



Usage of Presentation-Practice-Production Method in Teaching English

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ABSTRACT

This article provides information about a study that aims to use new method PPP during the lessons and provide opportunities for learners to use the target structure. Understanding of PPP method, advantages of PPP method and developing of this new method.

Keywords:

PPP, new method, production, presentation, passive skills, framework, stage, lesson structure.

Introduction

An English language teaching methodology called 3P is mainly taught in TEFL courses. In this method, the input is taken in small chunks, which therefore become a whole. Accuracy is more focused than fluency. This is the same as a deductive approach to learning where teachers explain a topic in detail at the beginning of the lesson, after which students can do related activities.

Presentation-Practice-Production, or PPP, is a method of teaching structures (such as grammar or vocabulary) in foreign language. As the name suggests, PPP is divided into three phases, moving from tight teacher control to for greater student freedom. Please note that some authors use the name to refer to the specific method that focuses on oral skills, but it can also be applied more broadly to a family of related methods based on transition from presentation through controlled practice to free production. The presentation phase is supervised by the teacher. The teacher may use text, an audiotape, or visual material helps to show the situation. From this she will extract the necessary language forms. The aim is to make sure the students understand the context and get them to think about it. You can poke students for ideas

or suggestions, encourage them to talk to each other about what they know or think about a situation, etc. This also helps them start remembering the language and vocabulary they already know about a topic (or 'activate schemata' if you need a fancy term for that).

Although the PPP model as a deductive and explicit approach to teaching grammar has received much criticism (e.g., Tomlinson, Dat, Masuhara, & Rubdy, 2001) [1], there has been increasing support over the 'reuse' of the PPP approach. Norris and Ortega (2000) [2]. and Spada and Yasuyo (2010) [3]. conducted meta-analysis research studies comparing the effectiveness between the expect and implicit approaches to teaching grammar. Both of the studies found that research studies in general have been in favour of explicit instructions and reported that explicit approaches to teaching grammar were not found to be less effective than implicit techniques. Note that some writers [4] use the name to refer to a specific method that focuses on oral skills, but it can also be applied more broadly to a family of related methods which rely on the progression from presentation, through controlled practice, to free production.

The support of the PPP-type lesson is further

emphasized by Anderson (2016) [5]. who claimed that the PPP model is especially effective for classes over 30 students with learners having the same native language and only with a few hours of instruction per week. Considering that the contexts of the classes of the current research participants are similar to the types of contexts that Anderson claimed to be appropriate for a more explicit instruction type of techniques to teaching grammar, the researchers hypothesised that the PPP could be beneficial to help their students learn grammar more effectively. Thus, the current research aimed to explore how the PPP model as the dependent variable could affect students' mastery in learning subject-verb agreement as the independent variable.

Phase 1 of the PPP Method: Presentation.

This is the part of the process that is most passive for the student. The teacher introduces new information to the students (e.g. grammar point, vocabulary list, etc.). It is important that

The Present Continuous

BE VERB+ING

E.g. I am reading

BUT: I am sitting, I am coming

A SUBSTITUTION TABLE

I am	playing	now
You are	working	at the moment
He is	coming	today
She is	sitting	at this moment

Finally, the teacher needs to confirm that the presentation was successful and that the students understand the new language. In the simplest case, this part of the PPP method simply asks students to confirm the correctness of a particular example, although teachers can use more complex steps at their discretion.

Phase 2 of the PPP Method: Practice.

This phase, also called drilling, is designed to fully consolidate the new language. Typical practice activities include drills, multiple-choice exercises, gap-and-cue exercises, transformations etc. The practice phase can be long and contain several activities to best cover

this information be presented in sufficient detail. The first part of the presentation will introduce the meaning of the new language. This could be a written definition, a flashcard, or a verbal description of the meaning of a phrase or idiom. The teacher should then use clear examples so that students can see the correct usage. An example would be a sample dialogue or a sentence written on the board, but students should see how the new language is used naturally. For example, the teacher may show the class the following picture and model the following sentences: Mr Smith is feeding the baby. Mr Smith IS feedING the baby. Mr Smith ...IS feed...ING the baby. Mrs Smith is looking at her laptop. Mrs Smith IS lookING at the laptop and so on. She might then write the sentences on the board and perhaps describe the grammar rule.

Alternatively, the teacher might present the grammar rule without reference to a situation, e.g. through description supplemented with examples or through substitution tables.

the whole class. There is a good chance that this will take longer than any other step in the PPP method. However, learning can also be short if the new language is simple and understandable to a certain class. At this stage, the teacher must determine the best course of action based on the needs of the students.

There are a few major considerations when planning a production game or activity;

- Whole Class Participation
- Setting up
- Safety
- Relevance to target language

- Interaction patterns (should be student to student)

A DRILL

T: Read!

S1: I am reading.

T: Play!

S2: I am playing

A GAP-AND-CUE EXERCISE

Tom _____ (play) tennis.

We _____ (do) our homework.

I _____ (cook) spaghetti.

A TRANSFORMATION EXERCISE

I drive to work every day.

Today....

Mary watches TV every afternoon.

Now...

Phase 3 of the PPP Method: Production.

The third and final stage of the PPP method is production. Here, students use what they have just learned to synthesize new examples in writing or speaking. (In the case of phonics and reading lessons, reading unfamiliar or difficult words can also be considered production.) Testing is also considered production, especially if it requires reproducing language elements in new configurations.

However, it is important to note that the production phase of the PPP method is likely to be the most challenging for low level beginners or very young learners. Students without a solid foundation in English will not have enough building blocks to synthesize their own language. In these cases, the production phase of the PPP method will take a back seat to additional practice until students are advanced enough to build their own sentences.

What Is The Difference Between Practice And Production Activities?

Practice activities typically will have only one correct answer, whereas in free production several answers will be acceptable. Furthermore, in the practice phase emphasis is on accuracy (the ability to produce the correct form), whereas the production phase is supposed to develop fluency (the ability to speak naturally).

Conclusion.

The results of the study seem to show that the PPP model is effective in developing students' mastery of subject-verb agreement. Thus, the current findings support other previous studies (Norris & Ortega, 2000) (Spada & Yasuyo, 2010) (Anderson, 2016) that have shown the effectiveness of a deductive and explicit approach to teaching grammar. The current study did not aim to compare the difference between explicit and implicit instruction for grammar classes; thus, the findings did not intend to make any efforts to claim whether one type of instructions is more effective than the other. Nevertheless, it could become evidence that the PPP model is no less effective than other instructions that focus more upon implicit approaches (Tomlinson, Dat, Masuhara, & Rubdy, 2001).

It could be said that PPP is an effective way to teach, since it makes planning easy and it can be implemented by relatively inexperienced teachers. However, this is not the same as saying that it is an effective way to learn. Some critics have suggested that it rests on a simplistic view of language learning: language learning often involves more than mechanical practice. In addition, there is a lot of evidence to suggest that learners who do well in the practice phase fail to transfer this ability to the production phase, and –even if they do successfully manage the production phase– they often fail to transfer this ability outside the classroom.

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