



The Gwangju Communicator

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Teaching Grammar to Young Learners Using PPP

By Ross Chambers

When we consider how grammar fits into the English language classroom, we may reflect back to our own experiences and see that, in the past, grammar by itself was considered the lesson. With the development of various teaching methodologies from the Grammar Translation Method, through Audiolingualism and up to Communicative Language Teaching, we have seen that the emphasis on and the place of grammar teaching has changed with time.

In this presentation, we will explore the role of grammar instruction within the context of the young learner classroom. Contrary to what many teachers believe, explicit grammar instruction is not always beneficial to young learners, as they do not have the analytical abilities of older learners, and neither do they have sufficient meta-language to understand the explanations given by their teachers.

It has been suggested that in order to assist young learners in developing their grammatical competence, rather than focusing on explicit instruction, teachers should create lessons where the learners are using grammar structures in enjoyable activities. Furthermore, when one looks at grammar activities from books, whilst they are often suitable for most learners in a mixed-level class, they are not always appropriate for lower-level learners. This can cause some difficulties for teachers in ensuring equal participation by all students.

Therefore, in this presentation, we will begin by looking at how the grammar instruction sequence of PPP (Presentation, Practice, and Production) can help all students participate effectively in a lesson. We will then explore several activities that can be used to

present different grammar structures to young learners in a fun and engaging way.

What is presented here will not only be beneficial to those involved in the instruction of young learners, but also those who teach older low-level learners at institutions such as technical high schools will find something of benefit. It is hoped that teachers will come away from the presentation with an understanding that a direct focus on grammar is not always necessary. Secondly, they will also be armed with some activities that can be applied to the classroom on Monday to help their learners practice grammar in a meaningful and enjoyable way.

THE PRESENTER

Ross Chambers is from the UK and came to South Korea in 2009, looking for a change in career and life direction. He worked in Seoul for two years as a native-speaking English teacher in a technical high school. In August 2011, he took up a position as a visiting professor at Gwangju National University of Education. He completed an MA in TESOL with Sunderland University in the UK, and his research on classroom interaction was published by the TESOL Review in their December 2012 issue. Ross also runs a meditation group on Monday evenings at the Gwangju International Center (GIC).



(Ross Chambers is presenting on teaching grammar using PPP at the October 19 Gwangju-Jeonnang KOTESOL Chapter meeting at Chosun University.)

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- Bank transfer to **KOTESOL**: Korea Exchange Bank account number 630-006952-841
- Payment in cash to the Chapter Membership Officer at a Chapter Meeting

A Workable TTT Approach for the Korean EFL Setting

By Joseph P. Vitta

From most online TESOL certificate programs to the most in-depth post-graduate teaching courses, one of the more consistent and often-heard mantras of our craft is to create an environment where: (a) the student acts as a productive agent who is engaged in the classroom, and (b) the teacher is a monitor of that production and engagement. To that end, the Task-Teach-Task, or TTT, approach has come into vogue as a way to promote more production and student centeredness when compared to the PPP, or Presentation-Practice-Production approach. In this presentation, attendees will learn how the presenter has successfully used the TTT approach in his university classroom in a way that is: (a) workable, (b) applicable to settings outside of university, and (c) rewarding for all parties involved.

This presentation has three parts. The first is a brief discussion of why TTT is preferable to PPP from the theoretical and methodological perspectives. Next, attendees will learn how the presenter has manifested this productive and student-centered approach within his classroom. Finally, the presenter offers ways that attendees can also run TTT-based lessons in their classrooms. During this final part of the presentation, it is hoped that there will be interaction to brainstorm additional tips and advice! During the second and third phases, an emphasis is placed on showing attendees outside the university setting how they might use TTT in their contexts.

Defining PPP

Adrian Doff and later David and Jane Willis noted that PPP, or presentation, practice, production, holds sway over the realm of ELT instruction. The arguments supporting PPP all revolved around the notion that the approach facilitated a workable way for the language teacher to get her students to produce in the L2. In practice, the “three P’s” see the target language move from controlled presentation and practice to more open-ended student production/ activity. The teacher, therefore, operates a lesson which is planned for the most part beforehand.

