How do, and how should we structure lessons?

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İBN HALDUN ÜNİVERSİTESİ

WARWICK
APPLIED LINGUISTICS

Structure of this talk

- Quick overview of lesson structure terminology
- **1. How do we typically structure lessons?**
  - PPP, CAP and 5-stage lesson plans
- **2. How should we structure lessons?**
  - Direct instruction, TBLT, TATE
- **3. Reality check: Teaching in our contexts**
  - Identifying the challenges
  - Possible solutions
- **Conclusion and broader suggestions**

Overview of lesson structure – key terms

- **Stages:** separate parts of the lesson. May be teacher-led (e.g., presentation, questioning, feedback) or learner-independent activities (e.g., exercises, tasks, skills practice, individually or collaboratively).

- Some stages can involve other '**mini-stages**' (e.g., an 'activity cycle' can include an instruction, learner activity and then feedback; Anderson, 2021).

- **Lesson frameworks / structures / 'paradigms':** Frameworks that recommend or reflect a specific order for lesson stages in a lesson or curriculum component (e.g., a unit of a coursebook, or a week's lessons).

- These are typically referred to through initials that describe the stages (e.g., PPP, CAP, ESA), but not always (e.g., task-based or direct instruction approaches).

How much do we know?

- PPP ⇨ presentation-practice-production

- CAP ⇨ context-analysis-practice

- TATE ⇨ text-analysis-task-exploration

- TBLT ⇨ task-based language teaching

1. How do we typically structure lessons?

PPP: Presentation, practice, production

- Introduced by Donn Byrne (1976).

- The first structure of the communicative era (Anderson, 2017a).

- Commonly used in coursebooks and pre-service teacher education through the 1980s and 1990s (e.g., Headway, English File).

- Byrne proposed a revised, cyclical version in 1986.

PPP example

Presentation

Practice

Production
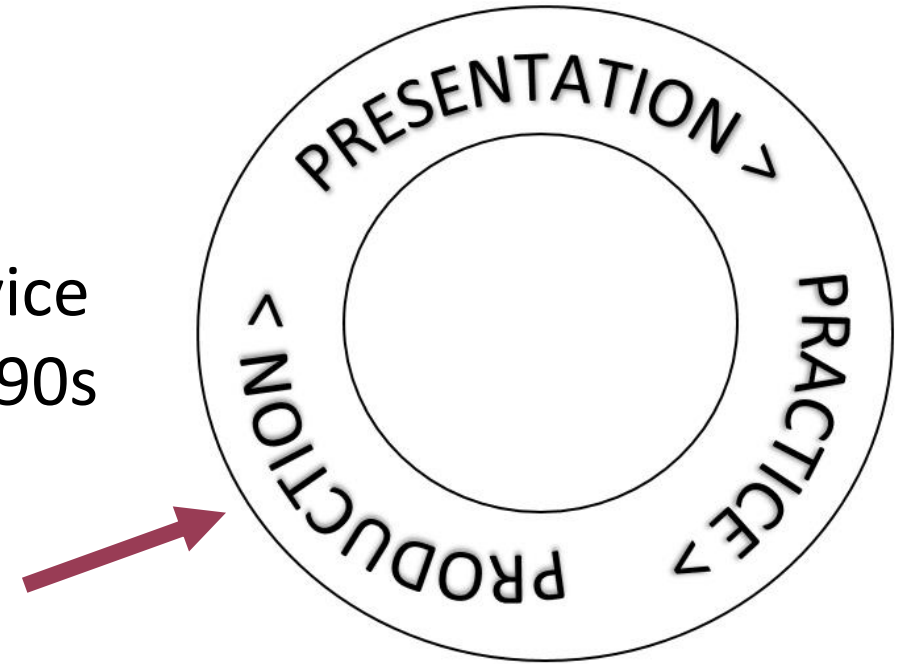
English File 1
Oxenden et al. 2004 ©
Oxford University Press

1 GRAMMAR object pronouns

a Look at the photos and read the story of a classic film. What film is it?

