Contemporary lesson planning frameworks in ELT
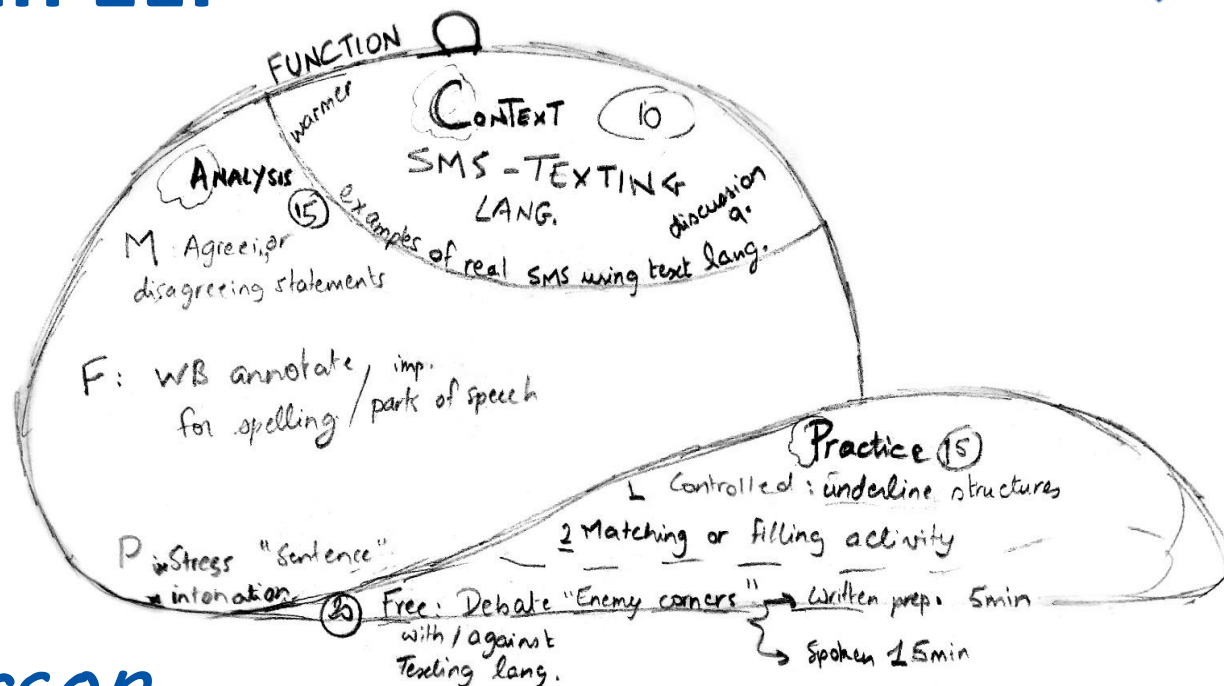

Jason Anderson

www.jasonanderson.org.uk

IATEFL Ukraine, 17th April 2021

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Thanks for coming… who are you?

1. How many years of teaching experience do you have?

2. What's your (main) teaching context?
   a) primary school
   b) secondary school
   c) tertiary (college or university)
   d) private school ELT (adult and younger learners)

