3 is the magic number

50 years of planning 'paradigms' in ELT

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Quick quiz: Do you know your lesson planning frameworks?

1. What are the separate stages of each framework? Add them.
2. In which ones is the order of the elements flexible? Write 'F'.
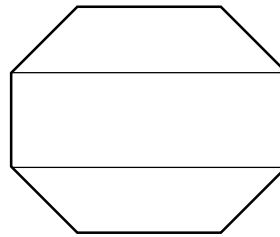
TTT (e.g. Senour, 1930)

PPP (Byrne, 1976, 1986)

OHE (Lewis, 1993)

ARC (Scrivener, 1994)

III (McCarthy & Carter, 1995)

Framework for task-based learning (Willis, 1996)

ESA (Harmer, 1998)

CAP(E) (Anderson, 2017)

Structure of the rest of the talk… (hopefully)

- Past frameworks in mainstream teaching
- TTT – origins and history
- PPP – origins, influence and critique
- Fin de siècle reaction to PPP – "challenge and change"
- III and OHE
- Willis's Framework for TBL
- Scrivener's ARC
- Harmer's ESA
- Anderson's CAP(E)
- Time for questions

Where do these frameworks come from?

Herbart's "recitation" (discussed in Dewey 1910, p. 202):

- **1. Preparation 2. Presentation 3. Association/Comparison 4. Generalisation 5. Application.**

Dewey notes (p.202) it "has probably had more and better influence upon the "hearing of lessons" than all others put together."

"Five-step lesson plans" are common in 1980s (Shulman 1986, p. 10):

- **1. Lesson introduction, 2. New material/skill/knowledge, 3. Guided practice, 4. Independent practice, 5. Conclusion/assessment.**
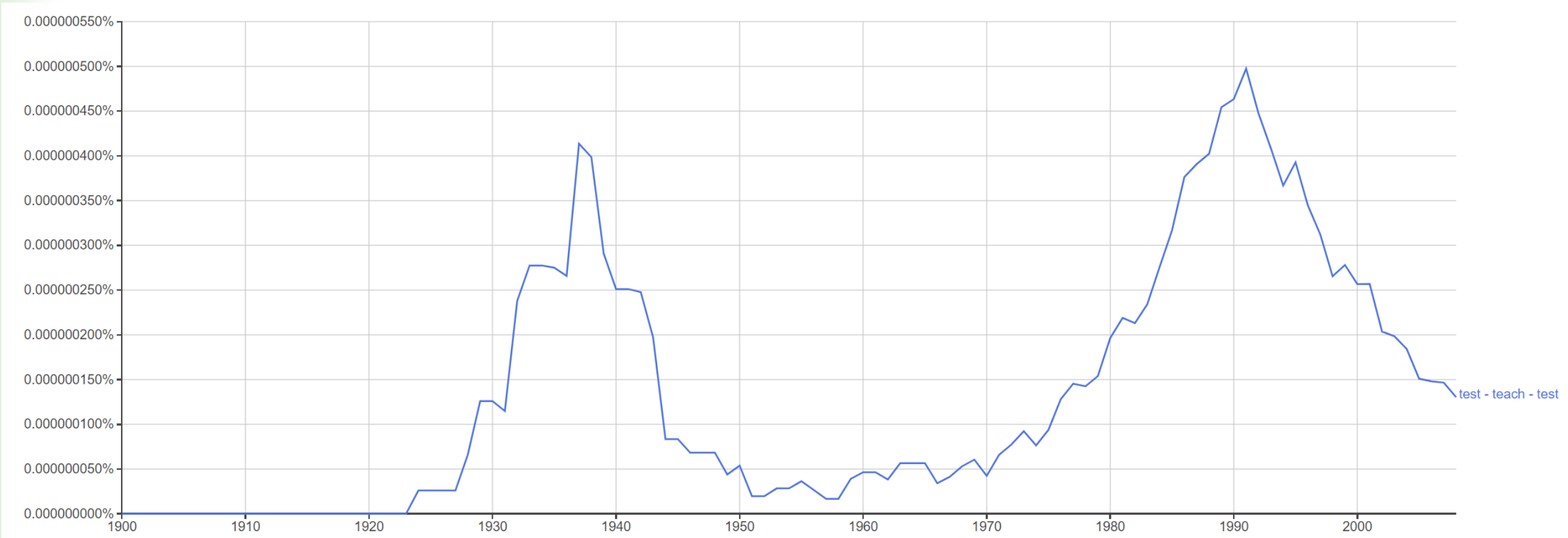
Geoff Petty's "evidence-based" PAR model (2014, p. 172):

- **Present, Apply, Review.**

TTT stands for test-teach-test

TTT (see, e.g. Senour, 1930) dates back to 1920s

Ngram: http://goo.gl/CPt4WP

TTT stands for test-teach-test

TTT (see, e.g. Senour, 1930) dates back to 1920s:

Senour mentions a "new type of spelling book", p.700)

Senour's research describes weekly rota:
- **Monday test and study**
- **Tuesday study of words misspelt on Monday**
- **Wednesday test as Monday**
- **Thursday test esp. words missed on Wednesday**
- **Friday final test**

Retests 4 weeks and 3 months later: Strong evidence of successful retention. Recent research on learning of lexis supports this (e.g. Kasper, 1993).

