CHAPTER IV

FROM RECEPTIVE SKILLS TO PRODUCTIVE SKILLS

In learning to read, children, in all languages, must first recognize which language elements are directly encoded in the writing system...Although the linking requirement is universally imposed, how it is accomplished varies across languages.

(Koda, 2007 : 12)

INTRODUCTION

The second and third chapters have dealt with the strategies for improving the receptive skills, namely listening and reading. The learners at the tertiary level who have been taught the listening and reading skills are expected to transfer the skills, they have acquired in the learning of the receptive skills, to the improvement of the productive skills, namely, speaking and writing. As mentioned earlier, the skills cannot be taught in isolation. The learners are to be given exercises in listening and reading, which will lead them on to speaking and writing practices.

FROM LISTENING TO WRITING

For example, the learners can be asked to listen to an incomplete story and guess the possible endings to the story. This could guide the learners to think creatively and interact with their peers and the teacher about the appropriacy of their ending to the story or to find mistakes in the endings suggested by their peers.
The teacher may give a description of a product or a process to the class in a hand-out for reading. The learners can be asked to write a similar description of a product or a process they are familiar with. In the same way, the learners can be given a set of jumbled sentences about an event or a process and be asked to rearrange the jumbled sentences to construct a meaningful paragraph. By this way, the learners can be taught the organization of the text and also the use of appropriate discourse markers and reference words. Such exercises help the learners to organize their writing activity when they start writing on their own.

The importance of communication skills for success in the professional life of the students has been stressed over the years. There is an urgent need for teachers of English working in institutions offering professional degree programs to train their students in such a way that they are ready to be employed in an industry. The learners at the tertiary level professional program would be required to communicate with their superiors, peers and subordinates either through the spoken or the written mode when they are on the job in an industry.

In the present day context reading and writing skills matter more than ever. Literacy remains the open sesame to our rights, our full membership of society, often to employment, the best use of savings and all sorts of other things. Moreover, the literacy that matters tends not to be the basic sort any more; the intermediate reading skills of knowing where to search for information, how to
extract it, how to interpret it and apply it are increasingly important. The same holds good for being able to write coherently.

Speech is learned before writing and spoken language has a long history, in any language, prior to the evolution of writing. So the reading strategies will try to exploit the normally expert proficiency of learners as talkers in order to foster their skills as readers. By the same token, however, handling the print is a learned skill, not a natural one; as such, its learning will be more successfully achieved if the process is made as pleasurable as possible.

It is easy enough to put a composition topic on the blackboard and tell the class to write on it. It is not so easy to be happy with the results. Much of what the class writes will be dreary and derivative. A class of learners who have been successfully led into writing is a fascinating spectacle, worth watching very closely. The skills of leading them to write, are not very difficult to acquire but how to apply them most productively needs some insight into the way learner’s writing can develop and change over the years.

Relatively few learners can write continuous prose that matches adult expectations of fluency and clarity. Younger learners write shorter sentences with fewer long words, adult learners write longer sentences with more long words. More sophisticated studies tested out the idea that the grammatical and other technical properties of writing would change measurably over an age-span.
The London Institute of Education project on the written language of 11-18 year olds (1966-71) established four fundamental points.

1. The development of writing skills cannot be treated simply as changes in vocabulary and sentences organization; it is integrally related to the wider growth of personality.

2. The development is uneven between different kinds of writing; the same pupil will write quite mature stories and undeveloped prose in argument in the same month, and even vice versa.

3. Development does not seem to follow chronological age in any linear or consistent way.

4. One of the key variables is the writer’s developing sense of the audience he is writing for.

TWO MAIN APPROACHES TO TEACHING WRITING AT THE SCHOOL LEVEL

Let us look at the way how writing has been taught over the years at the school level in order to decide on the strategies for improving the productive skills at the tertiary level.

There have been two main approaches to teaching writing in the English school tradition. The older one was the weekly ‘composition’, modelled ultimately on the literary essay. The alternative originated in the 1930s and in the late 1960s
became influential, especially through the advocacy of David Holbrook’s ‘English for the Rejected’. ‘Creative Writing’, to give this approach its usual label, became the dominant orthodoxy wherever English specialist teachers were trained, and its effect on practice in the schools was liberating and potent.

The defining features of ‘Creative Writing’ are:

1. The teacher may suggest the theme or topic, but each learner is encouraged to treat it in an individual, personal way.

