



THE MAGIC OF PPP AGAINST LECTURE METHOD IN L2 CLASS: AN OVERVIEW OF ELT

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Abstract

Teaching English Language as L2 in various institutions such as Colleges, Polytechnics and Universities in Nigeria seems to be problematic as a result of being sticky to lecture method which is proved to be teacher centred. Based on that, This paper intends to highlight and proffer solution to that issue due to its ineffectiveness on the side of the learners. For the purpose of clarity, the Lecture method is teacher centred rather than learners centered so to achieve the goal of teaching and learning English may not be possible hence it renders students inactive in class. In lieu of this, Krashen (1982) argues that two conditions must be made for effective teaching and learning L2 in a classroom: 1. Adequate inputs need to be supplied so that teaching grammar will be unnecessary. 2. Free stress environment also need to be provided for a classroom rapport. However, lecture method does not provide a ground for the conditions to be made in learning and so intake become impeded. That's to say learning does not take place. In respect to that some solutions such as using PPP and recommendations are made for a better teaching and learning English as L2 in a social setting. Therefore, the article hopes to benefit learners, practitioners, researchers and curriculum developers.

Key words: *PPP, Teaching Methodology, Language, Controlled Practice, Free Practice*

Introduction

Winchester, (2017) asserts that English Language Teaching (ELT) is a new field of Linguistics that connects theory to practice. The major concern of it; is familiarisation of L2 students, practitioners and researchers with the sub-branches of this field such as Phonology, Phonetics Morphology, Syntax, Semantics and Pragmatics. Some of the objectives behind it is that,

observation has made it clear that some researchers such as Linguists can only produce knowledge in field of Language but mostly face with challenges of apply it in class. As a result of that the main objective of teaching and learning English as L2 fails to be achieved. This paper sees the need to equip the researchers and their likes with appropriate method to be applied in order to deliver ideas effectively in Language class and so they become practitioners. ELT also encourages to consider how the language theories connect to pedagogical activities. Emphasis is placed on applying the theories, methods and techniques from each of the sub-branch to the analysis of language data which include PPP method for teaching some constructs such as grammar, vocabulary and many more. Therefore, the concept PPP and its significant values in L2 class are fully addressed in this paper as it opposes to so called lecture method which proves to be ineffective for the purpose of educational delivery in the context of ELT in Nigerian Colleges, Polytechnics, Universities and below.

Method / Approach

In ELT, qualitative research may be regarded as a research approach where the investigator relies on the views of the participants, documentations which may have inadequate information. To position this paper well in the context of ELT, It is best suited to address a phenomenon such as PPP whose variable could be unknown and need to explore because literature might have little information about the phenomenon. Therefore, there is need to learn more from participants, literature or observation through exploration. For example, "the literature may not adequately address the practice of online learning in language skills development in English as a Foreign Language (EFL) setting" which is similar to Method uses for Teaching English as L2 in Nigerian Tertiary institutions and below in this work. A qualitative research is saddle with the responsibility to explore some phenomenon which include Methods for teaching English from the perspective of EFL or L2 learners and so it is adopted in this study. Unquestionably, Lecture Method that is mostly used for L2 learning may cause challenges to the learners and tutors as a result of inadequate participations of learners and the teachers' failure to achieved their desired objectives. Such problem may not have been observed in the prior literature. In a perception of qualitative research work, such problem is known as the central phenomenon,

i.e. the key concept, idea, or process studied in qualitative research. Thus, the concerned research issue in this paper is method of teaching English as L2 which requires an exploration for effective teaching and learning English in the context of ELT (Pardede, 2018, p.14).

What is teaching methodology?

Long & Richards (1987,p.73) describe it as:“the instructional procedures to be used”.Richards (1985) has a broader definition:“the study of the practices and procedures used in teaching, and the principles and beliefs that underlie them.”“such practices, procedures, principles and beliefs themselves.”

What is the 'LANGUAGE' in second language leaning?

The word ‘language’ is understood in different ways by those carrying out SLA research, including: Lang1 a human representation system, Lang2 an abstract external entity, Lang3 a set of actual or potential sentences, Lang4 the possession of a community, Lang5 the knowledge in the mind of an individual, Lang6 a form of action and Lang7 it is regarded as a tool use for the purpose of education delivery in L2 class in this work.

Any SLA research needs to start by defining its view of language; arguments about [for example] language as a collection of sentences are not compatible with language as knowledge. (Cook, 2008/2010). English as a foreign/second/international language is a complex and difficult subject to define, along with the purpose and process of teaching and learning it (Widdowson, 2003). The challenges involves in teaching English such as how best do we carryout the pedagogical activities is inserable with the method to be used for effective teaching and learning it in L2 class.This prompts me to update the language teachers concerned ; as an attempt to address the long term existence phenomenon known as **lecture method** which is mostly regarded as teacher centered and so it does not help learners to be active rather it makes them inactive in class. The theoretical along with the pedagogical implications can be seen in Krashen (1982), "Inputs hypothesis " in which he states two conditions which must be made for any language learning to take place in a classroom. These include: I. Providing adequate inputs for the learners during their lesson.He further emphasis that if there is enough inputs for the learners, there is no need to teach grammar as that will just come automatically. The

inputs refer to what a teacher intends to teach. For instance, "tense" the students' activities should be strictly in the language of instruction which is English so that they practice to ascertain the English proficiency. II. Free-stress environment must also be provided so that the learners will have a classroom rapport with their teachers and that enhances their participations and activeness in class for a better learning. Above all consider the explanation below for a wider understanding.