TABLE I

NUMBER OF WORDS MISSPELLED BY EACH OF THE TWENTY-FIVE SECTIONS IN EACH OF THE FOUR TESTS

SECTION	SCHOOL AND GRADE*	NUMBER OF PUPILS	NUMBER OF POSSIBIL-ITIES FOR MISSPELL-INGS	NUMBER OF WORDS MISSPELLED			
				First Test	Second Test	Third Test	Fourth Test
1	G VII A	29	725	420	64	142	173
2	G VII B	44	1,100	328	36	107	65
3	G VI A	30	660	320	36	96	121
4	G VI B	37	814	292	25	88	112
5	W VI B1	27	594	212	41	99	107
6	W VI B2	27	594	98	8	17	37
7	L V A1	26	572	93	21	33	41
8	L V A2	24	528	212	64	152	149
9	G V B1	24	528	219	45	79	99
10	G V B2	23	509	311	136	135	199
11	W V B1	31	713	496	125	173	206
12	W V B2	35	805	214	58	46	73
13	L V B2	20	460	190	56	123	136
14	L V B3	23	529	303	121	178	244
15	R IV A1	23	506	236	131	189	117
16	R IV A2	26	572	76	39	42	39
17	W IV B1	20	440	253	123	165	178
18	W IV B2	32	704	370	218	244	251
19	R IV B2	26	572	215	55	50	31
20	H IV B2	26	572	169	69	78	92
21	W III B1	30	630	577	506	517	511
22	W III B2	30	630	372	207	197	144
23	H III B1	33	693	144	37	36	60
24	H III B2	21	441	196	76	107	136
25	R III B2	27	567	333	194	212	213
Total		694	15,458	6,649	2,491	3,305	3,534

* The first letter in this column indicates the school in which the section was located; the Roman numeral and the second letter combined indicate the grade level; and the Arabic number indicates the ability level.

TTT stands for test-teach-test

- TTT returns to prominence in 1990s, esp. in special needs education (Nash, 2007).

- Also rises in prominence in ELT, esp. for vocabulary learning (e.g. Kasper, 1993).

- Oxford (2018, pp.88-89) discusses T-T-T in Feuerstein's (2006) Vygotskian framework for *dynamic assessment.*

- Ellis & Shintani (2014, p. 78): "Words and formulaic sequences, then, are not subject to the same constraints that govern the acquisition of grammar." i.e. PPP or TTT may be OK for vocabulary learning.

test - teach - test
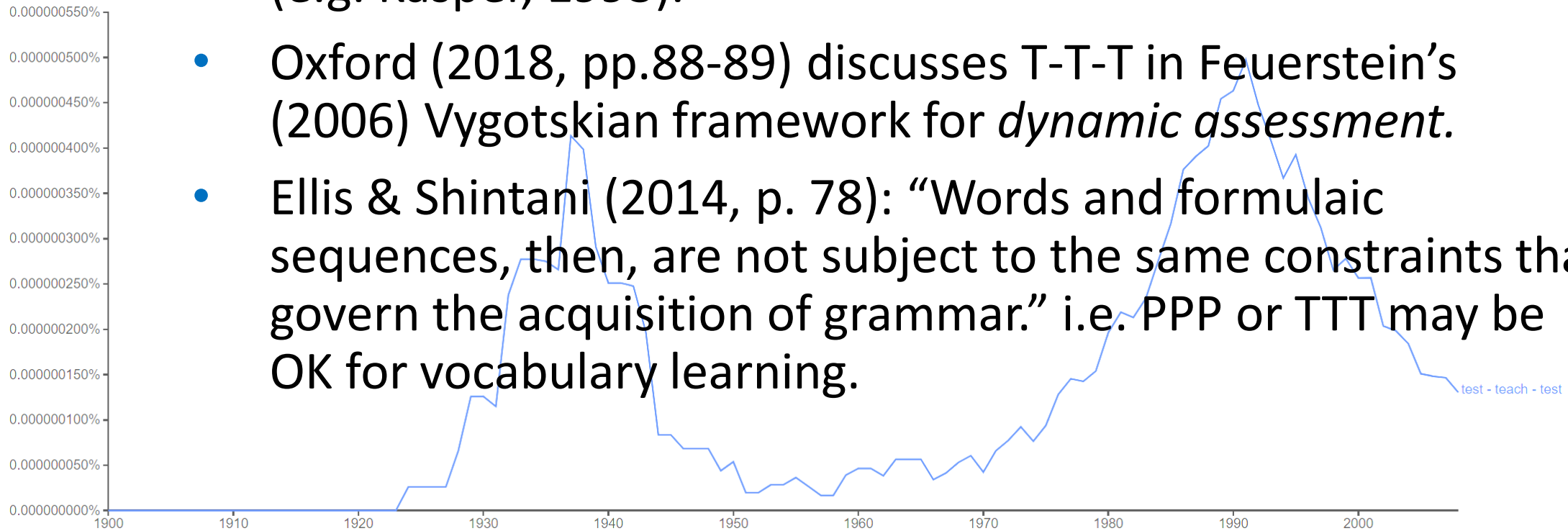
# PPP stands for presentation-practice-production

- Originates in Byrne's (1976, p.2) Teaching Oral English (Anderson, 2017a)

- Byrne v. probably simplified Dakin's (1973, p.4) 4-stage model:

  - **Presentation, practice, development, testing**

- Note Dakin's influence on Corder's (1967) work (Howatt, 1984).

- PPP is early communicative model, not audiolingual (Anderson, 2017a).

- I note "Dakin and Byrne were questioning, if not rejecting, the then-dominant audiolingual approach to errors and their correction, providing a justification for freer language practice opportunities that would pave the way for more communicative activities in the classroom" (p. 220).

- PPP was very influential, prob. due to use as first paradigm of pre-service courses (e.g. RSA CTEFLA, later to become CELTA).

Fin de siècle reaction to PPP

- Byrne tried to argue for its flexibility (1986).

- Esp. in Challenge and Change (Willis & Willis, 1996), numerous authors attacked it.

