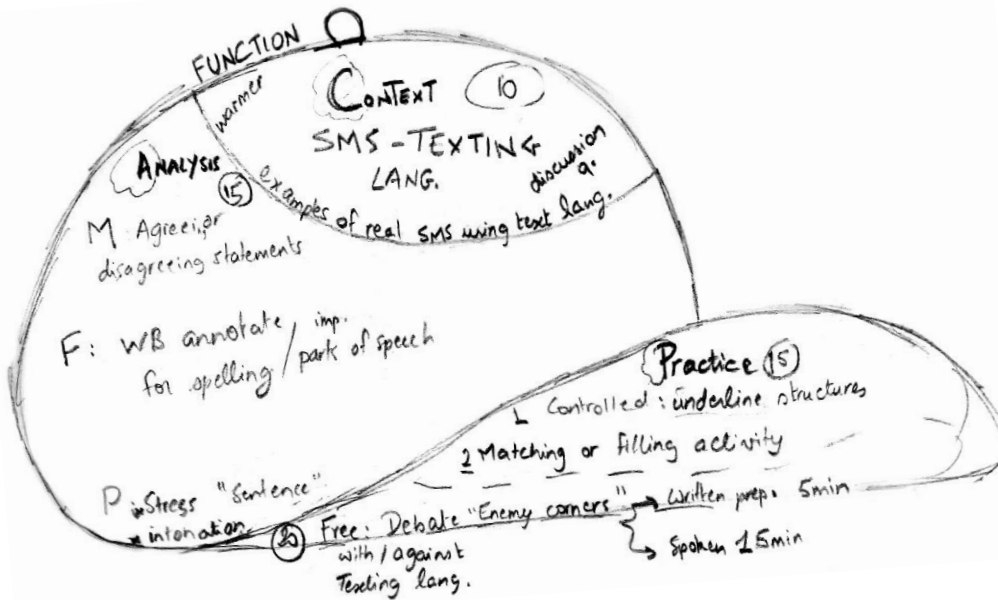




# Contemporary lesson planning frameworks in TESOL



*Jason Anderson*

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

**Dublin TEFL, May 2021**



Home for all your teacher training  
and development needs

[www.dublinteefl.com](http://www.dublinteefl.com)



# 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. Are you teaching online or face-to-face at the moment?
4. What do you like most about being a teacher?

# Plan for the talk

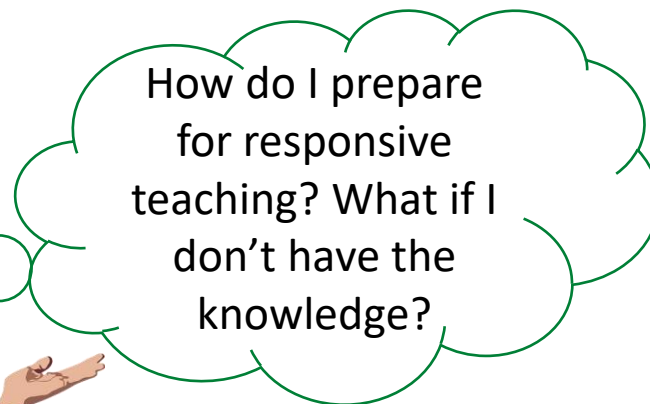
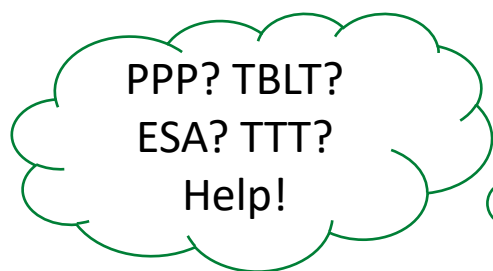
**Aim:** To raise awareness of different frameworks, tensions between these, and potential ways these tensions can be resolved.