3. What do you like most about being a teacher?
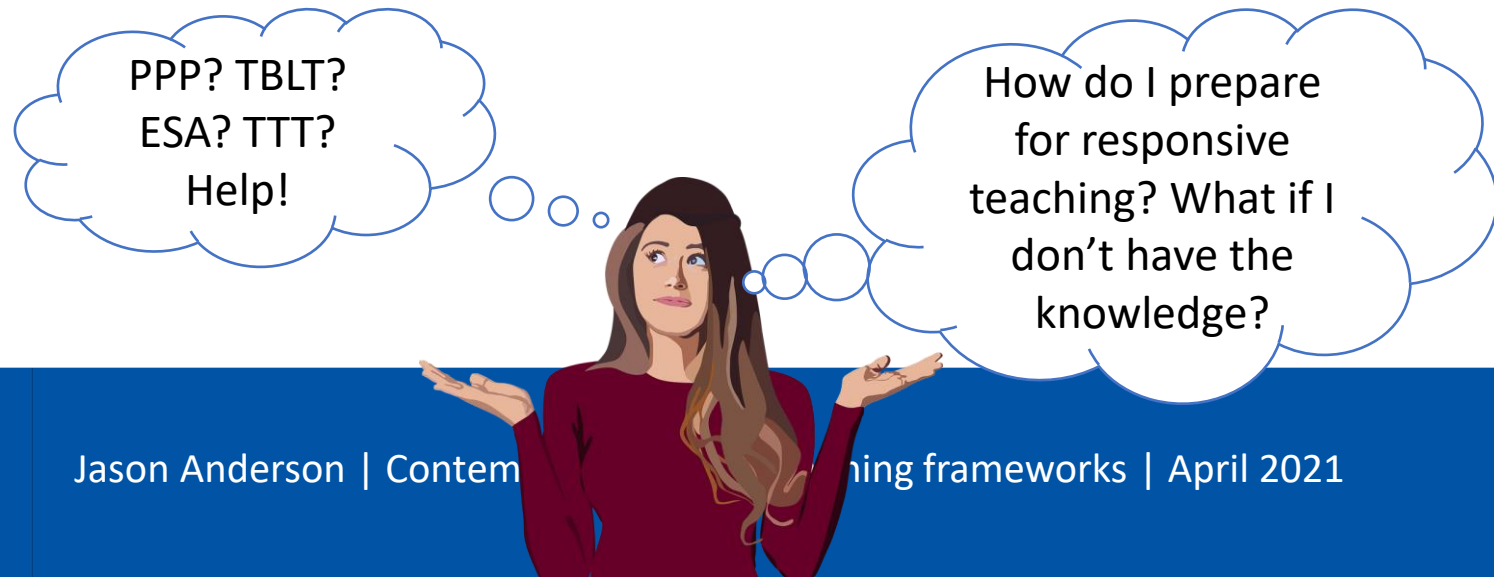
Plan for the talk

- Exploring our preferences
- 'Traditional' frameworks
- Responsive teaching approaches: the conflict with traditional frameworks
- My research on the influence of coursebook design on 'lesson shapes'
- Two new, research-informed, integrated skills frameworks: CAP(E) and TATE

Aim: To raise awareness of different frameworks, pros, cons and tensions between these, and potential ways these tensions can be resolved.

1. What frameworks do you use for structuring your lessons?
2. Do you… A) prefer to work mainly with one framework, or B) prefer to use a variety?
3. If B, what does your choice of framework depend on?

Some considerations:

1. Lesson type (e.g. vocabulary, grammar, skills)
2. Learners (e.g. age group, needs, expectations)
3. Curriculum (incl. textbook) – what is expected and why
4. Your own career stage (novice -> veteran)

PPP? TBLT? ESA? TTT? Help!

How do I prepare for responsive teaching? What if I don't have the knowledge?

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Some 'traditional' choices

- Receptive skills lessons (pre-text – during text – post text)

- PPP (presentation – practice – production): see Anderson (2016, 2017a)

- Test – Teach – Test

- ESA (engage – study – activate): Harmer (1998)

- ARC (authentic practice – restricted practice – clarification): Scrivener (1994)

For an introduction to many of these and others, see my blog post:

https://speakinggames.wordpress.com/2015/07/20/three-is-the-magic-number-the-tefl-paradigms-quiz/

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The importance of responsive teaching

A number of methodologists/SLA researchers emphasise the importance of avoiding overplanning our 'instruction'. Instead, they argue it should be responsive to students' 'emergent language'/internal syllabus:

- Mike Long's 'focus on form' (1991)

- DOGME / teaching unplugged (Meddings & Thornbury, 2009)

- Dealing with 'affordance' (Anderson, 2015) or 'emergent language' (Andon & Norrington-Davies, 2019)

This is the primary basis on which many argue for a task-based framework (e.g. Willis, 1996; Long, 2015)

Are the more traditional approaches (e.g. PPP, ESA, TTT) incompatible with this 'responsive teaching' view?

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Several considerations to bear in mind

Your knowledge, experience and confidence as a teacher: Responsive teaching requires extensive knowledge of subject.

Your learners' age: Younger learners don't respond so well to explicit teaching. They tend to need to use language meaningfully in context.

Expectations of you: If you work to a national curriculum, you may be expected to prepare learners primarily for written exams and to develop their explicit knowledge.

What you're teaching: All learners seem to be able to learn lexis according to a synthetic curriculum, but it's more complex for grammar learning (see Ellis & Shintani, 2014).

