



Different English Language Teaching Methods

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Abstract: This article shows that difference between PPP and ESA. In recent years, a purely "structural" approach to language teaching produces students who, despite having the ability to produce structurally correct language, are generally unable to use and control their use of the language. As you know, grammar plays a very important role in learning a foreign language. Without grammar, learners cannot reproduce speech correctly or translate their thoughts so that listeners understand what the speaker means. Most of the learners found the grammar lessons boring because traditional teaching methods were pasted on the blackboard and students could not be asked to comment after the teacher's presentation.

Key words: PPP, ESA, approach, structure, function, accuracy, Engage, Study, Activate, Presentation, Practice, Production, method, process.

Approaches to language teaching have been developed that seek to overcome the weaknesses of the type of teaching prevalent in public schools. The new approach is based on languages appearing as combinations of: 1. Linguistic Structures, 2. Situational Settings, 3. Communicative Acts

This is known as the 'communicative approach' to language teaching. Communication is not just a question of what to say (structure/lexical), but where, who, when and why to say it. In short, this is basically the "communicative function" or "purpose" of language. At the other end of the spectrum, and at least as many flaws as structural approaches, are purely "conversational" approaches. This assumes that exposure to many conversations by native English speakers induces a high level of aptitude in students. Structural approaches tend to promote accuracy and undermine communicative trust, whereas conversational approaches, coupled with many deep-rooted mistakes, tend to create communicative trust. Being keen to communicate and yet not being able to do so properly is almost as risky as knowing what to say but not having the confidence or practice to use it...

The PPP approach to language teaching is the most popular and modern methodology used by professional schools around the world. It is very important to understand what 'presentation', 'practice' and 'production' really are and how they combine to create effective communicative language learning. Presentation is the beginning or introduction to language learning, production is the culmination of the learning process in which the learner becomes a language 'user' rather than a language 'learner'. Practice is the process that facilitates progress from the initial stage to the final stage.

Briefly describing the process, the beginning of a lesson involves introducing a new language in a conceptual way, combined with some kind of real-world (or at least "real-life") situation. Once this is understood, it provides a linguistic "model" for students to apply to their perceived concepts. Following this 'model', students practice their new language through a variety of 'guided' activities. After enough practice, students move on to certain "productive" activities in situations that require language to be used naturally without modification or control. In general, for communicative

language learning to be most effective, three phases must occur and flow smoothly from one phase to the next.

Presentation: This is the first stage of the language learning process and usually has a large impact on the next stages and determines whether those stages are effective or not. Presentation involves constructing situations that require the use of the new language naturally and logically. When a 'situation' is recognized and understood by students, they instinctively build a conceptual understanding of the meaning behind the new language and why it is relevant and useful to them. Once we have arrived at the context surrounding a new language and its conceptual meaning, we need to use a language "model" to introduce the new language. It is this model that allows students to practice while proceeding with productive activities, and achieve naturally, preferably without assistance. Of course, for obvious reasons, ESL students (learning English as a second language in an English-speaking environment) are more likely to be "presented" to a new language than EFL (English as a Foreign Language) students, who are barely audible. It's easier to Or don't speak English outside the classroom. Her EFL teacher, in particular, has to work hard to build the "realistic" emotional situations that the new language requires. It is also the language students learn, even if the "situation" seems utterly unrealistic or silly to them. An important aspect of introducing a situation that requires a new language and its underlying concepts is to build it in English that students have already learned or have access to. At a lower level, images and body language are typical ways of expressing a new language. Dialogues and texts can also be used as students progress. There are many ways to present new language elements, but most presentations require at least some of the following characteristics: Meaningful, memorable and realistic examples. logical connection; context; clear model; sufficient meaningful repetition; "staging" and "fixing".

Practice: The Practice stage is the phase that teachers are most familiar with, whatever their teaching or teaching goals. However, it is often "overused" or used effectively because it was either poorly presented or not perceived and used as a natural step towards production. not in phase. This is an important intermediate level for communicative language teaching, but the very "intermediate" level. Practice activities should be clear and easy to understand. It must also be aimed at instilling a considerable level of self-confidence in the student. In general, practice activities that are carefully designed to appear "attractive" to the eye will increase student motivation. They need to be challenged, but the activity should feel "within reach". To achieve a smooth transition from presentation to practice, students are usually required to move from the individual practice stage to pair work (chain pair work, closed pair work, open pair work). The practice of communication shows the way to production.

Production: The production stage is the most important stage of communicative language teaching. The success of the production clearly shows that language learners have moved from being 'learners' of the primary language to being 'users' of that language. Production generally involves creating situations that require the language introduced during the presentation stage. This situation should encourage students to "generate" a more personal language. The production depends heavily on the practice phase. If students are not confident in the language, they will naturally be reluctant to "use" it themselves. One of the most important things to remember is that the creative activity should not "tell" the student what to say. In practice, students had most or all of the information they needed, but during production they didn't have it and had to think. It is ideally rewarding because it is representative of a "real life" situation.

