



## PROGRAMA DE ACOMPAÑAMIENTO A DOCENTES DE NIVEL SECUNDARIO

### LENGUAS EXTRANJERAS

#### TEACHING ENGLISH AT SECONDARY SCHOOL

#### Módulo 2: Desarrollo de habilidades lingüísticas

##### Primera parte

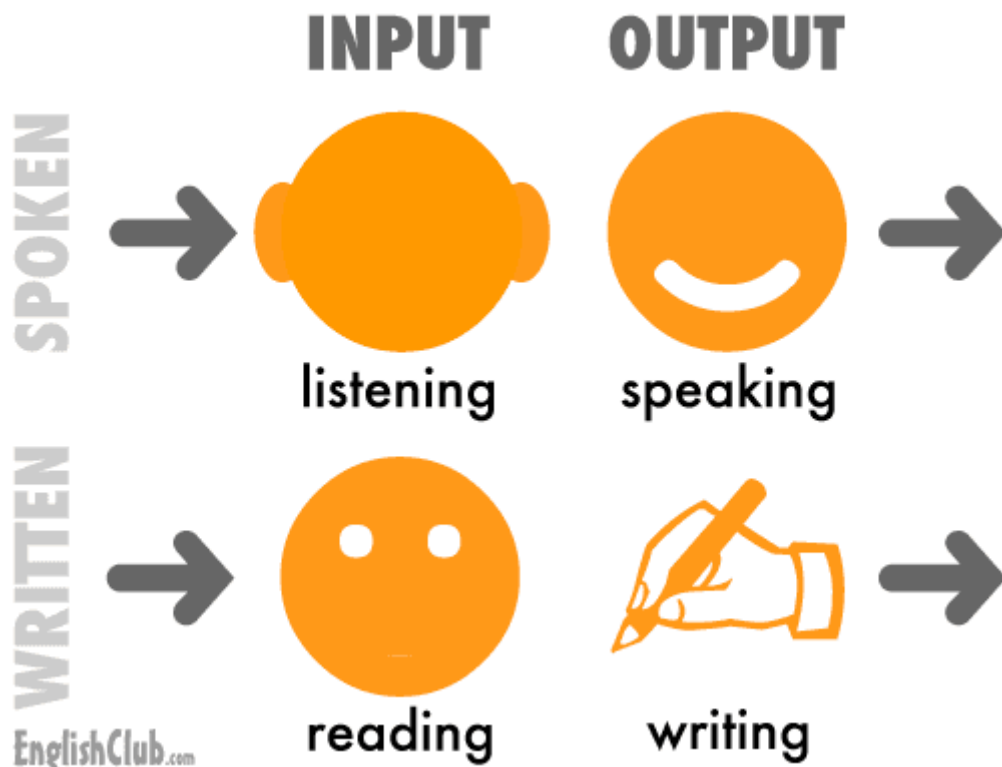
-**Desarrollo de la expresión oral:** actividades y estrategias para fomentar la fluidez y la pronunciación.

-**Desarrollo de la comprensión auditiva:** técnicas de escucha: los momentos previos, durante y después de la escucha.

Hi dear colleagues! How are you this week? Welcome to Module 2!

This time we are going to start referring to the importance of using macroskills in our classrooms.

There are four basic linguistic skills necessary for the act of communication: listening, speaking, reading and writing. They are called "macro-skills", in contrast to the "micro-skills", which are aspects like grammar, vocabulary, pronunciation and spelling. They differ in terms of the direction of communication (in or out) and the method of communication (spoken or written). As the graphic below shows:





Before we go on, we would like you to reflect upon your perspective as regards each of the macroskills and complete the chart below

**What is \_\_\_\_\_ for me as a teacher? What does it involve in a class?**

speaking	listening	reading	writing

Then, you will be ready to share your opinion in the FORO 1

### DISCUSSION FORUM 1 “Macroskills in my class”

**What kind of activities do you usually plan for developing macroskills?**

**How often do you include them in your planning? How do you do it?**

**What obstacles do you find in the process of implementing the activities?**

**What kind of results do you get?**

Great! Now, let’s go deeper, theoretically speaking.

Macro Skills were traditionally referred to as receptive (listening and reading) and productive (speaking and writing) skills. However, when we produce language, we use a mix of our communicative tools giving place to a multi-layered approach. That is why, it is quite frustrating for students when the process of learning a foreign language is focused on the language system (grammar rules) while little or no attention is given to the language skills. It is equally disappointing when the place given in the classroom to the different skills is unbalanced. As a result, many learners find it very difficult to express themselves; understand simple interactions or feel they are even learning the target language.