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My research on how global coursebooks introduce new language

1986   **2000**   **2013**

See Anderson (2017b) Context, analysis and practice.

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Four types of context identified

- **Image-supported:** learners use images alone or images and text to understand context (e.g. matching text to images, ordering images, etc.).

- **Text-integrated:** learners complete or manipulate text to raise awareness of new language (e.g. gapped text, sentence ordering activity, etc.).

- **Extensive text:** learners read or listen to complete texts (e.g. article, interview, etc. >100 words). New language is noticed and analysed.

- **No clear context:** example sentences or very short dialogue (under 30 words) without images or clear indication of where, when, why, or by whom text was produced.

See Anderson (2017b) Context, analysis and practice.

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

See Anderson (2017b) Context, analysis and practice.

| ▶ 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?

Context

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 | 7 |
| 9 | 6 | 15 | | |

17 children in the Chernenko family

C Work in pairs. Tell your partner about your text. Use your numbers as prompts.

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

- don't eat breakfast together.
- The Chernenko family
- eat dinner together
- all live together
- The Lewis family
- don't all live together.
- like their big family

Family welcomes baby seventeen

BABY DAVID is the latest child of Vladimir and Zynaida Chernenko. The Chernenkos come from Ukraine and now live in the USA. They have got 17 children, 8 girls and 9 boys. (Sergey, 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.

Analysis

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...
3 They *'ve/have*...
4 She *'s/hasn't* g...

D Listen again and repeat. Notice the contracted forms. Which word is stressed in the sentence?

▶ page 132 **LANGUAGEBANK**

PRACTICE

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

Practice

I [1] *'ve got* a brother and a sister.
[2] _____ thirty-five, my brother...
[3] _____ thirty and I [4] _____
My sister [5] _____ married to A...
[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*...text. Put in six missing apostrophes (').

...brothers, Aleksis, and Pavel. Aleksis is forty. ...ngineer 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.

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Context

THE NEW YORK SUBWAY HERO

Imagine you are at a train station when a young man suddenly falls onto the train tracks. Everyone is aware of what has happened – but no one moves. What would you do if this happened to you?

5 A Risk your life to save a stranger.
B Do what everyone else is doing.
C Call emergency services.

When faced with just such a situation, Wesley Autrey chose option A. Autrey was standing on a 10 New York City subway platform when suddenly, just as the train was approaching, a young man fell onto the tracks. Without a second thought, Autrey jumped down and lay on top of the man in an attempt to save his life. The train went over them, 15 but miraculously, both survived – with only centimeters between them and the train. Autrey's act of heroism was widely reported in the media and he soon beca...

But while some p... 20 as commendable... to risk his life for... doesn't think he... for him, there was no other option. It was simply the right thing to do.

25 Autrey's act was exceptional. If most people faced such a situation, they would choose option B – that is, do nothing. Researchers have been studying this phenomenon, called the bystander effect, for years. In one famous experiment, researchers observed a 30 participant in a room while it began to fill with smoke. Thinking there must be a fire somewhere, 78% of the participants who were alone when they noticed the smoke left the room to report it. The experiment was repeated, this time while several 35 other people – bystanders – were also present in the room. The others had been told to ignore the smoke. Now, only 10% of the participants reported the problem. Why?

One explanation for the bystander effect is our 40 belief that everyone present when the event occurs shares responsibility to act. If no one else is doing anything, why should we? In addition, most of us follow the rules of socially acceptable behavior. So, when other people do nothing, we assume that 45 this must be an appropriate response. Perhaps the others understand the situation and have a good reason not to react.

Dr. Mark Levine is an expert in social psychology. When asked what makes some people behave like 50 heroes, he replied that it often depends how connected we feel to other people. Our empathy for the victim, or lack of it, can make a difference. If we know the victim, or can imagine how he or she feels, we will be more likely to offer assistance. 55 Another factor is our relationship to the other bystanders. In the presence of friends or relatives, the desire to make a good impression is very strong and can overcome the tendency to do nothing.

Unfortunately, the influence of the bystander effect 60 ... often stronger than our ability to feel empathy. For this reason, some countries have passed laws obliging people to be more socially responsible. France and Brazil, for example, have laws that make it mandatory to help a person in danger. Of 65 course, you needn't risk your life in order to do so. Offering assistance can be as simple as phoning emergency services.

