การวิเคราะห์ *Techniques-Structure*ของ ไมเคิลลูอิส และจิมมี่ ฮิว สำหรับวิธีการสอนภาษาโดยอ้างอิงจากหนังสือ "*Practical Techniques for Language Teaching*"

Analysis of Michael Lewis and Jimmie Hill's *Techniques-Structure* for the Language Teaching Method in Reference to "*Practical Techniques for Language Teaching*"

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อค้นหาวิธีการเรียนการสอนภาษาของผู้แต่งหนังสือ *Practical Techniques for Language Teaching* โดยอ้างอิงจากหนังสือ *Practical Techniques for Language Teaching* เครื่องมือวิจัยเป็นหนังสือ *Practical Techniques for Language Teaching* และแบบสำรวจรายการ *Techniques-Structure* ของผู้แต่งหนังสือ โดยวิเคราะห์ข้อมูลจากการตีความบทอ่านของผู้แต่งหนังสือโดยผู้วิจัย

ผลการวิจัยพบว่า วิธีการเรียนการสอนไวยากรณ์ของผู้แต่งหนังสือ *Practical Techniques for Language Teaching* สามารถเป็นการสอนภาษาเพื่อการสื่อสารยุคแรก และมีวิธีการสอนแบบ P-P-P เป็นขั้นตอนการสอนที่สำคัญ

คำสำคัญ: การสอนภาษาเพื่อการสื่อสาร วิธีการสอนแบบ P-P-P

Abstract

The purposes of this research were to find out what language teaching method is proposed by the authors of *Practical Techniques for Language Teaching* in reference to *Practical Techniques for Language Teaching*. The research instruments were *Practical Techniques for Language Teaching* and a checklist of statements in the authors' *Techniques-Structure* analyzed and interpreted from the authors' texts by the researcher.

The research results revealed that the authors' grammar teaching method could be Communicative Approach to Language Teaching in its early days and a P-P-P Methodology is the important teaching stages for this approach.

Keywords: Communicative Approach, a P-P-P Methodology

Background and Statement of the Problem

English is a foreign language which has been used worldwide. Studying English grammar makes teaching and learning English easy because grammar is an important component to teach and learn four English skills: listening, speaking, reading, and writing. In reference to Jintana Sujjanun (2001), Jintana states that teaching language emphasized only language functions will lead to a lot of problems because learners need to know grammar for the use of those language functions and as noted by Dickins (1988), Bowen (1985), Weaver (1970), and Sunanta (1971), teaching grammar would support success in acquiring listening, speaking, reading, and writing skills (Cited in Jintana Sujjanun, 2001: 9-10).

For four English skills, grammar will be used from the most to the least in writing, speaking, reading, and listening respectively and Adipat (2018) said that writing is considered the most difficult skill to master and become proficient in (Adipat, 2018, p. 21). Also, Khongjarean (2016) reported that one of the problems in teaching English at present is that teachers lack abilities for instructional management (Cited in Surattana

Adipat, 2018, p. 22). For this reason, *Techniques-Structure* in *Practical Techniques for Language Teaching* by the authors, Michael Lewis and Jimmie Hill was employed. This book provides a lot for new ideas, attitudes and techniques. However, as the authors of the book said, the book is not established on a method or an approach. Based on eclecticism, the book doesn't provide teaching steps. As a result, it will be very difficult to write lesson plans and teach the language unless the book has a single language teaching method for the teaching steps. This qualitative research will help new teacher trainees find what language teaching method is from the book to write lesson plans and teach the language. Particularly, the book had sets of checklists which were already created for employing as a research material.

Focus on grammar, the seventh chapter, *Techniques-Structure* was taken for this study so that grammar will be taught step by step as a language teaching method discovered from this study. Besides writing lesson plans for teaching the language, this study can apply to design grammar exercises to develop students' achievement or to solve students' problems in learning grammar.

Objectives of Study

This study was carried out based on *Practical Techniques for Language Teaching* with the following objective:

To find out what language teaching method could be retrieved from Michael Lewis and Jimmie Hill, checklist of 10 statements in their 10 subchapters of *Techniques-Structure*.

