

## 2.2.1 Language skills: Oracy and literacy

### Activities

#### Activity 1: Language skills components and patterns

This Activity aims at providing an introduction to language skills, with reference to the components these may include and the ways in which they are related to each other.

There are three simple questions in this Activity, inviting you as well to share your own views and insights.

#### Question 1

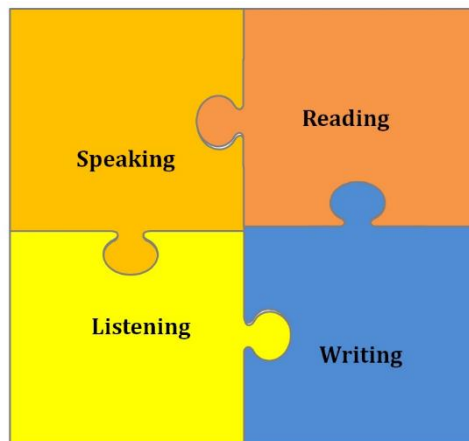
What do we refer to when we talk of Language Skills?

When we talk about language skills, we usually refer to Listening, Speaking, Reading and Writing skills. Based on your own experience, are these skills receptive or productive? Put a tick in the appropriate option in the table below.

	Receptive	Productive
Listening		
Speaking		
Reading		
Writing		

#### Question 2

Look at the pattern. Do you think it represents the relationship among the 4 skills? Why or why not?



Write your views in the text box below.

### Question 3

Look at this pattern. Do you think this pattern represents the relationship among the 4 skills better than the previous one? Why or why not?



Write your views in the text box below.

### Activity 2.1: Language skills in real life and in the classroom (a)

Think of the 4 skills as used in real life and in the ELT class.

Read the following statements 1 to 6. To what extent do you agree with them?

Using the scale below from 0 to 5 below, indicate the extent to which you agree with each of these statements and briefly justify your response for each of them.

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
1. The 4 skills are traditionally taught separately in the language classroom.					
2. In real life people are not aware of the distinction between the 4 skills.					
3. In real life people use all the 4 skills, often mixing them.					
4. EL teachers devote to the 4 language skills the same time and attention.					
5. In coursebooks and language tests skills are usually presented separately.					
6. In real life, people feel more confident in speaking.					

Write your views in the text box below.

## Activity 2.2: Language skills in real life and in the classroom (b)

Think again of the 4 skills as used in real life and in the ELT class, in relation to the 6 statements.

Let's see what happens in real life and in the class. Compare the responses you have provided in Activity 2.1 with what research tells us and express your own opinion in this respect.

- The 4 skills are traditionally taught separately in the language classroom: Classroom-based research reveals that the majority of teachers do teach them separately, even if there is a tendency to associate more listening with speaking since INTERACTION was introduced in the CEFR descriptors.
- In real life people are not aware of the distinction between the 4 skills: People do not consciously think of the skills when using them, but they are certainly more aware of the skills they need when they submit a request or ask for directions.
- In real life people use all the 4 skills, often mixing them: This is most often the case, except in special events, like seminars, where speakers only use speaking, even if they use their notes to sustain their speech.
- EL teachers devote the 4 language skills the same time and attention: Classroom-based research reveals that teachers tend to overlook listening and speaking.
- In coursebooks and language tests, skills are usually presented separately: This is often the case, but in the last decade publishers have started integrating the skills in the activities and in the tasks. In language tests, spoken and written interaction have almost always been part of the tests.
- In real life, people feel more confident in speaking: This might be partly true for L1 users, while surveys reveal that English language learners feel less confident in speaking.

Write your views in the text box below.

### Activity 3: Listening and speaking

You have been so far revisiting traditional ways of conceiving language skills, specifically receptive skills, such as listening, and productive skills, such as speaking, or better spoken interaction.

Go through the notions presented so far, choose and write:

- 3 aspects that you regard as innovative, because you had never thought of them before (look back at the Activities, any change in your first responses?)
- 2 notions central to your own understanding of an ELF-aware approach
- 1 activity (listening/speaking/spoken interaction) that you would use with your learners in an ELF-aware approach

Write your views in the text box below.