Wesley Autrey

USING LANGUAGE First and Second Conditional   Grammar Reference, page 141

A 1 Read the example sentences.
First Conditional:
If you see someone in trouble on the street tomorrow, will you help them?
If we know the victim, we will be more likely to offer assistance.

Second Conditional:
What would you do if this happened to you? (It probably won't happen to you.)
If most people faced such a situation, they would choose option B. (Most people don't face this situation.)

2 Answer the questions.
1 Which conditional describes a situation that is possible in the future?
2 Which conditional describes an unlikely or theoretical situation?
3 What tenses are used in each conditional?
4 Which tense is used after the word *if*?

Analysis

B Look at the pictures and answer the questions in your notebook. Use the first conditional.
What will happen if … ?

1 no one adopts the dog
2 the driver doesn't see the man
3 the boxes are too heavy
4 no one stops to help

C 1 The following sentences describe hypothetical situations. Complete the sentences with the verbs in brackets. Use the second conditional. Then choose ONE answer. Compare your answers with a partner and discuss the reasons for your choices.
1 If a homeless person … (ask) me for money, I … (give) it to him / I … (buy) him some food.
2 If I … (see) a small child alone crying in the street, I … (call) the police / I … (try) to find his / her parents.
3 If I … (notice) an injured dog in the street, I … (take) it home / I … (chase) it away.
4 If a friend … (ask) me to lie to his / her parents, I … (do) it / I … (refuse).
5 If I … (meet) an old person carrying heavy packages, I … (offer) to help / I … (ignore) him / her.

2 **A STEP BEYOND** Write your own ending to each sentence above.

D **SPEAK UP** Discuss the following. Say whether you agree or disagr...
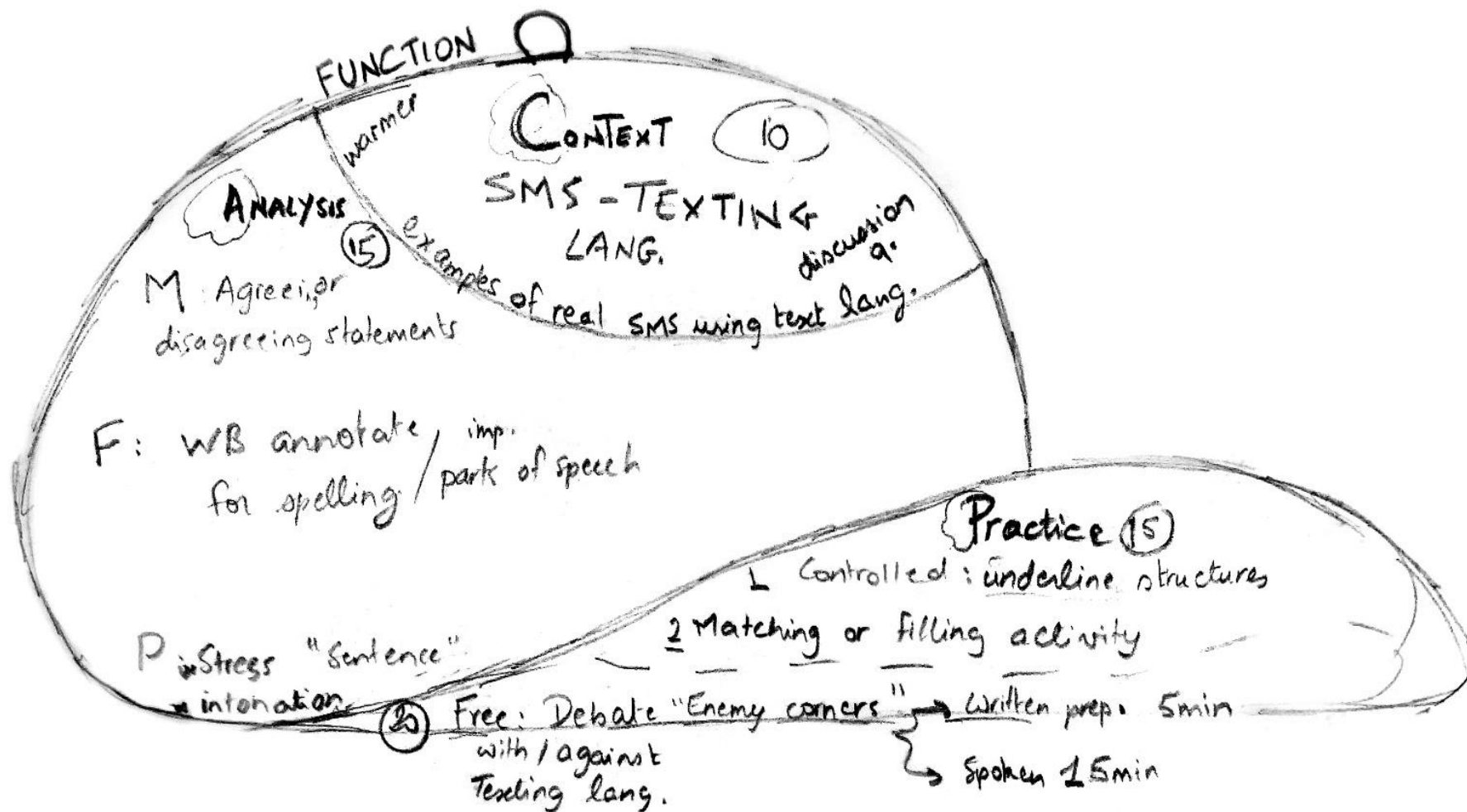*If homeless people weren't so lazy, they wouldn't be homeless.*

