Present, Practice, Produce

Using PPP Lesson Format to Create Effective Lessons Through Task Based Learning

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Introduction

In this lecture we will discuss the skills and processes of lesson planning as well as learn how to use the most popular type of lesson plan format here in South Korea for EFL/ESL learning. This type of lesson plan format will provide you with a sure foundation for creating effective (after school) lesson plans. While we will be learning exclusively about this particular lesson plan, there are many other formats and strategies that I strongly advise you to learn and master. Additionally it is pertinent that you discuss curriculum, classroom methods, and lessons with your school, as you will be teaching in a new classroom environment with an unfamiliar or completely new culture. Finally, this lecture will try to accommodate participants at all levels but will focus mainly on participants new to the teaching profession, and on giving participants concrete experience in constructing an after school EFL/ESL lesson plan.

The Need for Lesson Planning

Lesson planning is an essential skill in learning and maintaining effective teaching skills. Just as an orchestral conductor uses a score to create an environment to make music, the teacher uses lesson plans to create an environment for learning. Lesson plans are a *must* for implementing your curriculum in addition to being a way to: assess students and oneself, communicate to students, parents, and peers, and suggesting professional commitment. For teachers who are new to the profession it is one of the most effective tools in developing skills such as time management, assessment strategies, classroom management, negotiation of classroom roles, as well as a place to contemplate and apply educational theory.

While there are valid arguments for why some teachers seem not to use lesson plans the majority of these stem from a teacher's experience that has been built over many years and surely through the processes of lesson plan implementation. We can equate lesson planning to cooking. While the ultimate goal is to create a finished dish, you learn the most through understanding and practicing the process of cooking. Yes your goal is to create an effective lesson yet understanding and practicing lesson planning is essential to becoming an effective teacher. This is often the secondary or forgotten role of lesson planning that is key to your success here as an EFL teacher. I do strongly advise you to continually seek out different methods and professional development to foster your growth as a teacher.

Bringing Together Language Skills and Methodology

Before we dive into creating a lesson plan we need a basic understanding of language skills and teaching methodology when teaching in the EFL classroom. These skills and methods are where you should begin when creating a lesson, it will better focus your teaching, and place your classroom environment in a condition that is more conducive for language learning.

First there are four skills (Table 1.1) that are used in the language classroom. While you might be familiar with these being labeled as "oral" and "written" skills, for our purpose we will group them as "receptive" (skills used to receive and understand language) and "productive" (skills needed to produce language). These skills will be the focus for the type of lesson you will create.

Table 1.1
Language Skills

Receptive Skills	Productive Skills
Reading	**Writing**
Listening	**Speaking**

Typically lesson plans focus on either receptive skills or productive skills but the most effective plans strive to utilize both types and all four skills through out the lesson. As a **native speaking English teacher (NSET)** most of you will be expected to create productive skills based lessons with the emphasis on speaking. While your focus may be on speaking, students should be allowed and encouraged to practice all language skills through out a lesson. This allows for more cohesion and comprehension during the learning process. There is no definite answer as to which one, receptive or productive skills, is best for which level of learners you are teaching. You as a teacher will need to determine which skills and focuses will be needed for which levels of students you have in your classroom.

Secondly we must understand teaching approaches and strategies. Teaching approaches and strategies are simply the way (the method) in which you conduct your classes. There are countless strategies and approaches (in which you will focus on in other TaLK lectures) that can be used in a singular or multi-strategy approach. These approaches help to orient and guide your classroom as well as providing an opportunity for comprehensible input. A few examples of different learning strategies include but are not limited to lecture, discussion, debate, student centered, active learning, co-operative learning, and task-based learning. While I strongly encourage the use of multiple strategies, as a NSET most of you will be expected to create productive skill based lessons typically using **task based learning (TBL)** strategies.

In TBL the primary focus of classroom activity is a task in which the learner will generate authentic though not necessarily original language and create opportunities for **second language acquisition (SLA).** Your role as the teacher is to facilitate this opportunity for second language acquisition. The task and language are the instruments that the students use to complete the task. This task is an activity based on students using language to achieve specific outcomes. The activity should reflect real life or authentic tasks (questioning, games, surveys, conversation, role plays, presentation, etc.) and the students focus on meaning; they use language freely while attempting to lower their affective filters and are free to experiment or make mistakes.

