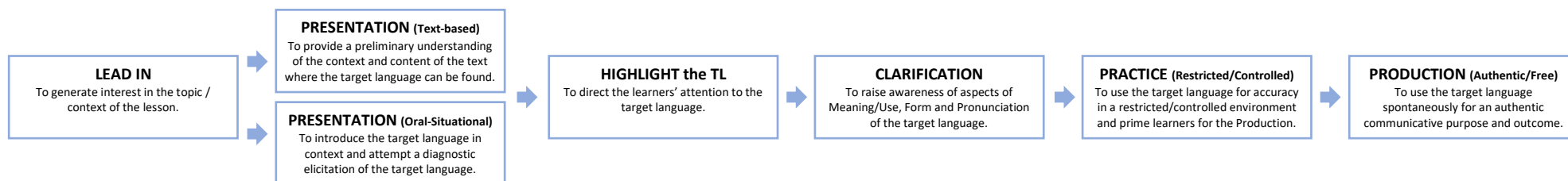


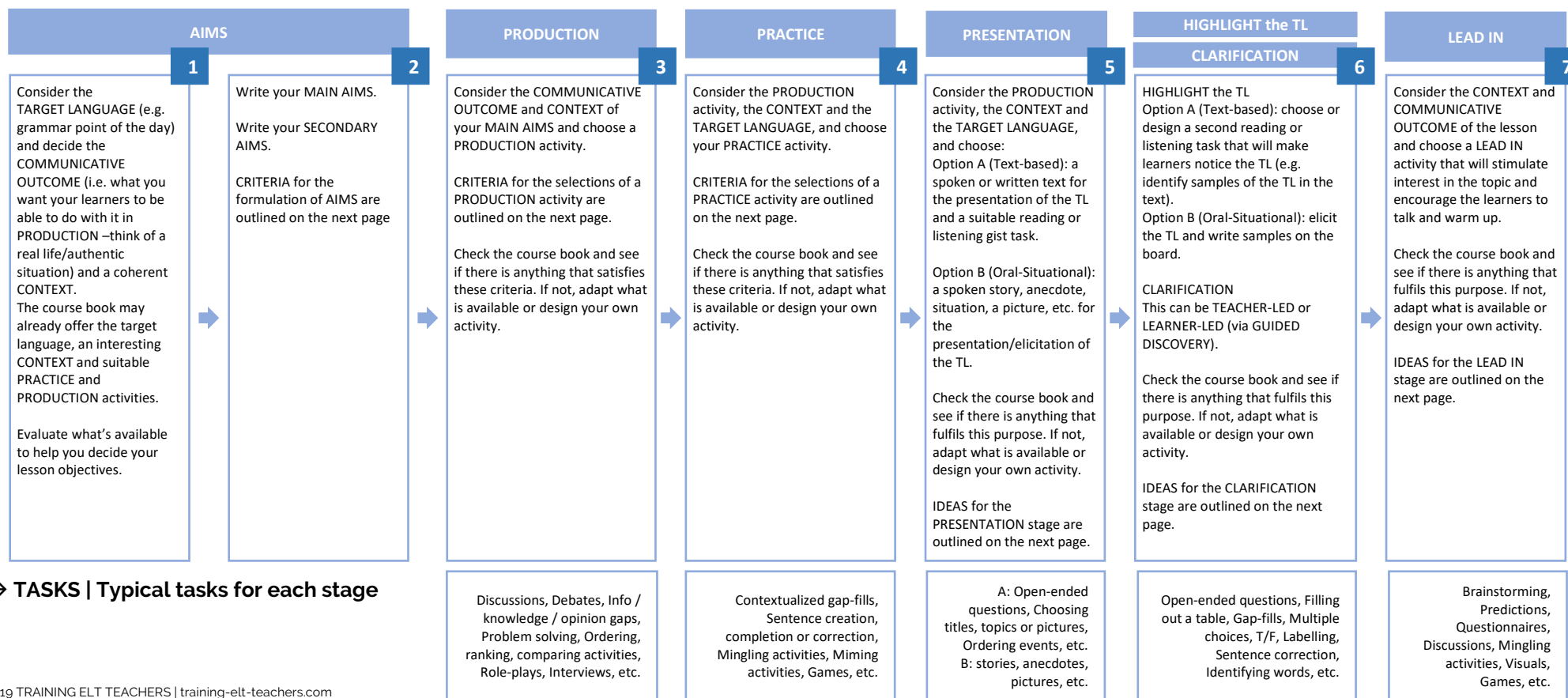
Planning a SYSTEMS (Grammar, Vocabulary or Functions) lesson using a PPP approach | THE PLANNING PROCESS

