

# :harmon hall

## BE CAREFUL HOW YOU ELICIT!



1. Eliciting keeps the students alert.

2. It helps you realize if the students are listening and understanding or not.

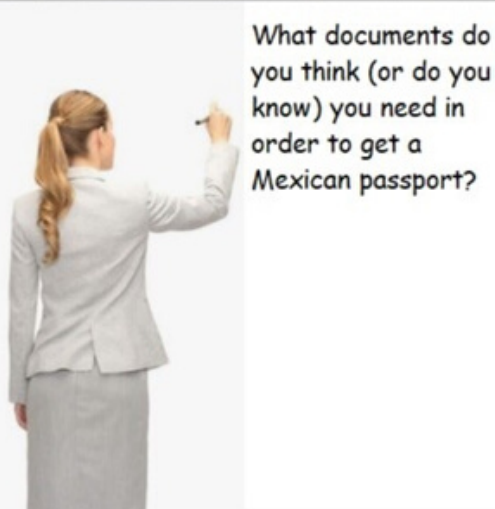
3. It helps you find out what they already know.

4. It can mean more student talking time / cut down on teacher talking time.

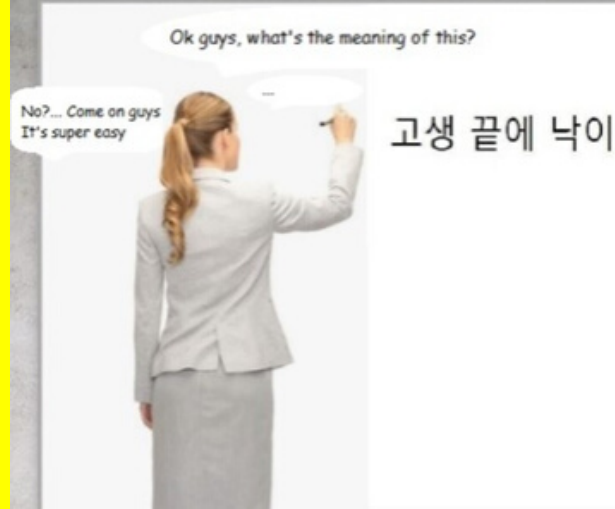
5. It helps students learn how to guess.

6. They can learn / be exposed to useful language during elicitation without the need of a lecture on that lexical set.

7. Elicitation can show them how to work things out for themselves.



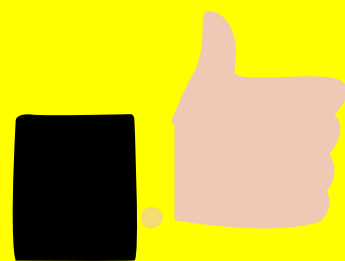
**You cannot  
elicit what  
students do  
not know!**



# NO

- Do not try to elicit what the main point of the lesson will be (grammar or vocabulary)
- Do not expect students to all know something you like because they have different backgrounds and interests and specially, do not get angry or frustrated if they don't.

- DO give sufficient information. Eliciting does not mean "Guess what's in my head".
- DO point out who is being asked to speak. If everyone speaks at once, students won't know which answer was OK and which one was not.
- DO give very clear feedback on each student utterance. They want to know if what they said was acceptable.



- If they can't provide an answer, don't stretch the eliciting out too long. Silence or wrong answers are evidence that they need your input.
- When you have an appropriate answer, make sure it's clearly established as a good answer, perhaps by getting it repeated by a different student.
- Use eliciting regularly as a basic technique in most lessons for keeping your class active and involved.