



## **TEACHING RECEPTIVE AND PRODUCTIVE LANGUAGE SKILLS WITH THE HELP OF TECHNIQUES**

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### **ABSTRACT**

*The purpose of this paper to scrutinize the teaching Language skills in English. The purpose of learning a language is to enable students to communicate in language. Language skills are learned more effectively in classroom or anywhere. There are four skills in English Language one is the receptive and another is the productive skill. In receptive skills, it includes two skills listening and reading skills and in productive skills, one is speaking and writing. Listening and reading fall under the category of receptive skills. While listening we understand the spoken language and we understand the written language while reading. Speaking and writing are productive skills, while learning these productive skills.*

**Key Words** - Reading, Speaking, Writing, Productive, techniques, Language

### **Introduction**

The purpose of this paper to scrutinise the teaching receptive and productive language skills in English. Language is an instrument for communication and human beings practice it for getting and conveyance information among themselves. Communication can be oral or written, oral communication includes listening and speaking and written communication encompasses reading and writing. These skills can be grouped differently: reading and listening are receptive skills as they used in receiving information and speaking and writing are productive skills as they are useful for producing and conveying information. Language is very important means of communication. It is human conception and it is most beneficial for human being to resolve multi problem in their communication. Everyone required segmenting their sensation and emotion to others. Language is the special gift for the human being through man shares his information to each other. There are four skills in English Language one is the receptive and another is the productive skill. In receptive skills, it includes two skills listening and reading skills and in productive skills, one is speaking and



writing. Successful communication involves interesting the necessary skills; in addition, we use non-linguistics features such as gestures and sounds while communicating language.

### **1). The Teaching of Listening Skills:**

Listening is an important skill but inappropriately, teachers incline to neglect this skill in English classes. We found that teacher ponder over that listening skills, they assume that the skill of listening will develop automatically. When the learners hear English spoken in the classes. It is not true when we speak in the class our learners hears us most of the time, and if we want to develop their listening skills, we have to use activities that encourage these skills.

Listening is different from hearing as it involves understanding. We hear whenever our ears are open and functional: we hear the bell; we hear the car and motorcycle. Whether we like them or not but we listen to something when we are interested in it and listening is complete only when we understand what we listen. So listening skills have to be developed with the help of certain tasks. Listening should be conveyed by some activity through which students can demonstrate their comprehension and experience the pleasure of success.

#### **I have mentioned some techniques of listening skill in English.**

Make it a point to expose the student to a 'good' model because the students are required to produce or generate the language.

Learner should bear in mind that listening is a significance like speaking.

Make listening activities motivating and informative.

Listeners must distinguish that phonic substance the sound patterns in bounded segments related to phrase structure.

Listen and complete the story: Learner should listen to a part of a story from the teacher or from a cassette and complete it individually or in groups.

Understanding intonation patterns and interpreting attitudinal meaning through variation of tone.

Teacher should give more importance to training listening skill and learners must become more aware of their own listening skill.



The teacher can read to the class a short passage or dialogue and ask questions on it. The choice of the passage is important, the passages should be simple, interesting, challenging and within the learner's experience. The teacher's reading should be clear, slow, and expressive so that learners get the meaning of the passage without much difficulty.

## 2). **The Teaching of Speaking Skill:**

Speech is primary; the crucial function of language is for interaction and communication. We speak when we want to express our ideas, opinion, and desires and to establish social relationship and friendship. In our spoken communication we use 'transactional language' or 'interactional language'. The transactional language contains information. It is also for conveying a message as interactional language. The developments of speaking skills are not paid enough attention in most of the English classes, because the teacher does not feel confident and competence to do it or learners do not feel the need for the skills. In most of time classes or school or college, we have found that the teacher that only speaks and the learner hardly gets opportunities to speak in front of the audience or class or school; if they speak, it is often repeating what the teacher says.

In English spoken classes or school, learners should have given opportunities to speak, because speaking skills can be developed only through engaging the learners in the act of speaking and interacting only. Most of the time we ponder over the classes' teacher tends to neglect the speaking skill that has to use by learner. The teacher should give more opportunity to interact only in English language not mother tongue.