A PPP (Presentation-Practice-Production) approach to the teaching of language systems is often adopted when the teacher makes the assumption that learners won't know much about the target language (TL) and need the support of a written or spoken text to see it in context. To adopt this approach, it is necessary to have a spoken or written text in which the TL can be found and extracted for presentation purposes. The text doesn't have to be long: a short anecdote or a short exchange of SMS messages would be enough to establish the context and present samples of the TL.

→ LESSON STAGES | Sequence for the delivery



→ LESSON PLANNING STEPS | Recommended sequence for planning



→ TASKS | Typical tasks for each stage

Step 1 - EVALUATION

Consider the TARGET LANGUAGE (e.g. grammar point, vocabulary set, functional language) and decide the COMMUNICATIVE OUTCOME (i.e. what you want your learners to be able to do with it in PRODUCTION –think of a real life/authentic situation) and a coherent CONTEXT. The course book may already offer the target language, an interesting context and a suitable PRODUCTION activity. Evaluate what's available to help you decide your lesson objectives.

Let's imagine that the course book offers a grammar point, a context and a few activities which I have already evaluated...

Step 2 - AIMS

Write your MAIN AIMS. Make sure you clearly state the COMMUNICATIVE OUTCOME, the CONTEXT and the TARGET LANGUAGE.

E.g. To better enable learners to have an informal dialogue (COMMUNICATIVE OUTCOME) about a past holiday (CONTEXT) using appropriate questions, positive and negative statements using the past simple of regular and irregular verbs (TARGET LANGUAGE).

Write your SECONDARY AIMS. Consider the nature of the COMMUNICATIVE OUTCOME and decide what skill(s) learners will need to be able to produce the desired outcomes.

E.g. COMMUNICATIVE OUTCOME > INFORMAL DIALOGUE

SKILL(s) needed > SPEAKING SKILLS such as choosing topics and keeping the conversation going (limit this to a few sub-skills).

Step 3 – PRODUCTION (Authentic / Free practice)

Consider the COMMUNICATIVE OUTCOME and CONTEXT of your MAIN AIMS and choose a PRODUCTION activity. A useful PRODUCTION (Authentic / Free practice) activity should (1) create the need to use the target language spontaneously, (2) be focused on the communicative outcome and (3) place the emphasis on communicative effectiveness. This tends to be a stage focused on FLUENCY. Check the course book and see if there is anything that satisfies all these criteria. If not, adapt what is available or design your own activity.

E.g. The course book offers an activity in which learners engage in a dialogue about a past holiday. The context is suitable but the task is too vague. I need to adapt it. In the PRODUCTION stage, I'll have learners engage in an informal dialogue in which they will have to ask /answer at least 5 questions related to different holiday topics (the TASK needs to be sufficiently SPECIFIC – 5 questions / different topics – and directly related to the MAIN AIM) and keep the conversation going by asking at least 1 follow up question after each answer (this TASK also needs to be SPECIFIC – 1 question – and ideally related to the SECONDARY AIM). Learners will have to decide which holiday activity sounded the most fun.

