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Ppp teaching method powerpoint

Presentation - Practice - Production (PPP) is a lesson structure, a way to order activities in your lessons. Although rather old and heavily criticized over the years, PPP is probably the most commonly used lesson structure in tefl today. It is also widely taught to new teachers and seen in initial teacher training courses such as CELTA and CertTESOL. Most course books that you'll likely use structure their chapters in ways similar to or equal to PPP, which means you'll get a lot of exposure to this method. As the name suggests, there are three stages in this lesson structure, which we will see now. The presentation phaseThis is where the language is introduced, or presented to learners, usually introducing a context or situation. For example, you could:Tell or recite a tale or anecdote (I woke up this morning with a bad cold ... AHHH-CHOOO! I went to the doctor and...) Play a short audio clipShow a clip from a movie or TV showShow items you've brought (such as newspaper clippings, airline tickets, hobby materials) The goal is to make sure students understand the context and make them think. You could elicit ideas or suggestions from students, get them to talk to each other about what they know on the subject (or activate the schemata, if you want the fancy term for it). The Practice phase he practice phase is when students use the language in a controlled way. This phase is sometimes divided into two: controlled practice and freer practice. Again, among many things, you could bring students to:Drill phrases or sounds, chorally tutorial or individuallySubstitution in pairsA cause matching activitiesGap fills exercisesSee question and answer work QuestionsThe goal of this stage is accuracy. Error correction is important at this stage, so be sure to closely monitor students and take time to fix errors immediately. For target language errors that appear to be common, a delayed error correction section after the task would be useful. The production phase is where the language is used most openly. Things like:Role-playing Games Communication Exercises Collaborating Exercises Discussion AssignmentsThe goal of this phase is to use language in the most fluent and natural way possible, as students outside the classroom would. Theory behind presentation, practice, productionThis is where PPP is criticized. It is a structure old, which began in the 1960s, and since then the theory of language learning has developed. Academics studying the acquisition of the second language get annoyed at how the PPP doesn't tick any of the boxes for how we should learn a language, yet it's still so widespread. A little learning learning learning learning learning learning is a skill like any other, and it should be practiced as suchThis should be a high level of teacher control, slowly handed over to students as the lesson progresses the language is a number of elements that can be learned sequentially the target language should be practiced by removing the unnecessary language to help focus All these have been shown that this is not how we learn language should be practiced by removing the unnecessary language to help focus All these have been shown that this is not how we learn language should be practiced by removing the unnecessary language to help focus All these have been shown that this is not how we learn language should be practiced by removing the unnecessary language to help focus All these have been shown that this is not how we learn language should be practiced by removing the unnecessary language is a number of elements that can be learned sequentially. all bad. Here's my opinion on what the advantages and disadvantages of PPP are:BenefitsIt's easy for new teachers to learnIt's very flexibleIt's easy to plan, and it has a logical progressionThe majority of class types, including larger classesThe majority of course books use this method, or a similar method, to structure lessons and chaptersDisadvantages Research shows that it may not be the best way to teach/learn a language Language learners can overus the target language from the practice session, so it seems unnatural earners may not be sure how to use the target language in different contexts are often far from the class and the real world, studying the individual phenomenon in isolation. I often saw a light bulb moment for students while teaching PPP (although it could be argued that it is not strict PPP, and it would be difficult to isolate the teaching method from other variables). Teaching for a certain period of time with this method see students improve. Also consider that it is not made in isolation: you should have your students interact in English naturally and read widely outside the classroom, to begin with. Presentation, Practice, Production work. Maybe not as much 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 may not be theoretically perfect, but it works. In addition, I believe it has evolved from the traditional PPP approach described above. She is a way to adapt the classic PPP structure: Spend more time in the presentation phase eliciting the deductive aspect of explicit grammar education in an inductive aspect (so students need to understand the models themselves) Add collaborative activities during the practice phase, where