

GSTESOL YL L&S Final Presentations Lesson Plan Checklists

These checklists are to be used in the lesson plan development for the GSTESOL YL L&S final presentations.

You can choose the focus of your lesson plan:

- Speaking (E.I.F.)
- Listening (P.D.P.)

After you choose your topic, use the checklists below to assess your own lesson plan. You may not fulfill all the criteria in the lists, but more is better.

Speaking checklist:

- Choose target language appropriate for the students' age and ability
- Students have target language input (encounter) before target language output
- Provide and clarify the meaning of the target language
- Include a variety of interaction patterns. E.g. T-S/S-S/S-T
- Scaffold 'chunks' of the target language in stages
- Scaffold the target language from controlled to free practice
- Give students a chance to maximize output during the activity
- Allow students to personalize output to make it meaningful and memorable
- Make sure S are aware of the task outcome and purpose, e.g. they will complete a survey and input data to a chart
- Monitor students if they are doing pair or group work
- Focus on fluency rather than accuracy

Listening activity checklist:

- Clear 'pre', 'during', and 'post' stages
- Provide scaffolding and support in the 'pre' stage
- Provide context for the listening text (contextualized)
- Relate the listening text to relevant aspects of the students' lives (personalized)
- Schema-building tasks that preceded the listening
- Authentic and/or relevant listening text used
- Give meaningful listening activities in the 'while' stage
- Include both top-down and bottom-up listening practice
- Opportunities to progressively structure listening by listening several times
- Well-sequenced pedagogical tasks
- Choose age-appropriate listening tasks
- Listening goals are explicit (students knew why they were listening)
- Include tasks after the listening stage to extend the topic or language