- 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 integrated skills frameworks: CAP(E) and TATE

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)



# 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)
- 'Structural' frameworks.

*What do they  
all have in  
common?*

*A 'synthetic'  
curriculum: The  
language focus is  
pre-planned and  
specific.*

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/>

# The importance of responsive teaching

A number of methodologists/SLA researchers emphasise the importance of avoiding overplanning our language focus. Instead, they argue, we should get them to use language meaningfully and our input should be responsive to students' 'emergent language'/'internal syllabus':

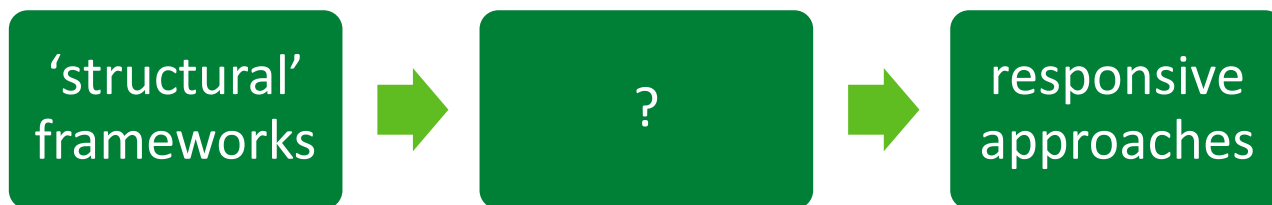
- Mike Long's 'focus on form' (1991)
- DOGME / teaching unplugged (Meddings & Thornbury, 2009)
- Dealing with 'affordance' (Anderson, 2015) or 'emergent language' (Andon & Norrington-Davies, 2019)

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

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

# Several considerations to bear in mind

**Your knowledge, experience and confidence as a teacher:** Responsive teaching requires extensive knowledge of subject; expected at DELTA/DipTESOL level, not necessarily at CELTA/CertTESOL.



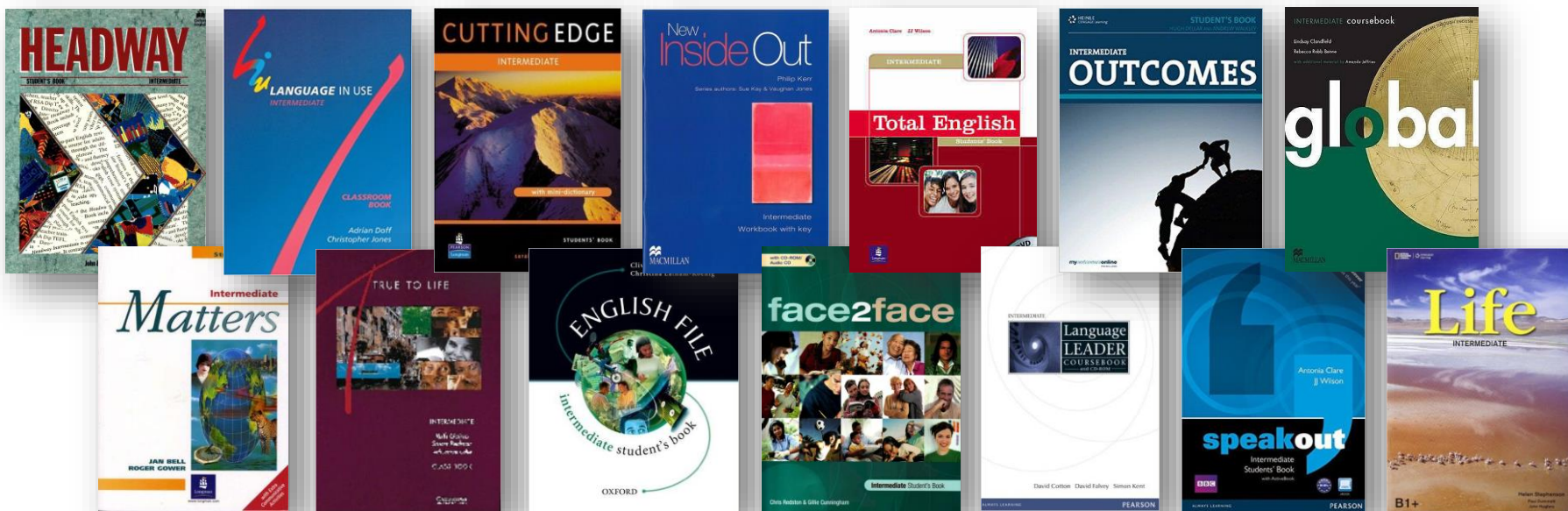
**Your learners' age/needs:** Younger learners don't respond so well to explicit teaching. They tend to need to use language meaningfully in context. Teens and adults do... sometimes.