Review of Literature

Practical Techniques for Language Teaching

Based on Stoffer (1995), *Practical Techniques for Language Teaching* is not theoretical and it is found from the book that Michael Lewis and Jimmie

Hill suggest using practical ideas and techniques from their own experiences in teachers teaching and lecturing on language and methodology. Stoffer (1995) said that "there are 136 pages of text, a one-page introduction and twelve chapters, and a very descriptive table of contents (sentences serve as chapter subtitles), but no index and instead of questions or exercises at the end of each chapter, which, for some, this might limit the book's usefulness as a text for a teacher training course. There are sets of checklists at the beginning of each chapter that provide a lot of material for discussion."

Practical Techniques for Language Teaching is written in the tone of discussions. The book can open views especially the readers as new teacher trainees. Stoffer (1995) indicated that "instead of questions or exercises at the end of chapters, the checklist feature is one of the most useful aspects of *Techniques*; checklists can be scanned for specific topics or reread to refresh the ideas presented in a chapter." Next, in the chapter after the checklist part, suggestions are offered and useful theory for the teacher is presented. Going on this way, the chapter bases its suggestions for the classroom on the theory. For instance, the seventh chapter gives advice on *Techniques-Structure*. There are 14 practical theories from learning the language to learning how to use the language. Beginning with the chapter after the checklist part, "Encourage students to see patterns" is one example of learning the language while near the end of the chapter, "Free situations are important" is another example of learning how to use the language.

Research Methodology

1. Materials

1.1 *Practical Techniques for Language Teaching* by Michael Lewis and Jimmie Hill

1.2 A checklist of statements in the authors' *Techniques-Structure* analyzed and

interpretation of the researcher on the authors' 10 subchapters.

2. Procedures

From *Practical Techniques for Language Teaching* by Michael Lewis and Jimmie Hill, this researcher would analyze and interpret the 10 statements in the 10 subchapters of *Techniques-Structure* to find if any language teaching method can be retrieved.

2.1 The seventh chapter, *Techniques-Structure*, indicated how to present rules to "Encourage students to see patterns" for "Good rules can help students." The important link between explanation, example, and practice is explained in the "Understanding involves example, explanation, and practice". "Terminology can help or hinder" is introduced.

2.2 In practice, many concrete suggestions were presented in the next 6 subchapters, for example, "Filling in a fill-in exercise is not enough"; "Students need to practice form as well as use"; "There is a place for oral and written practices"; "Use 'gimmicks' to combat popular mistakes"; "Use beehives with large classes"; and "Most language games are structured practices".

2.3 The authors pointed out that free practices were an essential part of the learning process e.g., "Free situations are important."

2.4 The authors also suggested how to make grammar practices lively and amusing ("Grammar can be fun") and the last few tips regarding teaching grammar. "Grammar is a receptive skill too" and "Teach word grammar as well as sentence grammar" were offered as well.

2.5 A checklist of statements from *Techniques-Structure* was also employed for this study. Only 10 statements out of 14 statements in the checklist, *Techniques-Structure* are selected to analyze. The 4 subchapters' checklist such as "Use 'gimmicks' to combat popular mistakes", "Use

beehives with large classes", "Grammar is a receptive skill too", and "Teach word grammar as well as sentence grammar" are not chosen for analysis.

Results

1. Interpretation from the Authors' Texts

Items	Mark
1. Most grammar rules have exceptions.	✓

Michael Lewis and Jimmie Hill (Lewis, M., & Hill, J. 1999: 77) agreed that most grammar rules have exceptions. They pointed out in the subchapter "Encourage students to see patterns" that an exception only to the apparent pattern which is similar in some way from the first few examples will ease students' memory load while there is still an exception to the real, underlying pattern which might not be presented in classes. The real, underlying pattern leads to linguistic variation which is a main notion in materials and methodology (Richards and Rodgers, 2002). This variation is a variety of forms which are introduced for each function (Larsen-Freeman, 2001).

Items	Mark
2. It is best to give a rule before you do a practice.	✕

As stated in "Good rules can help students" by Lewis and Hill (1999), it is concluded that good rules which are both compromise between accuracy and accessibility made by the language teacher and combination of re-cycling well-chosen examples and descriptive explanation are needed. Only rules or examples alone don't help students. Therefore, the statement "It is best to give a rule before you do a practice" was criticized. This is the reason why contextualization is a central proposition (Larsen-Freeman, 2001).

