Speaking Lesson Checklist

SLO (Student Learning Objective)
• Is the target language (TL) and level appropriate and relevant to the students?
• Does the student-learning objective (SLO) include the language component and a measurable fluency activity to assess students' success?

Lesson plan
• Teacher begins with a warm-up(initial assessment activity
• Teacher activates students' background knowledge and elicits prior knowledge
• TL is introduced and students' understanding of it is checked through questions, worksheets, pictures, etc.
• There are several interesting and varied opportunities to practice, experiment with, and make discoveries about the TL
• There is both teacher-student interaction and student-student interaction
• Students are supported in their practice (i.e. scaffolding, support language, and error-correction feedback is provided for all activities)
• Materials engage students and help them internalize content
• Students' learning of the SLO is assessed often during this stage
• Students are given a chance to prove their mastery of the TL (to show that they can use it with ease and for their own purpose)
• Activity is meaningful and authentic
• Activity has students interacting with each other
• Outcome is non-linguistic

General tips
• Lesson appeals to different learning styles (e.g. kinesthetic, auditory learners, tactile learners, visual, etc.)
• Lesson mixes some of the four skills – reading, writing, speaking, and listening
• Instructions are easy to follow
• Teacher-talking time is minimized and student-talking time is maximized
• Activities are modeled/demonstrated
• Progress is checked through checking questions (CCQs)
• Materials are attractive and effective