Ota Mae

Molly loves Sam. Sam loves her¹ but he never says 'I love you²'. Sam dies, and now he is a ghost. He watches Molly every day, but she can't see him³. Sam finds a psychic, Ota Mae. He uses her⁴ to speak to Molly. In the end Sam says 'I love you⁵'.

Molly   Sam

b Look at the highlighted words 1–5. Who do they refer to? Write *Sam*, *Molly*, or *Ota*.

1 her = *Molly*
2 you = _____
3 him = _____
4 her = _____
5 you = _____

c Complete the chart with these words.

it	me	them	us

subject pronouns	object pronouns
I	
you	you
he	him
she	her
it	
we	
they	

d ➡ p.128 Grammar Bank 4C.
Read the rules and do the exercises.

2 SPEAKING

a Write four names in each circle.

TV programmes

famous actors

famous actresses

pop groups

b In groups, ask and answer.

What do you think of (*Russell Crowe*)?

I | like / don't like / love / hate | him. / her. / it. / them.

He's OK / great / terrible.

I don't know him / her / them / it.

PPP example

- PPP…Problem:
- The 3rd P is sometimes reduced or lost altogether!

English File 1
Oxenden et al. 2004 ©
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Presentation

Practice

Production

PPP: Presentation, practice, production

- Understandings of the different stages have varied a lot since 1970s.

- Strongly critiqued in 1990s as non-communicative (see Willis & Willis, 1996).

- **Strengths:** Simple, clear structure; consistent with mainstream education; possible to 'do' in a lesson.

- **Weaknesses:** teaching ≠ learning; 'teacher-centred'; production often hurried or left out: PP(P)

CAP(E): Context, analysis, practice (evaluation)

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.

▶ 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 ... about your text. Use your ... 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

RealLIVES

Family welcomes baby seventeen

BABY DAVID is the latest child of Vladimir and ... The Chernenkos come from Ukraine ... the USA. They have got 17 children, 8 girls ... ey, 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...
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 brothe...
2 _____ thirty-fiv...
3 _____ thirty an...
My sister 5 _____
6 _____ a daughter, Eva. Eva _____ (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
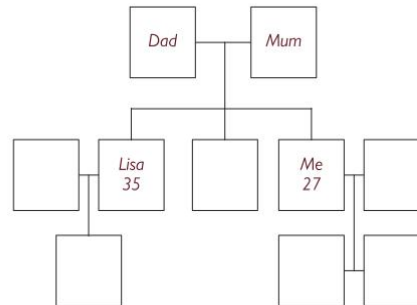
SPEAKING

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.

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

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

...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.

Context
Analysis
Practice

Speakout Elementary Eales & Oakes 2011 © Pearson

8B On the run

> **Goal:** talk about other options and outcomes in the past
> **Grammar:** conditionals in the past
> **Vocabulary:** searching and hiding

Reading and vocabulary

1 Work in pairs. Imagine you had to disappear. Where would you go and what would you do?

2 a Read the two stories and answer the questions.
1 What did Marcus want people to believe happened to him?
2 How did the authorities find Marcus?
3 What was the first thing the investigator did to find Patrick?
4 How did the investigator make contact with Patrick?

b Work in pairs. Discuss what mistakes each person made when they tried to disappear.

1
In 2009, a man called Marcus hi[...] took off. His aim was to **deceive** [...] had died in a plane crash at sea. Marcus made a distress call to th[...] said the plane's windshield had s[...] cut his neck. He told them he wa[...] Marcus put on his parachute and jumped out of the plane. When he landed, he **headed for** a campsite that he had found in a book.
Unfortunately for Marcus, two navy jets **spotted** the plane. They noted that the windshield was fine but the door was open and the plane was empty. Eventually the plane crashed, narrowly missing some houses. At the crash site, investigators found the book with some pages torn out. They checked out the campsites on the missing pages and **traced** Marcus. He had not **disguised** himself so he was easy to **identify**. Marcus was sentenced to four years and three months in jail. He was also ordered to pay over $850,000 to the company that owned the crashed plane.

