

Language, within the context of TEFL, is comprised of components and skills. The components of English are vocabulary, functions, and grammar, while the four skills are listening, reading, writing, and speaking.

The four skills of the language, which are listed above, are usually arranged into two types: receptive and productive. Reading and listening are receptive skills since students only receive the language. However, writing and speaking are productive, because students produce the language.

In the following essays, I will attempt to give you an insight into how to teach these four skills, by offering you practical steps to follow in order to successfully teach them.

## How to teach Speaking

### WARM-UP

As usual it is desirable to start with a warm-up activity, preferably an activity that is linked somehow to the topic of the speaking lesson. For instance, during my oral exam, I was supposed to teach speaking with focus on the theme health and health issues. So, as a warm up activity, I pretended to have some health issues and told the students (in my case, supervisors) to guess what the illness is.

### PRE-SPEAKING

Having both revised some lexical items related to the topic of the lesson and created a favorable atmosphere for the learning to take place, now it would be ideal to put students in the context. It would be great if you ask questions like, "when you are sick, what do you do about it?". Once you put them in the context, you move on to provide them with lexis and exponents they will need to speak, or "Language input". You can use an audio, video, or a dialogue. Students read the dialogue, answer comprehension questions, then you move to highlighting important language exponents (I have a headache, take a pill). You make students aware of the language they need to speak by way of exercises or direct questions that elicits it from them.

### WHILE-SPEAKING

Now that the students are equipped with the necessary language to produce it, you give them clear and specific instructions as to what to do and how. Also, you explain the roles, if there are any, that students are required to play. For instance, in my case, I gave students cards with their roles written on them (it would be even better if you provide them with cues, you are a doctor). You give students enough time to prepare their dialogues and rehearse them if necessary, then, before they start performing, you notify them that they should deliver a great performance so as to win the "best performance prize". While students are performing, you must not correct any mistakes nor allow anyone to do so, instead let them feel free to act and express themselves. You, as a teacher, will be taking notes of the frequently-made mistakes. After each performance, invite the entire class for a group applaud. This will boost the affects of the performers and inspire others to stand up and deliver theirs.

## POST-SPEAKING

Previously, the teacher monitored closely the performance of students and wrote down the mistakes they commonly made. In this stage, the teacher corrects mistakes with students and sheds light on some of the features of spoken language, among of which are intonation , stress , and others.

## How to teach Listening

### THE TEACHING OF LISTENING FOLLOWS THREE STEPS; PRE-LISTENING, WHILE-LISTENING, AND POST-LISTENING

- 1- **Pre-listening:** in this stage, the teacher is required to introduce the topic to students in a fun or tactical way. Let's say, you have an audio clip about the effects of smoking on health and would like to put your students in the context. The best way to do (though there is no best way to do things) is to bring a photo, quote, or simply by asking students about the effects of smoking on the users' health. This way, you put your students in the context and prepare them for the audio clip. After doing this, you may explain key words to students. You can use pictures, or you can bring them pictures or definitions of words and ask them to match the word with its definition of picture.
- 2- **While-Listening :** Now that you have given your students an idea about the topic of your audio-clip, you move to the listening part. The first listening is purposed to give students a general idea of the audio clip. After this first exposure to the audio material, you may ask your students about the general idea of the audio. Then, for the second listening, you ask students some questions in which they will have to look for specific information in the text.
- 3- **Post-Listening :** The teacher's creativity (personal touch) becomes more apparent in this stage. In this stage, a teacher may start a debate (are you for or against smoking ?) , or a discussion in which students express their opinions and share their ideas with one another. You can also ask them to design a posture, draw a painting, write a song, devise a play, write a paragraph. Any of the abovementioned activities can be useful.

## How to teach Reading

Teaching reading is usually conducted through three main stages; pre-reading, while-reading, post-reading. These stages are, as you can infer from the prefixes used with reading, arranged chronologically.

