Presentation Practice Production Approach (PPP) for Teaching English as a Second Language

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Abstract

Intensive studies have been published and issued in the last decades that defined the teaching grammar techniques and methods. All the academic articles and books that titled grammar teaching approaches aimed to copious support for both teachers and learners in the ESOL environments. One of the most crucial questions is the ways and methods of its teaching'. Several techniques and procedures in teaching grammar have been applied and practiced in grammar classes' lessons. The contribution of this work is to examine effectiveness of Presentation Practice Production Approach in teaching grammar as a part of English as a second language course.

1. Introduction

Each language including English has a system in order to form an accurate communicative speech. The system which enables the human to form
words and sentences correctly is called grammar. Learning the grammar rules involve both learning process and teaching process techniques. The teaching strategies and approaches assist the students and the teacher to clarify the idea of grammar effectively and efficiently.

English language teachers are looking for the most appropriate and suitable approaches to EFL learners to accomplish productive results. Thus, today we are investigating a diverse of learning approaches in second language acquisition like task based learning, presentation practice production (PPP) and inductive and deductive approaches. This work evaluates presentation practice production methods in grammar teaching to EFL learners. Rest of this work has been organized as follows. In section 2, Related work is presented. In section 3, Analysis and discussion is covered whilst Conclusion and future work is detailed in section 4.

2. Related Work

The two main approaches in grammar teaching are deductive and inductive approaches. It is important to mention that both of these methods can deal with teaching grammar and they equally sharing advantages and disadvantages. As highlighted above that deductive approach is when the rule is presented at the start stage and then language practice at the end. The major advantages of deductive
approach is time saving and it goes straightforwardly to the rule and practice it. Therefore, it is more clearly and simply clarified (Widodo, 2006).

On the other hand, the disadvantages of deductive approach are grammar terminology and concepts may confuse and led to misinterpret young learners. Moreover, the learners’ reactions are hinder at the end of the task. That is to say, deductive approach is suitable for young learners but adult (Thornbury, 2005).

In like manner, the main drawbacks of inductive approach are energy and time-consuming, it is a teacher role in the lesson by carefully preparation materials and planning lesson (Thornbury, 2005). One question can be asked at the end, which method is the best for the learners? In fact there many factors should be considered by the teacher in teaching grammar like the learners experience knowledge, time of the lesson and the students willing. These factors may clarify the pest approach.

3. Analysis and Discussion

Maftoon, and Sarem, (2012, p31) defined the presentation practice production approach (PPP) as 'a three-part teaching paradigm: Presentation, Practice and Production; based on behaviorist theory which states that learning a language is just like learning any other skill’. The learners can understand the language clearly.
through the small units of language which are presented by presentation, production and practice.

Willis and Willis (1996, ch6) affirmed that the PPP has three main stages, Presentation stage, Practice stage and Production stage. In the first phase, the teacher introduces the unit of the language through the context or presenting short sentences and dialogs. The second step shows the student work by repeating the context, model sentence or short dialogues. Finally, the learners are encouraged and supported by the tutor to practice free language structure or similar to the task that they have learnt. However, PPP approach has been attacked by academic researchers (Ellis 2003, Richards and Rodgers 2014 and others).

They claimed that learners after the lesson will not be able to remember and produce the language correctly. Moreover, the PPP asks the students to perform and produce the language distinct than the natural environment. At the end, PPP approach needs to be modified and adapted to overcome the previous drawback.

The process that a teacher follows in the lesson can be investigated through the lesson plan and management in the class. Teachers, then, have an important role in helping students develop their awareness of the effects of self-mentioning and
enabling them to recognize both the choices available to them and the impact of those choices.

The grammar teaching process of the lesson demands that the teacher should be well prepared and lesson objectives has to be clear from the content of the lesson. Moreover, the teacher's strategies and questioning techniques do support the target language. Besides, asking the student individually and in pairs to do a task in a specific and limited time illustrates the good management in the class.

The lesson performance appears in the student progress to solve tasks and activities properly and efficiently by imitation and repetition after the teacher. Acquiring the language using Skinners behaviorism theory is important in a lesson. One other theory is Interactionism theory in which a teacher tries to give the opportunity to the student to practice the target language through interacting with each other's in the class.

Furthermore, the teachers' responses on rewarding and praising the learners' participations demonstrate the performance atmosphere in the class. Moreover, all the learners have equal opportunities to engage in the activities.

At the end of the lesson using above mentioned strategies the students will feel satisfy that they have understood the new language task.
perfectly and could pass the teachers questions and assessment confidently.

In the light of the above discussion it may be understood that the learners could be able to address the target language straightforwardly without hesitation. Also, the learners will have no difficulties to comprehend the lesson and the meaning of the new language input. Therefore, the learners could able to provide correct responses. On the other hand, the disadvantages can be observed in the stages and steps of the lesson.

The teaching process focus on speaking and language cannot be learned by one skill only. The attention to the context is little and the teacher may find it very complicated to explain abstract afterwards. The procedure of this lesson cannot be applied in class that has more than twenty students as time may be limited to monitor all the students in participation.

Furthermore, the learners may feel bored and tedious because of the predictable form of the target language and the way of controlling the practice.

4. Conclusion and Future Work

The contribution of this work is to present an evaluation of Presentation Practice Production Approach (PPP) for Teaching English as a Second Language. In future we will be examining similar approaches and are
committed to share research findings with the ongoing research in this area.

References


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