Step 4 – PRACTICE (Restricted / Controlled practice)

Consider the PRODUCTION activity, the CONTEXT and the TARGET LANGUAGE, and choose your PRACTICE activity. A useful PRACTICE (Restricted / Controlled practice) activity should (1) allow learners to CONSOLIDATE their mastery of the TARGET LANGUAGE, (2) encourage learners to use the TARGET LANGUAGE ACCURATELY but MEANINGFULLY and (3) PRIME them for the PRODUCTION stage. Check the course book and see if there is anything that satisfies all these criteria. If not, adapt what is available or design your own activity.

E.g. The course book offers an activity in which learners complete a gap-fill. The sentences are out of context and don't provide any scaffolding for the PRODUCTION. I need to design my own activity. In the PRACTICE stage, learners will write 6 questions about a past holiday they want to ask their classmates (3 using regular verbs and 3 using irregular verbs). Learners will also write the answers to these questions.

[As learners are required to work on a dialogue in the PRODUCTION stage, it makes more sense to create some scaffolding by encouraging them to think of possible questions and answers they may want to ask their classmates. In this stage, learners can think more carefully of WHAT to say and HOW to say it. This will make them generate ideas coherent with the CONTEXT and COMMUNICATIVE OUTCOME, and will make them focus on the accuracy of the TARGET LANGUAGE. By letting learners choose their questions and answers, the task becomes more personalized.]

Step 5 – PRESENTATION | Option A (Text-based)

Consider the PRODUCTION activity, the CONTEXT and the TARGET LANGUAGE, and choose the text for the presentation of the TL. Check the course book and see if there is anything that fulfils this purpose. If not, adapt what is available or write your own text. Then choose a suitable GIST task. This may be available or may have to be designed.

E.g. PRODUCTION > INFORMAL DIALOGUE

CONTEXT > A PAST HOLIDAY

TARGET LANGUAGE > SIMPLE PAST (all forms of regular and irregular verbs)

The course book offers a reading text of someone recounting his past holiday. This matches the CONTEXT but it only contains samples of the affirmative form of the TARGET LANGUAGE. I need to adapt it. I can use the ideas in the reading text, but I will turn it into a dialogue. In the dialogue, I will plant some questions (Wh- questions and Yes/No questions) and some positive and negative statements in the past. I will also plant some language used to change topic and keep the conversation going (SECONDARY AIM). Learners may notice it.

Choose a reading / listening GIST task so that learners can read the text with some purpose and have a preliminary understanding of the context and the text.

E.g. The course book offers a suitable GIST task. I just need to adapt it. I will re-word the task and have learners read the text and decide whether the speakers had a PLEASANT or UNPLEASANT holiday.

Step 5 – PRESENTATION | Option B (Oral-Situational)

Consider the PRODUCTION activity, the CONTEXT and the TARGET LANGUAGE, and think of a suitable way to present and elicit the TL. Check the course book and see if there is anything that fulfils this purpose. If not, adapt what is available or design your own activity. Then think of a way to elicit the TL. This may be available or may have to be designed.

E.g. PRODUCTION > INFORMAL DIALOGUE

CONTEXT > A PAST HOLIDAY

TARGET LANGUAGE > SIMPLE PAST (all forms of regular and irregular verbs)

The course book offers a reading text of someone recounting his past holiday. The text seems quite long and I fear it would make the PRESENTATION stage too time-consuming. Instead of letting the learners read the text, I will tell them 2 things I did and 2 things I didn't do in my last holiday.

Think of an activity that will enable you to elicit the TL.

E.g. Nothing is available. I will simply ask learners to listen to my story and ask me 1 follow up question. In this way I can elicit the question form of the TL (e.g. Did you...? How was...? Who did you...?) and give an example of more positive and negative answers (e.g. No, I didn't do... It was... I went with...).

Step 6 – CLARIFICATION (Highlight the TL + CLARIFICATION).

HIGHLIGHT the TL

Consider the approach you adopted for the PRESENTATION stage and choose a corresponding option.

