

Receptive skills

Introducing language

1 Make reading and listening texts as interesting as possible for students – they will be more motivated to learn.

2 Focusing on high-frequency words is a quick and effective way to help students develop reading competency and confidence.

3 Listening lessons can be difficult due to the resources required and the classroom environment. However, there are ways of managing these challenges.

4 You should do reading and listening tasks which help students develop skills and strategies. Be explicit about what skills and strategies you are aiming to develop.

5 Create opportunities for students to do extensive reading and listening, both inside and outside of your institution.

Text

Interesting

Appropriate level

Step1

Activate schemata

what you have in your head

previous world knowledge

fills in the gaps

Image(s)

Task

How many ... can you write in 3 minutes?

Personalised discussion

What was your favourite toy when you were young?



Step 2

Pre-teaching vocabulary

**Don't try to teach ALL the words in
the text that they don't know.**

**Only choose words that they need
to do the task.**

***Always try to introduce new
vocabulary in a CONTEXT.***

Step 3

Gist task

Set a gist task

general idea

they need to know what they listen for

checking predictions
get some feedback

make 2 titles , one wrong

listen and say which is the right task

don't worry about understanding everything

give them time limit (twice your time)

peer check



Step 6

Give clear feedback

Step 7

**Set the task for specific
information**

change the sentences

**peer check
monitor**

nominate students
give feedback

Raise interest

(Pre-teach vocabulary)

Gist task (set task/do/peer check/class feedback)

Specific info task (set task/do/peer check/class feedback)

Follow-up work -productive skills/ language

Challenges and solutions

Poor reading skills

Challenge: There is often a significant gap between students' reading level, and the level of the reading and listening texts which you have to use. As discussed in more detail in Chapter 20, textbooks often do not reflect the daily reality of being a teacher in challenging circumstances. As a result, you may feel as if you are always 'swimming against the tide' when trying to teach your students to read in English.

Solutions:

1 Where possible, build on the students' reading skills in L1. Many core reading skills, such as focusing on key words, or predicting the meaning of unfamiliar words, are similar in different languages. However, when students haven't already secured L1 reading skills, it can be very difficult to develop the same skills in L2. This problem can be particularly acute when students learn English from a young age. With regards to reading in English, particular areas which they may find difficult include when:

L1 uses a different alphabet from English (e.g. Malayalam, Thai, Chinese); the script is read in a different direction (e.g. Arabic, Farsi, Urdu); L1 has sound-letter correspondence, i.e. a letter or a group of letters is always pronounced the same way (e.g. Spanish, Swahili, Mongolian), whilst in English this relationship between sounds and letters is not as straightforward.

2 To help build students' reading confidence and ability to get through a text, focus on teaching them how to read common, high-frequency words.

The Oxford English Corpus estimates that one-third of all written English is composed of the 25 most common words, and that half of written English is composed of the top 100.

Sowton, C. (2021). *Teaching in Challenging Circumstances*. Cambridge University Press.

Resources:

materials taken from:

<https://www.elt-training.com/blog/teaching-listening>

Sowton, C. (2021). Teaching in Challenging Circumstances. Cambridge University Press.

Images taken from: Pixabay.com