students must the target language to successfully complete. Include meta-learning strategies so students can learn to learnInclude a more incidental language throughout the class, so that students feel the language in a more natural contextChange the final stage in an activity, such as activity-based learning These changes turn PPP into otherwise, a mixed approach, which addresses many of the criticisms of PPPs. There are other facilities that have tried to improve the PPP model. Variants include Engage - Study - Activate (ESA) and Context - Analysis - Practice (CAP) [incoming anytime soon. What do you think about Presentation, Practice, Production? Tell me in the comments! The PPP teaching framework is a model for describing the typical phases: heating, presentation, practice and production and writing lessons. There is a variation when we use this framework to teach listening and reading skills when we use pre-while and post PPP: Critical This framework for teaching language lessons is often criticized because: It forces students to use a target structure and vocabulary, this reduces opportunities for the student to use the language spontaneously. PPP Framework Phases These are the steps of the PPP framework: Heating It's an activity at the beginning of the lesson to warm students up. They tend to be short and dynamic activities. It is recommended that the warm-up is related to the topic studied during that lesson. In my opinion, the most important thing about dynamic heating is that you continue with dynamic activities during the presentation, practice and production phase. Presentation phase. Presentation In the presentation phase, the teacher introduces: You can introduce vocabulary and grammar in two different ways. Inductively: This means that students are given a general rule, which is then applied to specific language examples Inductively: This means that students are given a general rule, which is then applied to specific language examples Inductively: this approach starts with examples and asks students to find rules Important things to consider: Choose the vocabulary and grammar structures necessary for the success of your students. Do not introduce words at a maximum of 20 per lesson. Involving students in the presentation of vocabulary and grammar so that they can reduce the speaking time of teachers and encourage learner-centric education practice The practice phase aims to provide students with the opportunity to use the target structure and vocabulary used during lessons. This phase is also controlled as the tasks prepared by the teacher have controlled results. The Teacher try using vocabulary and structures during the presentation phase for obvious reasons: what's the point of introducing vocabulary and grammar that you won't use? How can you expect students to succeed if you use different vocabulary and grammar did you teach in the presentation phase? Production All significant activities that offer students the opportunity to practice the language more freely. Important considerations when planning lessons It is impossible to go wrong if: your activities encourage peer-to-peer interaction. Students are taught grammar in an inductive way. Your lesson is made up of a task that maximizes students get up and talk to others. There are fun and meaningful games and activities. Your scaffolding is good because students can do what you want them to do. Considerations when teaching listening and reading Presentation, practice, and production are usually used to teach speech, writing, or grammar. If you want to focus on listening lessons. PDP means Pre- During (while) and Post The basic idea is: Try to help students know a little bit about what they will read or hear before reading or hearing itRead a reason to read or listening activities Ask them to do something with the information they get from reading or listening teaching framework is called Pre, While, and Post. Check out these resources to learn more about this framework How to teach reading The reading teaching framework is called Pre, While, and Post Check out these resources to learn more about this framework Questions to ask yourself when creating PPP or PDP. Are ppp lesson plan activities linked together? Are the activities of the PDP lesson plan linked together? Do the activities belong to the read task an actual pre-read task an actual pre-read task an actual pre-read task? The lesson plan linked together? Do the activities engaging for the student? Short Quiz: How much did you learn? These are some statements that you should analyze and assign to a category Categories are: Presentation, Practice teacher and production directs activities during this phaseThe teacher provides feedback to studentsThe activities include multiple choice exercises and exercisesThe teachers produce oral and written textsThe teacher uses visual aids to demonstrate a situationThe teacher describes the grammatical rulesThe activities include oral presentations by studentsThe teacher necessarily intervenes at this stage can be productive or receptive Follow EnglishPost.org on Facebook You can check our latest articles in one of these pages: Teaching English in Costa Costa You can also take a look at some of these blog categories, I'm sure something will capture your interest

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