**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 for this: What English 'is' is context-specific.

**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).



# My research on how global coursebooks introduce new language



1986

2000

2013

They almost  
always begin  
with... **CONTEXT!**

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

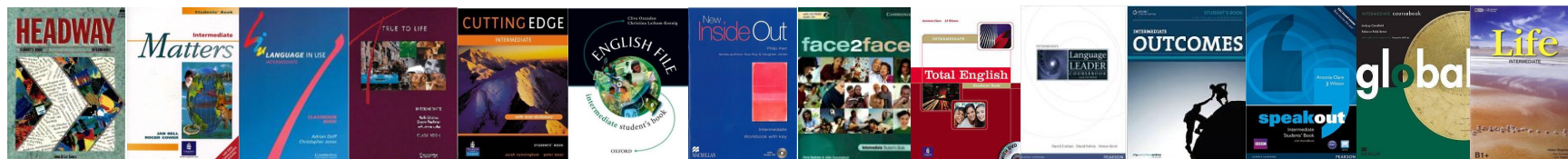
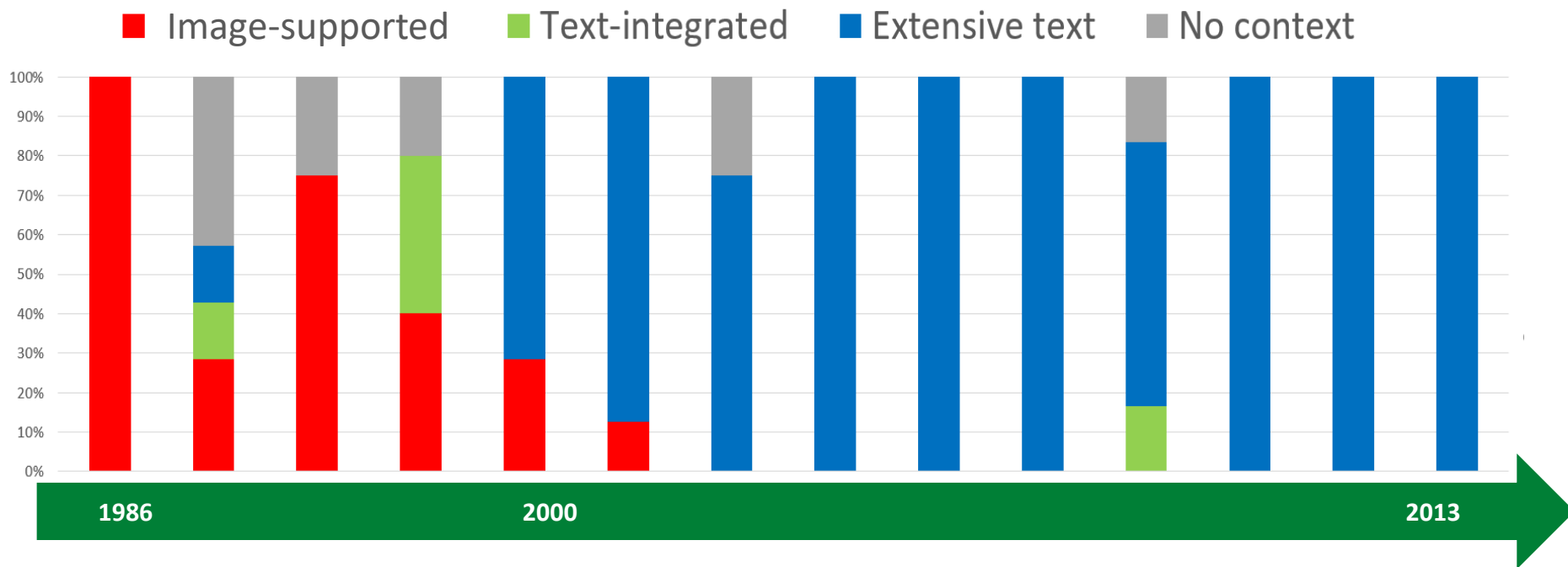


# Four types of context identified

- **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 1<sup>st</sup> editions of ELT coursebooks



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





# 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 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, 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 became a national hero.

