The comparative analysis of PPP and TBL approaches in teaching foreign languages.

We are going to talk about:

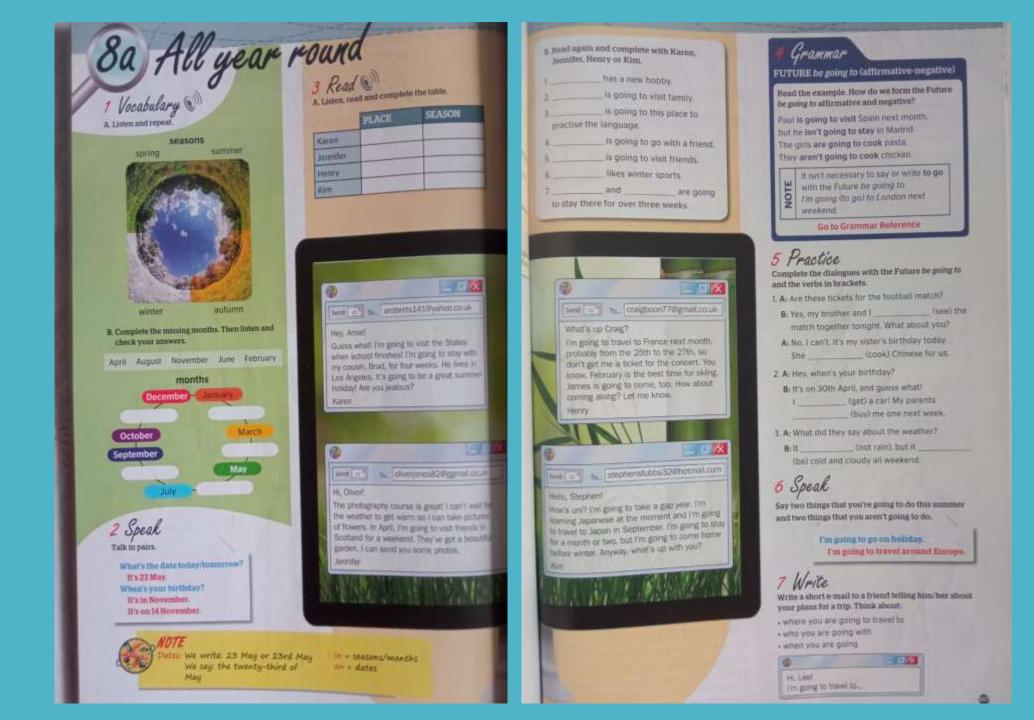
✓ The definition of PPP approach ✓ The advantages and disadvantages of PPP approach ✓ The definition of TBL approach The advantages and disadvantages of TBL approach ✓ The structure of a TBL lesson ✓ An example of a TBL lesson ✓ My own experience

PPP – Present, Practice, Produce

□ First, the teacher *presents* an item of language in a clear context to get across its meaning. This could be done in a variety of ways: through a text, a situation build, a dialogue etc.

□ Students are then asked to complete a controlled *practice* stage, where they may have to repeat target items through choral and individual drilling, fill gaps or match halves of sentences. All of this practice demands that the student uses the language correctly and helps them to become more comfortable with it.

□ Finally, they move on to the *production* stage, sometimes called the 'free practice' stage. Students are given a communication task such as a role play and are expected to produce the target language



The advantages of PPP approach:

Easy to prepare and widely spread in the course books
Easy for learners to follow this type of lesson
Easy for young and low level learners
Good for analytical learners (rules explained)
Provides example as the context is beneficial
It provides a clear and simple structure of the lesson
The material is ordered from the simplest to the most difficult