Mentions of PPP in ELT Journal, from Anderson, 2017a, © OUP.
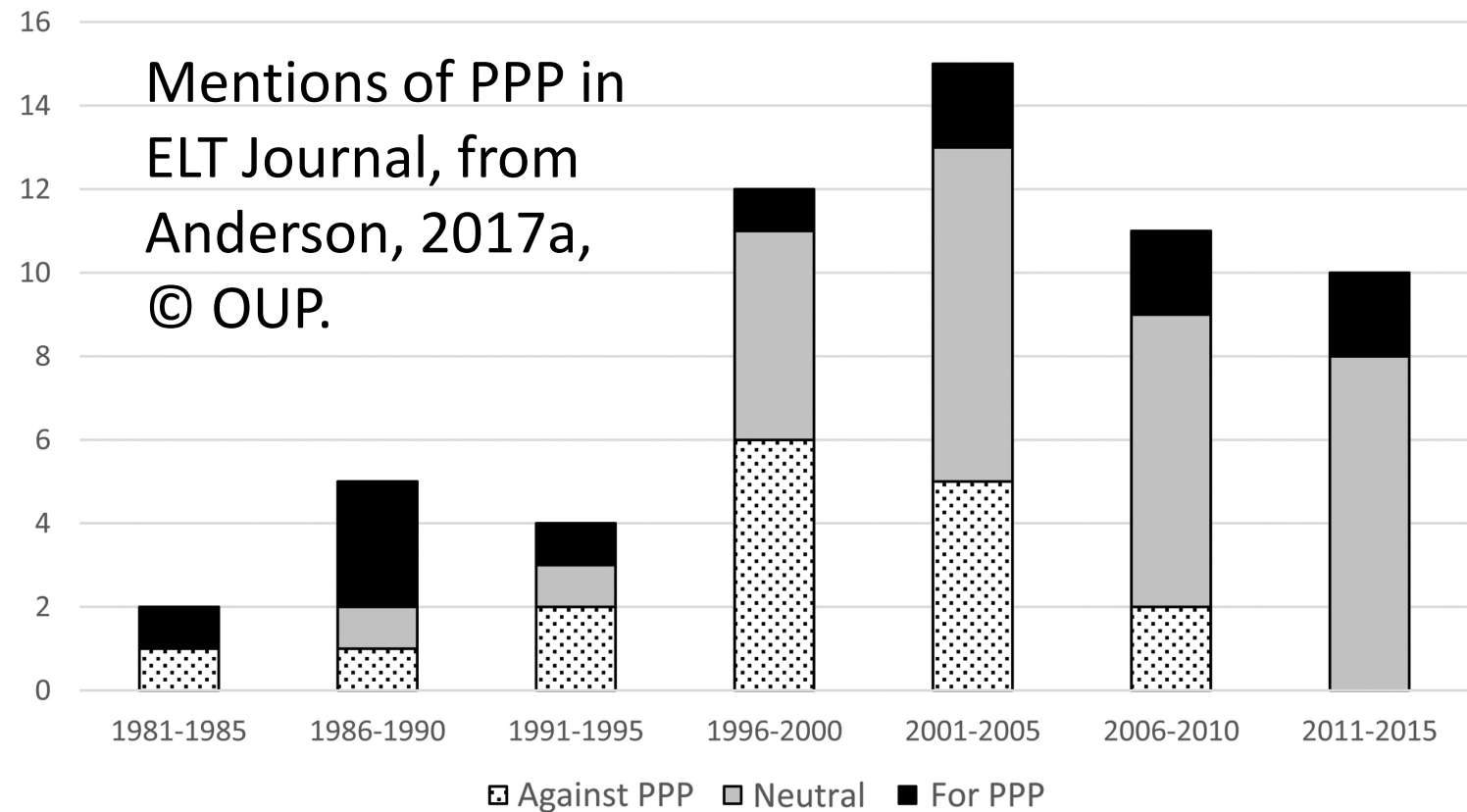
III stands for illustration-interaction-induction

- (McCarthy & Carter, 1995, p. 217) added III to end of an interesting paper on spoken grammar (inflexible):

- "'**Illustration**' here means wherever possible examining real data which is presented in terms of choices of forms relative to context and use. '**Interaction**' means that learners are introduced to discourse-sensitive activities which focus on interpersonal uses of language and the negotiation of meanings, and which are designed to raise conscious awareness of these interactive properties through observation and class discussion. '**Induction**' takes the consciousness-raising a stage further by encouraging learners to draw conclusions about the interpersonal functions of different lexicogrammatical options, and to develop a capacity for noticing such features as they move through the different stages and cycles of language learning."

- **Why, I wonder, didn't it catch on?**

OHE stands for observe-hypothesise-experiment

- OHE (Lewis, 1993) was intended to "replace" the "behaviourist" PPP (p. 6).

- OHE was a normative, inflexible framework.

- Lewis notes: "explanation must be replaced by student-centred exploration, a procedure where students are presented with language data and, usually in small groups to take advantage of the different cognitive styles of different group members, students themselves describe what they 'see'. Put simply, the students 'write their own grammar rules'." (p. 149)

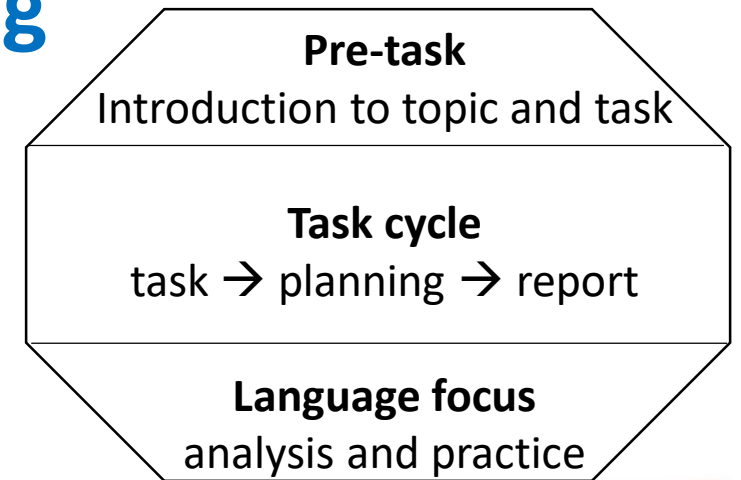- cf. Norrington-Davies: Teaching grammar from rules to reasons (2016)

Why didn't it catch on?