But while some people might see Autrey's act as commendable, others might see it as a risk to his life. Some people don't think he should have risked his life for him, there was no other option. It was simply the right thing to do.

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 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 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 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 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 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. 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 is 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 course, you needn't risk your life in order to do so. Offering assistance can be as simple as phoning emergency services.



## Context

## 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.

- Which conditional describes a situation that is possible in the future?
- Which conditional describes an unlikely or theoretical situation?
- What tenses are used in each conditional?
- 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.

- If a homeless person ... (ask) me for money, I ... (give) it to him / I ... (buy) him some food.
- If I ... (see) a small child alone crying in the street, I ... (call) the police / I ... (try) to find his / her parents.
- If I ... (notice) an injured dog in the street, I ... (take) it home / I ... (chase) it away.
- If a friend ... (ask) me to lie to his / her parents, I ... (do) it / I ... (refuse).
- 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 disagree.

*If homeless people weren't so lazy, they wouldn't be homeless.*

## Practice

# The CAP / CAPE model

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

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

### 3 'lesson skeletons' 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. (2017c) [The Trinity CertTESOL Companion](#)

# Advantages of CAP as a 'initial (structural) model' (i.e. alternative to PPP/ESA)

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 even 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.

*Any disadvantages?*



Often the CAP 'unit' is not one lesson

Insights Stage 1 by Naomi Loney  
© Eric Cohen Books

## Who Am I?

A Are you a mystery to yourself? Do you always know who you are, understand the things you say or do? Complete this quiz to find out what kind of a person you are. Circle your first

## Who Am I?

high school. You look around your new class

"I don't know anybody. ..."

to make new friends.

to do?

having a social evening. You ...

ty.

to a special party and want a new outfit. Your mom

you know are hard. You ...

hat.

already have.

kind hair bright blue. She looks awful. You ...

even though you know everyone is going

you can that it doesn't look good on her.

your youth group didn't come to the last few meetings. You ...

friend doesn't want to come anymore.

friend later that night to ask why.

You have one day left to hand in a project for a competition when your computer suddenly stops working. You know that it's going to be hard to finish on time. You ...

a. give up.

b. run to a friend, stay up all night, and hand the project in on time.

Turn to page 142 and find out what kind of a person you are.

for you to answer? Explain why.

for the quiz in pairs.

**Worth Discussing**  
Rubin says "... the best thing to do is to feel the pain of the lost friendship ..."

- What kind of pain do you think this is?
- Describe a situation where a friendship broke up. How did the friends feel?

Workbook page 6

6 Reading Comprehension

## A Closer Look at Vocabulary

A Match each sentence in A with its meaning in B. Write the answers in your notebook.

- |  |  |
|--|--|
| <p><b>A</b></p> <ol style="list-style-type: none"> <li>Tali and Ronit are friends because they grew up in the same environment.</li> <li>Small children can be very emotional.</li> <li>Best friends express their feelings to each other.</li> <li>Whenever Sandy is sick, her friends give her lots of support.</li> <li>Good friends often have the same values.</li> </ol> | <p><b>B</b></p> <ol style="list-style-type: none"> <li>They agree about what is right and wrong.</li> <li>They take care of her and cook her hot meals.</li> <li>They sometimes laugh and cry easily.</li> <li>They tell each other how they feel even when they are angry with each other.</li> <li>They lived in the same neighborhood and went to the same school.</li> </ol> |
|--|--|

B Sometimes we can guess the meaning of a new word if we understand it is a word we know with a suffix (the letters at the end of the word). For example: childhood = child + hood. What do you think these words mean? Translate them into your language.

adulthood parenthood fatherhood

C Here are some more suffixes: -er, -ance, -ion, -ment, -ship, -or, -ness. These suffixes are added to the end of words to make nouns. For example: express - expression. Write the base word of each of the words below in your notebook.

information amazement listener appearance happiness

D With your partner find as many nouns as you can in the text with the suffixes in exercise C. List them in your notebook. How many did you find? See page 138 of the Grammar Appendix to help you.