After two weeks learners recall:

Reading 10%, Hearing 20%, Watching 30%, and watching a video 50%. These are all called passive learning which proves lecture method as ineffective for teaching due the low % which is just between 10% and 30%. The activities involve in lectures are listening and watching. Reading and hearing are called **verbal receiving**. On the other hand, participating 70% and doing (presentation) 90% which are all active learning because of their higher degree to recall by learners. They are called **visual receiving**. This is a clear evidence that PPP is more effective than lecture method which are all use for teaching English as L2 Edgar, (1969).

The main purpose of this article is to provide language teachers with an insightful relevant method such as PPP for teaching grammar, vocabulary or functions with a focus on TENSE and discourage them from using so-called lecture method which is believed to be teacher centered.

Presentation, Practice and Production, is a method that this paper prioritises as a result of its high possibility to achieve the main goal for teaching language which is **intake**. Intake means input + comprehension (See Krashen, 1982, for details). That is what a teacher comes to teach and the learners notice it. The teaching outcome is called intact because learning has taking place and enable learners produce language in a meaningful way. This means that if a language teacher apply it, lesson will be successful and effective.

PPP includes three different stages: **I. The presentation stage** is a teacher's activity in which he/she might use a text, audio tape, picture, visual aids or something similar which will demonstrate the topic. At this point in time, the teacher is expected to use elicitation technique to pull language from the learners by asking gist question. The teacher should also ensure that he divides

them in small groups while they are discussing the question. The teacher should only go round and monitor their discussion and take note on the learners' errors without intervening. In the end, he should provide feedback for them through: self correction. If fails, peers correction but if fails, then the teacher should provide the feedback by himself which is called teacher's correction. Self correction means the teacher is to guide the learner concerned to notice the error and correct himself without telling him directly. Peer's correction means the teacher should ask a learner from any group to provide the correction without referring to the learner who makes the error. He can also drill them on the target language. Drilling means asking the learner who got the right answer to say it aloud while others listen. Then others should repeat after him. This helps in mastering the pronunciation of the inputs.

For instance, a picture could be used to show students what the situation is about. Perhaps, Walida is looking at her laptop. As discussed above, the teacher here elicits language from the learners by asking them to discuss the picture on board in small groups. After that, the learners should be drilled on how to pronounce the form of language in focus such as "present continuous tense" (S + be + base form + ing) as in Walida = (S) is = (be) look = (base form) -ing = (continuous element) + at = (particle) + her laptop = (object). This should be written on the board to describe the grammatical rule which may be extended to include:

Present continuous tense: <u>Forms</u>		
S	Be	verb + -ing
<u>Adv.</u>		
Walida	is	reading
now.		
Khairat	is	working
today.		
Nana	is	coming
now.		

Content:

The first one means the act of **reading** is going on at the moment of speaking. The second means the act of **working** is going on at the moment of speaking and also entails that she didn't work the previous day.

The third means the act of **coming** is going on at the moment of speaking and also implies that the listeners to be ready or be more patients. NB: Spelling and pronunciation should be addressed in the first place if class is elementary.

The above is called controlled practice in which learners practice to say and write the structure grammatically within what they are taught only. The focus is on **wordings with -ing**. The teacher can only use Concept Check Question (CCQ) to confirm the learners degree of assimilation but not "do you understand"? CCQ means questions like, how does it spell, when do we use it, what is the pattern, provide examples, why do we use it e.t.c.,?

II. Practice stage include activities such as drills, multiple choice questions, gap-,fill, transformation etc. The learners' activities here could be free or controlled practice. If the practice goes beyond what is taught, is free but if only limit to what is taught ,is controlled. Here, a teacher is advised to talk less while the learners should talk more to have more time for practice because classroom could be the only place they have opportunity to use English. (I.e less TTT 30% and more STT 70%).Therefore, a teacher is expected to direct the activities, provide appropriate feedback to the learners, put errors in correct forms and do modelling. In the end, instruction check question (ICQ) should be provided for them to see their wrongs and wrights. ICQ means ready- made solutions to the questions a teacher asks the learners Book, (2017).

III. The production stage, it is point where the learners reach after the practice stage where they have learnt how to produce language without errors. This stage is also called production exercise. The students here use the new language they have learnt to produce spoken or written texts. Some complex the activities at this stage include: dialogue, presentation, interview, drama, role play etc and involves some complex productions of language such sentences, to longer expression and automatize what they have learnt similar to their native languages. This quite corresponds to the claim made by Mitchell and Myles, (2004) in their "**Theory of skill acquisition**" that the first idea a learner got about language in class is called **declarative knowledge** such as the tense. The second stage is for the learner to practice like he does in his L1 which is the **procedural knowledge**. Finally, is for the learner to master and automatize the language learnt which is **automatization**. There is no need for teacher's intervention here because learners are not expected to make any error . However, if there is any error, it should be addressed after the

exercise. Therefore, this article sees the need to prioritise this method to be used for effective teaching of English and gradually get rid of lecture method which is learner centred (Harmer, 2015, p. 64).

Inclusion, it is expected that this article provides a language teacher with an insightful relevant method for teaching English at different levels which will be only determined by syllable and the course contents for effective education delivery in L2 class. The most significant impact of this method is that it has more value and positive learning outcome in English class. Above all, "school achievement is the main construct of education" which depends on the language of instruction (i.e. English) Haladyna (1992, p. 134)

Recommendations:

Therefore, government at various levels, NGOs, and wealthy individuals are pleased to organise workshops for teacher training with a focus on language in order to update the education sector which hopes to add value to the nation's economy and enhances L2 teaching and learning for a better production of competent graduates in the end.

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