2. The theme or topic may take the form either of words on the board or of event or experience or stimulus.

3. Learners are encouraged to write from direct experience or on the basis of something they find intrinsically interesting.

4. The use of literature which exhibits free use of form and compression or intensity of feeling encourages writing that does the same.

5. The approach can lead to a dialogue between what learners offer and the teacher’s responses that create an atmosphere of mutual trust.

6. Young learners are encouraged, and occasionally obliged, to regard their first writing on a topic as a draft, which can be revised, modified, improved, even rewritten completely—and in that way is much closer to normal adult writing.

7. The teacher’s response is much more than a mere mark.
The conditions in which good writing work usually emerges are:

1. The classroom has a plentiful supply of good models and examples which are used all the time to show what is possible and what is permissible.

2. The writing work needs a plan, and the development of each main writing task within it needs a planned build up.

3. The way in which topics are worded usually needs to be more concrete and specific, while children who want to be ambitious are set free from such wordings if they want to be.

4. For the great bulk of the time allocated to writing, the work is done in silence.

5. The teacher is an active participant in the work.

**SPOKEN ENGLISH AND WRITTEN ENGLISH**

Learners need to learn not only how to write, but also how to distance their writing from the habits and patterns of the spoken English they learn first. Writing is not speech put down on paper. The property of grammaticality is very desirable in written English.

Punctuation cannot happen in speech; it is a system of marks on a page. In principle the same is true of sentences; they correspond to some of the features of speech, but the correspondence is not an exact one. The basic unit of writing is the sentence, but the basic unit of speech, the ‘chunks’ into which our discourse falls quite naturally, may not always form a set of sentences.
The process of learning to recognize the boundary between the ‘usable in speech’ and the ‘permissible in writing’ is a long and difficult one-partly because it is changing all the time, as a look at editions of the same newspaper only ten years apart will reveal.

The differences between spoken and written language in the way they organize meanings at sentence level are at least of five kinds. First, it is the difference between tone group and sentence. Secondly, written language can arrange itself in different order. Thirdly, written language has to be explicit. Fourth, written text can refer to itself, set up and make use of links and threads all the way. The fifth is the existence of an almost hidden network of linkages that make each sentence bind or cohere with its neighbors to make a paragraph or chapter.

The problem with learning to write is that formal instruction in definitions and concepts is of very little use. The real route to writing competence is more difficult; through sustained, absorbed reading of well written prose - prose, that is, which uses sentences in the ways teachers look for in their pupil’s writing.

One way in which the linkage between reading and writing experience can be facilitated will now be evident; punctuation does more than simply mediate between speech and writing, because it both allows us to represent speech features in writing and to structure written sentences independently of any link with speech.
INTEGRATING L S R & W

The following discussion shows, how the integration of the receptive skills helps in the improvement of the productive skills.

The conventional definition of the subject matter of English is that it consists of reading, writing, listening and speaking. To go from that definition to view the classroom activities of English as fitting firmly into one or the other of these four activities is too simple and rigid. The account of reading is an activity that constantly spills over to listening to books and poems being read aloud and to doing the reading oneself, to talk about poems and stories and so on.

By comparison the speaking activities of the English classroom are much less important. The speaking skills do include that of being audible to a group without being too loud, and opportunity to acquire this ability arises in reading aloud, the use of scripted plays, telling the others about a good read and so on.

WRITING AND READING

Writing and reading are an integral part of each educated individual’s life since they are the basis of written communication. Written communication, in its turn, is another tool for people to express their ideas, and learn about those of others. Reading skills serve as a foundation for writing. Developed and mastered, effective reading skills give people the opportunity to learn new information about the world, people, events, and places, enrich their vocabulary and improve their writing skills.
Reading enriches the inner world of a person, improves grammar and spelling. Through reading people learn to understand different ways of thinking and feelings of other people, become more flexible and open-minded. Avid readers not only read and write better than those who read less, but also process information faster. As a result, readers have a broader outlook, quicker to analyze facts and find connections between seemingly unrelated ideas. A reader has better skills for comprehending, analyzing, understanding, responding, and, finally, learning from what he or she reads. It is easier for good readers to get used to new and unfamiliar circumstances or ideas. They are easier to communicate with, and have higher chances of succeeding in both professional and personal life.

Excellent writing is sure to earn respect. Poor writing will, on the contrary, be difficult to understand and will leave a bad impression about the individual. Writing improves the effectiveness of the person’s word usage in both written and oral communication. By developing reading skill it leads to the development and improvement of writing skills. Regular readers’ comprehension skills serve as a basis for good writing.

