

## **The PPP Method**

The PPP Method is a method that divides an English class into 3 parts, namely, Presentation, Practice and finally Production. The PPP method works very well for a broad range of English Language classes but of course not for every type of class. PPP would seem to work really well for a grammar class but maybe not so well for classes that require a lot of student to student interaction. PPP has been around a long time, and it may not be the most exciting teaching method but it is a safe, solid and suitable teaching method for ESL classes.

### **The Presentation:**

In this stage of the class the Teacher has the primary role, the context is set and new ideas, language or other concepts are presented to the students. This time need not be exclusively teacher time but it is dominated by the teacher. If the PPP method was being used for, say, a grammar lesson then this part of the class would be when the new grammar rule was presented. If it were say a vocab lesson then this is where the new vocab would be presented. Of course it is up to the teacher, the school and the level of students on how the Presentation takes place so a lot of freedom still exists in this method.

### **The Practice:**

Now the new idea has been presented to the students it is not important that some practice takes place. This practice section should be subdivided. That is, the practice at first should be very controlled, with many CCQs, so that the teacher can feel confident the students have learnt was presented to them. Drilling activities would be suitable at the start of this stage, leading into teacher to student activities then finishing maybe with some pair-work once it is clear that students have grasped the new rule/target language/concept.

### **The Production:**

The final stage is the Production stage which just like the Practice stage should be subdivided. The Production should start with limited production activities, that is, maybe a small writing exercise, a short pairwork task or other limited activities. The production stage should finish with some freer production, that is, the students should have an activity that offers a lot of scope for production using the new grammar rule/target language etc etc. Maybe the lesson would finish with some Role-Playing, Mingle Activity of group Activity but whatever it may be it should offer plenty of freedom in production for the students.

## **Rationale and Reason:**

My class which I have profiled are all learning English to improve their job prospects. As such they may do a test such as IELTS in the future. This lesson is designed to help with IELTS Writing Task One. Also, this task provides some key vocab for students that they would need in a quantitative work environment and would help them in their writing skills in such an environment. I have chosen PPP as the teaching method for this group of students and this topic because the nature of the topic lends itself favorably to the PPP approach. The primary reason being that the teaching of IETLS data writing and vocab has a per-scribed format. That is, it is formulaic. And although writing is often a "freer" activity, the ITELs 1 writing is rather predictable due to its subject matter.