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Indirect method in teaching

Direct and indirect method in teaching. Indirect method in teaching english. What is indirect approach in teaching. Advantages and disadvantages of indirect method in teaching.

During your tefl certification course, you will become more familiar with an established methodology for teaching English as a foreign language is known as 3Ps or PPP \hat{e} \hat{a} \hat{e} "Presentation, Prática, produção. The PPP method could be characterized as a common-sense approach to teach as consists of 3 steps that most people who have learned to do anything will be familiar. The first step is The presentation of one aspect of language in a context that students are familiar, in the same way as a swimming instructor would demonstrate a stroke outside the pool for beginners. The second stage It is practical, where students will receive an activity that give them many opportunities to practice the new aspect of language and familiarize themselves with him while receiving limited and appropriate assistance of the teacher. To continue with the analogy, the nation allowing the children to To rehearse the course in the pool, while it is close enough to give any necessary support and abundance of encouragement. The final phase is the production in which students will use language in the context, in an activity established by the teacher who will give him a minimum attendance, such as the instructor of Natação, allowing his young people to accuse They have their first attempt strokes on their own account. ADVANTAGES OF PPP (3PS) METHODS As with any well-established methodology, PPP has its chronicles and a pair of relatively new methodologies are starting to gain popularity as ASA TOB (task-based learning), Andã, ESA (involves, study, activate). However, even strong advocates of these new methodologies grant that new EFL teachers (foreign language) find the easiest PPP methodology to understand, and that these new teachers, once familiar with the PPP methodology, are capable of Use TBL and ESA more effective than new trainees only exposed to TBL or ESA. In fact, there are strong arguments to suggest that experienced PPP teachers use many aspects of TBL and ESA in their lessons, and that these new methodologies are actually the PPP methodology with some minor adjustments. At this stage you may be asking: okay to have a clear methodology for how to teach, but how do I know what to teach? The language we call English today absorbed many influences on last a thousand years or more. It was resulted in it becoming a language that can provide us with a spirit of witty pop culture of a tarantime script. 4 simple words spoken by Dr. Martin Luther King who continue to inspire us today, and something so simple and mundane as a road sign of Trãnte. The work of the EFL teacher as EFL teachers our work is to break this rich and complex language into managing pieces \hat{a} \hat{e} \hat{e} or for our students. These speech pieces are that EFL teachers call the target language you will look for an example that a piece of destination language can be and then you will receive more details on how this it would be taught in a ppp lesson before finally watching three video with some important aspects of each stage of the highlighted lesson for you. During the course, we will spend a lot of time in the training room for the tools to employ a successful methodology to teach English tongue. You will get opportunities to enhance these skills in the training room and put them in practical in authentic classroom configurations. Of course you may be thinking: I do not have any experience of being in a classroom! As on the ground that I will handle the front of a class with 20 more pairs of eyes looking at me waiting to see what I do? All the good TEFL courses are designed to train those without teaching experiment. Let's go through the first part of the course in the Making you familiar with all the new skills you need, giving you the opportunity to practice them in a supported and controlled controlled -Only after that, it will be placed in a autãntica classroom environment. Needless to say that serãj ningua \hat{e} m first rises and offers his first liãã f serãj the unnerving Experience. However, Tamba \hat{e} m \hat{a} \hat{e} one Experience that doãsuras over time, and that all teachers remember fondly as time goes on and they feel more at home in a classroom. There will be some vocãs IAj out with Experience teaching in a classroom already. It may be well versed in using many different methodologies and Estrata \hat{e} gies in your classroom already, but many or most will have been with the English students native tongue, or those with levels almost native English. This means that some of the skills that will be the \hat{e} equipping it with may feel a little strange at Ignatius, but its \hat{e} nã Experience the will prove to be a hurdle. In fact, you already will have successful classroom management skills that can be adapted to meet a second class of easily tongue and other estajãrios course irãj benefit from their presence. Beyond \hat{e} m addition, some of the skills that you will learn in the course Tamba \hat{e} m can be adapted to work in a classroom native speakers Tamba \hat{e} m, and \hat{e} o \hat{a} \hat{e} uncommon for experienced teachers to comment on exactly after completing a course of good TEFL target language in a Liãã \hat{e} Remember the EFL as \hat{a} \hat{e} work of EFL teacher to break the rich language tapeãria in English Pieces manageableã bite-SIZEã, suitable for study in a perãodo mã \hat{e} dio 50 minutes study. As mentioned, we refer to these Pieces ASA tongue target. As EFL teachers will select tongue-target \hat{a} \hat{e} suitable both for the ability to navel and the age of the students. The target tongue that you will see that estãj being presented in vãdeos ISA likes and dislikes for 6 food items. The teacher that you will watch in vãdeo has a clear goal, which \hat{a} \hat{e} to ensure that: ** At the end of the lesson, the students will \hat{e} knowing the names of the six food items in English and serãj able to express or not \hat{e} o them like in a spoken form by entering a simple dialogue that consists of you like \hat{e} ? Yes, I like to \hat{e} , or Nã \hat{e} o, I do not like \hat{e} . The six food items sã \hat{e} o \hat{e} . In short, the students will be able to name the \hat{e} 6 food items \hat{e} Ata the end of the \hat{e} liããã and say if they like or not the \hat{e} . ** Presentation \hat{e} 1 the part of PPP You may have delivered some presentations in his time, but the type of Presentation \hat{e} which deliver a second class tongue differ slightly from those. To start, you were talking to the English language proficient usuãrios about something that they were most probably vaguely familiar with anyway. In a classroom EFL you will do not have that luxury, so we have to be careful about the language we use and how to clearly present the new language we want for our students to acquire. Letã s look at 4 main things that should be happening in a Presentation \hat{e} effective the second classroom tongue: \hat{e} 1 to the attention of one of the students in the classroom sã \hat{e} alert, focused their IAãm \hat{e} attention on the new tongue and sã \hat{e} o sensãveis the estãmulos showing them something new estãj coming. A simple way to ensure some of the above \hat{a} \hat{e} if the teacher makes the tongue-target interesting for students. The language will of course be of most interest to students if it \hat{a} \hat{e} put into some kind of context that students are familiar with the \hat{e} . In the case ofã like and dislikesã for young learners a visual associated with a facial express \hat{e} serãj something they can relate to. Of course, what \hat{a} \hat{e} easier for them to relate to the context, the most provãvel \hat{a} \hat{e} they are \hat{e} to be interested in the language displayed. In the case of tongue-target for visualãã emoticonã vãdeos faceã and sãã sad visual faceã under the taste phrasesãã \hat{e} . ANDã I donãã \hat{e} like \hat{e} . Respectively, One You can make exaggerated facial expressions while presenting these ideas to make ideas at the same time fun and easy to realize for students. This is often times to contextualization in the EFL classrooms. 2 \hat{a} \hat{e} \hat{e} \hat{e} See and classification of language, we want to ensure that apprentices see and listen to the target language easily. So if a white board is being used, it should be well organized with different colors being used to differentiate between different ideas. If the images are being used, there must be no ambiguity on what they represent and the sounds made by the teacher should not be clearly, but they should be repeated and the teacher needs to properly check the material, and can do this by asking students who repeat the sounds he or she is doing. Students will be bombarded with a sound of images corresponding to sounds made by the teacher The presentation phase is the responsibility of the teacher to ensure that they are not overwhelmed with information and that clear links are being made between images and associated sounds. Therefore, there are aã nus about the teacher not to use any language of Snessaria at this stage. This is, the classification of your language should be appropriate for the level of your students and the language they use must consist of the language of destination and any other essential language needed to present the ideas clearly. As commands like listening! The commands must always be possible, be supported by clear body language. "The target language understanding students should be able to understand the meaning of the material. Then, in the case of tastes and dislikes, they may need to see an image of a happy face and associate it with to like something and a sad face and associate that, with disliking something. We also need to have a way to check if students in fact understood the material presented without asking the question: Do you understand? How invariably triggers the answer - Yes! Of students who are interested - to please your teacher and not to lose your face. NOS, as teachers, we need to be a little more imaginative in checking the understanding of the material of our Student presented. Ideally, we should see the understanding of the students in the context. In the veils you will see, wait to see the teacher doing this during the presentation stage. 4 \hat{a} \hat{e} \hat{e} ~ "Memory terms in the classroom the students will have to keep the information of the presentation and use it Ahead at the lesson when we consolidate the learning of the material and give them an opportunity to produce their owners. In order for the target language to be retained by the students, it needs to be engaging and we need to consider that different students remember the material in different ways. Some by the way the material is seen, others by the way it is heard, and others if it is associated with a physical movement, perhaps. We need to ensure that our presentation has something to allow all these types of apprentices to maintain the information. Installation of a PPP EFL Lesson with Subtitle Protect - Part 2 of PPP Protect can be approximately defined as the test of certain behaviors in order to consolidate the learning and improve performance. Below are some of the characteristics of an effective language practicing: 1 \hat{a} \hat{e} "Practical validity The practical activity must have apprentices rehearsing the ability or material it intends to practice. So in the case of Liã You will soon see, you must have students who practice the items of the food vocabulary and the structure of the dialogue, that is, you like \hat{e} ? Yes, I like \hat{e} , or No, I do not, I do not, I do not, I do not, I do not, I do not like it \hat{e} . 