

CHAPTER 2

Teaching Strategies to Develop Productive Skills



Receptive Skills Overview

Receptive skills in English as a foreign language (EFL) focus on reading and listening skills. This chapter describes various strategies that can increase reading and listening in EFL at different levels in the classroom in public schools in Ecuador.

Reading is one of the most important language skills when people attempt to learn a second or foreign language. Therefore, facilitating and fostering the development of this crucial language skill has a central role in the language learning classroom. With these notions in mind, this chapter was brought to light, so that English language instructors can be equipped with the knowledge and tools necessary to help their language learners develop reading skills within an interactive and cooperative classroom context.

The first skill that is focused on is reading. The strategies discussed in this chapter are Reading circles, Concept Maps, Jigsaw Reading, The Inquiry Chart (or also known as the I-chart), Story Maps and Retelling. These strategies are for reading comprehension, vocabulary learning, classroom management, increasing motivation and implementing key ideas on how to differentiate the application of each strategy in the classroom setting. These strategies can be used with different ages at different levels depending on the materials the teacher chooses to use in the classroom according to the students' needs. It is advisable for language

teachers to make the appropriate adaptations of modifications when they implement the targeted instructional strategies into the classroom. Such modifications should be carried out based on language learners' (school) grade, as well as their language proficiency level, needs and interests.

The second skill that is emphasized is listening. The three different active listening strategies are *Listen in Action*, *Situational Role Enacting* and *Collaborative Drawing* that are exemplified and conducted through corresponding classroom activities.