Option A (Text-based) – If you decided to use a Text-based approach in the PRESENTATION stage, choose or design a second reading or listening task that will make learners notice the TL. A common way of doing this is to ask learners to identify samples of the TL in the text. If you use a reading activity, you can ask learners to circle samples of the TL in the text, for example. If you use a listening activity, you can ask learners to tick samples of the TL from a list as they listen, or complete gapped sentences in which the gaps have to be filled with samples of the TL as they listen.

Option B (Oral-Situational) – If you decided to use an Oral-Situational approach in the PRESENTATION stage, highlight the TL by writing the samples (yours or the learners') on the board.

CLARIFICATION

Choose one the following options.

Guided discovery (Teacher-led)

If you decide to conduct the CLARIFICATION in a more teacher-centered way, design a set of questions to direct the learners' attention to aspects of MEANING/USE, FORM and PRONUNCIATION of the TL, and promote LANGUAGE DISCOVERY in such a way that will enable learners to draw conclusions about these aspects. Check the course book and see if there is anything that fulfils this purpose. If there is, you may want to consider using what's available in the course book and conduct a learner-centered clarification (see next section). If there isn't anything available, design your own questions.

E.g. The course doesn't offer any LANGUAGE DISCOVERY tasks. I need to design my own questions. I'll have the learners focus on the samples of TL highlighted in the previous stage (and recorded on the board) and ask the following questions: Are we talking about the present, the past or the future? (Elicit the answer and draw a timeline on the board) (MEANING); How does the main verb change? Is it the same for all verbs? (Elicit the answer and underline –ED endings of regular verbs and examples of irregular verbs) (FORM); What do we use to create negative sentence? Is it the same for all verbs? (Elicit the answer, circle 'didn't' and write 'bare infinitive' under each verb) (FORM); What to we use to create questions? Is it the same for all verbs (Elicit the answer, circle 'did' and write 'bare infinitive under each verb) (FORM). I will then write sounds /t/, /d/ and /ɪd/ under the –ED endings of regular verbs and conduct a pronunciation drill.

Guided discovery (Learner-led)

If you decide to conduct the CLARIFICATION in a more learner-centered way, choose a task that will direct the learners' attention to the TARGET LANGUAGE and promote LANGUAGE DISCOVERY in such a way that will enable learners to draw conclusions about MEANING and FORM (and PRONUNCIATION if using a spoken text). Check the course book and see if there is anything that fulfils this purpose. If not, adapt what is available or write your own task.

E.g. The course doesn't offer any LANGUAGE DISCOVERY tasks. I need to design one. I'll have the learners read the text again and answer these questions on a worksheet. Learner can work collaboratively. Are the speakers talking about finished or unfinished actions? (MEANING); Find a few examples of regular verbs in the past. How do we form them? Infinitive + _____ (FORM); Is the same grammar rule valid for irregular verbs? How do we form irregular verbs in the past? (FORM); Is the negative form of the simple past always formed using DIDN'T + Infinitive? (FORM); Are questions always formed using DID + Subj. + Infinitive? (FORM)

Make sure that in feedback you also raise awareness of features of PRONUNCIATION. This can be done in a more teacher-centered way as described in the previous section.

Step 7 – LEAD IN

Consider the CONTEXT of the lesson and choose a LEAD IN task that will stimulate interest in the topic and encourage the learners to talk and warm up.