2 \hat{a} \hat{e} ~ã \hat{e} ~ã. A new tongue, we must have ensured that they have some understanding of the new tongue. We will have done this during the presentation stage. If they do not have the new language clearly presented to them and were helped in receiving some understanding of it, then they (students) do not go At this stage, but will pass over another initial learning stage. apprenticeship. Still, they will feel as if they were being tested on something they have not been allowed to earn a understanding. 3 \hat{a} \hat{e} \hat{e} "Volume (quantity) of the practice Here we are referring to the number of opportunities that all class students have to practice the new tongue and not even sound. The more opportunities, each student have to practice the target language, the more effective this stage of the lesson is. So in the case of tastes and dislikes, we can give students individual spreadsheets, where they have to fill some part of the dialogue and the name of a food. 4 Successful orientation Students should have the opportunity to practice new tongue and for this to happen, they need an activity that both extend and It is a task that they can complete because, of course, if it were not, they would not be receiving any opportunity to practice. 5 - Emitting Instructions of Activity and Managing Activity, of course, while it is important to select an appropriate activity, it is also important to issue clear and unequivocal instructions for the own activity, so that all your students are clear As for the expected of them. We will be emitting instructions for the activity in the second student of the student, so we need to make use of clear visuals to support any language that we have to use and strong demonstrations of what is expected. Managing the activity should consist of the teacher to be mobile during activity, offering compliments and being at the provision to show students in difficulties where relevant information can be found on whiteboard. PPP EFL Practice Stage with Legend Production - Part 3 of the PPP Students have now had the target tongue presented to them clearly and had the opportunity to practice it in a controlled environment. If we return to the analogy of the National Instructor, now it is time to let them take their first attempted strokes in the pool on the owner with supervision and encouragement of the instructor. As with the stage of practice, we have to start an activity that allows opportunities to use the target language in the classroom. In fact, the characteristics of a production phase activity are quite similar to the stage of practice with a key difference and that is, student autonomy. During this stage, students will be producing target language with a minimum assistance of the teacher in opposition to the stage of practice in which the teacher will be to help students rehearsed The target language that has just been presented to them. Here are some of the main aspects of a production phase activity: 1 - Volume (quantity) of production as in practice, we want to create as many opportunities for our students to produce target language , though, more independently. This means that we avoid activities where students talk to the teacher, as this allows limited opportunities (students have to wait for their turn before having the chance to talk to the teacher). Instead, for spoken activities, we look at the students talking in pairs, talking to each other as much as possible, while teachers circulate through the classroom offering minimum assistance, but much positive reinforcement. 2 "Validity of production again, we must initiate an activity that allows students to produce the target language that we present and not a variation in it (although this is not strictly true with Higher level). Then, in the case of tastes and dislikes by food, we must create an activity in which the students are saying: Do you like pineapple? About the contrary, what do you think of the pineapples? 3 \hat{a} \hat{e} "Contextualization of production The activity must simulate the actual situation of life, where they (students) can use target language. In the case of tastes and dislikes for food, this can be a menu with images of food items or perhaps a series of images of the Food to request the dialogue, you like \hat{e} ? Yes, I like \hat{e} , No, I do not like \hat{e} . Note that a successful production activity will also have aspects that differentiate it from a practical activity, including: 4 "Student autonomy students will be speaking, using the target language, with ideally, little or no teacher support. They should not be looking for things on the whiteboard or any material they have at their desk (for example, a complete practice worksheet) so that a teacher can opt for Erase white chalkboard for this phase and the teacher can also choose to receive students to clean their tables. 5 - Emission instructions of an activity as with the pratic phase, while it is important to select an appropriate activity, it is also important to issue clear and unutmised instructions for own activity, so that all our students are clear as expected from them. We will be emitting instructions for the activity in the second student of the student, therefore we need to do u SO of clear visuals to support any language we have to use and strong demonstrations of what is expected, as well as we will have done during the pratic stage. 6 \hat{a} \hat{e} \hat{e} "Correcting errors during activity is important that students have so many opportunities to speak using the covered language. Therefore, a teacher should not drown them, speaking in length, on top of them to correct any errors. This obviously differs from the practice where students expect the teacher to help them as they rehearse (do not produce) the covered language. The intelligent use of body language by the teacher will That they are discreet in correcting errors and will allow them to offer a very necessary incentive to students too. Stage production of a ppp EFL lesson with TEFL subtitles Student Online Training Task (Password Protected) Protected)

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