

## Teaching Listening

Give some examples of regional varieties of English:

- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_

How can a teacher expose students to various regional varieties?

What's the difference between intensive and extensive listening?

Name some genres of listening "texts"?

Why is it important to expose students to various genres of listening "texts"?

What are paralinguistic clues?

How can sensitizing students to paralinguistic clues help their comprehension?

What are some principles of "good" listening instruction?

- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_

What did you learn about listening from this presentation that might be applied to preparing students for a lecture from a guest speaker such as Linda Ohama?

What might be appropriate sorts of listening tasks for students of different levels?

\* Beginners: \_\_\_\_\_

\* (Pre-)intermediate: \_\_\_\_\_

\* Upper Intermediate or advanced \_\_\_\_\_

What are some possibilities for general listening tasks that can be used across all levels?

- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_

## ***Teaching Speaking***

Apart from the obvious reasons, why might it be important to teach “speaking”?

- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_

What might be appropriate sorts of speaking tasks for students of different levels?

- \* Beginners: \_\_\_\_\_
- \* Intermediate: \_\_\_\_\_
- \* Almost any level \_\_\_\_\_

When teaching lower level students, what additional support might be needed to help them avoid too much frustration and speak more fluently?

What points should teachers keep in mind when conducting discussions?

What are some possibilities for general speaking tasks that can be used across all levels?

- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_

What are some techniques that a teacher might use to correct his/her students’ spoken English?

- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_

What can a teacher do while students are speaking?

- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_

## Teaching Writing

Apart from the obvious reasons, why might it be important to learn “writing”?

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

Name three writing genres? \_\_\_\_\_

**Define these terms:**

\* discourse community \_\_\_\_\_

\* genre analysis \_\_\_\_\_

\* guided writing \_\_\_\_\_

What are some of the stages of “process writing”? Do you recognize them from your IE Writing class?

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

What might be appropriate sorts of writing tasks for students of different levels?

\* Pre-intermediate: \_\_\_\_\_

\* Intermediate: \_\_\_\_\_

\* Upper Intermediate or advanced \_\_\_\_\_

What might some of the *stages* of a writing task be?

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

What are some possibilities for general writing tasks that can be used across all levels?

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

## Teaching Reading

Apart from the obvious reasons, why might it be important to learn “reading”?

- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_

What are some different types of reading (i.e., ways that it can be approached differently)?

- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_

**Define these terms:**

- \* “authentic” texts \_\_\_\_\_
- \* simplified/ graded readers \_\_\_\_\_

**Describe these reading skills:**

- \* skimming \_\_\_\_\_
- \* scanning \_\_\_\_\_
- \* reading for detailed comprehension \_\_\_\_\_

**What are some principles of “good” reading instruction?**

- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_

What might be appropriate reading tasks for students of different levels?

- \* Pre-intermediate: \_\_\_\_\_
- \* Intermediate: \_\_\_\_\_
- \* Advanced \_\_\_\_\_

What are some possibilities for general reading tasks that can be used across all levels?

- \* \_\_\_\_\_ \* \_\_\_\_\_
- \* \_\_\_\_\_ \* \_\_\_\_\_
- \* \_\_\_\_\_ \* \_\_\_\_\_