

CHECKLIST FOR ENSURING LESSONS ARE COMMUNICATIVE

1. Is the lesson appropriate to the learner's age and proficiency? <i>(if not, can it be adapted?)</i>	
2. Does the lesson have a single focus?	
3. Is the lesson based on an instructional objective or student need? <i>(if the main reason for the lesson is the <u>activity</u>, there may be problems of sequencing)</i>	
4. Does the lesson address a real communicative problem?	
5. Does the lesson have a real world <i>(or at least school practice)</i> outcome?	
6. Does the lesson begin inductively and later move to a more deductive footing? <i>(the deductive segment provides clarity)</i>	
7. Is there a mix of acquisition and learning activities?	
8. Have learners been provided with all the language, skills, and knowledge they need to carry out <u>every</u> activity?	
9. Do you have a language presentation—is it a piece of authentic discourse? <i>(Beware of lessons that begin "Today students, we are going to study...")</i>	
10. Do all activities occur in a realistic communicative context? <i>(e.g., only playwrights and screenwriters write dialogues)</i>	
11. Do all activities have a clear goal other than "to practice the language" or "it's good for you"? <i>NOTE: this is especially important for pair and group work and all concluding communicative activities</i>	
12. Will learners easily imagine themselves <i>(either now or in the future)</i> engaging in these kinds of activities <u>in</u> English?	
13. Are settings and vocabulary fields for all activities in the lesson consistent?	
14. Are there opportunities for choice?	
15. If you've provided choice, have you also provided criteria for making a choice? <i>(e.g., if you give "also", "in addition to", "beside", "furthermore" and "moreover", will students have a guide for figuring out which to choose?)</i>	
16. Does language <u>practice</u> move from more controlled activities <i>(for mastery)</i> to freer, more communicative practice <i>(so students can use the language skill/feature in naturalistic practice that solves real-world problems).</i>	
17. Is there attention paid to recursiveness <i>(both within the lesson and in relation to other lessons—past and future?)</i>	
18. In content lessons , have you done a mini-discourse analysis to look at the language features that are <u>particularly useful</u> for participating in that lesson? --have you created activities to help learners notice them? --are your activities structured to allow learners to practice that language in an obvious way while they're succeeding in the lesson	