Practice

The CAP / CAPE model

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.

See Anderson (2017b) Context, analysis and practice.

The CAP / CAPE model

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Jason Anderson | Contemporary lesson planning frameworks | April 2021

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3 'lesson skeletons' using CAP

C-A-P Phase	1. Intermediate (B1) **Making arrangements by email**	2. Upper intermediate (B2) **Telling an anecdote**	3. Advanced (C1) **Negotiating a business contract**
Context	Learners read and evaluate two different emails; one good, the other not good.	Learners listen to a recording of people telling anecdotes from childhood, matching speakers to topics.	Learners watch video of business negotiation from reality TV show; answer comprehension questions.
Analysis	Learners study the structure of the better email, and notice useful expressions and phrases.	Learners analyse tenses used (e.g. past simple, past continuous, etc.) from the tapescript and why.	Learners watch the negotiation again. Make notes on techniques and language used.
Practice	Learners write emails to each other to plan a weekend holiday.	Learners make notes and then tell anecdotes to each other in groups.	Negotiation role-play on similar topic.

From Anderson, J. (2017c) The Trinity CertTESOL Companion

Advantages of CAP as a 'base model' (i.e. alternative to PPP)

1. It's simple and clear (directive, but with flexibility).

2. It's consistent with structure of most textbooks.

3. It prioritises context (PPP and TBLT models don't).

4. It makes for 'rounded' lessons.

5. It's an integrated-skills model:

    receptive –> analysis –> productive.

6. It's useful for CELTA/CertTESOL, pre-service observations/ supervisions – can tick all the boxes in one lesson.

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WEATHER MIX

VOCABULARY

1 Listen to the sounds. What images come to your mind? What is the weather like?

REMEMBER!
sun — sunny
wind — windy
cloud — cloudy
rain — rainy
snow — snowy
fog — foggy
storm — stormy

VOCABULARY BOX
chilly and foggy
cloudy and snowy
hot and sunny
warm and sunny
wet and rainy

2 Ask and answer in pairs. Use the pictures.

Example: A: What is the weather like in picture 1?
B: It is chilly and foggy.

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3 Make up true sentences.

When the weather is	sunny rainy foggy stormy windy	the sky is the sun is the clouds are	red. orange. yellow. blue. pink. purple. grey. white.

READING

1 a) Look at the symbols, use the words from the box and fill in the first gaps about the weather.

snow storm, foggy, cloudy and windy, rainy and wet, sunny and warm

REMEMBER!
2°C = 2 degrees centigrade [dɪˈɡriːz ˈsentɪɡreɪd]

(1) Weather: foggy
Temperature _____ °C
Town _____

(2) Weather: _____
Temperature _____ °C
Town _____

(3) Weather: _____
Temperature _____ °C
Town _____

(4) Weather: _____
Temperature _____ °C
Town _____

(5) Weather: _____
Temperature _____ °C
Town _____

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Lesson 1

b) Listen and read the weather report and fill in the gaps above (a) with the temperature and the name of the town.