Teachers want their learners to expand their language skills so that they can become better communicators in their chosen disciplines. Reading is vital to this growth and has been found to have a reciprocal relationship with writing. It is generally agreed that the development of good reading habits and skills improve students’ ability to write. In fact, reading within a discipline helps learners to
write professionally in their field. As Leki (1993) put it, “biology professors learn to write articles the way biology professors do by reading articles that biology professors have written” (p. 10). Learner’s reading and writing skills, developed in their first language, are generally transferred to their second language. However, the transfer is not always automatic; guided activities and discussions are needed to transfer and further develop these skills.

Language is an integral part of learning, and plays a key role in classroom teaching and learning- learner’s confidence and proficiency as talkers and listeners are paramount. Yet in schools, speaking and listening is the Cindrella of English, fighting for the recognition and limelight that her two big sisters, reading and writing have had for sometime.

Often, speaking and listening are merely used as tools to support and guide reading and writing, and are unlikely to be actually taught and assessed. Moreover, discussion can often be dominated by the teacher and learners have limited opportunities for productive speaking and listening. The objectives for speaking and listening complement the objectives for reading and writing in that they reinforce and extend children developing reading and writing skills.

In developing the speaking skills, learners need to learn to adapt their talk to the listeners; use a range of ways to express themselves; use talk to clarify their ideas and sustain their talk to develop thinking and reasoning. Speaking should
include putting thoughts into words and sharing in groups; taking opportunities to
speak at some length to explain ideas in different situations; giving a talk or
presentation using gestures, aids and rhetorical devices.

It is essential that learners are provided with planned opportunities for speaking
in a range of contexts, including: to different audiences, such as class, the teacher and
other adults; with different levels of formality such as with peers, to another class, a
whole-school assembly and for different purposes, such as recounting events and telling
stories, explaining, describing, justifying views and persuading others. Furthermore,
learners need to be taught how to make more extended contributions, such as
expanding ideas using connectives; making connections between reasoning and
predicting; using language to organize and sequence ideas.

Teachers should encourage active responsive listening skills. To facilitate
this, teachers should present the learning materials clearly with prompts to support
listening-like use of voice; emphasis on key words and sometimes speaking
quietly. Teachers are the best models of language in use and should model
gesture, volume and tone. Learners need to be provided with models of
appropriate use of English across the whole curriculum.

Ability groups are useful if work is pitched at the appropriate level of
challenge whereas structured mixed ability groups ensure a range of views and are
suitable for tasks which require diversity. Same language groups can be advantageous to learners learning English as an additional language.

**TEACHING WRITING AT THE TERTIARY LEVEL**

Now, we are moving from teaching writing at the school level to teaching writing at the tertiary level.

Teaching writing is about building on the language skills which learners bring with them to college. Learners need a rich stimulus which makes them want to write and draw upon their real experience. They also need to learn the craft of writing. If the most significant influence on learners' attainment is the classroom teacher, then the key to genuine and lasting improvement must be developing the quality of teaching.

The concept of using models—short texts or excerpts from the work of other writers, including teachers and learners—to illustrate aspects of writing style is not new. However, research into how such texts are used prompts us to reconsider teaching approaches.

When models are used as illustrations, often much of the teaching is teacher talk with learners listening. Research, for example by Robin Alexander (1985), has found that 80% of teachers' questions produces one or two word answers. Strategies like using models can help teachers to take account of the learning needs of their learners.
Before asking learners to create an imaginative piece of writing, teachers should illustrate how a professional author creates a character or develops an exciting plot. The focus may be on how a character changes, or how a character is in conflict with others, or how a situation is resolved. Too often, without such a focus, learners create flat characters in their stories.

GENRE FEATURES

Identifying the genre features of a text is a skill that leads to a better understanding of that text, and how its language features and structure fit its purpose. This understanding helps develop the skills needed to write for a variety of purposes.