- Lewis didn't really describe lesson frameworks (either 1993, or 1997), but saw the OHE process as an individual one (i.e. it can't be 'taught'). Teaching needs to provide conditions for natural OHE.

Willis's Framework for task-based learning

- Included 3 main stages (Willis, 1996a).

- Normative model. Inflexible order. Argued for as replacement for PPP.

- Most concrete attempt at a "How to…" guide for TBLT – practical, with extensive exemplification.

- I quite liked it… my students didn't ☹

- Even Willis recognised difficulties: "A task-based approach may not immediately fit in with their views of classroom learning, so introducing TBL will not always be easy." (1996a, p. 137)

- Trainee teacher: "TBL is like a sort of PPP upside down…" (1996b, p.61)

Pre-task
Introduction to topic and task

Task cycle
task → planning → report

Language focus
analysis and practice

Widdowson's 'practical feasibility'
"Even if there were grounds for a complete rejection of everything that PPP (or anything remotely resembling it) stands for in favour of a radically different approach, this approach has to be such as to be *teachable*. (Widdowson, 2003, p. 131)

ARC stands for authentic-restricted-clarification

- Scrivener (1996) argued for a descriptive, not prescriptive (a la PPP) model, that saw language learning from the learner's perspective.

- It was the first model designed to be flexible. A, R, and C were seen to be building blocks of lessons.

- Model was fairly simple and clear, and caught on for a while.

Why didn't it supplant PPP?

- **Not sure.** Perhaps because the elements were too similar to PPP's and the latter was established and easier to remember?
- Perhaps 'authentic' and 'restricted' didn't clearly imply 'use' of language?

ESA stands for engage-study-activate

- Harmer's (1998) flexible, descriptive model. Like ARC, it was designed to describe the building blocks (elements) of a lesson.

- "Engage" was an original element, making motivation/interest more central, adding an affective element to the planning process.

- Trainees seem to get the stages quickly, but then…

- … trainee questions: "Shouldn't all stages be engaging?" "How do receptive skills fit into study/activate distinction?"
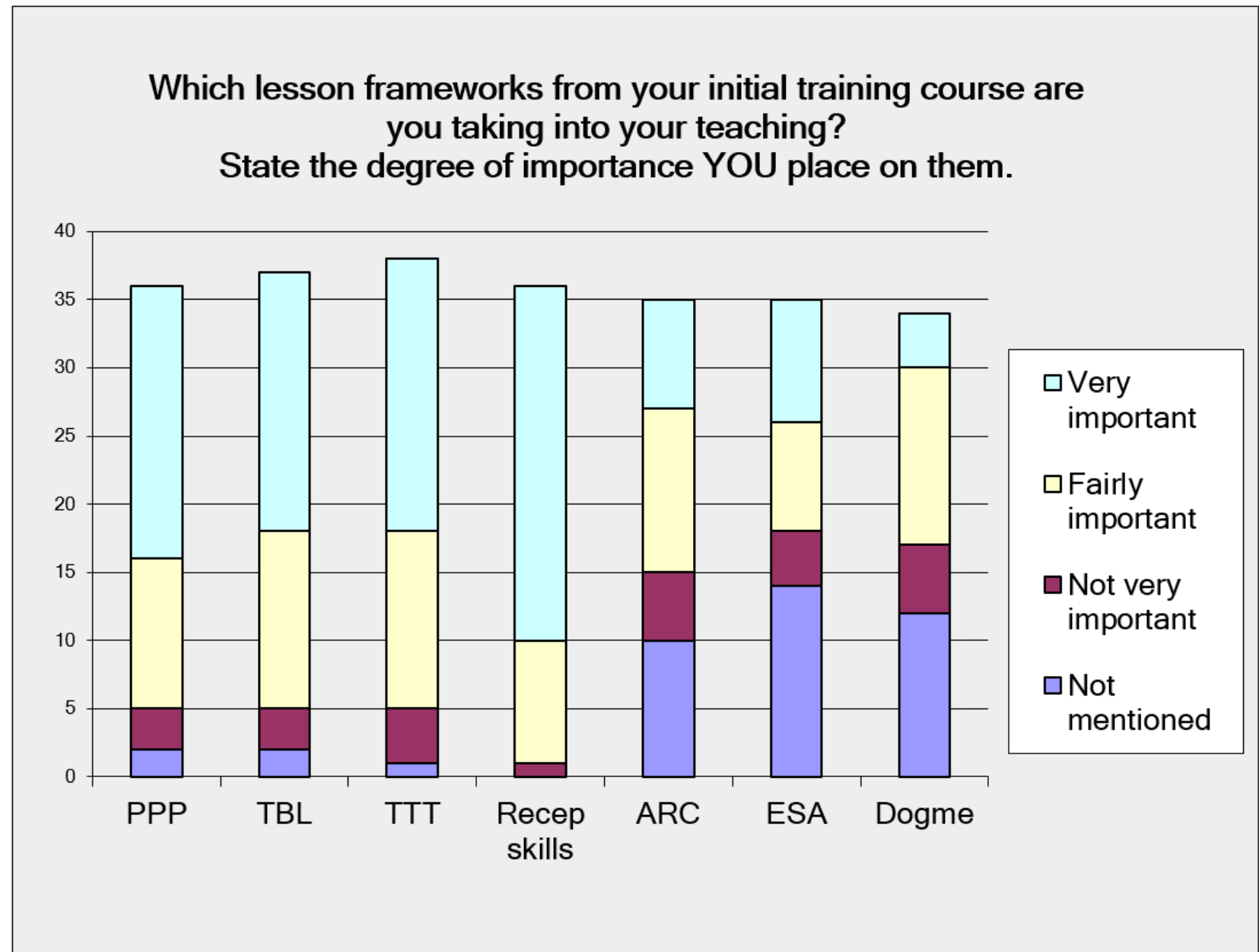
How successful is it?