PPP Format and its' Reasoning

PPP (Present, Practice, Produce) lesson plan format and its' variations have become an accepted EFL/ESL format here in South Korea for NSETs as well as for most Korean English teachers. PPP is a 3-staged lesson plan format that offers a foundation for both receptive and productive skills to be integrated into a lesson plan as well as being able to accommodate for multi-strategy approaches. PPP additionally presents an easy to understand and manage format for both teachers and students to navigate during classroom instruction. PPP allows for sequentially controlled instruction in which students can model target language and receive error correction. Additionally PPP is a very malleable format that can accommodate and be adapted to different situations and student levels. In the following sections we will discuss how to use this lesson plan format to create productive skill based TBL lesson plans. There is also a section below on receptive skill based lesson planning but it will not be discussed during this lecture.

Casey Barnes, Professor of English at Kyunghee University in Seoul summarizes some additional reasoning behind using PPP format (2011).

This format allows for teachers to more effectively:

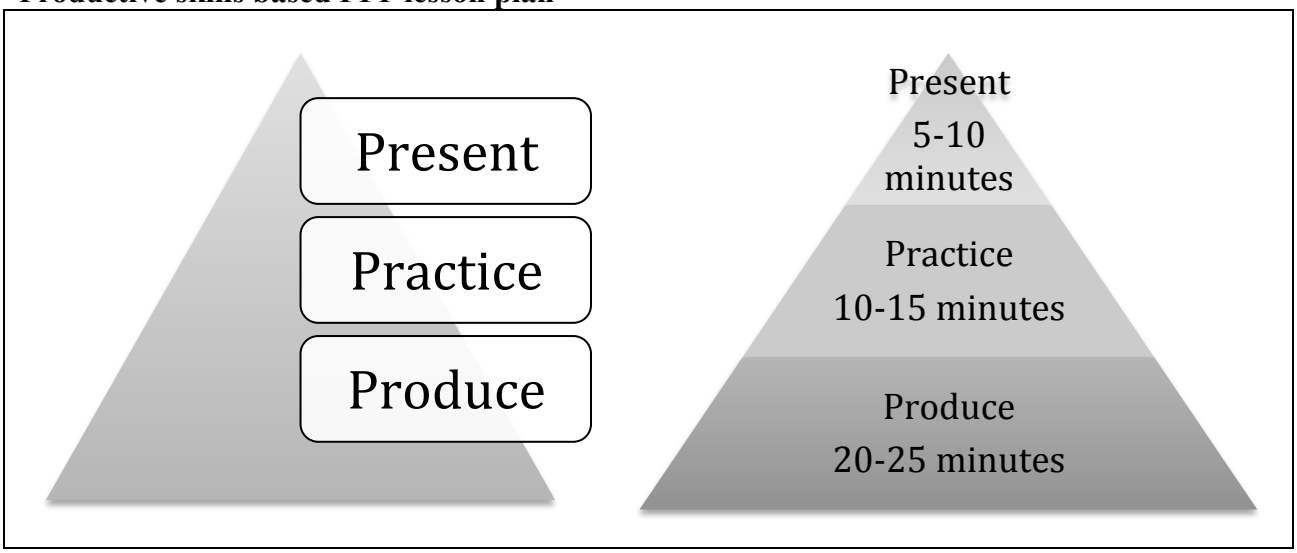
1) *Share their lessons with other professionals*. Even if you are not familiar with the individual teacher or lesson plan, this format allows a professional teacher to easily and quickly adapt it to his or her own classroom.
2) *Make the lesson objectives and execution understandable for observing supervisors, teachers, and*

parents.

3) *Communicate with co-teachers about in-class roles and lesson execution*. Many of the English teachers in Korea have been trained to write lesson plans in this or very similar formats.

To understand productive skills based PPP format we can use table 1.2 to better visualize what the format looks like and the proportion of time used for each stage. Start with the **present stage** and move sequentially to the **produce stage**.

