

## How to facilitate role play or speaking?

(Checklist developed based on TG and some other relevant sources)

Stage	Objective	Strategies/techniques
<p><b>Pre-speaking (role-play)</b></p>	<p>Setting and stating the objectives</p> <p>Setting the scene or context for speaking. That is, the teacher should let students know what they are going to do.</p> <p>Activating background/world knowledge through different strategies or techniques.</p> <p>Motivating students to get engaged in the task wholeheartedly</p> <p>Eliciting some of the required forms from the students. We should elicit the forms which are closely related to speaking task with regard to theme or function etc.</p>	<p>A. Having them guess the objectives and content of the task</p> <p>B. We should read task instructions closely and tell students what they are going to talk about. Who are the characters? What are they going to talk about? Are they going to present a monologue (i.e., a report or lecture)?</p> <p>C. Brainstorming through a concept map/mind map</p> <p>D. <b>Brainstorming through wh-questions</b> (e.g., What is Nowruz festival? What do you do in Nowruz holiday? What do you eat? What gifts do you get? What gifts do you give? Where do you go? Who sets the table? Who recites Quran? etc.,</p> <p>E. Show them a picture or video clip about the topic to prepare them mentally.</p> <p>F. Give them an incomplete sentence/text as a prompt for their speaking</p> <p>G. Raise an issue and have them discuss it either in Persian or English</p> <p>H. Have them do a mini-research about the coming topic and share the results with the class</p> <p>I. Use LGL(listing, grouping, labeling ) as a bottom-up approach</p>

<p><b>While-Speaking</b></p>	<p><b>Students are supposed to produce either a monologue or dialogue.</b></p> <p><u>Take into account that their dialogues should contain the following parts</u></p> <ol style="list-style-type: none"> <li>1. <b>opening</b> (e.g., greeting or a small talk to establish a proper relationship for starting a natural dialogue) <p style="text-align: center;"><i>greeting: (Hi, hello, how are you, What's up? What's new? What's going on? Are you fine? Are you OK? Good morning, morning, Good afternoon, Good evening, nice to meet you etc., )</i></p> </li> <li>2. <b>Body</b> (i.e. students should produce a monologue or dialogue in which target forms and functions related to the theme of the lesson are use.</li> <li>3. <b>Closing:</b> (Using gratitude and leave-taking terms) <p style="text-align: center;"><i>Gratitude</i> (e.g., thank you, thank you very much, thank you so much)</p> <p style="text-align: center;"><i>Leave-taking</i> (Goodbye, bye, see you, see you later, have a nice day, take care etc., )</p> </li> </ol>	<ol style="list-style-type: none"> <li>a. For short information-gap tasks students can form onion circle</li> <li>b. Back-to-back interview</li> <li>c. Students can fill in a survey about their classmates walking about and interviewing different students</li> <li>d. Students can be paired up to practice with their partners. Take into account to give enough wait time to students to prepare a better monologue or dialogue.</li> <li>e. The teacher can move in class and scaffold the pairs.</li> <li>f. After pair work, it's better to let some volunteer individuals or pairs to present their monologue/dialogue.</li> <li>g. While students are talking, the teacher is expected to note down their problems.</li> </ol>
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<p><b>Post-speaking</b></p>	<p><b>Focus-on-form:</b> This can raise learners' awareness towards some specific forms.</p> <p><b>Feedback:</b> Giving feedback on the students' problems which the teacher has noted down in while speaking phase. Feedback itself is considered as a type of focus on form which highlights some forms to be <b>noticed</b>. In fact, feedback increases the chance of input to be turned into intake.</p> <p><b>Evaluation and planning for next speaking task or role play.</b></p>	<p><b>Focused feedback:</b> (giving feedback on the errors which occurred most frequently. Or, those which are related to the lesson at hand)</p> <p><b>Unfocused feedback:</b> (giving feedback on all errors which were produced in while speaking phase.)</p> <p><u><i>Giving focused feedback is suggested.</i></u></p> <p>Students are required to jot down their errors and their corrected forms in their journals</p>
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