Items	Mark
3. Examples are more important than 'rules'.	✕

Michael Lewis and Jimmie Hill (Lewis, M., & Hill, J. 1999: 79) criticized in the subchapter "Understanding involves example, explanation, and practice" and that examples are more important than 'rules'. They stated that to understand, each of explicit explanation, example, and practice is cyclically involved because it is difficult for the student to discover the rule from only examples. The rules alone are not enough because the study of language in use results in all components of meaning with the description of speech acts or texts (Richards and Rodgers, 2002).

Items	Mark
4. Knowing a rule does not mean you can *use* the language better.	✓

Michael Lewis and Jimmie Hill (Lewis, M., & Hill, J. 1999: 79) who agreed that knowing a rule does not mean you can use the language better said that "It is not sufficient for students to understand intellectually; what students 'understand' should directly influence their language performance." In terms of language performance, language learning is learning to communicate (Richards and Rodgers, 2002). Concerning Lightbown and Spada (2003), "their research has shown that learners with a wide variety of intellectual abilities can be successful language learners." For these learners, it is true that oral communication skills should be assessed rather than grammar rules and vocabulary items.

Items	Mark
5. Students need to know terms like 'present perfect', 'imperative.' etc.	✕

Reported in the subchapter "Terminology can help or hinder" by Lewis and Hill (1999), it is inferred that time taken is also needed for introducing the terminology as part of the lesson to make sure that students do really understand it more than knowing the name itself. Particularly, a term which is accurate and helpful for students should only be taught. However, only ensuring that students understand the terms has nothing to do with students producing language, or doing exercises. This is a reason why Michael Lewis and Jimmie Hill (Lewis, M., & Hill, J. 1999: 79-81) disagreed that students need to know terms like 'present perfect', 'imperative.' etc. Learning how to use the language is more important than learning about present perfect, imperative, etc. Finocchiaro and Brumfit (1983) interpreted on the communicative approach that "The target linguistic system will be learned best through the process of struggling to communicate" (Cited in Richards and Rodgers, 2002, p. 156).

Items	Mark
6. The third person –*s* is not really very important!	✓

Michael Lewis and Jimmie Hill (Lewis, M., & Hill, J. 1999: 81-82) agreed that the third person –s is not really very important. They indicated in the subchapter "Students need to practise form as well as use" that a well-balanced teaching programme between practices which focus on fluency, and those which focus on accuracy should be maintained. Language teaching is not the real nature of language when based entirely on getting the forms correct and it is also not easy to communicate if no one can comprehend what you convey. In a communicative language classroom, Larsen-Freeman (2001) said that "Errors are tolerated and seen as a natural outcome of the development of communication skills. However, with regard to Lightbown and Spada (2003), research supports a balance of accuracy (form) and fluency (meaning). The challenge is how to incorporate form-focused teaching into a communicative language classroom.

Items	Mark
7. Fill-in exercises are best done orally.	✓

The statement "Fill-in exercises are best done orally." was not criticized because Michael Lewis and Jimmie Hill (Lewis, M., & Hill, J. 1999: 81) presented in "Filling in a fill-in exercise is not enough" that the student needs to say the whole sentence aloud due to correctly learning collocations giving clues to the right answer from fill-in exercises. The idea is that meaning is the most important. It is better for students to work with language at the suprasentential or discourse level (Larsen-Freeman, 2001).

Items	Mark
8. All students need both oral and written practices.	✓

According to Michael Lewis and Jimmie Hill (Lewis, M., & Hill, J. 1999: 82), the statement "All students need both oral and written practices." was agreed. They pointed out that generally doing both oral and written practices are the best policy in language learning. They emphasized that oral and written activities are both beneficial since they complement each other. Pertaining to Larsen-Freeman (2001), "Meaning does not; therefore, reside exclusively in the text, but rather arises through negotiation between the reader and writer (Larsen-Freeman, 2001, p. 131).

Items	Mark
9. Free practices are best omitted unless students do them well.	✗

Michael Lewis and Jimmie Hill (Lewis, M., & Hill, J. 1999: 85-86) disagreed that free practices are best omitted unless students do them well. They stated in "Free situations are important" that to develop natural language use, it is possible for the students to have mistakes. Controlled practice is the first step in learning

process while the whole range of skills comes from the teacher's least control in free practice. Risk taking is the best policy because the students often create language through trial and error. Their language use cannot be exactly known what it is by the teacher (Richards and Rodgers, 2002).