Some learners quickly learn how to recognize and use the genre features. Others never learn these skills without systematic teaching. Since they are important skills, they require to be deliberately and consciously taught. Teaching should move learners through the developmental stages of writing. For young writers, the natural form of discourse tends to be in 1st person, informal and chronologically structured. Their early writing tends to be personal and narrative. Adult learners have more experience of other writers to draw upon and are often aware of their readers’ requirements. They need to know how to craft their writing using features such as 3rd person and non-sequential ways of organizing ideas structured around issues.
PROGRAM OF TEACHING WRITING

A systematic program can give balanced attention to teaching the writing skills needed for different:

- purposes (e.g. inform, persuade, entertain, reflect)
- strands (e.g. functional, personal, imaginative)
- formats (e.g. diary, story, newspaper article, report, letter)

Whatever be the format, teaching has to focus learners on how to write the content in a language appropriate for its purpose. If learners are working on a letter, is it a letter of complaint or a letter designed to persuade or to inform? In each case, the style characteristics are different. Learners' will have to focus on learning how to choose language and structures to suit the purpose of their writing. Over emphasis on format is a distraction from the key learning about purpose and genre. Learners' knowledge about language and genre is an important but often under-represented aspect of learning and teaching about English language.

INITIAL STAGES OF WRITING

In the initial stages of attempting a new type of writing or skill, most learners need support and feedback during the process as well as at the end of it. At the formative teaching and learning stages, it is useful to start with a collaborative approach rather than individual activities. At later stages, during the
writing process, the teacher wants to focus more on learners’ different needs for support and challenge during writing and at the point of redrafting. This means continuing to create opportunities to support those learners who need help to get started and organize what they have to say while respecting other learners’ needs for uninterrupted time and space to think independently and let their ideas flow as they create their writing.

**GIVING FEEDBACK**

Redrafting is most effective when precise feedback is used to help learners learn how to refine their writing for their final readership. Assessment which provides information on how the pupil can improve will be more effective than general comments or grades. When redrafting is a passive, secretarial copying activity, it is often based on comments, made in the learners’ absence, which have not been understood. When learners understand why changes are needed they are motivated to try again.

Where there is a clear focus on how to improve, and where the process is interactive, redrafting benefits the writer. It is this learner involvement at each stage of the process that makes redrafting effective. This approach makes effective use of learning and teaching time and enables the teacher to concentrate on the quality of learners’ writing.
Feedback will encourage improvement only if the comment helps the learner to identify the issue and how to improve. General comments are not particularly helpful to learners whose writing is weak because they do not understand the concept or the process.

When the teacher provides feedback to learners on how to improve their use of a particular aspect of the skill, like reflection in personal writing or paragraph in argumentative writing, a demonstration or example from a text should be used to illustrate what is required. The teacher should identify where this aspect is in the writing and indicate how this could be further explored in other sections or texts. After giving constructive advice, the teacher could ask learners in their writing pair to apply this approach to giving such feedback about one another’s writing.

FROM RECEPTIVE TO PRODUCTIVE SKILLS

In this section, let us see how the teaching of the receptive skills helps in the improvement of the productive skills.

Even though many learners have mastered the basic listening and speaking skills, some learners are much more effective in their oral communication than others. And those who are more effective communicators experience more success in their academic career and in other areas of their lives. The skills that can make the difference between the minimal communicator and effective one can be taught, practiced, and improved.
Most people define oral communication narrowly, focusing on speaking and listening skills separately. Traditionally, when people describe speaking skills, they do so in the context of public speaking. Recently, however, definitions of speaking have been expanded. (Brown 1981). One trend has been to focus on communication activities that reflect a variety of settings: one-to-many, small group, one-to-one, and mass media. Another approach has been to focus on using communication to achieve specific purposes: to inform, to persuade, and to solve problems. A third trend has been to focus on basic competencies needed for everyday life—for example, giving directions, asking for information, or providing basic information in an emergency situation. Many of these broader views stress that oral communication is an interactive process in which an individual alternately takes the roles of speaker and listener, which includes both verbal and non-verbal components.

Listening, like reading comprehension, is usually defined as a receptive skill comprising both a physical process and an interpretive, analytical process. However, this definition is often expanded to include critical listening skills (higher order skills such as analysis and synthesis) and non-verbal listening (comprehending the meaning of tone of voice, facial expressions, gestures and other non-verbal cues). The expanded definition of listening also emphasizes the relationship between listening and speaking.
Any learner’s success in life depends largely on the ability to listen critically and express clearly and effectively. Teachers concerned with developing the speaking and listening skills of their learners, need methods for assessing their learners’ progress. These techniques range from observation and questioning to standardized testing. However, the most informal methods should embrace the measurement principles of reliability, validity and fairness.