E Write at least three sentences in your notebook about a friendship you have. Use the words you found in exercise D.

Workbook page 8

8 Grammar Appendix

8 Suffixes

Analysis

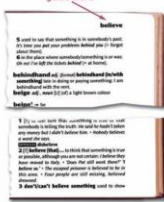
## At Your Fingertips

A A dictionary can be a helpful tool when learning new words. Here are some tips for using your dictionary. First look for the guide words. They are the first word on the first page and the last word on the second page and they appear at the top of each dictionary page. Use the guide words to help you find a word more quickly.

guide word



guide word



Look up the following words in your dictionary. compensation concern competition compartment company complain community

1. Which of them appear on the same dictionary pages?

2. What are the guide words on those two pages?

B Before opening the dictionary to look for a word, decide what part of speech you are looking for (for example, a noun or a verb). The dictionary will write (n) for noun, (v) for verb.

Read the following sentences and decide if the word in bold is a noun or a verb. Check the word in the dictionary and write its correct meaning in English in your notebook.

- She cut the pizza into eight pieces and gave each person his or her share.
- We called the hotel to book a room for the weekend.
- Every year my friend and I go to the antique car show.
- Alex and Jane became friends when they were guides in the art museum.
- Joe didn't program the computer correctly.

C Find the following words in the dictionary. Write (n) for noun and (v) for verb next to each word in your notebook. Which words are both nouns and verbs?

adapt change create design direction expect loyalty

## Let's Talk about Friendship

A The New Words on the right appear in the article below. Make sure you know what they mean. Which of the New Words can you use to describe what kind of a friend you are and what you look for in a friend?

B Each paragraph in a text has a main idea. It often comes in the first or last sentence. Sometimes, subtitles give the main idea.

Read the title of the article and the subtitles. What kind of information do you think the article will give us?

C Now read the article *Between Friends* and see if you were correct.

Tell Magazine speaks out. This week we look closely at friendship.

## Between Friends

### New Words

to accept each other / acceptance	independence
to break up / to deal with	interest(s)
to develop / disagreement(s)	loyal
emotional environment / to express feelings / to guide	to move on / to neglect (someone) / relationship / to respect / to support / values

I. Who needs friends? We all do. Having friends is very important for people of all ages. According to the *Gale Encyclopedia of Psychology*, people who have friends are usually healthier and feel better than people with no friends. Friendships teach important values such as trust and acceptance of other people. When you are a teenager, friends help you find your emotional independence.

II. What is a friend? There are many different kinds of friends and friendships. There are some friendships which develop when people share the same environment or interests. There are also people who become friends because they have the same values and beliefs. No matter how a relationship begins, a true friend will support you in three main ways. To begin with, a friend will give emotional help by being a good listener and by caring for you. Secondly, a friend will guide you by giving good advice. Lastly, a friend is there for you with practical help in times of need. He or she will lend a helping hand or support you when times are hard. So where do you begin?

III. Developing a friendship Surprisingly, it takes up to three years and a lot of energy to create a "best friend" relationship. For example, best friends have to be careful not to neglect each other. They also have to accept each other as equals, respecting their friend's point of view even when they don't agree. In addition, they must be loyal and be able to keep secrets.

IV. Are friendships forever? Don't expect a friend to always "be there" for you. Even the best of friendships may not last forever. Every day, there are friends who break up ... sometimes because of disagreements, but most often because of change. In her book, *Just Friends*, Lillian Rubin says that friends accept each other only if they both remain the same as they were when they met, or if they change in similar directions. If they change or grow in different ways, they may lose the friendship. When that happens, the best thing to do is to feel the pain of the lost friendship and move on to build new relationships.



