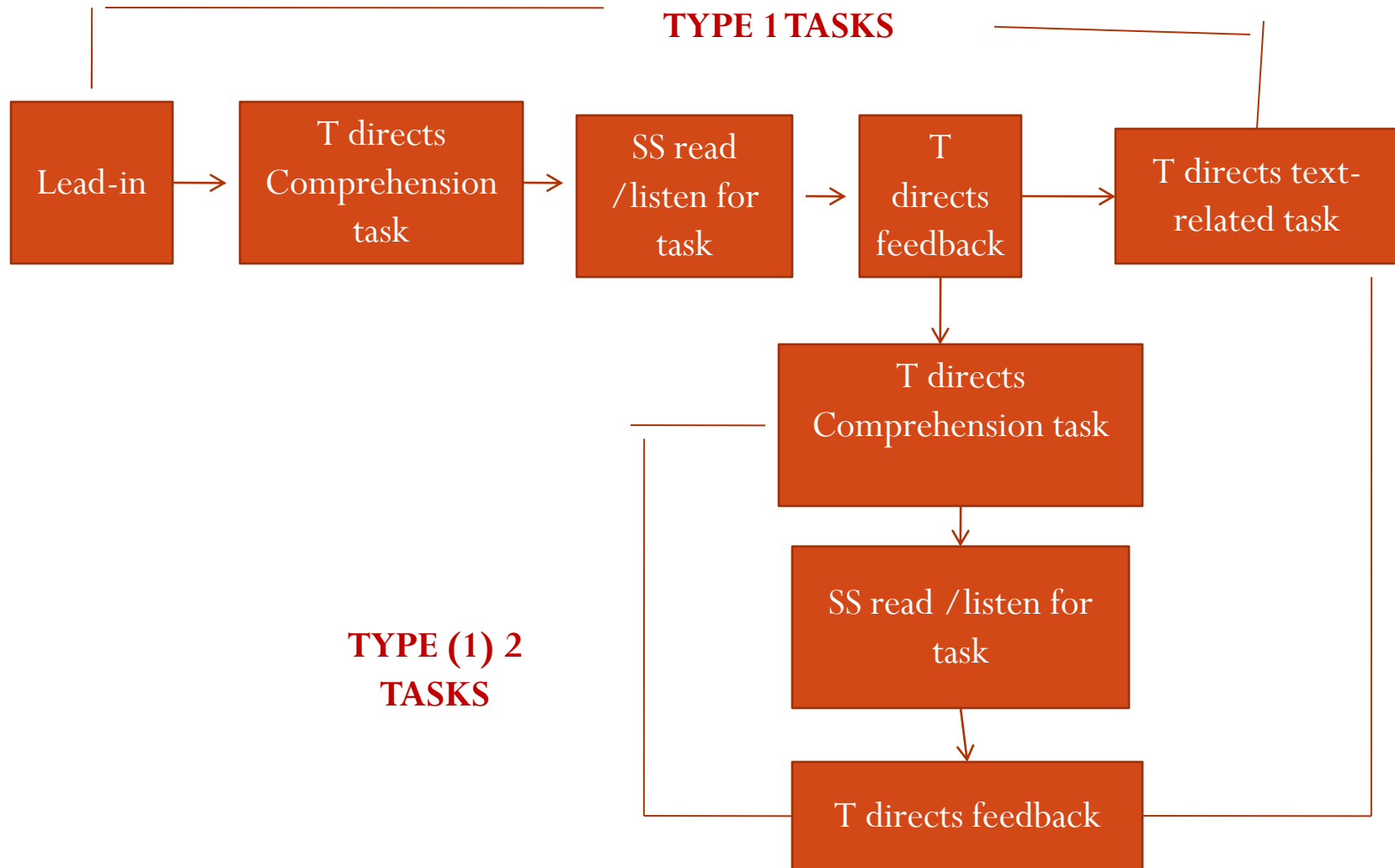
- Speech
- Writing

The Circle of input & output (p-266, Harmer Jerney)

Integrating skills

- Speaking as preparation and motivation
- Texts as models
- Texts as preparation and motivation
- Integrated Tasks

RECEPTIVE SKILLS



A basic Methodological model for teaching Receptive Skills (P-271, Harmer Jermeý)

