

**“*Improvement Plan”***

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**Reflection**

The presentation and explanation of a foreign language involves different stages according to the context and content. That´s when planning the class should be considered as an important process by making sure that students are able to follow the proper steps to reach the success. In order to do that we can find different models of strategies such as TBL, SDL or PPP these strategies are different but fundamental in language acquisition.

By analyzing my video session, it was possible to find out that one of my weakness was to try to teach a lesson using the PPP strategy, however, It was a kind of review at the beginning instead of a presentation stage. The second main weakness is the instructions in the production it was stated, “Create a poster using vocabulary related to business”, as you can notice the word “Create” is wide and so the instruction is not clear. It could have been replaced for “design” “draw” “describe” instead.

This issue could be a serious problem, because if I do not give a clear presentation stage they would probably not be able to give proper production. Moreover, according to Cook (2012) this pattern is the major distinctive trait of the “mainstream EFL style”, which has been in for the last thirty years of even longer. That means EFL teachers should use it correctly in class due to the recognition of the efficiency of this model since many students have learnt – and are still learning- foreign languages in classrooms which draw on this technique.

**The improvement plan**

Firstly, PPP (presentation, practice, production) is not a “method” or “approach”, it is defined as a pedagogical strategy at the teachers´disposal to teach language items which seems to be more suitable for adult language instruction contexts (Brumfit, 1979).

In order to improve my lessons using the proper PPP, it is necessary to know exactly what does it mean and what involves on each stage. According to Criado (2013) it is possible to define each stage as:

1. Presentation: In this phase the teacher highly controls the teaching/learning process. In this phase the materials contain all the targeted linguistic items. The teacher offers the explanation and the students are provided the sample structures, vocabulary. Learners have to induce the underlying rules and meaning.
2. Practice: In this phase, teacher still reflects a high level of control, as the teacher checks if his students have a correct understanding of the items presented in the first stage. The activities here are aimed to achieve accuracy of forms so that fluency can be achieved in production activities. The activities are mainly aimed to achieve the linguistic targets presented in the (P1). The most common type are “drills”, however, not the only one.
3. Production: The main aim in this phase is to increase fluency in linguistic use, specifically through “autonomous and more creative activities”. The kind of activities in the production stage can involve role-plays, debates, problem-solving activities, opinion and information gaps, etc.

Anderson (2004) distinguishes the three stages in the route towards knowledge attainment: declarative stage, procedural stage and automatic stage. In other words, this route is a progression from declarative knowledge to procedural knowledge and finally automatized knowledge. Moreover, according to Hedge (2000), the two first phases are beneficial at psycholinguistic level. The presentation stage allows students to pay attention to and notice specific linguistic features. Noticing will also favor the link and association of what students already know to the new forms being highlighted in order to facilitate learning. Sanchez (2008) expressed that “the fact that students, consciously or not, feel that future events in classroom organization are predictable and expected, triggers a feeling of security which favours a positive attitude in their learning potential”.

To conclude, from all of the benefits shown above, it is important for me to use a proper PPP in class, otherwise, students can feel as they can not work effectively or unable to give a good production. PPP has been used since long time ago and it is still a recognized and important pedagogical strategy at the teachers´disposal to teach language.

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