Items	Mark
10. Grammar will always be 'the boring bit' of a language course.	✗

Michael Lewis and Jimmie Hill (Lewis, M., & Hill, J. 1999: 85-87) criticized that grammar will always be 'the boring bit' of a language course. They reported in "Most language games are structure practices" that most students enjoy playing almost all language games more than doing grammar practices which are more conventional and also said in "Grammar can be fun" that based on problem-solving, teaching grammar can be more challenging and amusing and can encourage students to explore and discover structure for themselves. These things depend on their teachers who bring them into the classroom. Larsen-Freeman (2001) indicated on the importance of games that they have certain features in common with real communicative events. Lightbown and Spada (2003) supported that the teacher should create activities that focus the students' attention on forms used in communicative interaction; develop activities/ tasks which allow them to negotiate meaning with each other.

2. Language Teaching Method Found from the Interpretation

Techniques-Structure in *Practical Techniques for Language Teaching* by Michael Lewis and Jimmie Hill could possibly be Communicative Language Teaching (CLT). *Techniques-Structure* in the book might be CLT according to Morrow (1981). Morrow (1981) reported that in CLT, learners learn how to use the language and as well as linguistic

features, non-linguistic features are also focused on (See item 1-8). Equal to language patterns, learning processes are emphasized as well, such as information gap, choice of content, choice of language forms, and feedback (See item 4, 5, 6, 7, 8, 10).Moreover, learners have the chance to use the language as much as possible and their mistakes are not always corrected (See item 4, 5, 6, 8, 9) (Cited Wiriyachitra *et al*., 2012: 25-29). As stated by Sumitra Angwatthanakun (1997), CLT in Communicative Approach from 1970 – 1990 can be concluded as the following important teaching stages.

1. Presentation or Introducing New Language

2. Practice/ Controlled Practice

3. Production/ Free Practice

Synthesized by Arunee Wiriyachitra *et al*. (2012), Communicative Approach to Language Teaching can be divided into Communicative Approach from 1970 – 1990 and Communicative Approach after 1990. This communicative approach in *Techniques-Structure* of *Practical Techniques for Language Teaching* was Communicative Approach to Language Teaching from 1970 – 1990. In 1985, *Practical Techniques for Language Teaching* by Michael Lewis and Jimmie Hill was first published. Pertaining to Communicative Approach to Language Teaching from 1970 – 1990, 10 subchapters in *Techniques-Structure* out of the 14 ones are concluded in a P-P-P teaching format in Table 1.

Table 1: The 10 subchapters of *Techniques-Structure* concluded in a P-P-P Methodology

A P-P-P Methodology	
Teaching Stages	**Subchapters of *Techniques-Structure***
Presentation	- Encourage students to see patterns. - Good rules can help students. - Understanding involves example, explanation, and practice. - Terminology can help or hinder.
Practice	- Filling in a fill-in exercise is not enough. - Students need to practice form as well as use. - There is a place for oral and written practices. - Most language games are structure practices. - Grammar can be fun.
Production	- Free situations are important.

The results from table 1 gained from this study could be applied in terms of lesson plans, language teaching, grammar exercises, the students' development, and solving the weak students' problems on grammar.

2.1 Lesson Plans

A study by Marchesseau (2016) on "Effective Team Teaching Using the Presentation, Practice, Production Method" revealed that PPP lessons are practical and easy to prepare

(Marchesseau, 2016: 46). He concluded that with PPP, lessons are quick and easy to plan as he stated that "Since it starts with a linguistic target, it is easy to see how it can be used with textbooks or incorporated into a traditional syllabus, which presents language in bite-sized chunks, providing our targets" (Marchesseau, 2016: 45). As a compromise between CLT and traditional approaches, it is quick for the PPP method to plan lessons more communicative.

2.2 Language Teaching

A P-P-P approach can help facilitate beginning teachers because what to teach and how to teach the language are thought and made in step by step as stated by Richards and Rodgers (2002): "The PPP prescriptions of present, practice, and produce 'offers to the novice teacher the reassurance of a detailed set of sequential steps to follow in the classroom" (Cited in Maftoon and Sarem, 2012: 34).

2.3 Grammar Exercises

With a P-P-P Methodology, there is a variety of grammar exercises and grammar exercises can be applied in the true communication. Students can use the language in their real life by means of grammar practices. For addingan additional communicative component to the lesson, Marchesseau (2016) indicated that "textbooks often provide explanation, which teachers can draw on in the presentation and exercises which can be used as practice activities. Teachers might then develop a production activity or task to augment textbook learning" (Marchesseau, 2016: 45).