Similarly, definitions of oral communication have been expanded to include school plays, dramatic recitals and group activities. Even when majority of the class has mastered basic listening and speaking skills, it is important to keep in mind that not every learner learns effective verbal communication or skillful listening abilities at the same rate.

Those experts and researchers who maintain that the process of learning to read is different from the process of learning to speak assert that most learners with writing skills have had to be taught to read. Moreover, they contend that learning to read is not a natural developmental phenomenon, since numerous cultures throughout history never developed the writing system on their own. On the other hand, whole language educators have identified at least two important parallels between learning to speak one’s native language and learning to read. First, in both cases the learner is more concerned with meaning: adult speech and adult accuracy in reading are mastered only gradually. In other words, learners learning to talk, begin with the ‘whole’ of what they want to communicate, and
only gradually master the parts. Similarly with reading: it is easier for most learners to recount or even memorize familiar texts, than to learn more and more of the words and the letter/sound patterns within them. A second important point is that both learning to speak and learning to read are facilitated when adults treat learners as “meaning makers” and focus on meaning first.

The fact is, spoken language and reading have a lot in common. If the printed words can be efficiently recognized, comprehension of connected text depends heavily on the reader’s oral-language abilities, particularly with regard to understanding the meanings of words that have been identified and the syntactic and semantic relationships among them. Indeed, many early research reports called attention to the differences between good and poor readers in their comprehension and production of structural relations within spoken sentences.

**The BULATS Speaking Test**

As discussed already, the BULATS speaking Test is a complete speaking test which takes about twelve minutes for each candidate. They are assessed by an examiner and a recording is made which is assessed by another examiner later. In the test, the candidates are assessed on the following parameters.

1) Accuracy

2) Range of vocabulary

3) Pronunciation
4) Discourse management

5) Interactive communication

6) Overall ability

The speaking test consists of three parts. The first part takes about four minutes and tests the candidate’s ability to talk about him/her and also his/her ability to talk about their hopes and preferences on a variety of subjects like travel, language learning and interests.

The second part tests the candidate’s ability to speak for longer period of time, as they might have to when giving a presentation or in a business meeting and also their ability to organize their ideas. The candidates will be given a task sheet with three topics to talk about. The candidates have to choose one of the three topics and make a mini-presentation on it for about a minute. They have a minute to prepare this. When they have finished the examiner will ask one or two questions about the topic.

The third part of the exam tests the candidate’s ability to ask questions, their ability to express opinions and their ability to agree or disagree. They will be given a card with a role-play situation. The candidates will have to ask the examiner questions to get the required information. The candidates are expected to give their opinion about the information the examiner has given them. They have to then discuss related topics with the examiner.
The sample tasks from BULATS Speaking and Writing Tests are given below in order to understand the demand on the teacher and the learners in teaching / learning the various components of the speaking and the writing skill.

**Sample Task 1:**

Think how you could answer the following questions by giving an example or extra detail in your answer.

1. Where are you from?
2. What do you like about the area where you live?
3. What is your job/what do you study?
4. What do you enjoy about your work/studies?
5. Why are you studying Business English?
6. What are your plans for the future?

**Sample Task 2:**

Choose one of the topics below and plan a one minute talk. Make some notes. Talk about a piece of equipment that you use in your work/studies.

You should say:

- What it is used for
- How you learnt to use it
- How important it is for you
Do you think this equipment will change much in the future? Why/Why not? Give reasons for your answer.

Sample Task 3:

Talk about how your company advertises its product or services.

You should say:

❖ What advertising methods you use
❖ Who is in charge of the advertising
❖ How effective you think they are

What changes would you make in the way your company does its advertising? Given reasons for your answer.

Sample Task 4:

TASK SHEET

Please read all THREE topics below carefully.

Choose ONE which you feel you will be able to talk about for one minute.

You have one minute to read and prepare your talk.

You may make notes.
Topic A

Talk about how your company assesses the performance of its staff.

You should say:

❖ How often staff performance is assessed;
❖ Who is responsible for assessing performance;
❖ How performance is assessed.
❖ How performance is rewarded in your company?

Topic B

Talk about how the internet has affected your company.

You should say:

How it has affected communication;
    What effect it has had on business;
    How staff feel about using it.

Will the internet become more important for your company? Give at least a few reasons.

Topic C

Talk about a business trip you have been on.

You should say.
❖ Where you went;

❖ Why you went there;

❖ Who you met there;

Was the trip a success? Why/Why not?

