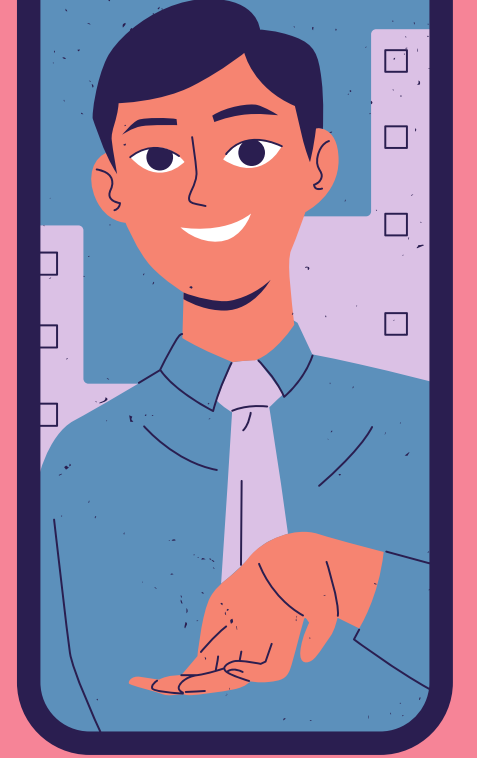


# Teaching Receptive and Productive Skills

ENGM 201c | 1st sem

# WAYS IN TEACHING RECEPTIVE SKILLS



# Objectives:

- Identify the reasons for communication breakdown
- Classify the examples of barriers in communication
- Practice the strategies to avoid communication breakdown



## **Three important things should be taken into account when teaching receptive skills**

- The aim of teaching receptive skills is to help the learners develop the necessary skills to understand and interpret spoken or written materials. Consequently, the teacher has to avoid focusing only on testing the learners' performance in getting the meaning of the texts and aim, instead, at training them to use the reading and listening strategies that enable them to deal with any type of text.
- People read or listen for a purpose. This can be to get specific information or to get a general idea of the text. Sometimes, listening and reading are done just for pleasure as when we read poetry or listen to a podcast.
- The receptive skills are not passive. Listeners and readers make use of important cognitive processing while listening or reading. Two of the most important activities that occur in the mind while processing texts are top-down and bottom-up



## **Top-down Processing**

Top-down activities refer to the activities where the learners are asked to get a general view of the passage

## **Bottom-up Processing**

Bottom-up activities are concerned with things such as individual words, phrases, and sentences.

# PROCEDURE IN CRAFTING RECEPTIVE SKILLS LESSON

## A warm-up and Read in

To set the scene  
for the main task.

## Reading or listening strategy

Explanation and  
demonstration of  
reading or listening  
strategies such as  
predicting,  
inferring  
meaning from the  
context, skimming,  
scanning and etc.

## Comprehension

Comprehension  
task that start  
from general to  
detailed  
comprehension.

## Text work

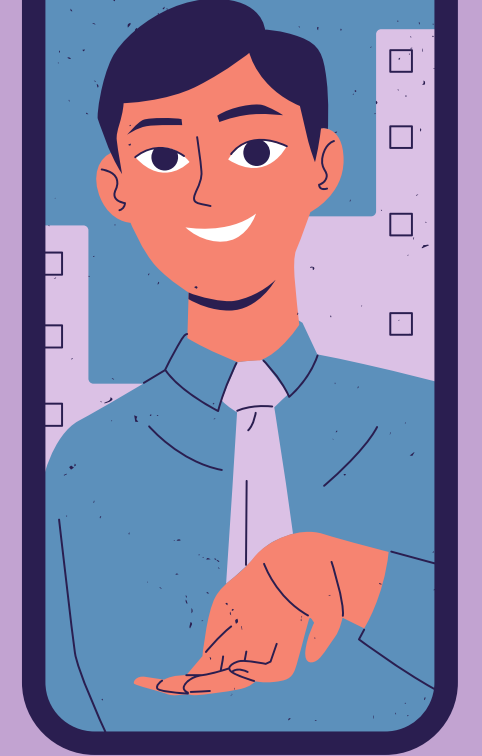
Work on the  
linguistics topic  
aspect of the text  
such as  
Vocabulary,  
Grammar, ect.

## Task-related Follow up

Summarizing,  
connecting,  
reacting in spoken  
or writing forms.



# WAYS IN TEACHING PRODUCTIVE SKILLS



# **Importance of Productive Skills in Language Teaching**

Productive language skills, speaking and writing, are important because they are the observable evidence of language acquisition. The more the speaker or the writer produces appropriate and coherent language the more we have proof of the progress in the learner's language system. Teaching productive skills is also important because written and spoken communication is basic life skills. In real life, people generally may need to inform, convince or share ideas. They are also sometimes required to take notes, fill in forms, and write emails, letters, reports or stories.



# Procedures in the Teaching of Productive Skill

**1**

Providing a Model Sense

**2**

Practice

**3**

Task Setting

**4**

Planning

**5**

Production

**6**

Feedback

# ELEMENTS IN TEACHING PRODUCTIVE SKILLS

## Audience

An important aspect of communicative competence is to be able to adjust our language according to the status, sex, and age of the audience.

## Genre

The notion of genre is text-based; it focuses on the internal formal and linguistic elements that are socially agreed upon.

## Cohesion and coherence

Coherence is defined as the quality of being logical, consistent and able to be understood. Cohesion on the other hand refers to the act of forming a whole unit.

## Purpose

Different genres have different purposes. Knowing the conventions for producing different types of texts is important for effective production

## Giving Feedback

After the task is done, a stage where feedback is delivered is designed. This feedback can be self, peer, or group-regulated.



Why reading matters | Rita Carter



The healing power of reading |  
Michelle Kuo

**WHY WE HAVE TO  
READ AND TEACH  
READING**



# Questions?



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