TTT as a Reaction Against PPP

At the core of TTT is the rejection that language can be learned passively and that the teacher controls the

SLA process. TTT (also known as test, teach, test) has students’ having a strong voice in what is taught and done in the classroom. Student performance begins the lesson during the first task and informs what the teacher teaches during the ‘teach’ phase. The subsequent task has the teacher putting the students into another activity which is governed by the same objective as the first while extemporaneously adjusting it relative to the student production in the initial task and what has been taught during the preceding “teach” session.

This presentation argues that the benefits of TTT fall into three main areas. First, the approach shares agency and allows for the students to have a real say in where a lesson is headed. TTT also makes sure that the teacher does not spend time teaching something that the students already know and therefore the lesson remains of interest while pushing them to work things out without “handholding.” Finally, using TTT better operates the student-centered and productive themes which are now in vogue in the field of SLA and ELT.

THE PRESENTER

Joseph Vitta has been involved in ESL/EFL in some shape or form since 2004. He has taught at the primary, secondary, and university levels in Tokyo, New York, and Seoul. Currently, he is a head teacher at Sookmyung Women’s University in Seoul. His chief academic interest is how



neurology, psychology, and teaching practices can interface and work together to provide the best language learning and teaching experience possible. To that end, he actively researches in the CALL, lexis, and authentic assessment arenas. Mr. Vitta was the program chair for KOTESOL’s National Conference in 2013. He earned his MA in TESOL from Sookmyung Women’s University in August, 2012 and is currently pursuing an Ed.D. in TESOL from Queens University – Belfast.

(Joseph Vitta is presenting on the usefulness of the TTT approach at the October 19 Gwangju-Jeonnam KOTESOL Chapter meeting at Chosun University.)

Gwangju-Jeonnam KOTESOL October Meeting

- Time: Saturday, October 19, 2013, 1:30 p.m.
- Place: Chosun University (Gwangju), Main Building (본관), Room 4211.

■ Schedule

- 1:30 pm:** Sign-in and Meet-and-Greet (Admission is free. Future membership is welcomed.)
- 2:00 pm:** PRESENTATION 1
Teaching Grammar to Young Learners Using PPP
 Ross Chambers (Gwangju National University of Education)
- 2:45 pm:** Refreshment Break
- 3:00 pm:** PRESENTATION 2
A Workable TTT Approach for the Korean EFL Setting
 Joseph Vitta (Sookmyung Women's University, Seoul)
- 4:00 pm: Swap-Shop Session**
 Share your Teaching Ideas, Classroom Activities, and ELT Games, Books, etc.
 (Open to All Attendees. Handouts welcomed.)
- 4:30 pm:** Announcements / Drawing for Door Prizes / Closing

Upcoming Chapter Events

November 9, 2013. Chapter Meeting

Why Should I Do It? Why Should I Care?
 Brad Serl (BUFS, Busan; Busan Chapter)

Approaches to Listening (Pre-text, During, and Post-text)

December 14, 2013. Chapter Meeting and Year-End Dinner

Stafford Lumsden (Sookmyung Women's University, Seoul; Seoul Chapter)

Upcoming KOTESOL Events

October 12-13, 2013.

KOTESOL 2013

The 21st Korea TESOL International Conference
*Exploring the Road Less Traveled:
 From Practice to Theory*
 Sookmyung Women's University, Seoul

November 16, 2013

Jeonju-North Jeolla Chapter Drama Festival

November 30, 2013

Daejeon-Chungcheong Chapter Thanksgiving Conference & Dinner Party

Upcoming Korea ELT Events

2013 ALAK International Conference

Applied Linguistics in Asia: Global & Local Perspectives
 October 5, 2013; Busan Univ. of Foreign Studies, Busan

DisCog 2013 Autumn Conference

The Interplay Between Qualitative and Quantitative Approaches to Language
 October 19, 2013; HUFSS, Seoul

2013 APAMALL Biennial Intl. Conference

Foreign Language Instruction with Cloud Technology
 October 12-13, 2013; Dongduk Women's Univ., Seoul

2013 ELLAK International Conference

Micro versus Macro Literatures in English
 Nov. 7-9, 2013, Sookmyung Women's Univ., Seoul

2013 KAMALL International Conference

Smart Language Learning in a Connected World
 October 19, 2013; Kyung Hee University, Seoul

2013 Global English Teachers Assn. Conference

Accommodating Individual Differences in English Ed.
 November 23, 2013; Chonbuk Natl. Univ., Jeonju