This is the weather report for our continent — dear old Europe. Yesterday was not different from the rest of the week. In the north it was cold as usual. In the south it was warm as can be expected for this time of the year.

London was foggy with a temperature of 12 degrees centigrade. It was windy and cloudy in Berlin. And the temperature was 9 degrees centigrade.

In Madrid it was rainy again. Usually wet for this time of the year. And the temperature was 15 degrees centigrade.

Let's see what the weather was like farther south. So, in Rome the weather was really beautiful. It was sunny and warm and the temperature was wonderful — 22 degrees centigrade.

The north of our continent was the coldest. Actually, it was even colder than usual. In Oslo the temperature was only 0 degrees and there was even a snow storm.

And now let's see what the weather will be tomorrow…

the North [nɔːθ]
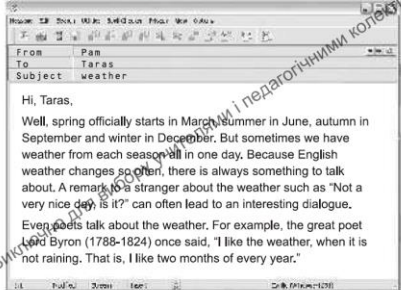the West [west]   the East [iːst]
the South [saʊθ]

Context

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Lesson 1

2 Ask and answer in pairs.
- What is the difference between a *weather report* and a *weather forecast*?
- What is the weather like today?
- What was the weather like yesterday (last Sunday) / two days ago?

VOCABULARY BOX
centigrade [ˈsentɪɡreɪd]
degree [dɪˈɡriː]
forecast [ˈfɔːkɑːst]
to expect [ɪkˈspekt]
to report [rɪˈpɔːt]

3 a) Read Pam's letter to Taras and say what it is about.

From: Pam
To: Taras
Subject: weather

Hi, Taras,

Well, spring officially starts in March, summer in June, autumn in September and winter in December. But sometimes we have weather from each season all in one day. Because English weather changes so often, there is always something to talk about. A remark to a stranger about the weather such as "Not a very nice day, is it?" can often lead to an interesting dialogue. Even poets talk about the weather. For example, the great poet Lord Byron (1788-1824) once said, "I like the weather, when it is not raining. That is, I like two months of every year."

b) Answer the questions.
- When does summer officially start and finish in Britain?
- Why do people in Britain talk about the weather a lot?
- How can you start a talk with a stranger?
- Which months do you think the great poet Lord Byron liked best?

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GRAMMAR

REMEMBER!
It is + Adjective / Noun
It is cold. | It is winter. | It is light.
It is warm. | It is dark. | It is Sunday morning.

1 Think about spring and autumn and make up 5 sentences from the table below.

It	is isn't	often always usually sometimes	very terribly	cold warm hot fine dry bright nice	in	autumn. spring. March. April. September. October.

REMEMBER!
to rain, to snow

PRESENT SIMPLE
It often rains / snows in autumn.
It never rains / snows there.
It doesn't rain / snow in June.
Does it often rain / snow there?

PRESENT CONTINUOUS
It is raining / snowing now.
It isn't raining / snowing now.
Is it raining / snowing now?

PAST SIMPLE
It often rained / snowed last winter.
It didn't rain / snow last month.
Did it rain / snow in March?

Analysis

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Lesson 1

3 a) Write questions to interview your British friend about the weather in Great Britain. Work in a group.
b) Compare your list with the lists of other groups. Which one is the longest / the most correct?

LISTENING

1 Listen and say why the weather is different in various places.

Let's see what the weather is like around the world today.

VOCABULARY BOX
climate [ˈklaɪmɪt]
to sunbathe [ˈsʌnbeɪð]
freezing [ˈfriːzɪŋ]
frosty [ˈfrɒstɪ]
various [ˈve(ə)rɪəs]
heavily [ˈhevɪlɪ]
outside [ˈaʊtsaɪd]

---

3 Read and answer the questions below.

WINTER IN ENGLAND

The weather in England is not very cold. Sometimes it snows. But usually it rains in winter. That is why Englishmen usually don't wear warm coats. They have got raincoats and umbrellas.

1 Is the weather usually very cold in England in winter?
2 Does it often snow?
3 What do Englishmen usually wear in winter? Why?