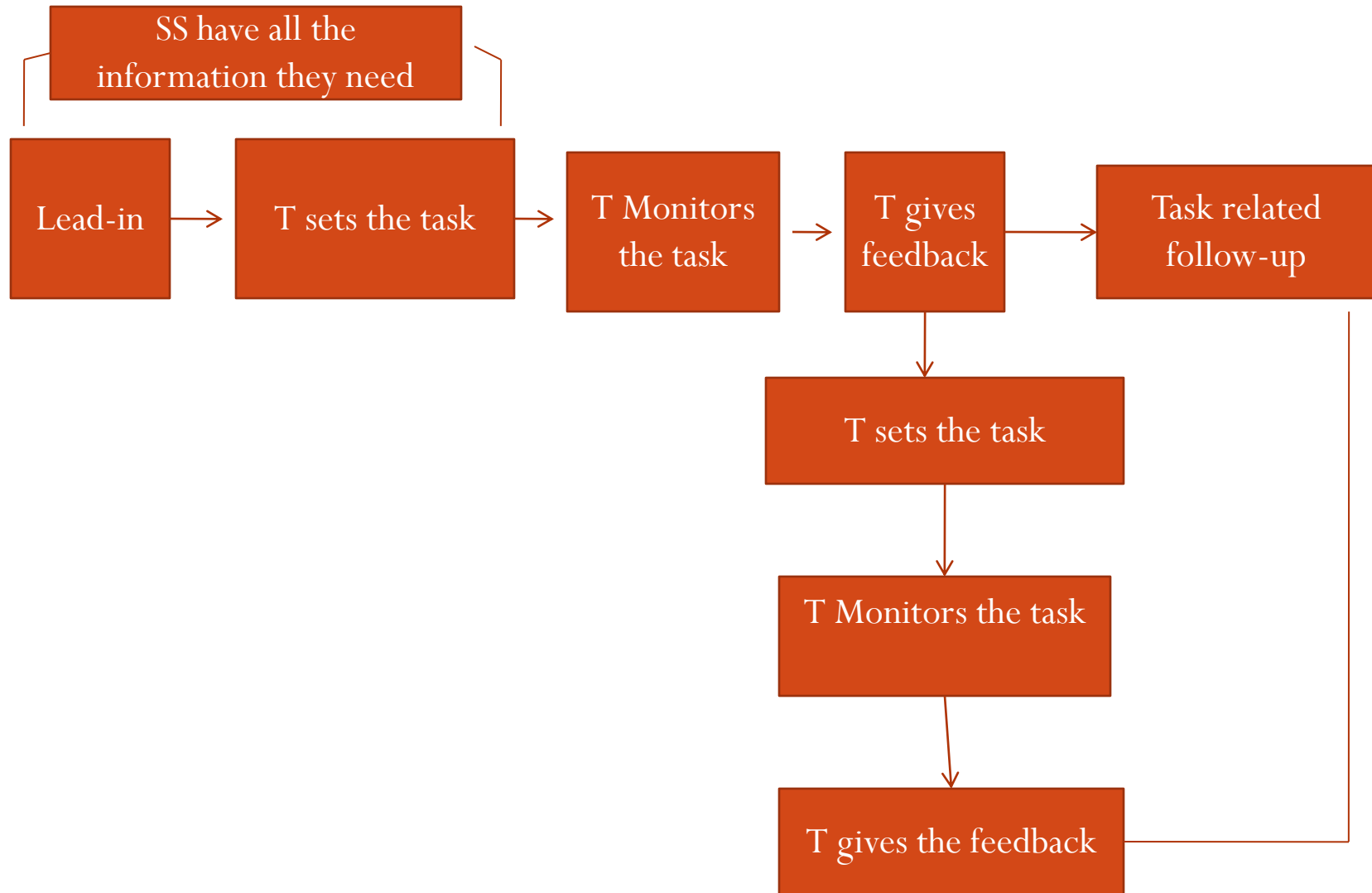
The Language issues in Receptive Skills

- Pre-teaching vocabulary
- Extensive reading & listening
- Authenticity

COMPREHENSION TASKS

- Testing & Teaching
- Appropriate Challenge

PRODUCTIVE SKILLS



A basic Model for teaching Productive Skills (P-276, Harmer Jerney)

Structuring Discourse in Productive Skills

- **Writing:** Coherent and Cohesive are very important in Writing Skills.
- **Coherent** writing makes sense because you can follow the ‘**sequence of ideas and points**’.
- **Cohesion** is a more technical matter since it is here that we concentrate on the various linguistic ways of connecting ‘**ideas across phrases and sentences**’
- **Examples:** pronouns, lexical repetition and synonymy.