Some cognitive skills may be required to create and participate in "productive" classroom activities. In particular, production activities for young learners need to be carefully thought out and prepared. Good examples of effective production activities include situational role-playing, discussion, discussion, problem-solving, narration, explanations, quizzes, and games.

"Presentation" includes the general presentation of the target language (the language that is taught to the student) to the student. Encourage and prompt students to see if they know it, and offer the language if no one does.

The target language is usually brought to the board either in a structure diagram (grammar table) or in dialogue. The presentation includes more "teacher talk" than other stages of the lesson, typically she is 65-90% of the time. This part of the overall lesson can take up to 20-40% of the lesson time. Next is "practice". The student will be taught the target language in one to three activities, from highly structured (given tasks with little room for error) to unstructured (when he has mastered the material) to practice

These activities should include as much "student talk" as possible and should not focus on written work, although written work can provide structure for oral exercises. "Student talk time" should be 60-80% of the time, with the remaining time consisting of teacher talk time. This part of the overall lesson can take up 30-50% of the lesson time.

"Production" is the phase of the lesson in which the student uses the target language, uses it in conversation, and (ideally) constructs and uses it to talk about themselves, their daily lives, and situations. Practice requires students to speak up to 90% of the time, and this component of the lesson can/should spend up to 20-30% of the lesson time. As you can see, the general structure of PPP lessons is flexible, but a key feature is the transition from a controlled and structured language to an uncontrolled and more freely used and created language. Another important feature of PPP (and other methods) is that the teacher's speaking time decreases rapidly and the student's speaking time increases as the lesson progresses. One of the most common errors untrained teachers make is that they talk too much. EFL students get very little chance to actually use the language they learn and the EFL classroom must be structured to create that opportunity.

"ESA" Engage, Study and Activate: Almost identical to PPP, but ESA is slightly different in that it is designed to allow back and forth movement between phases. However, each stage resembles his PPP stages in the same order. Proponents of this method emphasize its flexibility compared to PPP, and as defined by Jeremy Harmer (its main proponent), this method uses more drawers and Emphasizes student "involvement" in the early stages of. Both from a strict point of view, ESA is way better than his PPP. However, EFL is not rigid and should not stick to one point or method. PPPs are often an easier method for student teachers, but it is likely that more programs today teach ESA than PPPs, especially those that teach only one of the approaches.

Presentation, Practice, Production: Most teachers use the PPP model of presentation, practice, and production to plan the three phases of their lessons. During presentations, new language may be presented as grammatical patterns or, more generally, in familiar situations. During this presentation stage, teachers are very active and often dominate the class with more than 90% of the time. During practice, students identify, repeat, and manipulate new language elements. Unless the teacher uses pair work or a language lab, the teacher also dominates this phase of the lesson, accounting for her 50% or more of speaking in the lesson. During production, students attempt to use their new language in a variety of contexts provided by their teachers.

Engage, study, activate. The PPP model has worked more or less effectively for generations, so you may be wondering why you should be interested in any other model. PPP works well when the curriculum is based solely on giving students a "thin slice" of the language at once. The PPP model works seldom well when teaching more complex language patterns beyond the sentence level or communicative language skills. Another fundamental problem with PPP is that it's mostly based on segments of her hour-long lessons. That's how the lessons are designed to focus on.

The three stages of engage, study, activate. Engage: During the participation phase, teachers try to arouse interest and arouse emotions in students. This can be done through games, the use of images, recording or video her sequences, dramatic stories, funny anecdotes, etc. The aim is to arouse the interest, curiosity and attention of students. The PPP model seems to indicate that students come to class with a willingness to listen and participate in teacher presentations.

Study: Learning phase activities focus on language (or information) and how it is organized. The focus of research varies from the pronunciation of specific sounds to the techniques authors use to create suspense in long reading texts. From looking up verbs to looking up transcripts of informal

conversations to find out how to speak. There are many styles of learning, from reviewing text in groups to find relevant vocabulary, to having a teacher explain grammatical patterns.

Activate: This element describes exercises and activities aimed at enabling students to use language in the most communicative way possible. During activation, students apply all their language knowledge to selected situations and tasks, rather than focusing on building language or practicing specific language patterns.

Lesson Structure- The ESA lesson: Using the ESA model, you can plan a complete lesson divided into 3 sections of 50-60 minutes. These segments are unlikely to be the same length. Activation is probably the longest phase, while Study is probably longer than Engage. In this format ESA would appear to be little different from PPP. Teachers of children and teens know that their students have trouble staying focused for long periods of time. The ESA model can still be used, but the model can be used repeatedly, producing more and shorter phases. This iterative ESA model works well for teens and adults alike, providing rich and varied instruction that students will love. It is a mistake to suggest that Engage, Study and Activate are separate activities. They are phases of the teaching/learning process that can involve one or more activities.

USED LITERATURE

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