- A number of centres use it today in pre-service

  teacher training.

From Bill Harris's (2015) IATEFL talk:

Bill Harris, IATEFL Manchester:
Where are we now? Teaching paradigms in initial training in 2015.

Which lesson frameworks from your initial training course are you taking into your teaching?
State the degree of importance YOU place on them.

My research: What about context?

- Anderson (2017b, 2017c) argued that context is seen as central to understanding new language, also dominant in text-based language teaching (e.g., Feez, 1998). But where is it in PPP, ESA, ARC, TBLT, TTT? It's only present (but not v. clear) in OHE and III.

- I took descriptive, not normative, perspective – focus on understanding practice, rather than trying to influence it.

- Also analysed materials: How do coursebooks present new language today?

2 BIG HAPPY FAMILIES

▶ **GRAMMAR** | *have/has got* | ▶ **VOCABULARY** | *family* | ▶ **HOW TO** | *talk about your family*

VOCABULARY family

1A Work in pairs. Look at the photo of the Chernenko family. Can you find:
- the parents?
- the number of children?
- a son and a daughter?
- a brother and a sister?
- a husband and a wife?

B Look at the family words above. Do you know any other 'family' words? Make a list.
➡ page 154 **PHOTOBANK**

READING

2A Discuss. What do you think are the good/bad things about life in a big/small family?

B Work in pairs. Student A: look at page 165. Student B: read the text on this page. Circle the numbers in the box which are in your text. What do they refer to?

| 12 | ⑰ | 11 | 8 | 1 | 7 |
| 9 | 6 | 15 |

17 children in the Chernenko

C Work in pairs. Tell your [partner] about your text. Use your [notes] as prompts.

D Work in pairs. Draw lines to complete the information. Use the texts to help.

don't eat breakfast together.

The Cherenko family → eat dinner together

all live together

The Lewis family → don't all live together.

like their big family

RealLIVES

Family welcomes baby seventeen

BABY DAVID is the latest child of Vladimir and [Zynaida Chernenko]. The Chernenkos come from Ukraine [but now live in the] USA. They have got 17 children, 8 girls [and 9 boys. One bo]y, 22, isn't in the photo.)

Life in the Chernenko house is noisy! The house has got 7 rooms but each child sleeps in his or her own bed. They don't always eat at the same time, but in the evenings they have dinner together. They travel everywhere in their 15-seat car.
Vladimir Chernenko doesn't think his family is unusual. Large families are quite normal in the Ukraine. Vladimir says, 'We love singing and now we've got lots of voices for our family *choir!'

One daughter, 20-year-old Liliya, is married and doesn't live with her brothers and sisters. The other children live at home. 'It's good, says 18-year-old Dmitry. 'I like it. My best friend says he's bored because he hasn't got a brother or a sister. I come home from school and I'm never bored. I've always got something to do.'
And how about another child? 'We haven't got any plans,' says Zynaida, 'but who knows?'

* **choir** – a group of people who sing together

GRAMMAR have/has got

3A Look at the article on page 30 again and complete the sentences.
1 They _____ seventeen children.
2 The house _____ seven rooms.
3 They _____ any plans for another child.

B Complete the table.

I/You/We/They	_____		eight sisters.
He/She	_____	got	
I	_____ n't		a brother.
He/She	_____ n't		

C ▶ 3.4 Listen and underline the alternative you hear.
1 David *'s/has* got eight brothers.
2 I *'ve/have* got a sister and two brothers.
3 They *'ve/ha[ve]* [...]
4 She *'s/hasn[...]*

D Listen aga[...] [...]ns. Which word is stressed in the sentence?
➡ page 132 **LANGUAGEBANK**

PRACTICE

4A Complete the text. Use the correct form of *have got* or *be*.

I [1] ___'ve got___ a broth[...]
[2] _____ thirty-fiv[...]
[3] _____ thirty an[...]
My sister [5]_____
[6] _____ a daughter, Eva. Eva [7]_____ (not) any brothers or sisters. My brother [8]_____ (not) married, but he [9]_____ a girlfriend.
I [10] _____ married to Marek. We [11]_____ two sons, Vlad and Henryk. They [12]_____ three and one.

B Use the information above to complete the family tree.

| Dad | — | Mum |

| | Lisa 35 | | Me 27 |
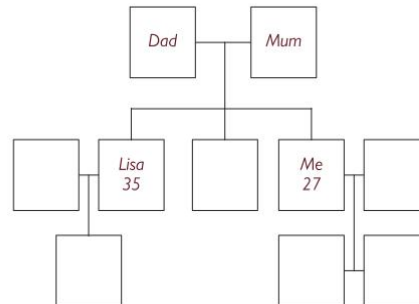
SPEAKING

5A Complete the questions.
1 _____ you _____ any brothers or sisters?
2 How many brothers _____ you _____?
3 _____ your brother _____ any children?
4 How many children _____ he _____?