### PRE-READING :

Each reading passage we expose our students to falls within the scope of the theme or the topic of a unit. It is always helpful and effective for a teacher to put students in the context using either a picture, a video, a quote, or a question. The means used (picture or video) will help students activate their prior knowledge (schemata) of the topic at hand. For example; you have a reading passage about

the dangers of eating unhealthy food, a picture of an obese person eating unhealthy food would be sufficient to not only put students in the context, but also trigger their schemata (prior of knowledge) about the topic. Using the picture or the title of the reading passage, you may ask your students to predicate what the reading passage will be about. It is worth noting that

#### **WHILE-READING :**

Having made their predications, students would ideally be interested in reading the passage in order to check whether their forecasts are true or not. In the first reading, students just try to pinpoint the general idea of the passage. Then, once they do that, they move to answer comprehension questions , true/false statements, making references or inferences. Example; students would be instructed to infer the meaning of some words from the context, or to identify what some pronouns refer to (take a look at the English BAC Exam). After doing all of this, students would be fully aware of the main ideas of the text and would have at least learned some new words.

#### **POST-READING :**

The post reading activity gives teachers the chance to be creative. In this stage, a teacher may instruct students to write a paragraph about the topic raised in the passage, spark a debate, create a poster, have a discussion, and the list goes on like that.

In reading, students practice a variety of skills including but not limited to **scanning , skimming**, making references, making inferences, predicating, among others.

**SKIMMING :** reading a passage in search of its general idea.

**SCANNING :** reading a passage quickly in search of specific information.

## **How to teach Reading**

Of all the four skills that learners must learn , writing is most certainly the most challenging, given that students are required to produce language. Hence, teaching writing is as difficult as learning it.

#### **PRE-WRITING :**

At this stage, it is essential that the teacher puts students in the context first (using whatever technique he sees fits). Then, students are usually supposed to work on a worksheet that typically contains a text with questions to answer. Students first answer comprehension questions and then they explore the features of the type of writing they are exposed to by doing tasks ( ex : narrative or expository). For example, an argumentative essay has its features and its distinctive structure. Therefore, as a teacher you need to help your students identify its main components through tasks. (an example of a worksheet will be provided below). Once students identify the features of the target

lesson, you may introduce the topic that they are required to write about, brainstorm some ideas, and write them on the board.

#### WHILE-WRITING :

Students have by now developed a clear image of what to do and how. Following the model text given to them, students will start their first draft. Once they finish, the teacher may students to exchange their writings and correct each other's mistakes based on a checklist that a teacher provides his students with. Then, students, who identify their mistakes, may proofread or edit their writings so as to finalize them.

#### POST-WRITING :

Having finally finalized their writings, a teacher may be creative in how he asks his students to display their writings. A teacher may ask his/her students to read them in front of the class group, or he may establish a writing exhibition wherein students stick their final products on the walls of the classroom and tour around to read each other's works.

### **Internet is Great !**

Internet plays a significant role in our lives , since the majority of people in the world use it thanks the many services it provides. Although the internet makes the lives of people easy , many people think that it is not a good invention. However, the advantages of internet are more than its disadvantages.

Many people think that internet is time-consuming, because students who use it spend many hours chatting or watching silly videos, instead of studying for their exams. Also, some people become addicted to using the internet. So, they become anti-social and have psychological problems, like

depression. Moreover, many youngsters prefer to play videogames online, instead of going out to play. As a result, some of them become fat.

Even though the internet has its cons, it does not mean it is a bad invention, since it has many pros. First, internet users can search for information and learn new things in websites, like Google . Second, they can communicate with their friends and family , using Facebook or Skype. Third, in the internet, people can buy or sell many things, like phones or camera, via websites , such as avito. Finally, internet users can download books or applications, which help them in their studies.

Internet is now an important part of our lives, since it helps us communicate with others, learn, and buy or sell things. In my opinion, internet is the greatest invention of our modern time, though it has some cons. Thus, we need to use it wisely.

**COMPREHENSION QUESTIONS :**

- 1- Is the writer with or against the internet ? **Justify**
- 2- are you with or against the internet ? **Why** ?

**MATCH EACH PARAGRAPH WITH ITS MAIN IDEA :**

Paragraph 1	Cons of internet
Paragraph 2	Conclusion
Paragraph 3	Introduction
Paragraph 4	Pros of internet

**MATCH EACH STATEMENT WITH EACH FUNCTION**

Introduction	Writer summarizes the essay and gives his opinion.
Paragraph 1	Writer introduces the topic of the essay.
Paragraph 2	Writer speaks about the disadvantages of the internet.
Conclusion	Writers talks about the advantages of the internet.

**FILL IN THE CHART WITH THE ADVANTAGES AND DISADVANTAGES OF INTERNET THAT ARE MENTIONED IN THE TEXT :**

Pros of internet	Cons of internet