Examples of Linkers

- **Addition**: also, moreover etc.
- **Contrast**: although, however, still, etc.
- **Cause & effect**: therefore, so, etc.
- **Time**: then, afterwards, etc.
- **Organizing Markers**: Firstly, secondly and finally.
- **Successful Communication**, both in **Writing** and in **Speaking**, depends on '**knowing rules**'.

Interacting with Audience

- **Speaking proficiency** depends upon our ability to speak differentially, depending upon our audience and upon the way we absorb their reactions and respond to them.
- **Writing skills** depends upon our ability to change our style and structure to suit the person or people we writing for.

Dealing with Difficulty of Language

- **Improvising:** Students feel difficult with words/phrases.
- **Discarding:** Learners can't find words what they want to say.
- **Foreignising:** Speakers use first language for pronouncing L2 words.
- **Paraphrasing:** Learners face problems with lexicon

The Language issue

- Learners engaged in **Productive Task** can become very frustrated when they just don't have the **words or the grammar** they need to express themselves.

- **Step-1: Supply key language:** Check knowledge of their vocabulary (Grammatical, lexical or phrasal).
- **Step-2: Plan activities in advance:** plan production activities that will provoke the use of language which they have had a chance to absorb at an earlier stage.

PROJECTS

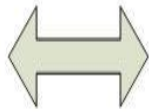
- **Project work** is a popular in **EFL/ESL** teaching and learning too, though its use naturally constrained by the amount of time available for its implementation.

How do we manage projects

- **The briefing/the choice:** selecting the topic (teacher or students)
- **Idea/language generation:** finding the sources of material.
- **Data gathering:** making use of different sources.
For examples: media, internet, textbooks and library.

- **Planning:** final draft model and chapter division.
- **Drafting and editing:** first draft, self edited, fellow students.
- **The result:** aiming has been reached. Example: big report.
- **Consultation/Tutorial:** Teachers will need to be available as tutors, advising, helping and prompting students to help them progress.

Importance of Receptive & Productive Skills



■ **Listening**

■ **Speaking**

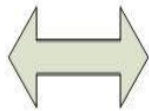


Message

Message

■ **Reading,**

■ **Writing,**



LISTENING SKILLS

Listening is our primary communication activity.

Objectives

- To enable students to develop their listening skill so that they may appreciate its role in the **LSRW skills** approach to language and improve their pronunciation

- To equip students with necessary training in listening so that they can **comprehend the speech of people of different backgrounds and regions.**

- Practice in listening to the sounds of the language to be able to recognize them.
- To distinguish between them to mark **stress** and **recognize and use the right intonation in sentences.**

LISTENING & HEARING

- **Listening:**

"Listening," therefore, is an act of will.

- **Hearing:**

"Hearing" can simply happen without desire or intention or interest or preference.

TYPES OF LISTENING

- **Extensive Listening:** Listening for general content
- **Intensive Listening:** Listening for specific information

LISTENING

**HOW YOU SPEND YOUR DAY:
STUDENTS SPEND ...**
9% OF THEIR TIME WRITING
16% OF THEIR TIME READING
30 % OF THEIR TIME SPEAKING AND
45% OF THEIR TIME LISTENING!!!



SPEAKING SKILLS

Objectives

To make students aware of the role of speaking in English and its contribution to their success and also enable students to express themselves fluently and appropriately in social and professional contexts.

Speaking Activities

- **Oral practice**
- Describing objects/situations/people
- Role plays
- Group Discussions
- Individual/Group activities
- Just A Minute(JAM) Sessions
- Debate

READING SKILLS

Objectives

- To develop an awareness in the students about the significance of silent reading and comprehension.
- To develop the ability of students to guess the meanings of words from context and grasp the overall message of the text, draw inferences etc.

TECHNIQUES OF READING



- **Skimming:** Understanding the gist of an argument
- **Scanning:** Identifying the topic sentence

TYPES OF READING

- **Intensive Reading**
- **Extensive Reading**



WRITING SKILLS

**“Reading makes Full Man,
Conference makes Ready Man, but
Writing makes an Exact Man”**

-By Francis Bacon

Objectives

- To develop an awareness in the students about writing as an exact and formal skill
- To equip them with the components of different forms of writing, beginning with the lower order ones.

Writing Activities

- Writing sentences
- Use of appropriate vocabulary
- Paragraph writing
- Coherence and cohesiveness
- Narration / description
- Note Making
- Formal and informal letter writing
- Editing a passage