Table 1.2
Productive skills based PPP lesson plan



Productive Skill Based PPP Lesson Plans

Productive skill based lessons place their emphasis on creating and exploring language through learning and practicing reading and/or speaking skills. This can be difficult for young learners as they are just beginning to acquire the second language. As most NSETs will be responsible for productive skills in the classroom you will need to learn strategies and methods for working with young EFL/ESL learners and incorporate these into your lesson plans. We will now discuss in more detail the stages of a PPP productive skills based lesson plan.

In productive skills based lesson plans the **present stage** is used to introduce the new or target language. The teacher can use PPT, pictures, flash cards, vocabulary, videos, songs, drills, games, and or direct questioning. While the present stage can be heavy on the teacher-centered side, with proper planning and practice the present stage can become more student-centered and engaging for learners. Many teachers tend to linger in this stage as they search for comprehension. The goal of this stage is to present the material ***not*** to gain instant comprehension and understanding. This is the beginning of comprehensible input and will give the learners an opportunity to grasp what they will be learning about.

In the **practice stage** the teacher creates controlled practice for the learners through controlled activities. These activities can include but are not limited to question and answer, choral response, read and repeat, worksheets, prewritten role plays, etc. The goal of the practice stage is to give the students boundaries in which they can safely use the language. Giving clearly defined correct and incorrect answers will give the students these boundaries in which they can build an understanding of how to use the language. This is also an appropriate time to give feedback and make assessments on students and the overall lesson condition.

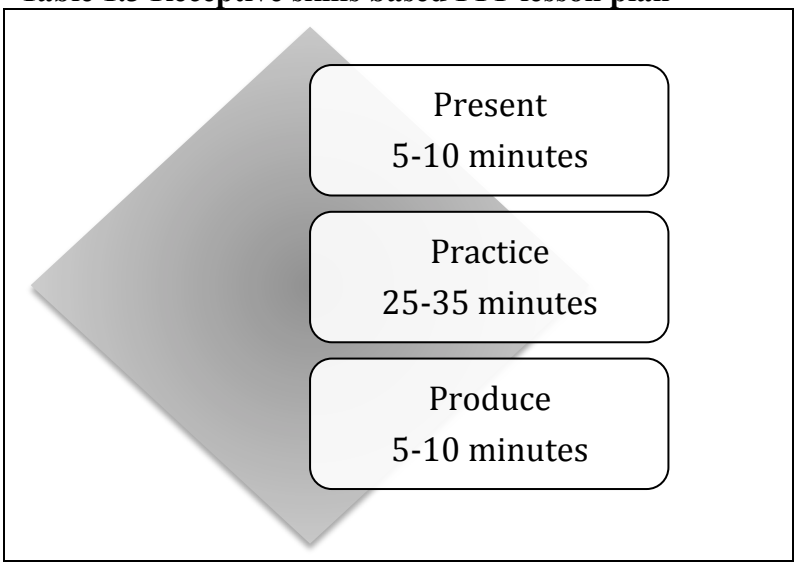
Finally in the **production stage** students have the opportunity to as freely as possible interact and explore the language. In this stage the emphasis is not on correctness but on the goal of producing language. This stage can be difficult due to the somewhat hectic nature of production in a classroom but using a strategy like TBL can greatly assist in the learning process. By building in strategies into the lesson plans the teacher and the learners can use activities/tasks such as pair and group work, interviews with unique answers, gathering information, creating dialogue, stories or role-playing, and games with unique answers to assist in regulating the classroom.

Receptive Skills Based PPP Lesson Plans

**This section will not be covered in the lecture due to time and logistic concerns.*

Receptive skill based lessons not only center around reading and listening but also place an emphasis on predictive skills, tunneling to more specific ideas, and deductive reasoning. This allows for more classroom time to be centered more on "correct or incorrect" processing. Receptive based lessons are excellent at but not exclusively for, acquiring vocabulary and grammar, memorizing, and eliciting direct information from students. In table 1.3 we can observe the shape and proportion of time for each stage of a receptive skills based PPP lesson plan. The majority of the time spent on the lesson is during the practice stage.

Table 1.3 Receptive skills based PPP lesson plan



In receptive skills based PPP lesson plans the **present stage** is very similar to the productive skills based lesson plans. The teacher introduces new or target language that will be used in the listening or reading for the lesson. This can be done with the same methods as the productive skills lesson. Remember the goal is present comprehensible input that leads to greater comprehension later on in your lesson.