2
In 2005, a man called Patrick disappeared from a fishing boat in the sea around Los Angeles. He was quite a well-known person, so people wondered what had happened to him. Four years later, an investigator was hired to **hunt for** Patrick and find out if he really was dead. The investigator suspected that Patrick had wanted to disappear and he also suspected that Patrick was still in contact with some of his friends, so he set up a website with information about the case. He blocked the website from search engines but gave the website address to Patrick's friends, hoping that they would pass it on to Patrick. The investigator knew that people who disappear like to **keep an eye on** the search so he, in turn, kept an eye on frequent visitors to the website. He saw that one person logged in several times a day. He **tracked** their IP address to a small [...] in Mexico and got someone else to make contact with [...], who turned out to be Patrick.
[...]age he got back from Patrick was that his new life was no [...] business and he eventually decided not to **pursue** Patrick [...] Mexican beach town. After all, disappearing is not a crime!

3 Match the verbs in bold in the stories with definitions 1–10.
1 saw or noticed something that is hard to see
2 given yourself or someone else a different appearance
3 found someone that has disappeared
4 went towards a place
5 follow or chase
6 watch carefully so that you will notice something
7 search for (and sometimes try to kill)
8 make someone believe something that is not true
9 find out who or what something is
10 followed someone's movements (perhaps digitally)

4 a Complete the sentences about what you would do if you wanted to disappear.
1 I would head for …
2 I would disguise myself as …
3 I would keep an eye on …
4 I would find it hard to deceive …
5 I would wear … to make it hard for people to spot me.
6 I would … so no one could track me.

b Work in pairs and compare your answers.

Go to your app for more practice.

Context

Grammar

5 a Work in pairs. Read the sentences and answer the questions.
1 Marcus might not have been caught if he hadn't left the book in the plane.
   a Did he leave the book in the plane?
   b Was he caught?
2 Patrick probably wouldn't have been found if he hadn't checked the website so often.
   a Did he check the website a lot?
   b Was he found?

b Read the grammar box. Then choose the correct alternatives. Which sentences are third conditional and which are mixed conditionals?
1 Marcus was lucky. If his plane *had/hadn't* crashed into the h[...]
2 If the [...] have [...]
3 Patrick *would/wouldn't* still be talked about now if he hadn't been so well-known.

Conditionals in the past
The **third conditional** imagines an action or event in the past that is different from what actually happened and imagines the result of that action. The form of the third conditional is:
If + past perfect, *would have* + past participle
If he **hadn't made** a mistake, his plan **would have worked.**
Would can be replaced by *may* or *might* to indicate possibility.
He **might** *not have been caught if he hadn't left the book in the plane.*
Would can be replaced by *could* to indicate possibility involving ability.
If he had disguised himself better, he **could** *have deceived the investigators.*
With **mixed conditionals**, it is possible to combine second and third conditionals. This can be for:
• a different past event and a different present state as a result.
(third conditional) +   (second conditional)
If he **hadn't been found**, he **wouldn't be** in jail now.
• a different present state causing a different past action.
(second conditional) +   (third conditional)
If he **were** a more careful person, he **wouldn't have made** those mistakes.
Note: you often use *were* instead of *was* after *if* when talking about the past.

6 8.6 Listen and notice how *would have/wouldn't have* is pronounced in the third conditional.
1 If life hadn't been so difficult, I wouldn't have decided to disappear.
2 If I hadn't decided to disappear, I wouldn't have stolen the money.
3 If I hadn't stolen the money, I wouldn't have got caught.
4 If I hadn't got caught, I wouldn't have gone to jail.
5 If I hadn't gone to jail, life would have been a bit easier.

Analysis

7 a Read about the TV show *On the Run*. Then complete the sentences.

In the TV show *On the Run*, ten ordinary people go on the run from 'expert hunters', such as private investigators and hackers. They try to avoid being caught for as long as possible. If they survive for 21 days, they can win up to £100,000. Here's how some people got caught.