B Draw your family tree in your notebook. Write your name and two family members in your tree.

C Work in pairs. Exchange family trees with your partner. Ask and answer questions. Add names, ages and jobs to your partner's family tree.
A: *How many brothers and sisters have you got?*
B: *I've got two brothers and one sister.*
A: *What are their names?*
B: *Joel, Santiago and Cecilia.*
A: *And how old are they?*

D Look at your own family tree again. Check the information and correct any mistakes.

WRITING apostrophe *'s*

6A Read the sentences. Underline six examples of *'s*.

Stuart's got one sister and two brothers. His sister's name's Jane and she's a doctor. Jane's husband is also a doctor and he's got four children from his first marriage.

B Work in pairs. Which *'s* means *has*, *is* or possessive *'s*[?]

C Read the text. Put in six missing apostrophes (').

[I]ve got two brothers, Aleksis, and Pavel. Aleksis is forty. Hes an engineer and hes married to Katia. They live in an apartment in Moscow. Theyve got one daughter, Lara. Shes at school and she lives at home with them. Aleksis is quite serious, but my other brother, Pavel, is very energetic and lively. He likes sport and he writes for a magazine. Hes single.
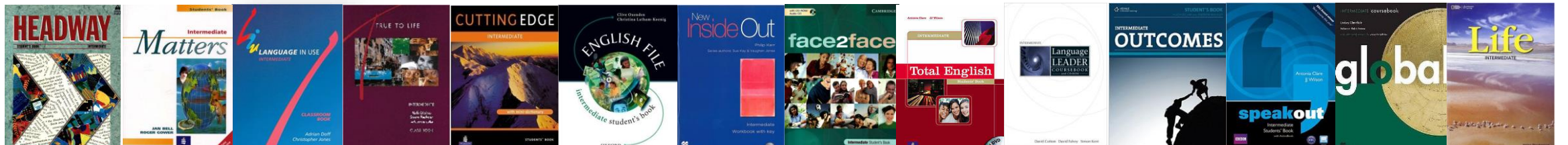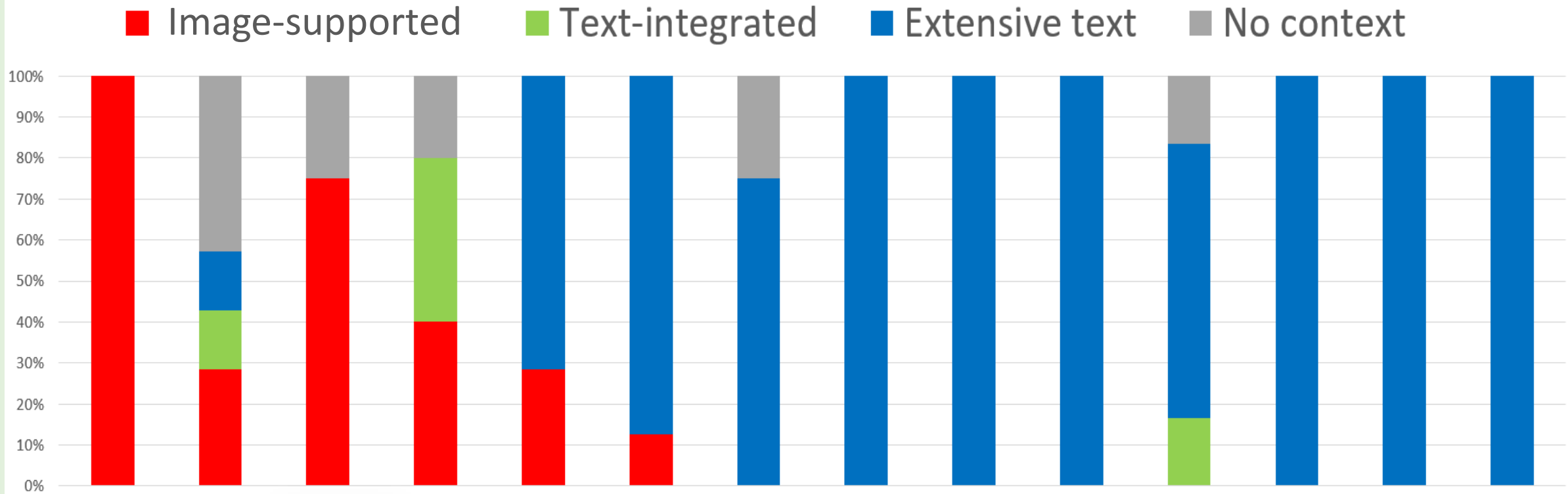
D Write about two people in your family. Write 50–70 words.

[Annotations: Context, Analysis, Practice]