During the **practice stage** the teacher facilitates various practice-based activities with the new or target language introduced in the present stage. This is very similar with the productive skills based PPP plan that students will practice language in a controlled environment with a focus on correct and incorrect answers but at a greater depth and time. Typically during the longer practice stage the teacher will start with the non-specific and move to more specific material and ideas. Additionally the teacher may use the same type of activities as in the productive skills based practice stage but place more emphasis on guiding the students through the activity from general to detailed comprehension.

The **product stage** differs from the productive based lesson not only in time but also in depth. During this stage the teacher can use activities that resemble the practice stage but allow for individual and unique answers of the students. The teacher can additionally use productive based skills in activities such as interviews, journals, pair and group work, or other follow up tasks.

**End of non-lecture information.*

Essential Lesson Plan Elements

We are almost there! Before we can come to a unified PPP lesson plan we need to understand the basic elements of a typical lesson plan. The basic elements below are what you will find in most effective lesson plans. Lesson plans typically have four to five sections, lesson information, objectives, procedures, assessment, and anticipated problems and solutions. As with any lesson plan format the teacher is free to modify it to fit their situation. The format given here can be used exactly as is, a guide, or a starting point for your own lesson plan.

❖ Lesson Information

This includes but is not limited to direct information that is needed for the lesson plan. Typically this section also includes other sections such as objectives, materials, and special notes. This information should be at the top and easy to read. It will be up to the teacher to determine this but remember to make sure the lesson plan is always readable to an outside observer, i.e. co-teacher, supervisor, peers, parents. Table 1.4 shows an example of typical lesson plan information.

Table 1.4 Example of typical lesson information

- **Title (Unit)**: Prepositions Unit 1
- **Grade (Level):** Elementary 2nd grade**,** A class
- **Lesson Focus:** Speaking
- **Objectives**
  - Students will be able to verbally describe where a ball is by using prepositions.
  - Students will be able to listen and draw the location of a ball using prepositions.
- **Key Expressions:**
  1. The ball is (on, under, in, next to) the box.
  2. Where is the ball?
- **Materials:** Youtube video, PPT, flashcards, markers, preposition worksheet 1
- **Special Notes:** Today we will be playing a new game, please read the instructions below.

❖ Objectives

Objectives keep lessons on track and give the teacher and learners a concrete goal to work towards. Teachers need to know their objectives for fair assessments as well as gauging students' progress during the lesson. Learners need to know objectives so that they can work towards the teacher's expectations and assessment. Without proper direction both the teacher and students will become quickly lost in the lesson. Writing clear objectives are essential to creating an effective lesson plan.

When writing clear objectives they need to:

- have a *measurable* and *observable* outcome
- be concise in structure and length
- follow a consistent format
- be able to read by an outside observer

When writing objectives avoid ambiguous or passive verbs and phrases that are **not** measurable or observable. Be specific as possible and understand what objectives are attainable to your level of students. Table 1.5 illustrates words to avoid and words to use when writing objectives. The words to use are based on Bloom's Taxonomy.

While there are many ways of writing objectives one of the most effective ways is adding from the list below of words to use to the following phrase: "***Students will be able to…***" This phrase gives a concrete stem to base the objectives off of.

Examples of well-written objectives:

- Students will be able to identify the primary colors.
- Students will be able to locate proper nouns from a list of nouns.
- Students will be able to predict what comes next in the story presented.
- Students will be able to collect like shaped objects from a basket.

Table 1.5 Words to avoid and use in objectives

Words To Avoid When Writing Objectives		
Learn	Realize	Respect
Use	Enjoy	Like
Make	Master	Know
Understand	Appreciate	Feel

Words To Use When Writing Objectives (Bloom's Taxonomy)					
Knowledge	**Comprehension**	**Application**	**Analysis**	**Synthesis**	**Evaluation**
Identify	Translate	Demonstrate	Separate	Create	Verify
Label	Summarize	Instruct	Determine	Assemble	Support
List	Paraphrase	Schedule	Categorize	Predict	Recommend
Locate	Identify	Relate	Defend	Collect	Prove
Define	Illustrate	Plan	Deduce	Compose	Compare
Arrange	Draw	Predict	Compare	Plan	Conclude
Write	Describe	Chart	Question	Draft	Justify

❖ Procedures

Procedures will be the largest section on a lesson plan. No matter the lesson plan format type, when writing the procedures keep them concise, repetitive in form, and visually easy to understand. Again as iterated before, this is to make sure your lesson plans are readable to you and outside observers. Table 1.6 illustrates what a typical PPP lesson plan procedures section looks like.