Context

D A verb always appears in the base form in the dictionary. Under which word would you find the following past tense verbs?

accepted became began felt found taught

Workbook page 9

9 Guide Words

## A Look at Modals and Semi-Modals

A When we use modals and semi-modals, we change the meaning of the verb in a sentence. Here are some modals and what they express:

- must / have to - necessity
- must - obligation
- be able to / can / could - ability
- may / might - possibility
- can / could / may / might - request or ask for permission
- should - advice, suggestion
- would - polite request

Look at the following sentences. What does each sentence mean?

Remember to pay attention:

They have to accept each other.

They may accept each other.

They should accept each other.

They would accept each other.

B Read the following sentence:

- Best friends have to accept each other.
- Even the best friendships may not last forever.
- A good friend is able to keep secrets.
- You should respect your friend's point of view even if you disagree.
- Friends must be loyal and trustworthy.

C Choose one of the sentences in exercise B. Do you agree or disagree? Prepare a mini-dialogue with your partner. You can make it humorous. Present your dialogue to the class and decide whose dialogue was the funniest. Use the phrases below.

Maybe you shouldn't ... Would you like ... You mustn't ... You might think about ... You really should / shouldn't ... Do you think I should / could ... Do you think I can / must / have to ...

Analysis

D With a partner, look at the following sentences. Decide under which subtitle each sentence goes.

- Many friendships end because of disagreements.
- Childhood friendships help children grow socially.
- It takes a lot of energy to build a "best friend" relationship.
- Some people become friends because they have the same interests.

E Answer the following questions in your notebook.

### Paragraph I

- Name TWO ways that friendships can help a person.
- Give TWO examples of how teen friends help one another "find their emotional independence".

### Paragraph II

3. Complete the chart in your notebook to show how friends give support in different ways.

Type of Support	Activity
Guidance	
	Taking care of the dog for the weekend

### Paragraph III

4. The writer suggests FOUR ways to develop a friendship. Name them. In your opinion, which is the most important?

### Paragraph IV

- Complete the following sentence.
  - According to Lillian Rubin, friendships might end if the friends ...
  - "When that happens ... the best thing to do is to feel the pain ..." (lines 44-49). What situation is the writer describing?

### The Text

- Which of the following sentences is NOT true according to the text?
  - Friendships teach us to get along with people who may be different.
  - Many friendships end because the friends do not agree with each other.
  - Good relationships usually develop quickly and without much effort.
  - A person with friends is usually healthier than someone without friends.

## Putting Pen to Paper

A The first or last sentence in a paragraph is usually the topic sentence. It gives the main idea of the paragraph. The other sentences support the topic sentence by giving more details or examples. Look at the following paragraph from the text *Between Friends* and answer the questions in your notebook.

Surprisingly, it takes up to three years and a lot of energy to create a "best friend" relationship. For example, best friends have to be careful not to neglect each other. They also have to accept each other as equals, respecting their friend's point of view even when they don't agree. In addition, they must be loyal and be able to keep secrets.

- Which sentence is the topic sentence?
- Choose one sentence which supports the topic sentence.

B Read the following paragraph. Which is the best topic sentence to fill in the gap?

\_\_\_\_\_ The first thing to do when disagreements happen is to talk calmly with your friend. You should explain what is bothering you and give your friend a chance to tell his or her side of the story. too. You should never get violent or shout at each other. The goal is to solve the disagreement and still remain friends.

- It is not always easy or quick to get to know someone.
- You can try a few things if you're not happy with your friends.
- Sometimes you may disagree with a friend.
- It is hard when a friend is no longer interested in the same things you are.

C Write a topic sentence in your notebook for a paragraph about each of these ideas. Share your sentences with the rest of the class.