1 Anita took her smartphone with her. The hunters caught her.
   a If Anita hadn't *taken her smartphone with her, the hunters wouldn't have caught her.*
   b The hunters wouldn't *have caught her if she hadn't taken her smartphone with her.*
2 Evan used his bank card in a shop. The hunters were able to track his location.
   a If E[...]
   b Th[...]
3 Christ[...]
   a If C[...]
   b Christie wouldn't _____
4 Joe didn't see the CCTV camera in the shop. He went in.
   a If Joe had _____
   b Joe wouldn't _____
5 Gabriel became the viewers' favourite. Now he's working as a model.
   a If Gabriel hadn't _____
   b Gabriel wouldn't _____

b Complete the sentences so they are true for you.
1 If I hadn't eaten breakfast this morning, …
2 If I'd wanted to disappear instead of coming to class, …
3 I wouldn't have reached B2 level in English if …

Go to page 150 or your app for more information and practice.

Practice

Speaking

PREPARE

8 Work in pairs. You're going to be a contestant in *On the Run.* Student A: Turn to page 171. Student B: Turn to page 173.

SPEAK

9 Who made the most good decisions?

Evaluation?

page 110

Strengths and weaknesses of CAP(E)

- **Strengths:** New language is contextualised, with opportunities for learners to notice it before analysis; input precedes production – useful in input-impoverished EFL contexts; analysis can focus on any aspect of language in the text, not just grammar; practice likewise can be appropriate to new language; useful in contexts where texts dominate exams.

- **Weaknesses:** Teaching ≠ learning; practice may be limited; takes a long time to fit in all the stages; E (evaluation) is often neglected.

Five-step lesson plan

- Common in mainstream education (e.g., Shulman 1986, p. 10); based on much older model (Herbart's "recitation" (discussed in Dewey 1910, p. 202):

    1. Lesson introduction

    2. New material/skill/knowledge

    3. Guided practice

    4. Independent practice

    5. Conclusion/assessment

- Similar structure to PPP or CAP (skill acquisition model).

- Similar strengths and weaknesses, plus restrictive structure.

Summary

- 3 frameworks tend to dominate most lesson structures around the world today:

    1. PP(P)
    2. CAP
    3. 5-step plan

- All are essentially 'skill acquisition' models, with input towards the front of the lesson.

- All assume that practice makes perfect.

- None originate in research or evidence concerning learning.

2. How *should* we structure lessons?

i.e., is there any useful research to inform us about how to do this?

Direct instruction model

- Initially introduced by Adams and Engelmann (1996). Key stages (from Hattie, 2009, p. 204):
  1. Make learning goals clear to students
  2. Build learner commitment/engagement
  3. Direct teacher presentation (incl. input, modelling, checking for understanding)
  4. Guided practice of new lesson content
  5. Learning is consolidated (closure)
  6. Independent practice to reinforce learning (may include homework)
- Supported by extensive research in mainstream education (see Hattie, 2009, who suggests an effect size of 0.59; Cohen's D, based on 304 studies). Many different interpretations.
- **A research-informed improvement on the 5-step lesson plan**
- **Strengths:** supported by research in mainstream curricular contexts (useful for explicit knowledge development); others are similar to PPP.
- **Weaknesses:** less effective with implicit language learning; quite complex and tricky to do right.

TBLT (task-based language teaching)

Pre-task
Introduction to topic and task

Task cycle
task → planning → report

Language focus
analysis and practice

- Evidence on implicit grammar learning indicates that we don't necessarily learn it in the same order we are taught it.

- Many SLA researchers (e.g., Ellis, 2003; Long, 2015) therefore argue that we shouldn't preselect what grammar we teach, but create opportunities for communication and provide responsive support ('focus on form') whenever difficulties arise.

- Hence, the lesson should be structured around a communicative task.

- Willis (1996) recommends 3 stages.