4 a) Complete the table with the words from the box.

cold, hot, very cold, very warm, warm

30° thirty hot _____ | 10° ten _____
25° twenty-five _____ | 5° five _____
20° twenty _____ | 0° zero _____
15° fifteen _____ | - 5° minus five _____

b) Look, then ask and answer in pairs. Use the words above.

What's the weather
TODAY'S WEATHER THE WORLD
cloudy 0°
rainy 5°
sunny 20°
windy -2°

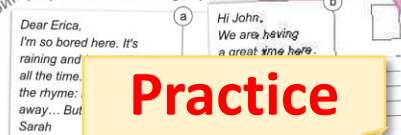---

Lesson 1

5 Listen and sing the song.

SNOW

Falling from the sky,
Soft and white,
Falling through the air
Day and night,
Cold and bright,
Pretty sight,
Snow, snow, snow!
At last we know
It's snow, snow, snow!

SPEAKING

1 Speak about the day during your last holiday. Use the questions below.
- Where were you?
- When were you there?
- What was the weather like?
- What were other people doing?
- What was your favourite activity?

2 Read the postcards and look at the information below. Guess where these people are. Discuss in a group.

(a) Dear Erica,
I'm so bored here. It's raining and cold all the time. I know the rhyme: Rain, rain, go away… But…
Sarah

(b) Hi John,
We are having a great time here.

Practice

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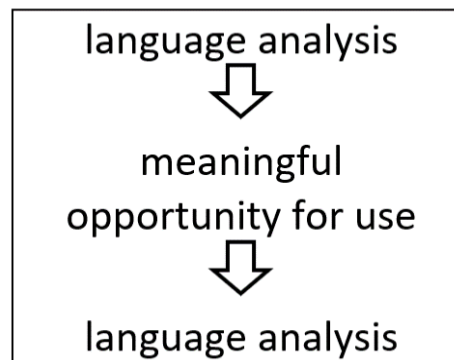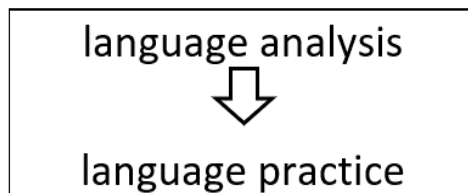Карпюк (2018) англійська мова 5-й рік навчання, © видавництво Астон

Moving from directive to responsive frameworks
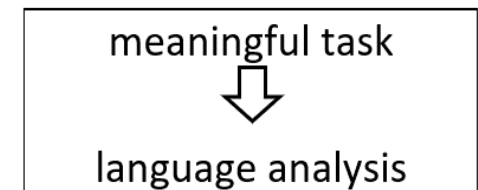
Three key issues with CAP:

- Units are usually longer than one lesson.

- CAP doesn't provide clear opportunity for teachers to respond to learning: How do we deal with 'emergent language', encourage focus-on-form, differentiated instruction?

- 'Practice' is problematic. Do we want them simply to practice a structure (less meaningful) or to use language meaningfully and communicatively?

many experienced teachers

PPP language focus

language analysis
⇩
language practice

language analysis
⇩
meaningful opportunity for use
⇩
language analysis

TBLT language focus

meaningful task
⇩
language analysis

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TATE framework (Anderson, 2020a, 2020b)

Phase
Text [a]
Analysis [b]
Task [c]
Exploration [d]

A hybrid ('task-supported/based') framework that:
- recognises longer units of work (including thematic units and project-based learning)
- provides a scaffold to help novice teachers move from pre-task analysis to post-task analysis ('exploration')
- is capable of facilitating both explicit and implicit learning (without compromising on either) and flexible form focus within constraints of typical curricula and coursebooks
- can be responsive to content focus, instructional constraints, learners' needs and teacher preferences

TATE framework (Anderson, 2020a, 2020b)

