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Disadvantages of ppp teaching method

Presentation – Practice – Production (PPP) is a lesson structure, a way to order activities in your lessons. While very old, and heavily criticized over the years, PPP is the most likely used lesson structure in TEFL today. It is also still widely taught to new teachers and seen on initial teacher training courses such as the CELTA and CertTESOL. Most course books you're likely to use will structure their chapters in ways similar or the same as PPP, which means you'll get a lot of exposure to this method. As the name suggests, there are three phases of this lesson structure, which we will be looking at right now. The 'Presentation' Stage This is where the language is introduced or 'presented' to the learners, usually by way of introducing a context or situation. For example, you can: Tell or act out a short story or anecdote (I woke up this morning with a really bad cold... AHHH-CHOOO! I went to the doctor and...) Play a short audio clipShow a clip from a movie or TV showShow objects you brought in (e.g. newspaper cuttings, plane tickets, hobby material)The goal is to make sure students understand the context, and to make them think about it. You can elude student ideas or suggestions, let them talk to each other about what they know or think about the situation, etc. It also helps them remember the language and vocabulary they already know about the subject (or 'activate the schemata', if you want the fancy term for it). The 'Practice' StageThe 'practice' stage is when students use the language in a controlled way. This stage is sometimes divided into two - a controlled practice and a freer practice. Again, among many things, you can get students to: Drill sentences or sounds, chorally or individuallySubstitution drilling in parsSentence matching activitiesGap fill exercisesPair work asks and answer questionsThe purpose of this stage is accuracy. Bug fixing is important at this stage, so make sure you closely monitor the students and take time to mistake immediately. For target language errors that turn out to be common, a delayed error corrections department will be useful after the activity. The 'Production' StageThe 'production' stage is where the language is used in a more open way. Things like: Role-playingCommunication tasksCollaborative tasksDiscussion activitiesThe focus of this stage uses the language as fluently and naturally as possible, as students would do outside the classroom. Theory behind presentation, practice, production This is where PPP is criticized. It's quite an old structure, started in the 1960s, and language learning theory has since evolved. Academics studying second-language acquisition get annoyed at how PPP doesn't tick any of the boxes for how we're supposed to learn a language, and yet it's still like that Some learn behind Presentation Practice Production is: Students should be told the grammar rules, and then practice them (a deductible approach)Language learning is a skill like any other, and should be practiced as such aThere must be a high level of teacher control, slowly handed over to learners as the lesson progressIngLanguage is a series of items that can be taught in orderThe target language should be practiced by helping the removal of unnecessary language to focusAll of this is shown that this is not how we best learn languages (in fact, the opposite is largely true!). It's not all bad, though. Here's my opinion on what the advantages and disadvantages of PPP are: BenefitsIt is easy to learn for new teachersIt's very flexibleD It's easy to plan for, and has a logical progressionIt job for most types of class, including larger classesMost coursebooks using it, or a similar, method to structure their lessons and chaptersDisadvantagesResearch shows that this might not be the best way to learn/learn a languageWeaker learners can overuse the target language from the workout, so it sounds unnaturalLearners can't be sure how to use target language in different contextsIt can be boring if used repeatedly for higher level students The needs on presentation, practice, ProductionAcademics are often far removed from the classroom and the real world , study individual phenomenon in isolation. I've often seen a light bulb moment for students while teaching PPP (although one might argue that it's not strictly PPP, and it would be difficult to isolate the teaching method of other variables). Teaching over a period of time with this method sees you improving students. Also consider, this is not done in isolation – you should get your learners to interact in English in a natural manner and read extensively out of class, for starters. Presentation, Practice, Production works. Maybe not as good as something like TBL (Task-based Learning), but TBL takes longer to plan and implement, which becomes very difficult when your teaching hours are high. Sure, so it might not be theoretically perfect, but it does work. I also believe it has evolved from the 'traditional' PPP approach described above. Her are a few ways you can customize the classic PPP structure: Spend more time in the presentation stage thatturn evokes the destructive aspect of explicit grammar instruction in an inductive aspect (so learners need to figure out the patterns themselves)Add collaborative tasks during the training phase, where learners should use the target language to complete successfully. Include meta-learning strategies so that students can learn how to learn more casual language throughout class, so that learners change language in a more natural context Change the final stage in a task, as you'll find in Learn'These changes turn PPP into Otherwise, a mixed approach, which addresses many of the critiques of PPP. There are other structures that have tried to improve on the model of PPP. Variants include ESA (Involved - Study - Enable), and CAP (Context - Analysis - Practice) [articles coming soon!] But the simplicity of PPP, combined with its notoriety, has kept it as the most widely used model. I doubt it's going away soon. What do you think about presentation, practice, production? Tell me in the comments! In the presentation phase, your teacher will start with a warm-up activity and elude (pull out of the learner) the theme of the class. Then the target sound/structure/intonation will be set. The purpose of this stage is for the learners to discover what is