

PRESENT GRAMMATICAL STRUCTURES AND MEANING IN CONTEXT

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Annotation.

Presentation is the first part of PPP. You may have given a few presentations before, but the type of presentation we do in a second language classroom is rather different. For starters, you were conversing with native English speakers about a topic they were most likely only faintly acquainted with. We don't have those advantages in an EFL classroom; therefore, we must be careful with the language we use and how we communicate the new language we want our students to learn.

Key words: *PPP, task-based learning, elicitation, well-established approach.*

Аннотация.

Презентация является первой частью ППС. Возможно, вы уже делали несколько презентаций раньше, но тип презентации, которую мы делаем на уроке второго языка, довольно отличается. Во-первых, вы беседовали с носителями английского языка на тему, с которой они, скорее всего, были мало знакомы. У нас нет этих преимуществ в классе EFL; поэтому мы должны быть осторожны с языком, который мы используем, и с тем, как мы общаемся на новом языке, который мы хотим, чтобы наши ученики выучили.

Ключевые слова: *ППС, обучение на основе задач, выявление, устоявшийся подход.*

INTRODUCTION

PPP paradigm (presentation, practice and production)

The PPP technique, which consists of three stages that most people who have learned how to do anything are familiar with, can be described as a common-sense approach to teaching.

The first phase is to introduce pupils to a linguistic feature in a familiar environment, such as when a basketball coach shows beginners how to play basketball outside of the court. The second step is practice, in which students are given an exercise that allows them to practice and familiarise themselves with the new component of the language while receiving limited and appropriate assistance from the teacher. To continue the analogy, the basketball coach lets the kids practice throwing the ball into the basket while being close enough to provide them with the necessary support and encouragement.

The pupils will use the language in context in an activity set up by the teacher, who will only provide limited support, similar to a basketball coach letting his young charges take their first few timid strokes on their own. To begin, I'd want to discuss the downsides of PPP. PPP, like any well-established approach, has detractors, and a couple of relatively recent methodologies, such as TBL (task-based learning) and ESA, are gaining traction (engage, study, activate). Even strong supporters of these new methodologies admit that new EFL (English as a foreign language) teachers find the PPP methodology the easiest to grasp and that once familiar with the PPP methodology, these new teachers are better able to use TBL and ESA than new trainees who have only been exposed to TBL or ESA.

Indeed, there are compelling arguments that experienced PPP teachers incorporate many parts of TBL and ESA into their courses, and that these new approaches are, in fact, PPP with small tweaks. Over the previous thousand years or so, the language we now name English has absorbed a wide range of influences. It has evolved into a language capable of delivering a sparkingly humorous pop culture reference from a Tarantino movie, four simple words stated by Dr. Martin Luther King that continue to inspire us today, and something as mundane as a road traffic sign. Our role as EFL teachers is to help our students understand this rich and complicated language by breaking it down into manageable parts. EFL teachers refer to these sections of language as the target language. We'll look at an example of a target language, then go over how it would be taught in a PPP class, before watching three videos with key components of each stage of the lesson highlighted for you. Every decent TEFL course is meant to prepare those who have never taught before. We'll spend the first half of

the course in the training room, familiarising you with all of the new abilities you'll need and allowing you to practice them in a safe and controlled environment.

After that, you'll be placed in a real-life classroom setting. It goes without saying that standing up and giving your first lesson is a nerve-wracking experience for everyone. However, it is an experience that all instructors recall warmly as time passes and they become more at ease in a classroom. Some of you will already have classroom teaching experience. Many, if not all, of the approaches and strategies you've used in your classroom, will have been with native English speakers or students with near-native English skills. This means that while some of the abilities we'll teach you may seem strange at first; your previous experience will not be a barrier. Indeed, you will already have strong classroom management abilities that can easily be altered to fit a second language classroom, and your presence will assist the other trainees on the course.

Furthermore, some of the techniques you'll acquire on the course can be applied to working in a classroom of native speakers, and it's not uncommon for experienced instructors to say so after completing a reputable TEFL course.

Remember how an EFL teacher's goal is to break down the complex tapestry of the English language into manageable bite-size bits that can be studied in an average of 50 minutes. These chunks are referred to as target language, as previously stated. As EFL teachers, we shall choose the target language that is appropriate for the student's skill level and age. You should divide likes and dislikes for ten different sweets are the target language provided in the films.

The teacher in the video had a specific goal in mind:

By the end of the session, students will be able to name ten sweet products in English and communicate whether or not they appreciate them in a spoken manner by engaging in a basic dialogue consisting of,

Is it something you enjoy?

Yes, I enjoy; No, I despise.

_____ is the name of the ten lovely things. In other words, by the end of the class, the students will be able to name the ten sweet products and tell whether or not they like them.

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a topic they were most likely only faintly acquainted with. We don't have those advantages in an EFL classroom; therefore, we must be careful with the language we use and how we communicate the new language we want our students to learn.

