

Teaching Receptive Skills

Reading and listening

We can divide reasons for reading and listening into two broad categories:

1. **Instrumental** **نور دور فعال**: reading and listening takes place because it will help us to achieve some clear aims.(road signs – instructions)
2. **Pleasurable** **ممتعة**: reading and listening for pleasure. Thus people read magazines or newspapers. Others go to poetry readings and listen to Radio.

processes of reading and listening

1- In top –down

- **In top –down** processing, the reader or listener gets a general view of the reading or listening passage by, in some way, **absorbing the overall picture**. **استيعاب الصورة العامة** This is greatly helped if the reader or listener's schemata **مخطط** allow them to have appropriate expectations of what they are going to come across.

In bottom-up

In bottom-up processing, the reader or listener focuses on **individual words and phrases**, and achieves understanding by **stringing these detailed elements together to build a whole**. **القارئ يركز على كل الكلمات والجمل لكي يفهم ويربط او يصهر هذا العناصر معا**

Different Skills مهارات

1- Reading and listening for **general** understanding (**skimming**):

Reading and listening for such 'general' comprehension means not stopping for every word, not analyzing everything that the writer or the speaker includes in the text) (الاستماع و القراءة السريعة لفهم القطعة بشكل عام اولفهم الفكرة الرئيسية في النص.(الخلاصة –الزبدة) (text)

2 -Reading and listening for specific information (**scanning**)

we go to written and spoken text because we want specific details. We may listen to the news, only concentrating when the particular item that interests us comes up.

الاستماع والقراءة لفهم معلومات محددة او معرفة تفاصيل محددة

3-Identifying the topic: التعرف على الموضوع

Good readers and listeners are able to pick up the topic of a written or spoken text very quickly. With the help of their own **schemata**, they quickly get an idea of what is being talked about.

4 -Predicting and guessing: التخمين والتنبؤ بالمعنى

Both readers and listeners sometimes **guess** the meaning or predict what is coming

5-Reading and listening for detailed information: القراءة والاستماع للتفاصيل

we read and listen in order to understand everything we are reading in detail.

This is the case with written instructions or directions

6-Interpreting text: تحليل النص

Readers and listeners are able to see beyond the literal meaning of words in a passage, using a variety of clues to understand what the writer or speaker is implying or suggesting.

Problems and Solutions

- The teaching and learning of receptive skills presents a number of problems

1-Language: اللغة

What is it that makes text difficult? Is it words or sentences-length?.

Solutions:

a. One way of helping students is to **pre-teach vocabulary** **تدريس المفردات من قبل** that is in the reading or listening text.

b. **Extensive reading and listening** **تكثيف القراءة والاستماع**:

This suggests reading and listening at length, often for pleasure and in a leisurely way.

c. **Authenticity** **صحة اللغة - اصالة اللغة** :

Authentic material is language where no concessions **تتازلات** are made to foreign speakers. It is normal, natural language used by native speakers of a language

2- Topic and genre: (عنوان الموضوع)

If students are not interested in a topic, or if they are unfamiliar with text genre we are asking them to work on, they may be reluctant **كاره او نافر** to engage fully with the activity.

Solutions:

- Choose the right topics.
- Create interest.
- Activate schemata **تنشيط المخطط الذهني للطلاب**
- Vary topics and genres

3-Comprehension tasks:

A key feature in the successful teaching of receptive skills concerns **the choice of comprehension tasks** **اختبار مهام تساعده على الفهم**. Sometimes such tasks appear to be testing the students rather than helping them to understand.

Solutions:

- Testing and Teaching:** The best kinds of tasks are those which raise students' expectations **استخلاص المعنى** and provoke an examination of the reading and listening passage **تثير فهمهم وتحليل القطعة** **المهام التي ترفع من توقعهم** help them tease out meanings.
- Appropriate challenge** **التحدي المناسب**: When asking students to read and listen, we want to avoid texts and tasks that are either far too easy or far too difficult. As with many other language tasks, we want to get the level of challenge right, to make the tasks 'difficult but achievable'.

ان تكون القطعة ليست صعبة جدا واوسهله جدا وسط لكي نحصل على التحدي الصحيح لقدراتهم

4- Negative expectation **التوقع السلبي**

Students can feel that they are not going to understand the passage in the book or on a tape because it is too difficult, and they predict that experience will be frustrating and de-motivating. **الطالب يشعر باناه لن يفهم القطعة او الشريط لأنها صعبه مما يشعره بالإحباط وغير محفزه**

Solutions:

- Manufacturing success** **تصنيع النجاح**: giving students clear and achievable purpose, we can help them to achieve that purpose.

تعطي للطلاب هدف او مهمه محددة ينجزها من القطعة وممكن ان يساعده المعلم على انجازها

b. **Agreeing on a purpose** الاتفاق على هدف: teacher and students agree on both general and specific purposes for their reading or listening. If students know why they are reading or listening, they can choose how to approach the text.

المعلم والطالب يجب ان يتفقوا على الاهداف العامة والخاصة للقراءة والاستماع لقطعة معينة