

How to facilitate practice section?

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

Note: Teacher should go through following steps for each practice (practice 1 & 2) separately

Stage/phase WHAT	Purpose WHY	Steps/strategies/techniques HOW
Pre-practice	<p>Clarifying the objectives</p> <p>Setting the scene (who is going to talk to whom and about what)</p> <p>Motivating students</p> <p>Pre-teaching some new words and clarifying meaning of the sentences.</p>	<p>Tell your students they are going to learn different ways to talk about personality</p> <p>For example, Ahmad asks Ahmad some questions about personality. You can draw the characters on the board or use some puppets. (he, Zahra, they)</p> <p>Appropriate teacher behaviour; creating a pleasant and supportive atmosphere</p> <p>You can teach Personality, talkative, upset through proper vocabulary teaching strategies. Then students can skim the sentences to understanding the meaning of the sentences.</p>
While-practice	<p>Practice lets students obtain some fluency in understanding and controlled use/ of key words and structures of each lesson. (i.e., Automatization)</p> <p>Also, practice let the students pick some of the useful chunks or phrases, so it reduces the load of learning in “Grammar” section.</p> <p>Practice builds on their self-confidence in coming less-controlled and communicative tasks.</p>	<p>Play the CD two or three times and ask the students to repeat. You can divide the class into two halves and asks each half repeats/reads aloud one turn.</p> <p>Ask students to pair up and practice in pairs.</p> <p>Mini-Role-play Set a <u>context(or have them set their own context)</u> and enough waiting <u>time</u> for a mini-role-play for each practice. Teacher can model the role play with one of the more proficient students.</p>

فرم شماره 2

	Take into mind that you should keep SS motivated since it is dynamic.	Ask some of the pairs to come to the board and role play in a question-answer format. It is better initially ask volunteers or more proficient students to present their works since this can create a motivating atmosphere and let less proficient students learn from them as a model.
Post-practice	<p>Assessment and evaluation</p> <p>Feedback</p> <p>Reflection:</p>	<p>Offer grades or rewards in a motivating manner. You can use the tone of your voice or body language to maintain and strengthen the motivating atmosphere.</p> <p>Have the whole class assess and evaluate the process(especially the role plays)</p> <p>Give feedback on the problems students had during while practice</p> <p>Students reflect (in their journals or...) on their experience and fish their own or friends' strategies</p>