

| Stage                    | Aim                                                                                                                                                     | Tips                                                                                                                                                                                                                                                                                                                              |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lead-in                  | <i>To engage the students in the context of the lesson.</i>                                                                                             | Do not introduce, explain or elicit the TL in this stage. Only introduce the context (e.g. holidays).                                                                                                                                                                                                                             |
| Situation                | <i>To introduce the TL in the context of ...</i>                                                                                                        |                                                                                                                                                                                                                                                                                                                                   |
| Clarification            | <i>To clarify meaning, form and pronunciation of the TL.</i>                                                                                            | <ul style="list-style-type: none"> <li>- Use sample sentences from your situation.</li> <li>- Cover meaning before form or pronunciation.</li> <li>- Avoid lecturing and asking students for the meaning of language.</li> </ul>                                                                                                  |
| Controlled Practice      | <i>To practice accurate use of the TL.</i>                                                                                                              | <ul style="list-style-type: none"> <li>- This is often written and focused on form but can also address meaning or pronunciation.</li> <li>- Be prepared to clarify <i>why</i> answers are correct in feedback.</li> </ul>                                                                                                        |
| Semi-Controlled Practice | <i>To practice accurate use of the TL in a more personalized way.</i><br><i>To scaffold language practice in preparation for freer practice.</i>        | <ul style="list-style-type: none"> <li>- This is often spoken with a focus on meaning, form and pronunciation.</li> <li>- There are no correct answers to this stage, so you need to follow it with               <ol style="list-style-type: none"> <li>1. Content feedback</li> <li>2. Language feedback</li> </ol> </li> </ul> |
| Freer Practice           | <i>To allow students to integrate the TL into their every day language use.</i><br><i>To personalize the TL</i><br><i>To practice speaking fluently</i> | Follow this stage with: <ol style="list-style-type: none"> <li>1. Content feedback</li> <li>2. Language feedback</li> </ol>                                                                                                                                                                                                       |