### **I have mentioned some activities to develop the speaking skills in learner.**

Role-play is a technique that can use to make the students use language and thereby develop spoken skills. It can offer enjoyment and a mental escape from classroom.

Free role-play, in this type the guidance is oral and the students will have to develop their own scene. An advantage is that weaker students can restrict themselves to a few simple exchanges.

Learner should be encouraged to talk about short story and take a part debate and discussion and teacher can help them with stimulating questions or clues.

Learners are encouraged to converse on topics of interest in classes. Mock interviews can arrange once a while. Arranging mock parliament sessions is a common activity in many colleges these days.

Speaking activities should not occupy the entire class time; ten minutes in a period may be spent in a day or activities like debates can be organised once a month or week.

The teacher should listen to the learners when they speak and correct their errors tactfully after the activity is over.

Though speaking is an important activity, the teacher should not force learners to speak, especially in the beginning classes, when they are not ready to speak; productive skills take longer time emerges unlike receptive skills in young learners.

### **3). The Teaching of Reading Skills:**

Reading is not as many still believe a passive activity in which readers just move their eyes over the printed page in linear order. It is interactive the reader brings his personal knowledge to the text in front of him. The interactivity is triangular between the reader the text and the message. The goal is specific to engage the thoughts, facts, and viewpoint, bias etc. The writer has to put together on the page in order to arrive at the best personal meaning. Reading is the most favoured and most practiced skills in English classes. Reading should be followed by checking the learners' understanding of comprehension. In addition, teacher can use specific activities for developing reading, using materials that are authentic.

#### **I have mentioned some technique for teaching Reading skills.**

The reader need not either seek or find in a text all or only what the writer has put into what the writer. In order to understand a text, each reader brings to it different types of knowledge to make meaning.

The teacher's main task is to help make students' reading efficient and effective by intervening differently at different stages in its development.

Equip the school library with plenty of books and journals or magazines at the appropriate levels. This will require the co-operation from teachers belonging to all subjects and every department.

Dictionary – based activities: pages from a good dictionary can be given to the learners and reading activities such alphabeting words or finding out abbreviation may be set.

#### 4). The Teaching of Writing Skills:

It is common knowledge that many of those who speak fluently and intelligibly. When the person use the language at job he or she fails when it comes to write for well-defined, job related or academic purpose. Written language can be very different from the language of speech. Frequently two may even differ in the purposes they serve; they clearly differ in the way language is organised to convey each purpose. Most occasion of speaking have a social purpose and in particular contexts. Writing skills are practiced in English classes; in fact, they are the skills, which are paid attention to classes but most of the time learners' writing is copying from the blackboard or textbook. In school where there are prescribed Workbooks, learner write in them, most often the teacher dictates the answers. Learners' writing will improve only if the teacher helps them to write on their own, after preparing them to write. Writing involves motor skills such as handwriting and cognitive skills such as arranging ideas: both should be paid attention. Handwriting can be developed through regular practice with the teacher's attention to the size and shape of the letters and spacing between words. Learners can be encouraged to use good copybooks for this purpose.

Filling in forms such as money order form, telegram form, application form for bank account etc.

Writing captions for the pictures cut out of magazines or newspapers.

Writing letters to a newspaper and responses to other letters in the newspaper.

Note taking and note making from reference books.

Answering questions in writing, questions may be on the texts or topics of interest to the learners.

Writing reviews of films or plays.

Write some vocabulary games, which can be memories in the class room or free time.

Make a practice of words for examples

#### **Conclusions:**

The Oxford English Dictionary defines it as "The whole body of words and of technique of combination of words used by a nation, people or race; a tongue; which implies that a language can exist in spoken as well as written forms". Language is not



a social phenomenon; it is a conception of man's social needs. Experience tells us that teaching a skill at the exclusion of other skills is impossible because language is an integrative activity and so it is wise to teach language skills interactively, more than one skill at a time. If you read carefully the activities suggested for developing the skills above, you will realise that some of them involve the use of more than one skills; this is inevitable. Language skills are very important for the learners those come from second language acquisition. Generally, we found the many classes have been neglecting the writing and speaking skills. Therefore, the learner gets some difficulties in their communication. Many classes have been still using the deductive technique for teaching language skills but if we ponder over the language skills. It should be taught in inductive technique.

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