
ENRICHING FOUR SKILLS LISTENING, READING, SPEAKING AND WRITING

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Teaching and Learning are two basic process, underlying the activity of students and teachers. Much importance is given to equip the students with the most advanced methods of learning conscious, sustainable, active and creative. The teacher has the freedom to use a variety of methods and strategies of teaching and learning to suit the needs of students in different classes according to the increasing development of linguistic competence and independence of student development. In the present scenario it is essential to develop the language skills and specially, the academic English, in order to

- Understand the study materials.
- To make use of study materials.
- Develop the language and Vocabulary.
- Interpret questions and select relevant and appropriate response.
- Write well-structured assignments.
- Communicate our needs.
- Work productively.

Languages are generally taught and assessed in terms of the four skills: Listening, Speaking, Reading and Writing. Listening and Reading are known as 'receptive' skills while Speaking and Writing are known as 'Productive' Skills. The language classes should incorporate activities related to all these skills. The teachers have to adopt some practical steps to develop these four skills.

Listening

Listening is an active process by which students receive, construct meaning and reopened to spoken or nonverbal messages. If the listener is not listening actively, the speaker does not encouraged to continue the conversation any further. So listening attentively is very important. To become a good listener, various things are to be followed. They are as follows:

- A good eye contact
- Response through facial expressions
- Showing enthusiasm
- Asking for clarification

There are different kinds of listening such as

1. Comprehensive or Informational listening, by which students listen for the content of the message
2. Critical or Evaluative Listening, by which students judge the message.
3. Appreciative or Aesthetic Listening, by which students listen for enjoyment.

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4. Therapeutic or Empathetic Listening, by which students listen to support others but not judge them.

Listening Guide

A Guide may provide an overview of the Presentation, its main ideas and a summary of the presentation. For example, students should try to understand.

- The general subject of the talk.
- The main point or message of the talk
- The speaker's organizational plan

Students may be trained listening for getting main ideas, listening for specific information and Inferences by making them listen to simple conversations.

Reading

There are many possible ways to improve reading. The fastest is probably a speed reading exercises based upon good materials by a dynamic instructor. It is quite easy for a slow reader to double and even triple his reading efficiency in a positive atmosphere, using carefully selected texts and comprehension tests. A speed reading computer programme is probably the most efficient way to achieve top reading levels. Speed reading software delivers enjoyable and fast paced training, thus giving the consistent practice is helps to break lifelong slow reading habits. A part from these, the following techniques may be used for speed reading.

1. Skimming

Skimming is used to identify the main ideas of the text quickly. It is used when the readers have lots of material to read it in a limited amount of time. There are many strategies that can be used when skimming. First and last paragraph may be read to using headings and summarizes and by reading the titles, subtitles, subheading and illustrations.

2. Scanning

Scanning is a technique, which helps the reader to get specific information. Using the organizers such as numbers, letters, steps or the words; first, second or next, words that are bold faced, italics or in a different font size, style or colour the key ideas may be found out.

3. Note Making

Note making is a systematic process of writing down for future reference important information, ideas, facts, view points and arguments contained in a written test. It is helpful to re all the main ideas as it is not possible to keep in mind all important information contained in a variety of material use read. It is essential for everyone to develop qualities such as quick comprehension, identification of main ideas recognition of their relevance to the needs and ability to record them with quickness and precision. Using Some important methods the students may be practiced to be familiar in note making.

4. Outline or Linear Method

The main Ideas and the Corresponding main and subordinating points are to be identified and be arranged in a table consisting of two columns.

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In the first column the main ideas are to be written and in the Second column is to be used for writing the subordinate points of each main idea.

5. Sentence Method

In this method of note making, sentences are used to represent the main idea and subordinate ideas. The main and subordinate ideas are to be identified and they are to be written in short sentences. This method resembles the Linear Method, the only difference is the use of sentences in place of words or phrases.

6. Schematic or Mapping Method

Everyone must be aware of mind mapping techniques for categorizing idea on a particular topic using circles, blocks and arrows to represent main and subordinate ideas. It is a semi-graphic representation of the contents of a text, which helps to record a great deal of information in less space. One can do it effectively by using the trips such as

- Representing the main ideas in a central box circle.
- Depicting the subordinate ideas, which are radiating from the central image.
- Using branches attached to the higher-level branches to represent further minor points.

7. Critical Reading

Critical reading skills are the ability to analyze, evaluate, and synthesize what one reads. They are the ability to see relationships of ideas and use them as an aid in reading.

Some of the examples of critical reading skills are as follows:

- Seeing questions and finding out the answers.
- Seeing Cause and Effect.
- Seeing steps in a process
- Seeing comparisons.
- Seeing generalization.

Speaking

Oral interaction includes individuals conversing with each other, be it direct conversation or telephonic conversation. Speeches, Presentations, Discussions are all forms of oral interaction. The learners can be guided to perform any activities as described below to enrich their speaking skills.

- **Individual Reports:** The learners are assigned a topic to prepare and present their reports individually.
- **Group Reports:** The learners are formed in small groups. Each group researches the general topic prepares a report and then presents it to the class.
- **Convention Panels:** A group of learners is given a broad topic relating to the course content. Each student writes a paper focusing on a specific aspect of that topic. Students orally summarize their research in class.
- **Oral Exams:** The instructor may ask follow-up questions and involve other students in asking questions.
- **Team Debate:** Instructor may assign students to debate on a given topic.

ENRICHING FOUR SKILLS LISTENING, READING, SPEAKING AND WRITING**Writing**

Writing is an important part of life, whether in the workplace or school, as a hobby or in personal communication. This skill helps the writer express feelings and help people to organize their thoughts. Writing well is important because it ensures that ideas are conveyed in a way that is not confusing, helps people effectively write documents. So writing is an important skill which can be learned using various given methods.

Vocabulary Story

The learners are asked to write a story using many of the words. This exercise will help the learner understand and remember vocabulary words better.

Picture Story

The learners are asked to grab the closest magazine, choose a random picture and describe it in detail as they can. Through these exercise, one can learn more about adjectives, feelings and perceptions.

Structured Summary

The learners are instructed to think back to the last book they read or a movie, they watched and summarize it using the below mentioned questions.

- Who are the main characters of the story?
- What are the main character's motivations?
- What are the obstacles in the way of the characters?
- What do the characters do to overcome the obstacles?
- What happens atlast?

One can improve both reading and writing skill with this Summarization Method.

Story of Life

The learners are asked to think of something that they did in the past and write about their experience with that activity. Their writing should start in the past and end in the future. This is the good way to practice using correct verb tenses. Generally these four skills cannot be separated people often say. "First Listening and Speaking, then Reading and Writing". But this way of saying is fit for the beginning stage. Later it is better to do Reading and Writing. So training and practicing help learners to raise their ability of Language Skills.

Reference

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