Table 1.6 Typical PPP lesson plan procedures

Procedure	Details
Presentation: *Introduction of Lesson Theme, Objectives, and Target Language.* **Time: 10 minutes**	1) Introduction slide is up for students to see. T: Today we are talking about expressing how you feel. How does Justin feel? Ss: Sad, upset T: Yeah, it looks like he does. Let's look at our Key Expressions for today. (Teacher may read chorally with students.) T: Now, let's watch a video to see what we will be able to do at the end of class. Teacher uses video to demonstrate objectives for students.
Practice: Students work with the language. Scaffolding prior knowledge, jig-saw, group work. **Time: 10 minutes**	1) Show pictures of situations in which people are expressing feelings. T: Talk to your team; make a list of what feelings you see. 2) Assign pictures to groups to share. T: Okay. Let's listen to our classmates' ideas and we can write more. 3) Students share ideas. 4) Students have guided practice with the teacher inserting different feelings into the model dialogue.
Production: Students master and internalize language. This is an opportunity to apply the language to a task. **Time: 20 minutes**	1) Students will interview their classmates and ask how they feel and what situations make them feel that way. Students will write down their answers. T: Okay. Interview five classmates. How many classmates? Ss: Five. T: Right. Five from different teams. T: Use your practice sheet for examples. T: Write down your classmates' answers.
Assessment / Homework **Time 10 minutes**	1) Students will return to their team and share with their partner one item they learned about what makes another classmate feel a certain way. 2) The teacher will walk around and individually assess students.
Anticipated Problems and Solutions	1) Students' answers may not vary during the practice time and the potential for off-task talking will be high. Walk around assessment can be used to deter this and encourage students to vary answers.

❖ Assessment

While assessment is closely tied to the lesson's objectives it gives teachers the ability to measure and understand what students have accomplished as well as an indicator of how effective the teacher is. Assessment should be done throughout the lesson and on micro (individual students) and macro (groups and the entire class) levels. As a teacher gains experience, assessment should also continue through lesson units, weekly periods, and even yearly periods to give a greater picture of students' and teacher accomplishment. Although assessment may or may not be a written section of a lesson plan it is an essential element that needs to be developed and used.

❖ Anticipated Problems and Solutions

This frequently neglected section is not only a place to write what potential problems could occur but also an exercise to increase your awareness and experience in lesson planning. When teaching we always insist on students gaining critical thinking skills. The anticipated problems section is where teachers need to practice their own critical thinking skills. In this section teachers should systematically go through the advantages and limitations in their methods as well as analyze potential classroom management issue as they pertain to the lesson. In the previous Table 1.6 you can observe an example of anticipated problems and solutions.

Sample Lesson Plan
Below is a sample lesson plan for an elementary afterschool class in PPP format including all discussed essential lesson plan elements using TBL and based around productive skills.

Lesson Plan

▪ **Title (Unit):** Lesson 4 Topic 2 "Look at the Animals"

▪ **Grade (Level):** Elementary School Grade 2

▪ **Lesson Focus:** Speaking, Listening

▪ **Objectives**

- Students will be able to identify and name what kind of animal they see.

- Students will be able to count how many animals they see.

▪ **Key Expressions:**

1. Look at the (animals). What are they? / They are (animals)

2. How many (animals) do you have? / I have (number) (animal).

▪ **Materials:** PPT, English Text Book 1, Worksheet 1, animal vocabulary cards, beach ball, fly swatters, secret animal picture game cards, students' journals.

▪ **Special Notes:** Make sure to walk around and monitor students. Last week Jon had some problems with Mike. We need to watch them. Also next week we will watch a movie. Can we tell the students that they can bring snacks to share?