- Long (2015) argues we should design our syllabus around our learners' needs.
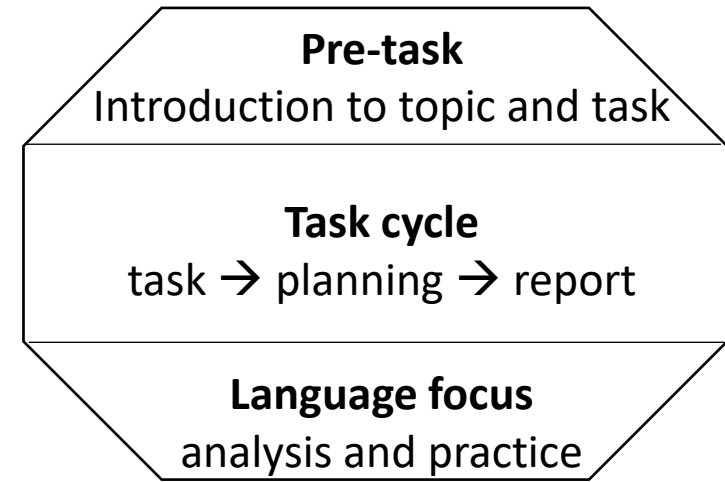
Strengths and weaknesses of TBLT

- **Strengths:** research-informed; learner-centred; tasks are often engaging; likely to lead to improved communicative ability, especially for speaking.

- **Weaknesses:** research evidence is SL-biased; difficult in mainstream (FL) curricular contexts; requires high teacher proficiency; may not develop explicit knowledge required for exams. Apparent effect size has been questioned (see Boers et al. (2021), contra. Bryfonsky & McKay, 2017).

- Impractical for many EFL teachers around the world today (Bruton, 2005; Carless, 2004, 2009; Swan, 2005). Recently rejected in China (Wang & Luo, 2019).

My own research on CAP(E) – can it be improved?

- CAP is dominant; it's feasible and apparently useful. It has quite a few strengths. BUT:
- The 'C' is actually usually 'T' (text) nowadays (Anderson, 2017b).
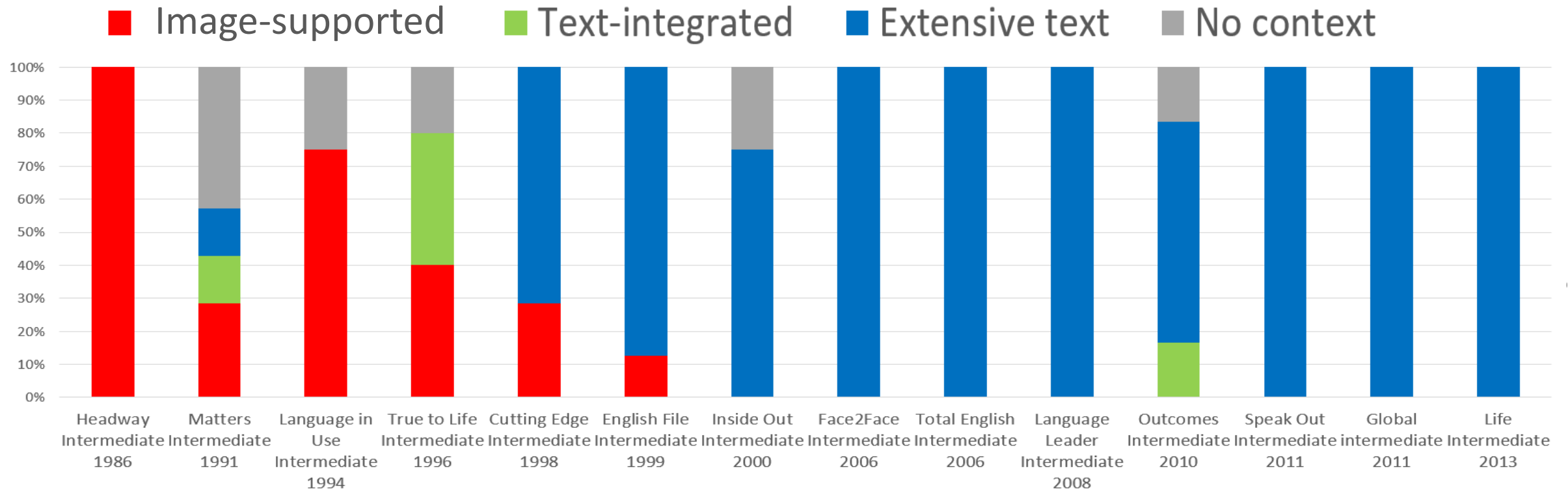
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- CAP is dominant; it's feasible and apparently useful. It has quite a few strengths. BUT:

- The 'C' is actually usually 'T' (text) nowadays (Anderson, 2017b).

