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## Teaching Effectively The Receptive Skills: A Teacher's Perspective

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### ABSTRACT

The receptive skills are listening and reading because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the productive or active skills of speaking and writing. Often in the process of learning the new language, learners begin with the receptive understanding of the new items, then later move on to productive use. In the classroom, the relationship between receptive and productive skills is a complex one, with one set of skills naturally supporting another. For example, building reading skills can contribute to the development of writing.

**KEYWORDS:** Listening Skills, Reading Skills, Writing Skills, Passive Skills, Receptive Skills, Teaching Strategies

### INTRODUCTION

Receptive reading skills work on the same basic principles as listening skills. Extensive reading involves the development of students reading and comprehension skills outside of the classroom. Extensive reading is learner motivated, and generally for personal enjoyment. Intensive reading generally involves activities that are strictly planned and controlled by the teacher within the classroom. Receptive skills are the ways in which we process information from the discourse you see and hear. In this paper, it discusses the bottom up and top down approaches to both listening and reading. Extensive listening is student orientated and self-motivated/autonomous listening to English material. Where conversely, intensive listening is teacher directed and in a strictly controlled environment.



## **FINDINGS AND DISCUSSIONS**

### **ABOUT LISTENING**

Active listening is the primary skill of effective communication. It involves encouraging positive conversation, acknowledging the other person's point of view, repeating back what they said in your own words and showing empathy. The goal of active listening is to build trust, collect pertinent information, diffuse any anger and create peace and harmony.

Listening is not just hearing, but also internalizing and understanding what is being spoken to you. Listening requires all your senses to observe the person and take in as much information from them to understand what they are saying.

Listening requires empathy and it is the process of understanding an issue from the perspective of your counterpart. This is important to gaining rapport and building trust with that person.

By asking questions, you will be able to direct their focus to key issues and also increase your charisma with them by seeking their opinions. Encouraging means you are letting the other person know that you are interested in what they have to say. This is the process of getting the person to elaborate more on an idea so that you can paint a fuller picture of his frame of mind.

Paraphrasing is the skill of repeating back the other person's meaning with your own words. This is important in the active listening process because it prevents miscommunication and it also lets the other person know that you understand what they are telling you and that you are trying to empathize with them. These are just a few reasons why listening is an active process.

You have stated relevant points and justified why listening is an active process. Listening encompasses understanding and based on the understanding the students are expected to generate the response. The listener must overcome barriers in order to comprehend the message that the speaker is intending to convey. You have mentioned an important point that speaker must clear all the doubts in order to make the learning process more understandable.

### **ABOUT READING**



What you bring to the printed page will affect how you understand what you read and maybe what is most important in understanding what you read. A little preparation goes a long way. This step activates a knowledge base upon which students can build and establishes a purpose for reading.

There are some simple methods that one can use to pay better attention and get more out of the textbook reading time. If a student *previews* the passage before actually sitting down and reading every word, a better understanding takes place. Therefore, pre reading activities is important because it is a period wherein you can (a) discuss new vocabulary and trying to attach it to something students already know, (b) ask students what they know about the topic and from where that information came, (c) look at the subtitles and asking students to consider anything they know about them, (d) examine the pictures and captions to learn more about what the text is going to say, (e) check the graphs and maps to discover how they might add meaning to the text, (f) look at the bold words, (g) analyze who wrote the text and the audience for whom it was originally written, (h) read the entire first paragraph and asking students what they know about the text, (i) read the last paragraph and asking students what they know about the text, (j) read the first sentence or first two lines in each paragraph and asking students what they now know about the text, (k) ask students to write a question that they anticipate will be answered in the text.

You have stated the activities that take place in Pre-reading. It establishes the connection and evokes the curiosity among the students. It leads them to the main activity. The students are able to guess the actual task and because of prior connection, they find it easy to relate to the main activity. Making the students guess can lead to interest while doing the actual reading activity.

## **ABOUT WRITING**

Error correcting takes lots of teacher time and energy and many students just do not want to see their writing compositions after teacher corrections. According to John Truscott and later Krashen underscored that grammar correction does not really help students at all.

Personally, the researcher has seen that his students do learn from some corrections. He has to correct every single mistake in order to make student use and learn the correct use of English. The correction could be written or oral but he



has to wait.

In group writing it helps student to benefit from several peers, helps students to learn not only from their mistakes but from the mistakes of others and makes economical and efficient use of the students' and the teacher's time.

Group writing seems to be an effective method of correcting English writing errors. Immediate feedback is quick within the groups and again when corrections are suggested in front of the entire class. Comments should be positive, responding to the content and not just language. One of many methods that he usually used is called 'group writing'. If I don't correct student's mistakes in writing they will continue making mistakes thinking that they are correct. The teacher should be very tactful while correcting errors. Written correction may dishearten them because it is quite visible and it is permanent on the page.

You are right. It's important for the teacher to be tactful as children can be sensitive. The teacher should encourage the children while giving the feedback. Group feedback helps the students to know form one's mistakes and at the same time learn from other's mistakes as well. The important lines are highlighted in blue.

## **SUMMARY**

Listening is not just hearing, but also internalizing and understanding what is being spoken to you. Listening requires all your senses to observe the person and take in as much information from them to understand what they are saying. Listening requires empathy and it is the process of understanding an issue from the perspective of your counterpart. This is important to gaining rapport and building trust with that person. There are some simple methods that one can use to pay better attention and get more out of the textbook reading time. If a student *previews* the passage before actually sitting down and reading every word, a better understanding takes place.

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