Teaching Productive Skills
Writing and speaking

There are three areas of rules which we should consider:

1. **Sociocultural rules:** قواعد الاجتماعية والثقافية

Speakers from similar cultural backgrounds know how to speak to each other in terms of how formal to be, what kind of language they can use.

2. **Turn-taking:** تبادل الحوار بين المتحدثين

This is ' turn-taking', a term which refers to the way in which participants in conversation get their chance to speak.

3. **Rules for writing:** قواعد الكتابة

writing has rules too, which we need to recognize and either follow or purposefully flout (e.g. internet chat).

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Interacting With An Audience التعامل مع الجمهر

1- Part of our speaking proficiency depends upon our ability to speak differentially, depending upon our audience, and upon they, way we absorb their reaction and respond to it in some way or other.

2 - Part of our writing ability depends upon our ability to change our style and structure to suit the person or people we are writing for.

Dealing With Difficulty

- When speakers or writers of their own or of a foreign language do not know a word or just cannot remember it, they may employ some or all the following strategies to resolve the difficulty they are encountering:-

1-Improvising:- تحسين الكلام الارتجال Speakers sometimes try any word or phrase they can come up with in the hope that it is about right.

2- Discarding: النبذ - الرمي When speakers simply cannot find words for what they want to say, they may discard يلغي - يرمي the thought that they cannot put into words.

3- Foreignizing: When operating in a foreign language, speakers and writers sometimes choose a word in a language they know well (such as their first language) and foreignize it in the hope it will be equivalent to the meaning they wish to express in the foreign language.

4-Paraphrasing: إعادة صياغة الكلام Speakers sometimes paraphrase, talking about something for cleaning the teeth if they do not know the word ' toothbrush'.

Problems and Solutions

There are a number of reasons why students find language production difficult; however, there are a number of ways in which teachers can help students get as much out of the production classroom activities as possible.

1.**Language** صعوبة اللغة:
    Learners engaged انشغال المتعلم in productive task can become very frustrated when they just do not have the words or the grammar they need to express themselves.

A. **Supply key language** **تزويد الطلاب بمفردات وجمل تساعدهم في اللغة**: before we ask students to take part in a spoken or written activity we may check their knowledge of key vocabulary, and help them with phrases or questions that will be helpful for the task.

B. **Plan activities in advance**:**تخطيط انشطة تحفز الطلاب**, we need to plan productive activities that will provoke **تثير** the use of language which they have had a chance to absorb **يكتسب** at an earlier stage.

2. Topic and genre: النوع والموضوع

When students are not interested in the topics we are asking them to write or speak about, they are unlikely to invest their language production with the same amount of efforts as they would if they were excited by the subject matter. If they are completely unfamiliar with the genre we are asking them to write in, for example, they may find it difficult to engage with the task we have given them.

Solutions:

A. Choose interesting topics اختيار مواضع شيقة وممتعة
B. Create interest in the topic اجعل متعة في الموضوع
C. Activate schemata نشط المخطط الذهني
D. Vary topics and genres نوع في المواضيع
E. Provide necessary information . زودهم بالمعلومات الاساسية