Speakout Elementary Eales & Oakes 2011 © Pearson

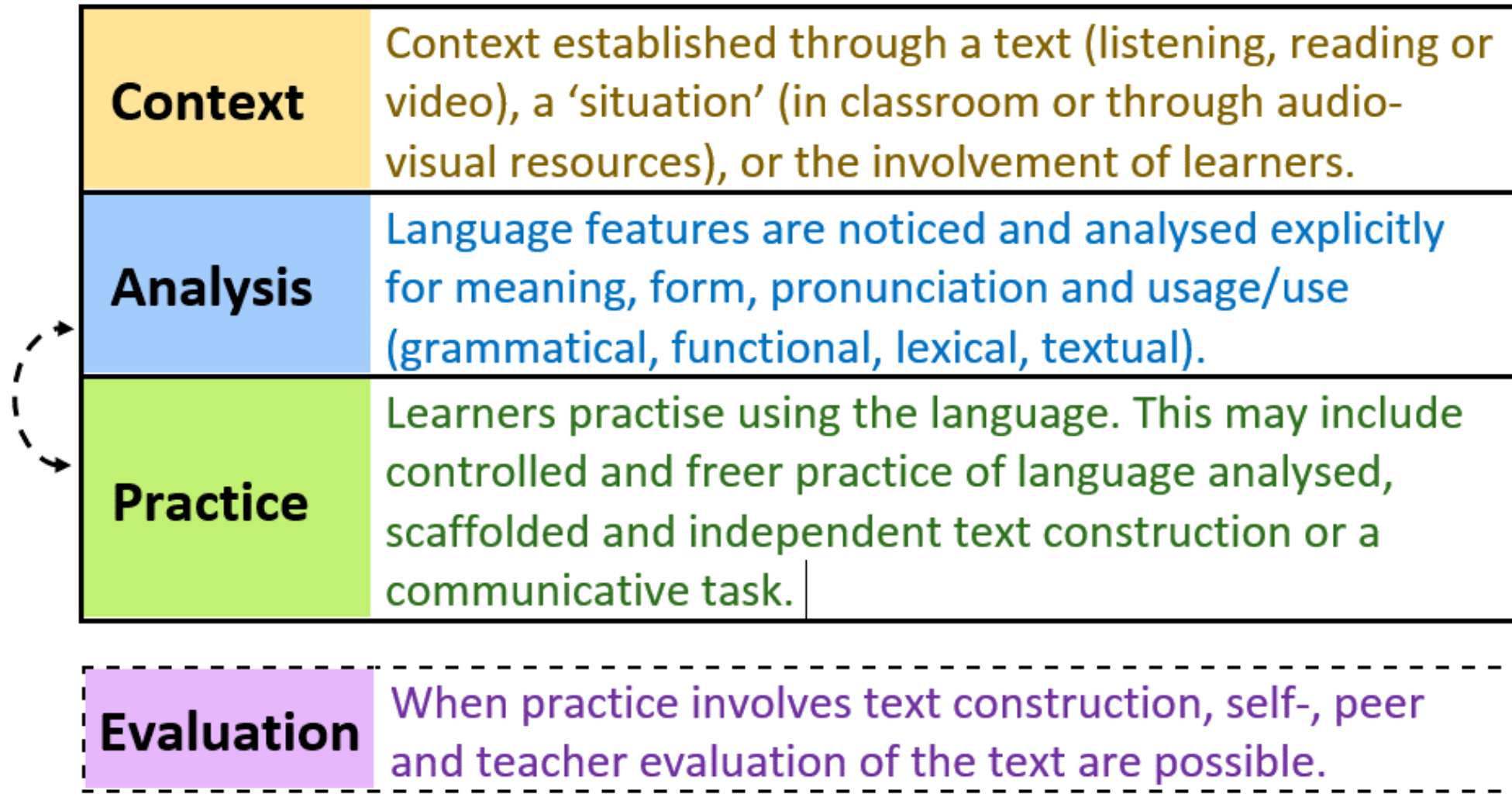# Contexts for the introduction of new language in 1st editions of ELT coursebooks

Legend: ■ Image-supported ■ Text-integrated ■ Extensive text ■ No context

Timeline: 1986 — 2000 — 2013

The CAP / CAPE model (detailed)

Context	Context established through a text (listening, reading or video), a 'situation' (in classroom or through audio-visual resources), or the involvement of learners.
Analysis	Language features are noticed and analysed explicitly for meaning, form, pronunciation and usage/use (grammatical, functional, lexical, textual).
Practice	Learners practise using the language. This may include controlled and freer practice of language analysed, scaffolded and independent text construction or a communicative task.
Evaluation	When practice involves text construction, self-, peer and teacher evaluation of the text are possible.

CAP(E): alternative 'lesson shapes'

I argued that order was flexible, although C-A-P was the most common.