Procedure:	Details:
Presentation: Introduction of content and language. *Describe activities that will introduce students to new language, or activities that will refresh the language for review.* **Time: 10 minutes**	**Greeting:** PPT Slide is on the screen. T: Hello, (pick 1 student) how are you today? S: I'm _____ thank you and you? -Students pick another friend to ask the questions. Pass the question around until everyone has answered. -Presentation: Read the story "Look at the Animals" Students can be seated in any arrangement. Read the story once. If time permits read the story again and have the kids raise their hands when they hear animal names.
Practice: Students begin to work with the language. *Describe the activities that show how the students will apply the language personally, or describe how students will practice*	**-Practice:** The teacher will show animal picture cards that the students know T: Look at the animals. What are they? S: They are (animal's name). *Make sure students are using the plural "s" sound and a full sentence.* -After a few times introduce the new animal cards. Repeat the question and answer response. If students don't know tell them the new animal and have them repeat the name. Speed the game up after each round.

with previously reviewed language. **Time: 10-15 minutes**	-Tell the students they will be playing a game. **Game Instructions:** 1. Hang up the vocabulary cards. 2. Split the students into 2 teams. 3. The teacher will say an animal. 4. The students will run up to the board and "slap" the correct animal with a fly swatter. 5. The student whom is first gets a point for their team. *(Tell the students if they fight or break the rules they loose a point)* *-You can additionally vary this game by calling out how many animals with a correct or incorrect amount so that the students have to count how many animals of which type.*
Production: Student internalize and produce language. *Describe the activities that show how students will use language to communicate with peers or how students will use reviewed language to communicate with their peers* **Time: 20 minutes**	**-Activity:** Review with the students the sentence *"How many _____ do you have?"* Using the ppt review some possible answers *"I have ____ _____s"* Make sure students are using the plural s sound and full sentences. - After reviewing model the activity. **-Activity instructions:** 1. Give each student a "secret" animal game card. Tell them that no one can see their card and to hide it. (Each game card has pictures of different new animal vocabulary on it with different amounts of animals on it.) 2. Using worksheet 1 the students will go around the classroom and ask their friends "How many (*the animal's name)* do you have?" 3. Their friends should respond, "I have (*animal's name, how many*)." The teacher should walk around assess, make corrections, and make sure students are on task. 4. Students should write down their friends name in the box as well as fill in the answer box with how animals their friends have. 5. Students who get all other students' responses and or are working hard get a point for the day.
Assessment / Extension Activities / *Assign any additional work that assesses or reinforces the students' mastery of the lesson objectives.* **Time: 5-10 minutes**	- Have the students clean up and sit down. Congratulate them and give specific feedback on what they did well ex. *"Good job counting our new animals today"* - Have the students write in their journals what they learned today. Make sure they write todays date and using today's new vocabulary. -While the students are writing walk around and assess their work. - Have the students pack up their materials and line them up for dismissal.

Anticipated Problems and Solutions:

Problem: Some students may already know the new vocabulary.

Solution: Acknowledge that the students know the new vocabulary and use them for modeling

Problem: During the interview activity students may get off task.

Solution: You can either: have the students in small groups and then change groups or teachers can walk around to keep students on task.

Lesson Plan

- **Title (Unit):**
- **Grade (Level):**
- **Lesson Focus:**
- **Objectives**

- Students will be able to

- Students will be able to

- **Key Expressions:**

1.

2.

- **Materials:**
- **Special Notes:**

Procedure:	Details:
Presentation: *Introduction of Content and Language Describe activities that will introduce students to new language, or activities that will refresh the language for review.* **Time:**	

Practice: Students begin to work with the language. *Describe the activities that show how the students will apply the language personally, or describe how students will practice with previously reviewed language.* **Time:**	
Production: Student internalize/master and use language *Describe the activities that show how students will use language to communicate with peers or how students will use reviewed language to communicate with their peers* **Time:**	
Assessment / Extension Activities *Assign any additional work that assesses or reinforces the students' mastery of the lesson objectives.* **Time:**	

▪ **Anticipated Problems & Solutions:**

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Lesson Plan

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2.

▪ **Materials:**

▪ **Special Notes:**

Procedure:	**Details:**
Presentation: *Introduction of Content and Language* *Describe activities that will introduce students to new language, or activities that will refresh the language for review.* **Time:**	
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▪ **Anticipated Problems & Solutions:**

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