- School friendships
- How to develop long-term friendships
- Being loyal

Workbook page 11

11 Topic Sentences

11 Writing Checklist



Practice

and development needs

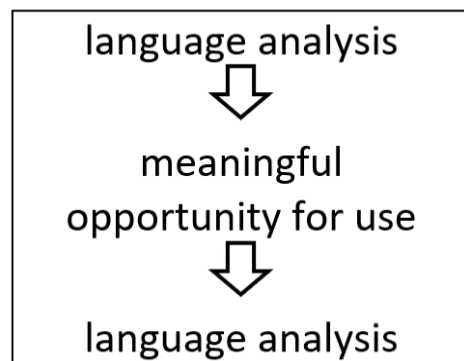
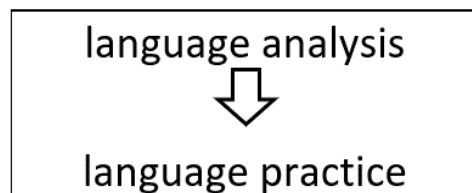
# Moving from directive to responsive frameworks

Three key issues with CAP:

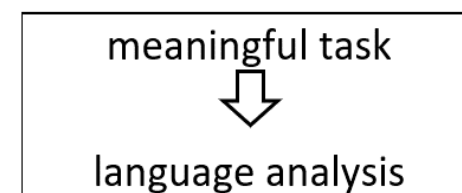
- Units are usually longer than one lesson.
- CAP doesn't provide clear opportunity for teachers to respond to learning: How do we deal with 'emergent language', encourage focus-on-form, differentiated instruction?
- 'Practice' is problematic. Do we want them simply to practice a structure (less meaningful) or to use language meaningfully and communicatively?

many experienced teachers

## PPP language focus



## TBLT language focus



# TATE framework (Anderson, 2020a, 2020b)

Phase
<i>Text<sup>a</sup></i>
<i>Analysis<sup>b</sup></i>
<i>Task<sup>c</sup></i>
<i>Exploration<sup>d</sup></i>

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
<b>Text<sup>a</sup></b>	Receptive skills practice through meaningful engagement with a written or aural text	Lexical priming Reinforcement	Inferring meaning from context
<b>Analysis<sup>b</sup></b>	Learner- or teacher-led focus on target features (TF) of lexis or grammar related to the text and/or task	Noticing  Translanguaging Proceduralisation activities	Raising awareness  Focus on lexis Form-function focus Contrastive analysis
<b>Task<sup>c</sup></b>	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
<b>Exploration<sup>d</sup></b>	Evaluation, review and form-focus responsive to task success and challenge	Uptake / Noticing the gap Reinforcement	Raising awareness Emergent language focus Reflection Planning for future

# Beyond frameworks?

- As we gain **expertise** the need for frameworks is often replaced by a more instinctual, flexible approach, and **principled eclecticism** / Kumaravadivelu's **post method pedagogy** (e.g., 2001).
- Project-based learning, text-based learning, CLIL and ESP frameworks are more likely to be of use.
- See: Ur's "mix and match" (2011, p. 518).





