

ELICITATION TECHNIQUES

Eliciting is drawing out language from learners instead of supplying it yourself.

Why elicit from learners ?

To find what they already know, can and can't do and this helps you to give them the particular help they need.

This process is more actively engaging for learners because they are invited to participate and so they become more involved and focused.

Learners are challenged to remember, to try, to supply language, just like in the real world so it gives them practice.

Learners receive valuable feedback about what is and isn't correct in this process and that is very useful to them.

Praise, for trying, and their successes develop confidence and this is empowering because it encourages them to take risks.

How to elicit a spoken response ?

- Questioning : What's this? Why ? Who? When? Where? How many?...
- Deliberately give wrong answers to elicit response/correction.
- Use photos, simple drawings and real objects : symbols (?, 4, \$..), gestures, miming, facial expression etc.

INDEPENDENT LEARNING

... is learners thinking and doing things for themselves outside of class. This encourages them to take responsibility for their own learning. There are many things a learner can do independent of their teachers. Some activities you can help learners do by themselves are:

- Organizing their file, their time (a study routine), a place to learn.
- Using a dictionary, making their own new word list (translation, notes). Using phone/internet translation-dictionary at home or the local library, internet café, or Central Institute's library (2 hours/day).
- Using the TV, DVDs, CDs, songs on the radio, the internet
- Using new language to talk to neighbors and their family in English.
- Copy, read aloud written work.
- Teach them useful language : "I don't understand, can you repeat, can you speak more slowly, what does ___ mean?"

If you take time to practice these activities with them, and set tasks (homework and tests) that prompt learners to do them, they begin to adopt these behaviors.

Mistakes are often erased and viewed negatively by learners, but they are valuable as they raise awareness of language. Highlighting corrections (red pen or

marker) and then revising them can be excellent lessons for learners. It's helpful for learners to be clear about this and feel positively about them.

Ask about learner's interests, dreams and goals. This can help learners to set language goals. Pathways to goals can be broken up into smaller, more manageable steps and you can be clear about how to achieve them.

TEACHING PRELIMINARY ENGLISH

In preliminary English we

- keep to present simple ; using the simple form of the verb : like/likes, eat/eats, (I like, she likes) and avoid other tenses : ate, is eating, was eating, has eaten etc.
- use formulaic expressions : How are you? I'm fine thanks.
- first teach vocabulary and then teach the sentence/s. (eg: 'cold, cough', then 'I've got a...')

The basic approach is to have learners recognize sounds/words (listening) and then to say them (speaking). Later learners recognize script and then trace, copy, write and read it.

THE EXPERIENCE

Learning a new language in a new country as a beginner can feel confusing, bewildering, hurried, embarrassing, scary, lonely, frustrating, restricting or boring. Keep this in mind and smile, be friendly, patient, polite, encouraging, attentive and observant. Try to have fun and enjoy time with your learners!

Internet resources: www.starfall.com

www.learningchocolate.com

www.mes-english.com

www.toolsforeducators.com

www.writingwizard.longcountdown.com

www.ABCfrog.net