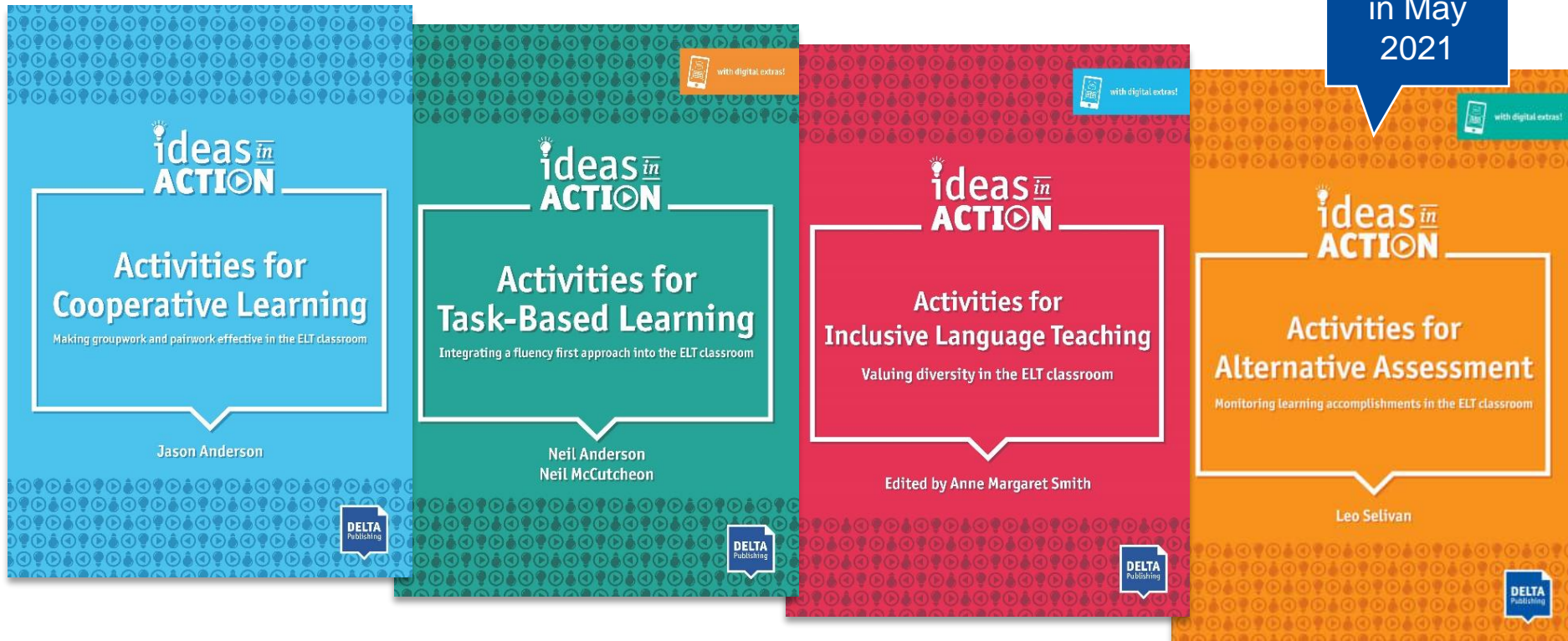| Phase	Description	Examples of potential implicit processes	Examples of potential explicit processes
Text [a]	Receptive skills practice through meaningful engagement with a written or aural text	Lexical priming Reinforcement	Inferring meaning from context
		Noticing	Raising awareness
Analysis [b]	Learner- or teacher-led focus on target features (TF) of lexis or grammar related to the text and/or task	Translanguaging Proceduralisation activities	Focus on lexis Form-function focus Contrastive analysis
Task [c]	Meaningful, mainly productive skills practice that may include opportunities to use lexis or grammar from previous phases	Pushed output Negotiation of meaning Translanguaging Automatization of TF	Use of TF (optional) Incidental form focus
		Uptake / Noticing the gap Reinforcement	Raising awareness
Exploration [d]	Evaluation, review and form-focus responsive to task success and challenge		Emergent language focus Reflection Planning for future

Beyond TATE?

- As we gain **expertise** the need for frameworks is often replaced by a more instinctual, flexible approach, and **principled eclecticism**.

- TBLT, project-based learning, text-based learning and ESP frameworks are more likely to be of use.

- See: Ur's "mix and match" (2011, p. 518).

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Summary

- 'Traditional' frameworks: PPP, TTT, etc.
- Responsive teaching approaches: the conflict with traditional frameworks
- My research on the influence of coursebook design on 'lesson shapes'
- Two new, research-informed, integrated skills frameworks: CAP(E) and TATE
- A possible continuum as we develop: deliberate structured planning becomes freer and more responsive with experience and expertise.

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Photocopiable resource books: Include interactive activities and tasks to make language learning fun and get students talking!

For teachers taking the Trinity CertTESOL qualification.

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Making language matter.

Many thanks

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