Teaching the language system is a formidable foundation for linguistic skills, but it must not be overemphasized. Bearing in mind that these abilities are all interconnected, the best way to learn a new language is to balance the activities in each of these categories. It would make no sense to teach each skill in isolation, although it is possible to focus on one skill for a specific purpose in certain moments. Just like any other skill, the more you practice, the better you become.

Just for the sake of conceptualization and analysis, we are going to deal with each skill and its characteristics before we start thinking about ways to integrate them.



## Speaking

According to Chaney (1998)<sup>1</sup> Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”. Undoubtedly, as Brown<sup>2</sup> stated; speaking is an interactive process of constructing meaning that involves producing and receiving and processing information which is crucial in language teaching and learning. Traditionally, teaching this skill has been undervalued and it has continued to be taught just as repetition of drills or memorization of dialogue vocabulary and structure. Today’s world, however, requires that the goal of teaching speaking should improve students’ communicative competence and this demands innovative approaches and a variety of strategies and resources.

In this respect, we will offer the perspective of two authors. Colle in “**What is speaking? Definitions and Competencies**” suggests complementary definitions for this ability and describes its characteristics and functions. In “**An integrated approach to developing and assessing EFL students’ speaking ability and strategy use**”, Chou enlightens us about the different approaches to teaching Speaking (p2) and deals with Goh and Burns’ Teaching Speaking Cycle (pp 3-5).

Caroline Thiriau (2017) introduces how to create ‘*safe speaking environments*’ by combining five key elements in “**Five factors for Successful Speaking Practice**” and from “**How to teach Speaking to Students\_Practices and Strategies**” we can get approaches to different levels, techniques and other resources depending on our class goals. If we want more methodology tips for developing speaking activities, we should read “**10 Shining Speaking Strategies to Give ESL Students a Beacon of Hope**” which ideas can easily be adapted to our classrooms.

We must remember that Speaking is key to communication. By taking into account what good speakers do, what speaking tasks are appropriate to be used in class and what specific needs learners report, it is possible to find numerous ways to boost the development of this skill.

## Listening

Listening is the ability to accurately receive and interpret messages in the communication process. It is key to all effective communication; without this ability messages are easily

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<sup>1</sup> Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication in Grades K-8. Boston: Allyn and Bacon.

<sup>2</sup> Brown, H. D. (1994). Principles of Language Learning and Teaching. Upper Saddle River, NJ: Prentice Hall.



misunderstood: communication breaks down and the sender of the message can easily become frustrated or irritated.

Listening is not the same as hearing. Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus and strategies. Listening means paying attention not only to the information given, but also to how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages. Tenry Colle (2022) introduces a series of definitions of the listening competence and presents the stages involved in its process in “**Definition and stages of the listening process**”.

In “**Teaching Listening and Speaking-from theory to practice: an introduction**”, Jack Richards (2016) explores how the teaching of both skills has changed methodologically in recent years. He goes on analysing the nature of the listening skill from two perspectives in “**Teaching listening as comprehension**” and “**Teaching listening as acquisition**” according to which view of the listening skill is considered. This author, then presents an integrated approach in “**Teaching listening: implications**”.

Learners do not only focus on what they are listening to, but also on how they do it , that is to say; the ways in which they approach and manage a task. In “**Teaching Listening Strategies**”; Richards explains that listeners can be taught effective ways of approaching and managing their listening. These activities seek to involve listeners actively in the process of listening. In addition, he presents the listening steps necessary to successfully help students to achieve the listening goals.



Time to stop, think and reflect again! After reading the material, complete the following thinking routine chart as Laura Lewin calls it and then participate in the Discussion Forum 2.

	What I knew	What I learnt	What I still wonder
Speaking			
Listening			

### DISCUSSION FORUM 2 “Listening and Speaking, from theory to practice”

*How far is my daily practice from the framework proposed by the authors?*

*Have I been doing anything that affected the process of teaching listening and /or speaking?*

*What strategies and techniques could I find useful or necessary to apply?*



We have arrived at the last part of this module. Well done! Now it's time to do the weekly assignment.



Taking into consideration the theoretical framework, the discussion forums and the tips and suggestions offered, design an interactive Listening and Speaking activity for your students based on any content you have been working with, or any topic you'd like to introduce. This activity should engage students in a meaningful learning experience, fostering both their listening and speaking skills.

You can borrow some ideas from these documents (carpeta documentos soporte) and adapt them to your class context.

- *Listening\_ideas for the classroom*
- *Speaking\_ideas for the classroom*
- *Speaking and Listening\_what to do and how to do it*

**REMEMBER!** This [TAREA](#) has a deadline: **Thursday, 26 October. 11:59 pm**

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