

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