



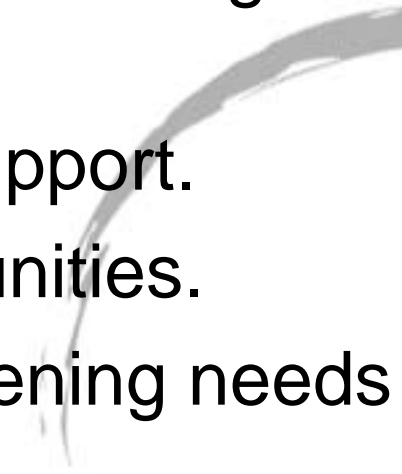
What Should I Know

Ideas and Activities by Elaine
Horwitz





DEVELOPING LISTENING ACTIVITIES

1. Have realistic expectations about your students' abilities.
 2. Help your students develop realistic expectations.
 3. Be aware of the role of affect in listening comprehension.
 4. Provide context and meaning support.
 5. Provide natural listening opportunities.
 6. Keep the age, interests, and listening needs of your students in mind.
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Listening - con't

7. Be aware of any problematic cultural references.
8. Use “foreigner talk.”
9. Allow for relistening.
10. Teach listening strategies.
11. Take advantage of technology.
12. Give students an opportunity to talk about listening experiences they have had outside of class.

Developing Speaking Activities

1. Encourage students to talk about themselves and to communicate their own ideas from the beginning.
2. Get to know your students.
3. Be selective in error correction, especially during “real” communication activities (that don’t interfere with communication).
4. Deal with errors gently.
5. Personalize oral activities.
6. Show genuine interest in what your students have to say.

Speaking - con't

7. Use group work.
8. Devise interesting oral activities.
9. Teach communication strategies.
10. Foster realistic expectations.
11. Encourage a non-threatening environment.

Teaching Reading Activities

1. Have appropriate expectations for reading comprehension.
2. Help your students develop realistic expectations for second language reading.
3. Help students become aware of the background they need to understand a particular reading.
4. Use “directed reading” strategies, advance organizer.
5. Have students preview the text by giving them preliminary questions.

Reading - con't

6. In the case of textbooks, have students use end-of-chapter questions as preview questions.
7. Help students develop effective dictionary strategies and to distinguish important from unimportant words.
8. Ask inference rather than fact-recall questions.
9. Provide authentic materials as often as possible.
10. Allow ample opportunities for rereading.
11. Take a multi-media approach to reading.

Developing Writing Activities

1. Have realistic expectations.
2. Include a variety of writing activity types.
3. The type of writing should dictate the type of error correction, teacher response.
4. Help students develop realistic expectations.
5. Helps students organize their thoughts before writing.
6. Point out specific conventions of the writing genre.
7. Try group writing.

Writing - cont'd

8. Use electronic communication.
9. Coordinate writing assignments with materials students are reading and content material they're learning.
10. Give students guide questions.
11. Help students develop effective dictionary strategies.
12. Encourage revision.
13. Be aware of the role of affect in writing.

Teaching Language Through Content

1. Assess students' existing knowledge in the content area.
2. Assess students' CALP language development.
3. Choose tasks that require a variety of language skills.
4. Include targeted oral and/or written input as part of the content task so that students have a model for a kind of language they will have to produce.
5. Remind students about language learning and communications strategies.
6. Include higher level thinking tasks.

Reference

Horwitz, E. (2008). *Becoming a language teacher: A practical guide to second language learning and teaching.*

Boston: Pearson Education, Inc.

Pages: 77-79; 102-105; 123-125; 145-147; 171-172.