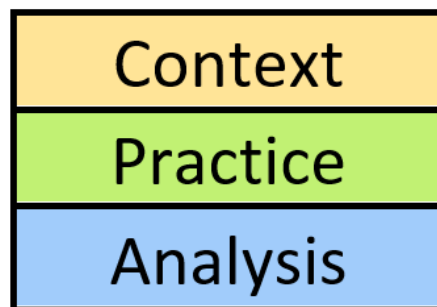| C-A-P	C-P-A	C-A-T	Ch-A-P
Standard 'coursebook' shape	Task-based learning / Responding to emergent language	Task-supported learning	Test-teach-test
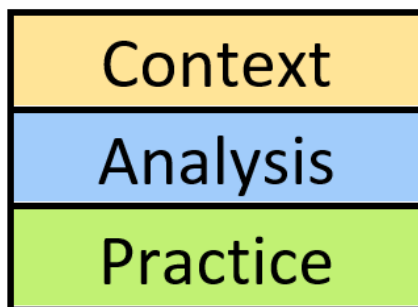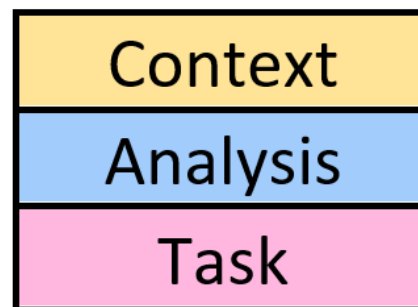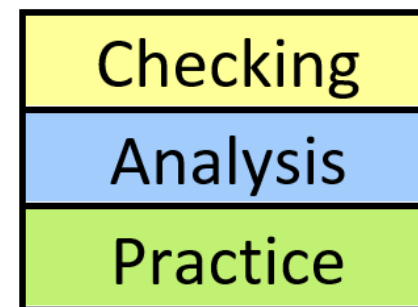
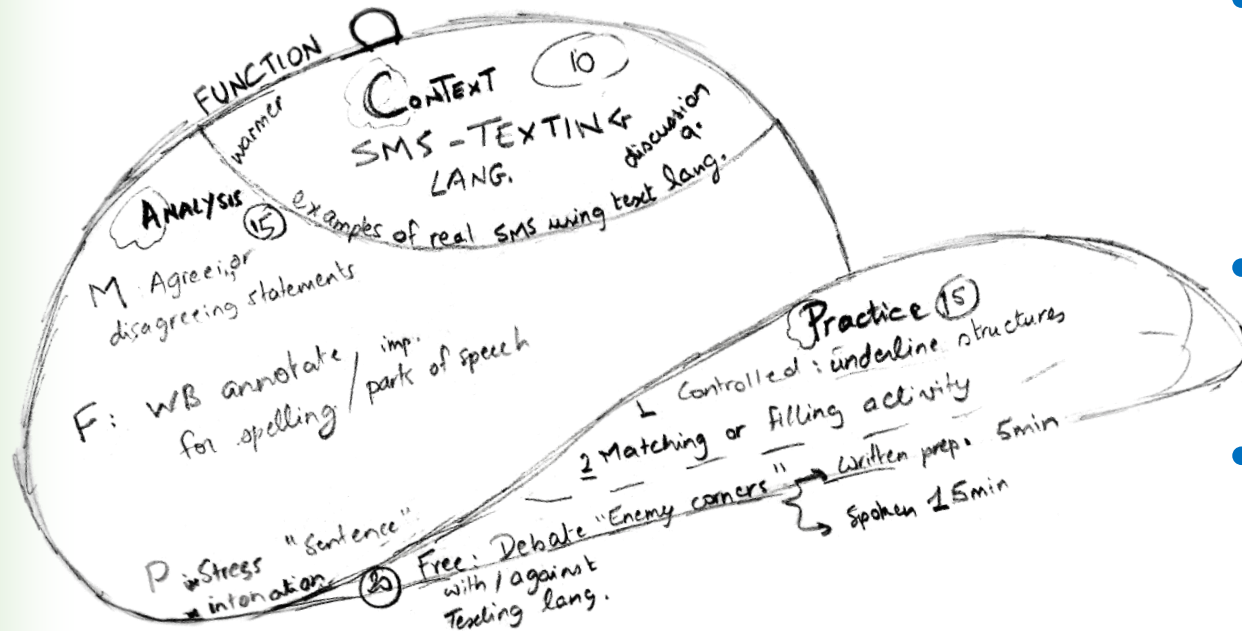| C-A-P	C-P-A	C-A-T	Ch-A-P
Context	Context	Context	Checking
Analysis	Practice	Analysis	Analysis
Practice	Analysis	Task	Practice
Evaluation	Evaluation	Evaluation	Evaluation

Is CAP(E) catching on?

- Global coursebooks don't seem to be changing: CAP definitely suits them.

- Being used on a number of preservice courses, esp. Trinity CertTESOL (Anderson, 2017d).

- Works well with grammar, functional and productive skills lessons.

- Compatible with text-based language teaching (Feez, 1998).

- Doesn't work so well with lexis or receptive skills.

Why is 3 the magic number?

Any ideas?

a) English teachers can't count to 4.

b) EU regulation 47.2B: 'Any planning paradigm with four or more elements will be subject to income tax at a rate of 7%...' (p. 739, EU Charter on Fair Planning, 2004).

c) Rule of 3 in advertising and writing: 3 is the smallest amount of information that can create a pattern.
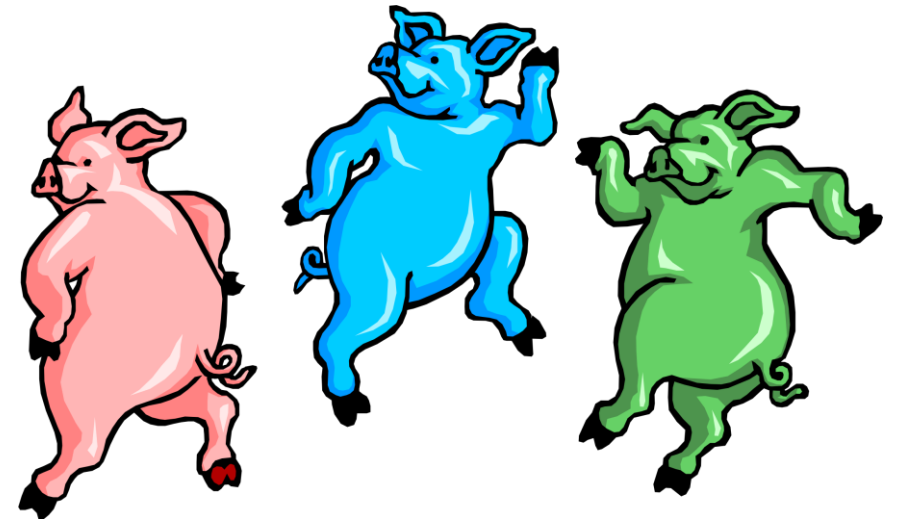
Structure of the talk... How did I do?

- Past frameworks in mainstream teaching
- TTT – origins and history
- PPP – origins, influence and critique
- Fin de siècle reaction to PPP – "challenge and change"
- III and OHE
- Willis's Framework for TBL
- Scrivener's ARC
- Harmer's ESA
- Anderson's CAP(E)
- Time for questions... e.g. which pub?

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