THE PPP PARADIGM (PRESENTATION, PRACTICE AND PRODUCTION)

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Abstract: PPP is a type of educational and instructional procedure, which includes corresponding three stages: presentation, practice and production.
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PPP (stands for Presentation, practice, and production) is a type of educational and instructional procedure, which includes corresponding three stages: presentation, practice and production. The first stage is the presentation stage, where the teacher commences the lesson by creating a situation by evoking or modelling the language required for that situation. Presentations can correspond of short dialogues, mock-up sentences to illustrate the target item, or readings from textbooks. At the first level, teachers present the topic with the help of regular boards or online boards. In the second phase of practice, students practice new skills in a controlled way. The practice stage may encompass practicing sentences or conversations, repeating the teacher in chorus or individually until they can say it correctly. Other practice activities include matching phrases, completing conversations, and asking and answering questions in the target language. This stage has a number of activities and various exercises. The last phase is the production phase (final phase). The production stage requires a role-play, or more precisely a simulation activity or a communication task. Learners are encouraged to use new skills more freely for their purposes and meanings, or in similar contexts introduced by teachers. In some cases, learners may be asked to show a role-play during the production phase without using a target form. In summary, in this type of lessons the language is considerably framed and focus is placed on accuracy. After a period of time, students are tested on the items presented in the unit.

Justify maintaining normal patterns of speech during presentation of grammar

Speech patterns can actually be used to check for general improvement in learners. Appropriate use of language styles by grammar teachers depends on some factors like the students' age and language level. Teachers usually avoid using unusual linguistic styles in the classroom in order to successfully teach linguistic structures. Language style play s an important role in the improvement of learners in all competencies. Clear and understandable language is important in teacher-student interaction. Speaking requires correct and fluent use of the appropriate pressure range and intonation. Emphasized sentences are important for comprehension and precise pressure reinforces the message. Let's take the word "present" with 3 meanings: present – now, present – gift, present – to show. Using with the right intonation and in appropriate context is the role-model pattern for learners to understand the usages of certain words and grammar structures. Teachers must use common classroom language patterns to properly convey language structures. Grammar teachers use language patterns where appropriate, according to the student's linguistic ability. Appropriate use of verbs in the classroom like "speak up" or "write down" could be used by learners in similar contexts. Speech clarity is important when speaking and explaining grammar avoiding complicated phrases. Teachers often insist on normal speech patterns. Repetition is used to avoid children's confusion about how to use language constructs correctly. With the help of a teacher, students can realise their own mistakes.

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