THE RESULT

Justify maintaining normal patterns of speech during presentation of grammar

We know that English is a language rich in words. The meaning of a word can change if learners do not use it carefully when using it. Because tone, inflection and rhythm are important parts of English. You can change the meaning of a sentence by raising the tone, emphasizing the wrong word or pausing in the wrong place. This leads to the use of another word in the language in a different sense. Normal patterns of speech during presentation of grammar mean that being able to distinguish and examples: “present” – “present”, “desert”- “desert”

If a teacher uses such words in a sentence or phrase, the word may be used in a different sense because the student may hear it incorrectly or do not know the tone.

1. The Sahara Desert.
2. The burning desert sun.
3. The vehicles have been modified to suit conditions in the desert.

Speaking at a set speed, pronouncing key terms correctly, and paying attention to clear word accents and natural intonations help to provide a clear presentation. Often when people are nervous, people talk fast, and this can be a problem in their presentations. Speaking at a comfortable conversation speed of about 150-160 words per minute is essential and essential.

It is necessary to identify the part of the lecture that is about 150 words and make sure that it takes at least a minute to deliver it.

Pronouncing key terms is important for the listener to understand and will be remembered if these words are repeated many times throughout the speech. In word stress, the stress occurs in the syllable. You can find groups of consonant sounds:

/ st / as in the statistics

/ ts / as in outsourcing or in more difficult clusters like tst.

For example:

Explain / kspl /

Abstract / bstr /

Transfer / nsf /

Pausing in appropriate places between “pieces” or groups of words makes it easier for the listener to better understand and follow what you are saying. For example: What I meant was that I want to finish my presentation now and if you have any questions, I still have a few minutes to answer them.

All of this / I wanted to say / so / I want to finish my presentation now / and if you have any questions / I still have a few minutes to answer them - is paused.

DISCUSSION

The place of elicitation

Elicitation is one of the many instructional techniques that can be used while instructing English to speakers of other languages. This is one method of getting information from pupils via professors. Elicitation is a method for teaching students' new words, expressions, ideas, or associations. As a result, we will concentrate more on our students. The advantage of this is that it gives students more control in the classroom and gives them the opportunity to complete more work. Teachers typically advise a passive participant or student from the front of the class. As a result, rather than constantly responding to their queries, the teacher engages the class by making use of the students' prior knowledge.

They will be able to improve their foundations, knowledge, and abilities as a result. How may elicitation be used? There are multiple rules for this, and we'll examine each one in turn:

Use visual representations: If the word corresponds to the visual representation, visual representations are the quickest and most accurate way to identify a certain object or thing.

Use actions: If you're moving, the best way to do it is to actually move, rather than trying to mime it. Make sure you execute your maneuver properly.

Use the description instead if you don't have a picture to go with the term or circumstance. Using definitions, synonyms, and antonyms as a guide, you can try to determine the words or meanings.

In short, when planning a lesson, you need to anticipate potential outcomes and make sure you are prepared for them. You can use additional visual aids or materials that start with an understandable explanation. You should have elicitation as one of your training tools. Every lesson should include a warning; it is your responsibility to ensure that you understand how to deliver it clearly and effectively.

State the natural order of a lesson

Every language class usually starts with a warm-up or an assignment to get students thinking about the topic they want to learn about. These three English steps

are crucial for language learning. These are pre, during, and after. Listening, reading, and writing benefit from these phases.

The pre-listening assignment, the tasks to be completed while listening to the passage and the actions you will take after listening make up the listening lesson. This will aid learners in grasping the content and communicating freely. We can choose different listening materials and easily categorize them into distinct types of hearing materials based on their authenticity, level, and purpose.

Some elements can make the listening task even more difficult, thus not all parts of hearing can provide good listening in English courses. Keep in mind that, as important as the pre-listening chores are, the time you spend on them should not exceed the time you spend listening. Do all you need to do to prepare your pupils before moving on to the main purpose of your listening session - listening activities - and practicing them.

While-listening or while-reading - This is a stage or set of processes used in classes to assist pupils to improve receptive skills such as listening, reading, and proper thinking. Students are influenced by written or written content at this point.

While listening to music, you can do a variety of things, but here are a few of the best: true or false, pay attention and explain what you hear, a secret image, running dictation, dictation of short paragraphs.

Post-reading exercises allow students to summarize what they've read, reflect on what they've learned, and ask and answer questions. Students are encouraged to use post-reading reading skills to reflect on what they have just learned.

Writing is an art form. Request the pupils select 10 to 15 words from the paragraph they just read.

Interest Areas, creative discussions, quiz your classmates, finding related news, parts of the speech, picture-based questions, and so forth.

Each of these steps, in my opinion, is critical. Because, in language learning, all three steps have something to learn. These activities assist the learner in gaining a solid understanding of the subject.

CONCLUSION

If we add more, the natural order hypothesis proposes that children learning their first language acquire grammatical structures in a predetermined, 'natural' sequence, with certain structures arriving earlier than others. In Krashen's theory of language acquisition, this principle has been expanded to account for second language acquisition. For example: Learners acquire the grammatical morpheme -ing before the morpheme third person -s, according to the natural order hypothesis. In the lecture hall. One possible implication of this notion is that teaching language using a standard structural curriculum may not always be effective in helping individuals acquire the

language they require. Trying to push students to create structures before they are ready may backfire.

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