The disadvantages of PPP approach

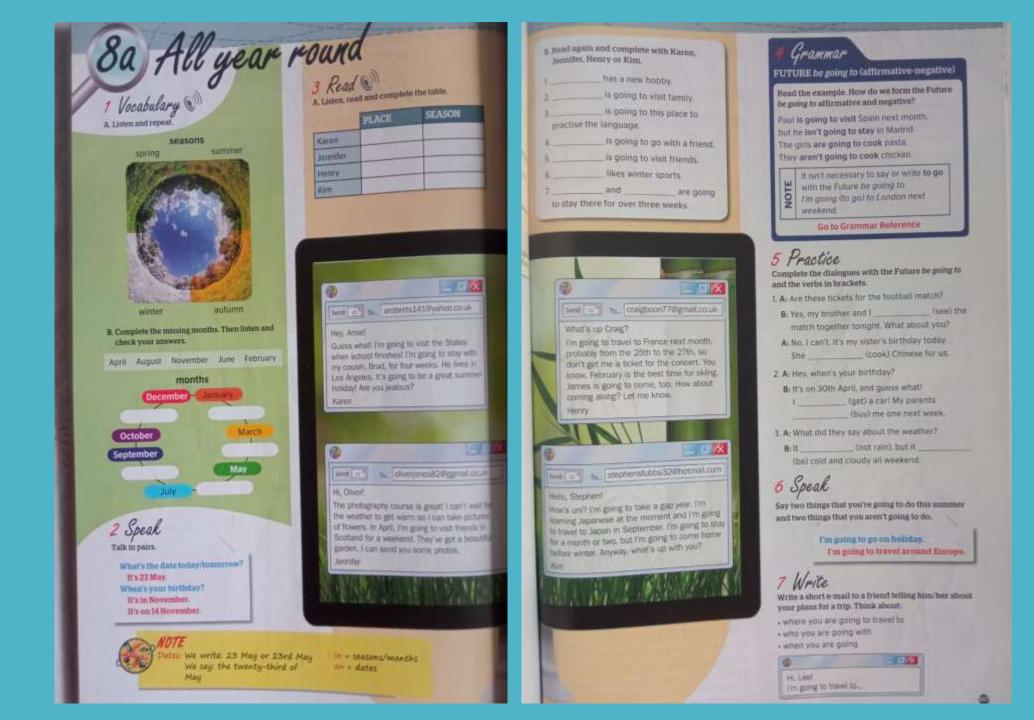
It is a teacher-centered method and teacher talking time might be too long

- □ It is more focused on accuracy than on fluency except in the very last stage
- □ Students may get bored and unwilling to participate
- Since everything is scaffolded learners may not remember things
 Not suitable for all types of learning styles
- □ The teacher predetermines(forces) the language students must

use.

TBL(Task Based Learning) approach (підхід, як базується на виконанні завдання) as an alternative to PPP approach.

In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it.



The advantages of TBL approach

- The students are free of language control. In all three stages they must use all their language resources rather than just practising one preselected item.
- □ A natural context is developed from the students' experiences with the language that is personalized and relevant to them.
- □ The students will have a much more varied exposure to language with TBL.
- □ The language explored arises from the students' needs. This need dictates what will be covered in the lesson
- □ It is a strong communicative approach where students spend a lot of time communicating.
- □ It is enjoyable and motivating.

The disadvantages of TBL approach:

Not all students are or will be motivated by TBLT
 Some students need more guidance and will not or cannot `notice' language forms (grammar) or other elements of accuracy
 Tasks have to be carefully planned to meet the correct criteria
 It can take longer to plan
 It's also time-consuming adapting PPP-style course book lessons
 Too much scaffolding in the early stages can turn a TBL class into a PPP class

TBL lesson structure

Pre-task

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. This gives the students a clear model of what will be expected of them.

Task

The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

Post-Task

Report

Students then report back to the class orally or read the written report. Analysis

The teacher then highlights relevant parts from the text for the students to analyse. They may ask students to notice interesting features within this text. Practice

Finally, the teacher selects language areas to practise based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

An example of a TBL lesson

Demo Task-Based Learning - International TEFL Academy.mp4

Write

Write an e-mail to a friend about a day trip you are going to go on. Include the following:

- where you are going to go
- when you are going to go
- who is going to be with you
- what you are going to do
- invite your friend to come along