



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

8a All year round

1 Vocabulary

A. Listen and repeat.



B. Complete the missing months. Then listen and check your answers.

April August November June February



2 Speak

Talk in pairs.

What's the date today/tomorrow?

It's 23 May.

When's your birthday?

It's in November.

It's on 14 November.



NOTE

Dates: We write: 23 May or 23rd May

We say: the twenty-third of May

in = seasons/months
on = dates

3 Read

A. Listen, read and complete the table.

	PLACE	SEASON
Karen		
Jennifer		
Henry		
Kim		

Send to: roberts141@yahoo.co.uk

Hey, Annie!

Guess what! I'm going to visit the States when school finishes! I'm going to stay with my cousin, Brad, for four weeks. He lives in Los Angeles. It's going to be a great summer holiday! Are you jealous?

Karen

Send to: oliverjones82@gmail.co.uk

Hi, Oliver!

The photography course is great! I can't wait for the weather to get warm so I can take pictures of flowers. In April, I'm going to visit friends in Scotland for a weekend. They've got a beautiful garden. I can send you some photos.

Jennifer

B. Read again and complete with Karen, Jennifer, Henry or Kim.

- _____ has a new hobby.
- _____ is going to visit family.
- _____ is going to this place to practise the language.
- _____ is going to go with a friend.
- _____ is going to visit friends.
- _____ likes winter sports.
- _____ and _____ are going to stay there for over three weeks.

Send to: craigboon77@gmail.co.uk

What's up Craig?

I'm going to travel to France next month, probably from the 25th to the 27th, so don't get me a ticket for the concert. You know, February is the best time for skiing. James is going to come, too. How about coming along? Let me know.

Henry

Send to: stephenstutts32@hotmail.com

Hello, Stephen!

How's uni? I'm going to take a gap year. I'm starting Japanese at the moment and I'm going to travel to Japan in September. I'm going to stay for a month or two, but I'm going to come home before winter. Anyway, what's up with you?

Kim

4 Grammar

FUTURE *be going to* (affirmative-negative)

Read the example. How do we form the Future *be going to* affirmative and negative?

Paul **is going to** visit Spain next month, but he **isn't going to** stay in Madrid. The girls **are going to** cook pasta. They **aren't going to** cook chicken.

NOTE

It isn't necessary to say or write *to go* with the Future *be going to*.
I'm going to go to London next weekend.

Go to Grammar Reference

5 Practice

Complete the dialogues with the Future *be going to* and the verbs in brackets.

- A: Are these tickets for the football match?
B: Yes, my brother and I _____ (see) the match together tonight. What about you?
A: No, I can't. It's my sister's birthday today. She _____ (cook) Chinese for us.
- A: Hey, when's your birthday?
B: It's on 30th April, and guess what! I _____ (get) a car! My parents _____ (buy) me one next week.
- A: What did they say about the weather?
B: It _____ (not rain), but it _____ (be) cold and cloudy all weekend.

6 Speak

Say two things that you're going to do this summer and two things that you aren't going to do.

I'm going to go on holiday.

I'm going to travel around Europe.

7 Write

Write a short e-mail to a friend telling him/her about your plans for a trip. Think about:

- where you are going to travel to
- who you are going with
- when you are going

Hi, Leel!

I'm going to travel to...

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.

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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 pre-selected 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