Sample Task 5:

TASK SHEET

Air Conditioning System

Information Exchange

Your company has decided to install air conditioning in its offices. The examiner is a sales representative of a firm which supplies these system. She/He is visiting you to discuss the matter.

Find out this information

❖ Types of system available

❖ Cost

❖ Terms of the service agreement

You will then be asked to give your opinion on this information.
Discussion

Now discuss this topic with the examiner.

How important is a comfortable working environment?

BULATS Writing Test

The BULATS writing test consists of two parts. The first part consists of one short text such as an advertisement or part of a business letter. This is the input text. This part of the exam tests the candidates ability to read and understand the purpose of a short text, write a reply in the correct register which achieves the purpose and use correct grammar and vocabulary.

Part two consists of either a letter or a memo or a report. The candidates have to answer either one. This part of the exam tests the candidate’s ability to do a longer writing task, use the correct format and register for the task and use correct grammar and vocabulary.

PART – A

Sample Task I

Read the following task and underline the key points:

Some of your staff have recently attended a training day which was organized by your company. However, a number of them have complained about it.
You have decided to write a memo to the Human Resources Manager about this.

Write your memo. Write about:

❖ Why the staff were not satisfied
❖ The importance of having a successful staff training programme
❖ What the company should do in future

Write 180-200 words.

Sample Task II

Read the following task and underline the key points.

You work for a pizza restaurant that has recently opened. For the past three weeks you have asked customers to fill in a card, giving their opinion on the food, cleanliness and service and making any suggestions. You have been asked to write a report on the information from these cards for the Managing Director.

Write your report. Write about:

❖ The things that customers are satisfied and dissatisfied about.
❖ Why customer feedback is important
❖ What changes the restaurant should make

Write 180-200 words.
Task – B

Sample Task I (Answer either Task A or B)

A number of visitors who have recently visited your department, complained about the quality of the hotel accommodation your company booked for them. You have decided to write a memo to the Managing Director about this.

Write a memo to the Managing Director.

Write about:

❖ The types of complaints visitors made;

❖ Why it is important to use a good hotel for company visitors;

❖ Which hotel your company should use instead and any other points which you think are important.

Write about 180-200 words.

Task B?

You are unhappy with your company’s current website. You have decided to write a memo to your Managing Director about your ideas for setting up a new website.

Write a memo to the Managing Director.
Write about:

❖ The problems with the current website;

❖ The kind of information a new website should contain;

❖ Who should be involved in setting it up and any other points which you think are important.

Write about 180-200 words.

Suggested Classroom Activities:

The classroom activities are suggestive and can be used in the classroom for improving the productive skills through the receptive skills.

Task I

The two groups of sentences given below are not in the correct order. Select any ONE group of jumbled sentences and rewrite them in the correct order.

1. The dissolved cellulose is formed into threads by a technical process.

2. This fiber is, in fact, a reconstituted natural fiber.

3. After that, they are dried on a heated roller.

4. The cellulose is obtained from shredded wood pulp.

5. Finally, they are wound on a bobbin.
6. It is made by dissolving cellulose in a solution of sodium hydroxide.

7. The threads are drawn from the setting bath of dilute sulphuric acid. Then, they are wound on reel and washed.

8. Rayon is a man-made fiber.

(or)

(b)(i) Another disadvantage is that diesel engines are difficult to start in cold weather.

(ii) For one, the higher compression that makes the diesel engine more efficient necessitates the use of heavier engine components.

(iii) Thirdly, diesel engines have been noted for their loud noise and vibration.

(iv) However, the popularity of diesel engines still continues, because the price of diesel is low when compared to the price of petrol.

(v) Finally these engines are known for the emission of heavy smoke.

(vi) The diesel engine, an increasingly popular engine in automobiles has its own disadvantages.

(vii) But, plugs are available to preheat the engines to provide easier starting.

(viii) Therefore, diesel engines remain heavier than petrol engines.
GETTING YOUR GOAT

A man goes to a wise man and complains about his life. ‘There are nine of us living in one room,’ he says. ‘Life is unbearable, What can I do?’

The wise man answers, ‘Take your goat into the room with you.’ The man is incredulous, but the wise man insists that this is what he should do. ‘Do as I say and come back in a week,’ he says.

A week later the man comes back looking more distraught than before. ‘We cannot stand it any more,’ he tells the wise man. ‘The goat is filthy and the room stinks!’

The wise man then tells him to go home, let the goat out and return in one week.

