



# Lesson planning frameworks

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WARWICK

APPLIED LINGUISTICS



## Aims of session

- Identify different lesson frameworks in ELT
- Analyse key stages in these frameworks
- Consider why these frameworks differ
- Draw links between these frameworks, what we do and our teaching materials
- Critically evaluate the appropriacy of these frameworks for our teaching

## Discussion

- Talk in pairs, making brief notes as you do:
- Tell each other about a lesson you taught recently (e.g. a reading lesson, a grammar lesson, a writing lesson, etc.) and answer these questions:
  1. How many stages did your lesson have?
  2. What were these stages?
  3. Why were they in the order you chose?

## Checking prior knowledge

A lesson framework is a prescriptive structure that we can use to plan the stages of our lesson in a specific, logical order.

Are any of these lesson 'frameworks' familiar to you?

- PPP
- TTT
- Task-based language teaching
- Receptive skills
- CAP

Do you know what stages they have?

E.g. the first stage in PPP is 'Presentation'

# Groupwork task

You will receive cards for the different stages in the frameworks. Work in groups to put them together in the right order. **Note:** some of the stage names appear in more than one framework. Read carefully and think logically!

**PPP**

**Analysis**

New language task is analysed (depends on what)

**Practice**

Students do controlled practice of the new language

**Presentation**

Teacher presents new language\*

**Task**

Students do the task (e.g. problem solving, role play, etc.)

**TBLT (Task-based language teaching)**

**Pre task**

Students prepare to do a task (e.g. schemata)

**Production**

Students use the new language in a free activity (e.g. speaking or writing)

# Groupwork task

The frameworks are:

PPP, TBLT, TTT, CAP, Receptive skills (reading and listening)

## PPP

### Analysis

New language task is analysed (depends on what)

### Practice

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Teacher presents new language\*

### Task

Students do the task (e.g. problem solving, role play, etc.)

## TBLT (Task-based language teaching)

### Pre task

Students prepare to do a task (e.g. schemata)

### Production

Students use the new language in a free activity (e.g. speaking or writing)

# Lesson planning frameworks in ELT

PPP
<b>Presentation</b> Teacher presents <b>new language*</b>
<b>Practice</b> Students do controlled practice of the new language
<b>Production</b> Students use the new language in a free speaking or writing activity

TBLT (Task-based language teaching)
<b>Pre task</b> Students prepare to do a task (e.g. building schemata, listening to others doing the task)
<b>Task</b> Students do the task (e.g. problem solving, role play, etc.)
<b>Analysis</b> New language from the task is analysed (depends on what new language was needed)
(Task repetition?)

TTT
<b>Test</b> Students do an activity or exercise to 'test' their current knowledge of the new language
<b>Teach</b> Based on the first test, the teacher clarifies anything that the students had problems with
<b>Test</b> Students do a different activity or exercise to test their knowledge of the new language again

Receptive skills-lesson
<b>Pre-text</b> Students warm up their knowledge of the topic. Important vocabulary is taught.
<b>During-text</b> Students do two comprehension tasks while reading or listening (global & detailed)
<b>Post-text</b> Students do a production activity (often discussion) on the topic of the text.

CAP
<b>Context</b> New language is contextualised (e.g. receptive skills text, discussion, etc.)
<b>Analysis</b> Students focus in on some aspect of the new language to improve understanding or use.
<b>Practice</b> Students practice using the new language (speaking or writing, controlled and/or freer)
(Evaluation)

- What do they all have in common?
- What do most of them have in common?
- Why are there so many different options?

## 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 family.

**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.

the Chernenko family

don't eat breakfast together.

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 Zinaida. The Chernenkos come from Ukraine and moved to the USA. They have got 17 children, 8 girls and 9 boys, 22, isn't in the photo.)

## Context

**L**ife 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 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	_____	got	eight sisters.
He/She	_____		
I	_____ n't	got	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/have got a car.
- 4 She 's/hasn't got any children.

**D** Listen again. Which word is stressed in the sentence?

▶▶▶ page 132 **LANGUAGEBANK**

## Analysis

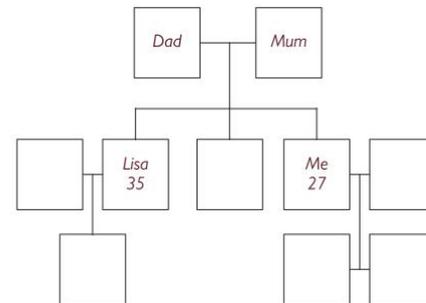
## PRACTICE

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

1 I 've got \_\_\_\_\_ a brother.  
2 \_\_\_\_\_ thirty-five children.  
3 \_\_\_\_\_ thirty and two.  
My sister <sup>5</sup> \_\_\_\_\_ a brother.  
6 \_\_\_\_\_ a daughter, Eva. Eva \_\_\_\_\_ (not) any brothers or sisters. My brother <sup>8</sup> \_\_\_\_\_ (not) married, but he <sup>9</sup> \_\_\_\_\_ a girlfriend.  
I <sup>10</sup> \_\_\_\_\_ married to Marek. We <sup>11</sup> \_\_\_\_\_ two sons, Vlad and Henryk. They <sup>12</sup> \_\_\_\_\_ three and one.

## Practice

**B** Use the information above to complete the family tree.



## 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.

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

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

I've got two brothers, Aleksis, and Pavel. Aleksis is forty. He's an engineer and he's married to Katia. They live in an apartment in Moscow. They've got one daughter, Lara. She's 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. He's single.