2.4 The Students' Development

Based on PPP, the students' real practices and true communication can develop students' proficiency. They can use the language in their daily life more fluently and this leads to an understanding of grammar. This result is concordant with the study of Ur (1996, p. 19) that "The high degree of teacher control which characterizes the first and second stages of this approach lessens as the class proceeds, allowing the learner to gradually move away from the teachers' support towards more automatic production and understanding" (Cited in Maftoon and Sarem, 2012, p. 31). In particular, Marchesseau (2016) also concluded that "The language comes to life in the production activity as students communicate using the newly-acquired form" (Marchesseau, 2016: 49).

2.5 Solving the Weak Students' Problems on Grammar

According to Carless (2009), it is possible that low achieving students learn better through traditional methods, such as P-P-P. To solve the weak students' problems on grammar, Maftoon and Sarem (2012) reported that "P-P-P is clear-cut and condensed, through which the main points can be taught easily. Students are normally weak in grammar so we need to use P-P-P to help them improve their grammatical accuracy." From what mentioned, it became clear that the students' problems on grammar can be solved under semi-controlled conditions.

Discussions

From this study, the results could be discussed as follows.

1. With respect to Communicative Approach from 1970 – 1990, Epstein and Ormiston (2005) pointed out that "Advocates of TBI (Task-based instruction) claim that students do not develop fluency or progress in their grammatical development through a P-P-P methodology. They also argue that second language learning research has shown that language learning results from meaningful interaction using the language and not from controlled practice (Cited in Apasara Chinwonno, 2008). Those supporters of a strong form of CLT criticize that the PPP method is not communicate enough since the PPP method shows a weak form of CLT, with the final P, the production activity which students can truly communicate in the lesson (Marchesseau, 2016).

2. SLA research has shown that language learning is not simply linear in its development. PPP is too linear and language learning does not occur in a linear approach. In developmental sequences, language is not acquired sequentially and learners do not acquire a language in a linear way. Language acquisition is a complicated process and acquiring a specific grammatical feature takes a lot of time to successfully arrive

at the target form of the rule. Maftoon and Sarem (2012) pointed out on "Problems with PPP" that "L2 acquisition is a process that is incompatible with teaching seen as the presentation and practice of a series of products."

3. PPP is prone to teacher-centered frameworks. With the PPP approach, teachers are the model and play the main role while learners are passive in ready-made plans. However, learning how to learn is more vital than being taught by the teacher deciding what to teach. With the final P thanks to CLT, the activities become more student-centered which is a truly communicative part while the first two Ps are more teacher-centered (Marchesseau, 2016).

Conclusions

With regard to an analysis of the authors' checklist of 10 statements in their 10 subchapters of *Techniques-Structure*, it was revealed that *Techniques-Structure* in the book was possible to be Communicative Language Teaching (CLT) pertaining to Morrow (1981) and in a viewpoint of the study by Arunee Wiriyachitra *et al*. (2012), Communicative Approach from 1970 – 1990 was clarified (Cited in Arunee Wiriyachitra et al., 2012: 25-29). The authors' *Techniques-Structure* in their book could be Communicative Approach at that time. Concerning what was found from the analysis, this method is not currently new. With the advent of English teaching methodology, new methods in terms of P-P-P lessons stated by Sumitra Angwatthanakun (1997) came up.

According to being mentioned above, it has been concluded that as to the analysis, Communicative Approach from 1970 – 1990 was discovered in the authors' checklist of 10 statements in their 10 subchapters of *Techniques - Structure*. Back to *Introduction* of *Practical Techniques for Language Teaching*, the authors' *Techniques-Structure* might be Communicative Language Teaching (CLT). Next, CLT could be a

technique after the authors' *Techniques-Structure* analyzed. With regard to *Introduction* by the authors, they stated that "that language teaching is only an aid to language learning, and that it is those things which help the students to improve which are of particular importance; and secondly that language is first and foremost communication." This authors' statement is possible to be more CLT than other techniques. From *Introduction* by the authors, *Techniques-Structure* could be CLT by means of being able to use the language, and communicate better instead of knowing the language.

Recommendations for Further Research

Based on the findings and conclusions of this study, the following recommendation is made for further research.

An action research study can be conducted together with the results of this study to improve a grammar lesson for solving Matthayomsuksa 6 students' problems on the failure of understanding grammar.

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