Lesson planning frameworks

Warwick/SJTU ELT Prof. Dev. Prog. 2018
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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!
Groupwork task

The frameworks are:
PPP, TBLT, TTT, CAP, Receptive skills (reading and listening)
# Lesson planning frameworks in ELT

<table>
<thead>
<tr>
<th>PPP</th>
<th>TBLT (Task-based language teaching)</th>
<th>TTT</th>
<th>Receptive skills-lesson</th>
<th>CAP</th>
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</thead>
<tbody>
<tr>
<td><strong>Presentation</strong>&lt;br&gt;Teacher presents new language*</td>
<td><strong>Pre task</strong>&lt;br&gt;Students prepare to do a task (e.g. building schemata, listening to others doing the task)</td>
<td><strong>Test</strong>&lt;br&gt;Students do an activity or exercise to ‘test’ their current knowledge of the new language</td>
<td><strong>Pre-text</strong>&lt;br&gt;Students warm up their knowledge of the topic. Important vocabulary is taught.</td>
<td><strong>Context</strong>&lt;br&gt;New language is contextualised (e.g. receptive skills text, discussion, etc.)</td>
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<td><strong>Practice</strong>&lt;br&gt;Students do controlled practice of the new language</td>
<td><strong>Task</strong>&lt;br&gt;Students do the task (e.g. problem solving, role play, etc.)</td>
<td><strong>Teach</strong>&lt;br&gt;Based on the first test, the teacher clarifies anything that the students had problems with</td>
<td><strong>During-text</strong>&lt;br&gt;Students do two comprehension tasks while reading or listening (global &amp; detailed)</td>
<td><strong>Analysis</strong>&lt;br&gt;Students focus in on some aspect of the new language to improve understanding or use.</td>
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<td><strong>Production</strong>&lt;br&gt;Students use the new language in a free speaking or writing activity</td>
<td><strong>Analysis</strong>&lt;br&gt;New language from the task is analysed (depends on what new language was needed)</td>
<td><strong>Test</strong>&lt;br&gt;Students do a different activity or exercise to test their knowledge of the new language again</td>
<td><strong>Post-text</strong>&lt;br&gt;Students do a production activity (often discussion) on the topic of the text.</td>
<td><strong>Practice</strong>&lt;br&gt;Students practice using the new language (speaking or writing, controlled and/or freer)</td>
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<tr>
<td><strong>(Task repetition?)</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>(Evaluation)</strong></td>
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- What do they all have in common?
- What do most of them have in common?
- Why are there so many different options?
**Context**

**Family welcomes baby seventeen**

**BABY DAVID**

is the latest child of Vladimir and Anna. The Chernenkos come from Ukraine and the USA. They have got 17 children, 8 girls and 9 boys. (Isn’t 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 choir!’

One daughter, 20-year-old Liilia, 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 Zinaida, ‘but who knows?’

**Practice**

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

1. I’ve got a brother.
2. I’ve got a thirty-five-year-old sister.
3. My sister’s got a daughter, and a grandson.
4. Any brothers or sisters? My brother got married, but he’s got a girlfriend.
5. Married to Mark. We’ve got two sons, Vlad and Henryk. They’ve got three and one.

**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.

<table>
<thead>
<tr>
<th>I/You/We/They</th>
<th>He/She/It</th>
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</thead>
<tbody>
<tr>
<td>______</td>
<td>______</td>
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<tr>
<td>______</td>
<td>______</td>
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</table>

C 3A.4 Listen and underline the alternative you hear.

1. David’s got eight brothers.
2. I’ve got a sister and two brothers.
3. They’ve got a sister.
4. She’s got a brother.

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

**Writing**

6A Read the sentences. Underline six examples of ‘s.

Swarthmore’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.

**Speaking**

5A Complete the questions.

1. They ______ 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.

1. How many brothers and sisters have you got?
2. I’ve got two brothers and one sister.
3. What are her names?
5. And how old are they?
6. Look at your own family tree again. Check the information and correct any mistakes.
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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References / further reading

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

Task-based language teaching

CAP

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

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

### 3 ‘lesson frameworks’ using CAP

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<tbody>
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<td><strong>Context</strong></td>
<td>Learners read and evaluate two different emails; one good, the other not good.</td>
<td>Learners listen to a recording of people telling anecdotes from childhood, matching speakers to topics.</td>
<td>Learners watch video of business negotiation from reality TV show; answer comprehension questions.</td>
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<tr>
<td><strong>Analysis</strong></td>
<td>Learners study the structure of the better email, and notice useful expressions and phrases.</td>
<td>Learners analyse tenses used (e.g. past simple, past continuous, etc.) from the tapescript and why.</td>
<td>Learners watch the negotiation again. Make notes on techniques and language used.</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td>Learners write emails to each other to plan a weekend holiday.</td>
<td>Learners make notes and then tell anecdotes to each other in groups.</td>
<td>Negotiation role-play on similar topic.</td>
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From Anderson, J. (2017) Trinity CertTESOL Companion