- The 'P' stage is limited to 'practising' introduced language. What about more communicative tasks, for e.g.?

- The 'E' stage is limited and limiting. What about 'emergent language' work (see Chinn & Norrington-Davies, 2023)?

- Can these be brought together in a model that draws on the strengths of both CAP and TBLT?

TATE: Text, analysis, task, exploration

TATE: Text, analysis, task, exploration

- An integrated skills model.

- Stages are thematically related.

- My attempt to offer a more flexible framework, hybrid between CAP and TBLT (Anderson, 2020a).

- Can constitute a (long) lesson or a syllabus unit.

- Informed by both mainstream research and textbook design research.

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 Noticing	Inferring meaning from context 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 Uptake / Noticing the gap Reinforcement	Use of TF (optional) Incidental form focus Raising awareness
Exploration [d]	Evaluation, review and form-focus responsive to task success and challenge		Emergent language focus Reflection Planning for future

3. Reality check: Teaching in our contexts

- What happens in each lesson? Are they linked together?
- Is there time for one 'cycle' of PPP, TBLT or TATE?

E.g., Turkish university prep school:
- Lesson length: 50 minutes
- Number of lessons per week: 20

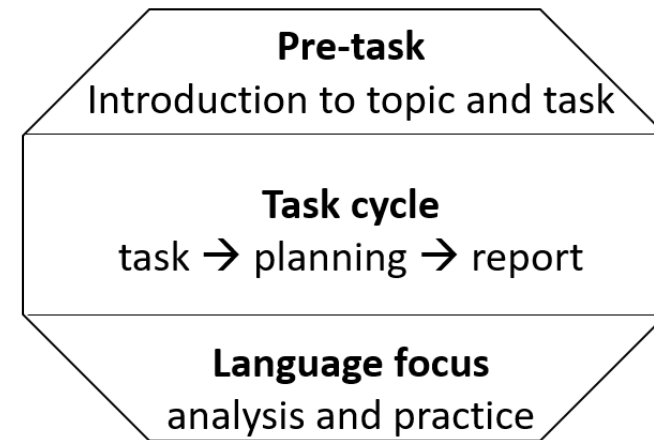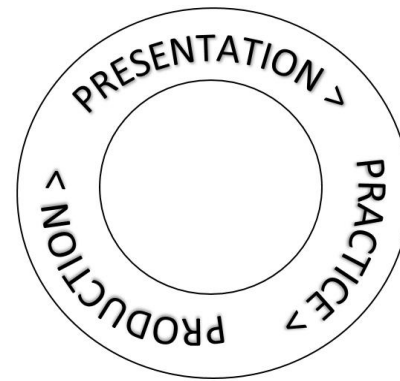**E.g., Turkish secondary education:**
- Lesson length: 40 minutes
- Number of lessons per week: 3-4

Over to you!

- Quick chat in pairs:

1. Which do you prefer?

2. Which suits your lesson length and curriculum?

3. What questions will you ask Jason?

PRESENTATION > PRACTICE > PRODUCTION >

Pre-task
Introduction to topic and task

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Phase	Description
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Exploration [d]	Evaluation, review and form-focus responsive to task success and challenge

Five-step lesson plan

1. Lesson introduction
2. New material/skill/knowledge
3. Guided practice
4. Independent practice
5. Conclusion/assessment

Conclusions

- **For teachers:** Familiarise yourself with a wide range of frameworks; be flexible and eclectic in your use of them; find out what works in your context; don't overlook the importance of consolidation and revision.

- **For researchers:** We need more research in this area: how lessons are actually shaped in the reality of mainstream curricular contexts; how textbook content is typically divided between lessons; what impact this has on learning; how expert teachers make such lessons more 'rounded'.

- **For teacher-researchers:** you can do both - find out what works in your context, and prove it! See IATEFL Research SIG publications for examples of Turkish teacher researchers.

slides

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Questions, comments, critique?

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