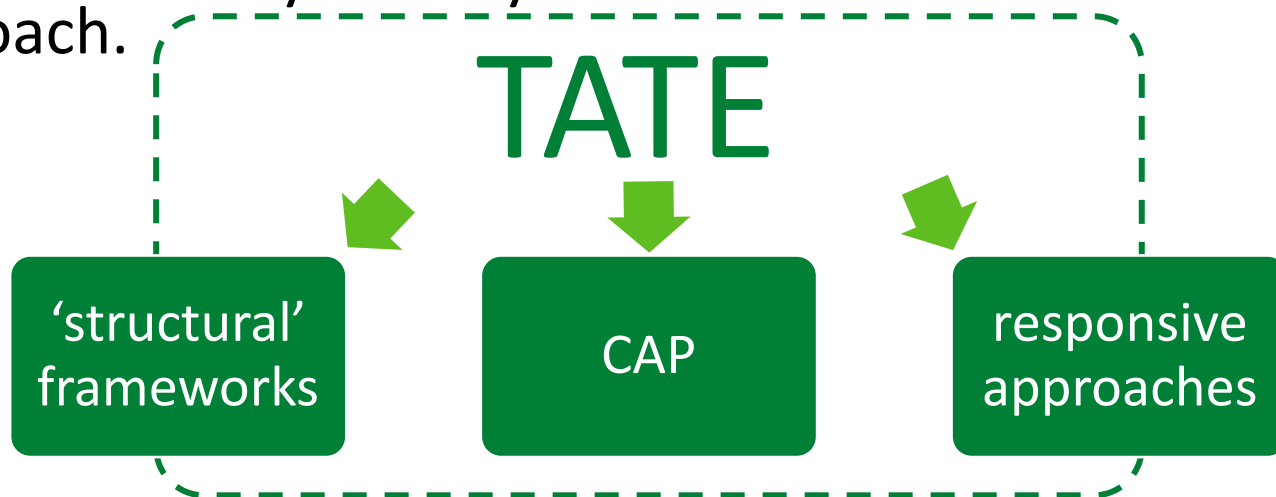
# Summary

- ‘Traditional’ structural frameworks: PPP, TTT, etc.
- Responsive teaching approaches: the conflict with traditional frameworks
- My research on the influence of coursebook design on ‘lesson shapes’
- Two 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... but **context** and **learner needs** will always be key considerations in our choice of approach.



# Summary

- ‘Traditional’ structural frameworks: PPP, TTT, etc.
- Responsive teaching approaches: the conflict with traditional frameworks
- My research on the influence of coursebook design on ‘lesson shapes’
- Two 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... but **context** and **learner needs** will always be key considerations in our choice of approach.





- Anderson, J. (2015). Affordance, learning opportunities and the lesson plan pro forma. *ELT Journal*, 69(3), 228-238.
- Anderson, J. (2016). Why practice makes perfect sense: the past, present and potential future of the PPP paradigm in language teacher education. *ELTED*, 19, 14–22.
- Anderson, J. (2017a). A potted history of PPP with the help of *ELT Journal*. *ELT Journal*, 71(2), 218-227.
- Anderson, J. (2017b). Context, analysis and practice'. *IATEFL Voices*, 256, 4–5.
- Anderson, J. (2017c). *Trinity CertTESOL Companion*. Stuttgart: Delta Publishing/Ernst Klett Sprachen.
- Anderson, J. (2020a). The TATE model: a curriculum design framework for language teaching'. *ELT Journal*, 74(2) 175–84.
- Anderson, J. (2020b). A response to Ellis: The dangers of a narrowly focused SLA canon. *ELT Journal*, 74(2), 195-197.
- Andon, N. & Norrington-Davies, D. (2019). *How do experienced teachers deal with emergent language?* Paper presented at IATEFL Conference, Liverpool, UK.
- Harmer, J. (1998). *How to teach English*. Longman.
- Ellis, R. & Shintani, N. (2014). *Exploring language pedagogy through second language acquisition research*. Routledge.
- Kumaravadivelu, B. (2001). Towards a postmethod pedagogy. *TESOL Quarterly*, 35(4), 537-560.
- Lewis, M. (1996). *The Lexical Approach: The State of ELT and a Way Forward*. Language Teaching Publications.
- Long, M. H. (1991). Focus on form: A design feature in language teaching methodology. In K. de Bot, R. Ginsberg & C. Kramsch. (Eds.). *Foreign Language Research in Cross-cultural Perspective* (pp. 39-52). John Benjamins.
- Long, M. H. (2015). *Second language acquisition and task-based language teaching*. Wiley Blackwell.
- Meddings, L. & Thornbury, S. (2009). *Teaching Unplugged: Dogme in English Language Teaching*. Delta Publishing.
- Scrivener, J. (1994). *Learning teaching*. Macmillan.
- Ur, P. (2011). Grammar teaching: Research, theory and practice. In Hinkel, E. (Ed.). *Handbook of Research in Second Language Teaching and Learning*, Vol. 2 (pp. 507-522). Routledge.
- Willis, J. (1996). *A framework for task-based learning*. Longman.

*Many thanks!*

Slides available at: [www.jasonanderson.org.uk](http://www.jasonanderson.org.uk) (talks page).

Email : [jasonanderson1@gmail.com](mailto:jasonanderson1@gmail.com)