**D** Write about two people in your family. Write 50–70 words.



# Coursebook analysis – what frameworks can we find/develop?

- Work in pairs.
- Choose a coursebook that you use in your own classrooms.
- Identify a ‘lesson’ in the coursebook.
- What framework is implicit (assumed) in the lesson?
- How could you adapt it to a different framework? (Make brief notes)
- If time, do this for a second lesson.

# Sharing

- Present your ideas to a different pair.
- Give feedback to each other on the different framework chosen:
  - Does it improve the original lesson in your opinion?
  - Would it work in your classroom?

# Critical evaluation

General discussion:

1. Of all the frameworks you've met today, which ones are you most interested in trying out in your own classroom? Why?
2. What problems may you have trying them out? How can you deal with these problems?
3. Are there any other frameworks that you think should be added to the list?

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*How did we do?*

# References / further reading

## PPP

See: Anderson (2016a) Why practice makes perfect sense: The past, present and potential future of the PPP paradigm in language teacher education. ELTED 19: 14-22.

<http://www.jasonanderson.org.uk/downloads/Anderson%202016%20Why%20practice%20makes%20perfect%20sense.pdf>

Anderson (2016b) A potted history of PPP with the help of ELT Journal 71/2: 218-227.

<https://academic.oup.com/eltj/article/71/2/218/2447419?guestAccessKey=2a6cb69a-aff6-423f-8879-91855886b37e>

## Task-based language teaching

See: Nunan (2004) Task-based Language Teaching. Cambridge: CUP. (on Moodle)

## CAP

See: Anderson (2017a) Context, analysis, practice. IATEFL Voices 256: 4-5.

[http://www.jasonanderson.org.uk/downloads/Anderson\\_2017\\_Context\\_analysis\\_and\\_practice.pdf](http://www.jasonanderson.org.uk/downloads/Anderson_2017_Context_analysis_and_practice.pdf)

Anderson (2017b) CAP – Context, analysis, practice: A lesson planning model for language teacher education. IATEFL Teacher Training and Education SIG Newsletter 1(Spring): 15-18.

[http://www.jasonanderson.org.uk/downloads/Anderson\\_2017\\_Context\\_analysis\\_practice-A\\_lesson\\_planning\\_model\\_for\\_language\\_teacher\\_education.pdf](http://www.jasonanderson.org.uk/downloads/Anderson_2017_Context_analysis_practice-A_lesson_planning_model_for_language_teacher_education.pdf)

## Other frameworks?

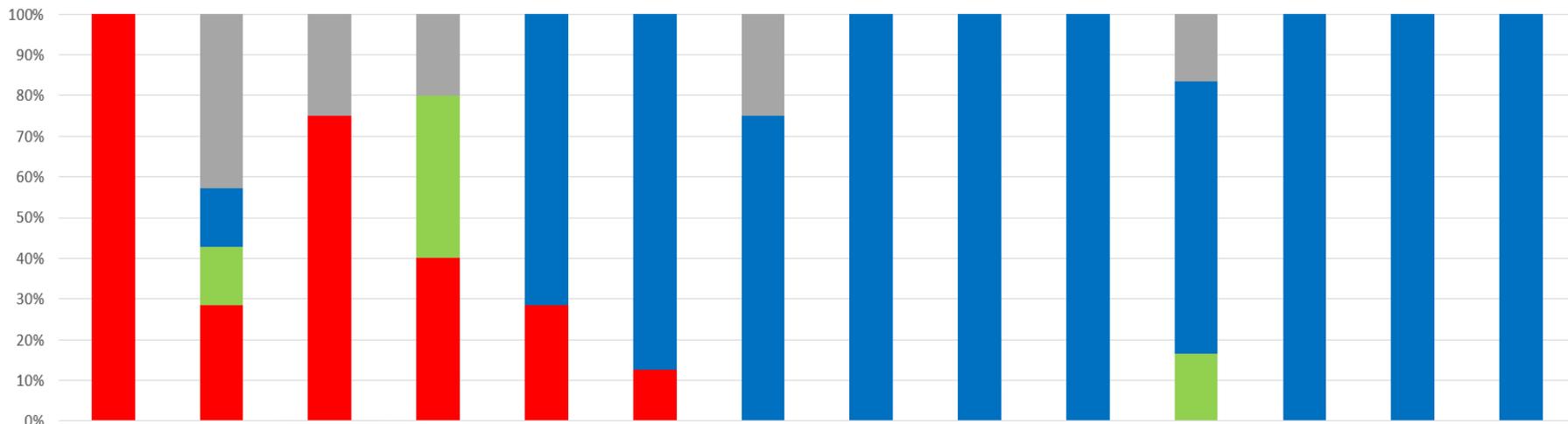
Check out Jim Scrivener's ARC, Jeremy Harmer's ESA and others, here on Jason's blog:

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

Also see here: [www.jasonanderson.org.uk](http://www.jasonanderson.org.uk)

## Contexts for the introduction of new language in 1<sup>st</sup> editions of ELT coursebooks

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



1986 2000 2013

## 3 'lesson frameworks' using CAP

C-A-P Phase	1. Intermediate (B1) <b>Making arrangements by email</b>	2. Upper intermediate (B2) <b>Telling an anecdote</b>	3. Advanced (C1) <b>Negotiating a business contract</b>
<b>Context</b>	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.
<b>Analysis</b>	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.
<b>Practice</b>	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. (2017) Trinity CertTESOL Companion