A radiant man returns a week later, exclaiming, ‘Life is beautiful. We enjoy every minute of it now that there’s no goat-only the nine of us.’

Task 3:

Read the story and discuss the humorous twist at the end.
A SHAGGY GOAT STORY

A farmer was injured in a road accident that wasn’t his fault. His vehicle was hit by a lorry that was going too fast on a country road. In the court of law, the lorry company’s lawyer was questioning the farmer.

‘Didn’t you say, at the scene of the accident, “I’m fine”? he asked.

The farmer replied, ‘Well, I’ll tell you what happened. I had just loaded Doris, my favourite goat, into the ....’

‘I didn’t ask for any details,’ snapped the lawyer.

‘Just answer the question. did you or did you not say, at the scene of the accident, “I’m fine!”?

The farmer said, ‘Well, I had just got Doris into the trailer and I was driving down the road...’

The lawyer interrupted again and said, ‘Judge, I am trying to establish the fact that this man told the police officer at the scene of the accident that he was just fine. Now, several weeks afterwards, he is trying to sue my client. I believe he is a fraud. Please instruct him to answer the question.’
By this time, the judge was quite interested in the farmer’s answer, so he said to the lawyer, ‘Actually, I’d like to hear what he has to say about his favourite goat, Doris.’

The farmer thanked the judge and continued, ‘Well, as I was saying, I had just loaded Doris, my favourite goat, into the trailer and was driving her down the road when this huge lorry came tearing round the corner and hit my truck right in the side. I was thrown into one ditch and Doris was thrown into the other. I was very badly injured and couldn’t move, but I could hear poor Doris moaning and groaning. I knew she was in a terrible way just by her groans. Shortly after the accident, a police officer came on the scene. He could hear Doris moaning and groaning, so he went over to her. After he looked at her, he took out his gun and shot her right between the eyes. Then he came across the road, gun in hand, looked at me, and said, “How are you feeling?” Well, Your Honour, what would you have said?’

Task 4:

Read the anecdote and discuss how the father referred to the vicar.

TRUST KIDS!

A young couple invited their elderly vicar for Sunday lunch. While they were in the kitchen preparing the meal, the minister asked their son what they were having.
‘Goat,’ the little boy replied.

‘Goat?’ replied the vicar, ‘Are you sure about that?’

‘Yes,’ said the boy. ‘I heard Dad say to Mum,

“Today’s just as good as any to have the old goat for lunch.”’

Task 5:

Read the story and find out how the police were able to get at the truth.

ARE YOU KIDDING?

A goat, a cow and a dog were stolen from a farm. Three suspects were arrested: Jim, Fred and Sam. The police knew that each of them stole one animal, but they didn’t know who stole which. Here are their statements:

❖ Jim said: ‘Sam stole the dog.’

❖ Fred said: ‘Sam stole the cow.’

❖ Sam said: ‘They are both lying. I didn’t steal the dog or the cow.’

Later on, the police found out that the man who stole the goat told a lie, and the man who stole the dog told the truth.

Can you find out who stole what?
Three kings of neighbour states were against one another. Seeing them pitted against one another, God appeared before them and told them he would be ready to grant each of them a wish. The first king requested God to eliminate the second so that he could take over his state. The second king requested God to eliminate the first king so that he could enjoy his property. When the turn of the third king came, he made a request and got all the three states.

What wish did he ask for?

CONCLUSION:

Thus writing is clearly a complex process and competent writing is frequently accepted as being the last language skill to be acquired (for native speakers of the language as well as for those learning a foreign/second language). Few people write spontaneously and a few feel comfortable with a formal writing task intended for the eyes of someone else. When the ‘someone else’ is a teacher, whose eye may be critical, and who indeed may assign a formal assessment to the written product, most people feel uncomfortable. It makes sense, then, that the atmosphere of the writing classroom should be warm and supportive, and non-threatening. It helps if teachers show willingness to write too, and to offer their attempts for class discussion along with those of the students; it helps if students
can work together, assisting each other, reviewing each other’s texts, pointing out strengths and weaknesses without taking or giving offence.

The activities suggested have been tried by the researcher in the language classroom with the tertiary level learners. The teaching of the receptive skills in an integrated way has yielded the desired results as far as the improvement of the productive skills is concerned. The tasks help the learners move from the receptive skills to the productive skills thereby improving the overall communicative competence of the tertiary level learners.
CHAPTER IV
WORKS CITED