involved in the new skill. This stage is effectively two parts: Introduction (warm-up) & Presentation. Now the learners are trying the new skill in a controlled way. In pronunciation, this often involves drilling (repetition) activities. At this stage, the teacher will constantly correct and provide feedback so that the learner can get as close to the target sounds as possible. Pronunciation learners often comment that their mouth is tired after class — that's because new movements are being drilled. The learner now takes the new skills beyond the controlled environment and tries them in a more natural way. There are all sorts of ways in which a teacher can simulate a natural speaking environment, the focus is on spontaneity. This may involve producing a learner's natural examples from a learner's own life, or generating examples using stimuli. Whatever the stimulus, the purpose of this section is to encourage the learner to be correct themselves and to see the target in other speakers. PPP is particularly suitable for pronunciation education to advanced learners as it involves adding accuracy, and fine tuning already entails related language. This makes drilling and repetition activities especially effective in the second phase (Practice) and explains why we encourage a lot of repetition of difficult sounds. The method will be familiar to any second language speaker who learned English in an ESL environment. For this reason, studying pronunciation at Pronunciation Studio is a natural additional step for advanced English learners, it is not an entirely new discipline or approach. As a language learning model, there are certain drawbacks with strict following PPP. The main criticism thrown at it is the lack of natural institutions — it can be too simulated and restrictive. Other methodologies like TBL (Task-based Learning) are more free in their approach and goals. In practice, however, this largely depends on the quality and experience of the teacher, since many TBL elements can be used in a PPP lesson, especially in the first and third stages. Due to the specific nature of learning pronunciation as opposed to learning a language in a wider context, context, possible disadvantages of the PPP model are not particularly relevant. We ensure that our teachers create a natural and spontaneous environment, which has creativity and experience in the classroom. Academia.edu use cookies to personalize content, customize ads, and improve the user experience. By using our website, you agree to our collection of information by using cookies. To learn more, see our Privacy Policy.× this post on what is meant by the PPP approach to language teaching. A brief explanation is provided, followed by a description of the advantages and disadvantages of this model of teaching. Definition of PPPPPP stands for presentation, practice, and production. It is referred to as a procedure, model, paradigm, or approach to teaching language components. The procedure is simple. The teacher presents the target language. Then students are asked to practice it, first in well-controlled activities, then in freer activities. It is only later that the students are allowed to produce the desired language. The process begins with the input and ends with the output. What happens in between is practice. The origins' PPP model of teaching has always been considered to originate from a behavioural approach to language education. The audiolingual method, which is based on Behavior, places a lot of stress on cutting language into smaller bits and about the importance of engaging in these language bits to perfection. Merit's PPP paradigm has its proponents in the classroom, although it has been proven to originate from poor learning theory. Teachers still ad keep to the same procedure of delivering their lessons. This is mainly due to the following points: This is thought to reflect a so-called 'logical' or 'credible' procedure of learning. Production comes only after presentation and practice. It's easy to implement. Teachers who continue to use this model of teaching start by cutting bits of language and following them from easy to difficult. Then they proceed by offering, practicing and asking their students to produce. Although Scott Thornbury believes that the PPP model doesn't reflect how learning actually occurs, he saw in it the possibility for prime language for later use. CritiqueLearning a language isn't the sum of smaller bitsThe first criticism posed to the PPP model is that it views language as a sum of smaller bits that can be learned separately. Language is holistic and learning is organic (much like a seed growth) and recursive. It's not linear. That is, language cannot be cut into smaller pieces and discretely taught. We don't learn one bit of language and then proceed to the next bit and so on and so forth. When learning a new language point, one can go back into his/her learning to with language features to check consistency with current learning situations. What is students are rarely retained in an individual lesson despite being mastered in the course of that lesson. Depriving learners of learning opportunities is second disadvantage of the PPP approach to teaching English is that it limits learners' meeting with learning opportunities. In fact, when we offer a little language in isolation, we strip away other important qualities of language. This results in students being deprived' of comprehensive input, which can be used for the opportunity to notice other language items that can be 'accessed' implicitly. Most of the time is learning coincidentally. While learners help learn, we don't know for sure what they actually learned and what is still in the process of being acquired. However, productionThe audio lingual method doesn't care much about the last P of the PPP procedure being production. After mastering language structures, students in the audio language method are not given free vent to produce anything. The goal is only to imitate/repeat, apply/practice, not produce. PersonalizationThe PPP paradigm lacks another (fourth) P: Personalization. We learn the language to talk about our knowledge, experience and feelings. The goal is to be honest and meaningful. This stage helps learners to own the content, or make it better appropriate and relate to their lives. Students must join the materials taught. Unfortunately, this is lacking in the PPP approach to teaching. Teaching.