

It is vital to realize that a speaking class can not just be time to allow the students to speak. It must be structured, a context must be set and new words or target language must be pre-taught and what is critical to a good teaching class is Role-Play. That is, a good reading class should have some Role-Play in it where the students play different “characters”.

Each of these four skills take many different forms and as such have many different sub-skills, the sub-skills are often a matter of opinion and so my sub-skills below are the ones I feel best construction the macro skill in which the sub-skills reside.

The micro skills of Listening (<http://www.docstoc.com/docs/138695048/Micro-and-Macroskills>)

- Discriminate among the distinctive sounds of English.
- Retain chunks of language of different lengths in short term memory.
- Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structures, intonation contours, and their roles in signaling information.
- Recognize reduced forms of words.
- Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
- Process speech at different rate of delivery.
- Process speech containing pauses, errors, corrections, and other performance variables.
- Recognize grammatical word classes (nouns, verb etc.) systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.
- Detect sentence constituents and distinguish between major and minor constituents.
- Recognize that a particular meaning may be expressed in different grammatical forms.
- Recognize cohesive devices in spoken discourse.