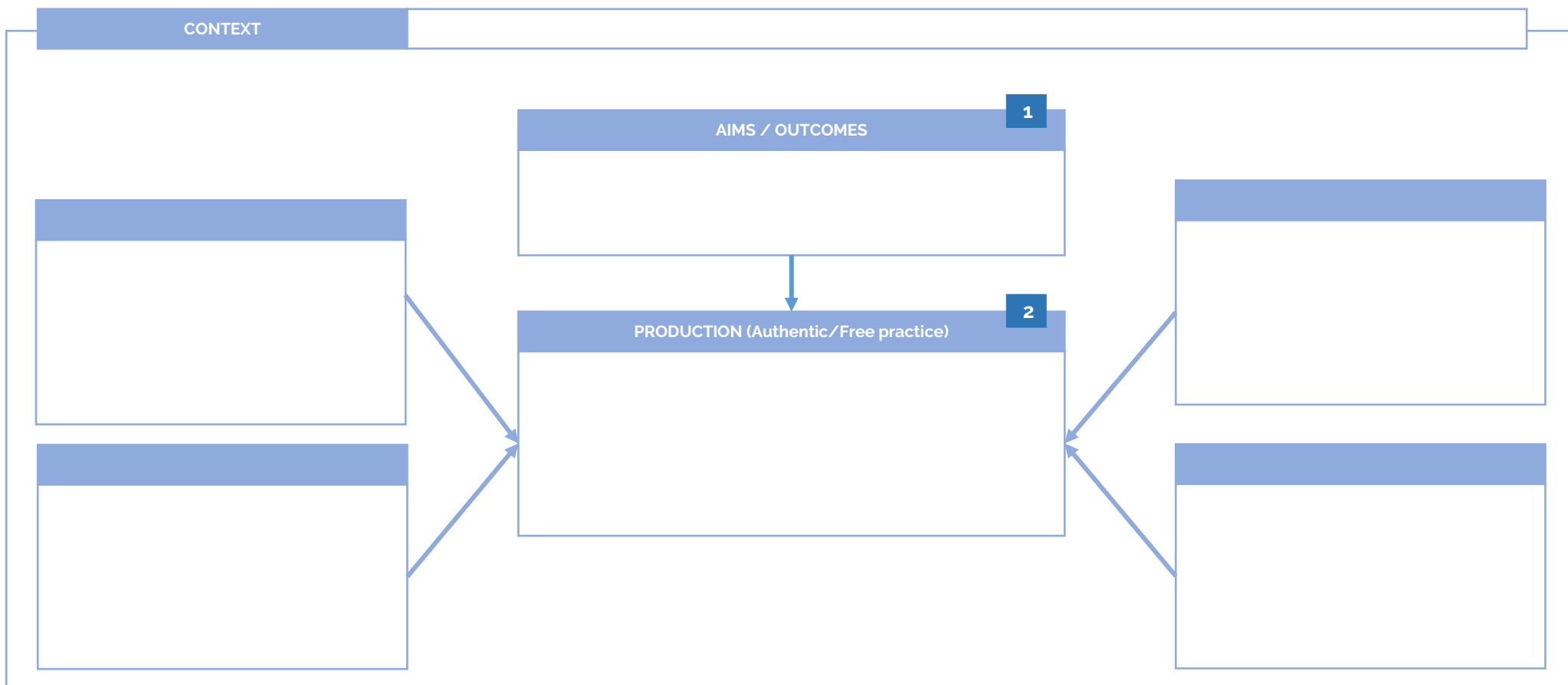
E.g. The course book offers a suitable LEAD IN. I will use it as it is and have learners discuss this question: What do you like to do on holiday?

This is the end of the process. By starting our planning process with the formulation of AIMS and the PRODUCTION activity, we ensure that all other activities are coherent with and focused on the production of the intended OUTCOMES. However, **the DELIVERY will follow the recommended framework sequence: LEAD IN > PRESENTATION > HIGHLIGHT the TL + CLARIFICATION > PRACTICE > PRODUCTION**

THIS PROCESS is a RECOMMENDATION. As long as you start your plan with the MAIN AIMS and the PRODUCTION activity, you can follow ANY SEQUENCE. The important is not to lose sight of the lesson CONTEXT, OBJECTIVE(S) and OUTCOME(S) and build all the activities in such a way that they purposefully and coherently support each other.

PPP | LESSON SKETCH

PLANNING PROCESS: start with AIMS, OUTCOMES & CONTEXT and the PRODUCTION activity. Plan the other activities in relation to these. Add/remove stages as needed.



DELIVERY SEQUENCE

