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**Primary School Teachers' and Inspectors' Attitudes towards the Use  
of Presentation, Practice and Production Method  
in Teaching English**

Case Study: Primary School Teachers and Inspectors in the State of Jijel

Dissertation Submitted in Partial Fulfillments of the Requirements for the Degree of  
Master in Didactics of Foreign Languages

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## **Declaration**

We hereby declare that the dissertation entitled “Elementary School Teachers’ and Inspectors’ Attitudes towards the Use of Presentation, Practice, and Production (PPP) Method in Teaching English” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Signature

Date

Amina Bouchebat

Rima Lehacani

## **Dedications**

*To my beloved parents*

*To my sister...*

*To my brothers...*

**Amina**

## **Dedications**

*I dedicate this dissertation to:*

*My wonderful mother and beloved father*

*My lovely sisters Sarra and Ikram*

*My dear brothers Seif Addine and Mohammed Foudil*

*My best friends especially, my childhood friend Hadjer, my partner Amina,*

*Sofia, and all those who prayed for me*

**Rima**

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## **Abstract**

The study at hand aimed at investigating primary school teachers' and inspectors' attitudes towards the use of presentation, practice, and production (PPP) method in teaching English, where it is exploratory and descriptive in nature. It used quantitative and qualitative approach to gather and analyze data. Two research instruments were used: a questionnaire was administered to a sample of seven (7) primary school teachers selected for accessibility and convenience reasons depending on the Academy's of Education choice of schools in the center of Jijel state, and an interview was conducted with the two inspectors of English in the state of Jijel, who were appointed to supervise the teaching of English in primary schools. The findings of the research showed that teachers use the PPP method in teaching English to third-grade pupils and that both teachers and inspectors have positive attitudes towards its use in teaching English. Furthermore, the results showed that the majority of primary school teachers and inspectors stated that the PPP method is appropriate and effective since it facilitates the teaching and learning process and enhances the four skills and language aspects of pupils.

**Key words:** Presentation, Practice and Production Method, Primary School Teachers and Inspectors, Attitudes, Teaching English.

## **List of Abbreviations and Symbols**

**EFL:** English as a Foreign Language

**Q:** Question

**TEFL:** Teaching English as a Foreign Language

**TPR:** Total Physical Response

**YL:** Young Learners

**%:** Percentage

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### **Résumé**

### **ملخص**

## **General Introduction**

### **1. Background of the Study**

Teaching English as a Foreign Language (TEFL) has always been a topic of interest all around the world. Nowadays, many people seek to master this language because they need it in both their professional and personal lives, due to the status it occupies as a global language and its dominance in various fields such as science, technology, education, business, travel and tourism, press and media, etc. In fact, it has been proven that it is better to start teaching English language at a young age because children usually acquire languages better than adults do. According to Major (2014), “early in life, humans have a superior capacity for acquiring languages” (as cited in Arifin, 2020, p. 99). For teaching English to different age groups in general and to young learners in particular, the teacher of English can use the presentation, practice, and production (PPP) method.

The PPP method is defined as “a framework for a lesson which teaches new language items” (Baker & Westrup, 2000, p. 23). The teacher is the only one who is aware of the new language item and its usage at the beginning of a PPP lesson. The teacher then introduces the new language item to the pupils through demonstrating, simplifying, and providing them with many exercises to practice how to use it. At the end of the lesson, the new language item is incorporated into pupils’ prior knowledge of the language, and they can utilize it effortlessly alongside the English they have learned before (Baker & Westrup, 2000, p. 23).

Hartina et al. (2019) conducted a study to explore teachers’ techniques in teaching English to young learners. The researchers applied a descriptive qualitative method, the research sample was three teachers, and the data was collected through interview and observation. The study findings revealed that the PPP method is among the techniques used by teachers to teach English to young learners. The results showed that during the application

of the PPP method in the lesson, the young learners were attentive to the teacher's explanation and were able to do the activities correctly.

Teaching English as a foreign language in primary schools in Algeria is a new decision taken by the Ministry of Education and started to be implemented this year, so there are still no clear teaching methods for teachers to rely on. The current study sheds the light on primary school teachers' and inspectors' attitudes towards the use of presentation, practice and production method in teaching English.

## **2. Statement of the Problem**

Teaching English as a foreign language in Algeria was only introduced in middle and high school education systems. In the year 2022, the Ministry of Education decided to adopt this language in primary schools. In fact, this decision was made in a short period of time without any prior plans. Therefore, the Ministry of Education did not inform the inspectors and teachers of a specific method to be relied upon for teaching English at this level. Because this decision is new and being applied for the first time here in Algeria, it is not known which method is being used and which one is effective for teaching young learners. Since presentation, practice, and production is considered an effective method by different scholars and researchers to teach foreign languages, especially in the early stages, it might be a useful method that primary school teachers of English can make use of while teaching.

## **3. Research Questions**

Our research aims at addressing the following questions:

- 1- What are teachers' perceptions towards the use of PPP method in teaching English in primary schools in Algeria?
- 2- What are inspectors' perspectives towards the use of PPP method in teaching English in primary schools in Algeria?
- 3- Do primary school teachers use the presentation, practice, and production (PPP) method while teaching English?

#### **4. Research Methodology**

Our study is exploratory and descriptive. To achieve its objectives, a mixed method was used to collect data. Two research tools were used: a questionnaire was administered to a sample of seven (7) English teachers at seven primary schools in Jijel to find out teachers' views at the level of implementing the PPP method in the classroom. Moreover, an interview was carried out with the only two inspectors of English of primary schools. The interview aimed to explore the inspectors' views on the PPP method in teaching English. The two samples were chosen for accessibility and convenience reasons depending on the permission provided by the Academy of Education.

#### **5. Significance of the Study**

The aim of the study is to find out whether primary school teachers use the presentation, practice, and production method in teaching English as a foreign language. In addition, it seeks to highlight teachers' and inspectors' attitudes and perceptions about the use of the PPP method in teaching English in primary schools for the first time in Algeria.

#### **6. Structure of the Study**



The present research paper consists of a general introduction, two main chapters, and a general conclusion. The first chapter is accordingly divided into two sections. On the one hand, the first section entitled “Teaching English as a Foreign Language” is devoted to teaching EFL in Primary schools in Algeria, the teaching of the four language skills and aspects, teaching English to young learners (YL), and techniques and strategies used in teaching English to young learners. On the other hand, the second section entitled “Presentation, Practice, and Production Method” provides the definition of the PPP method and its phases, teachers’ and pupils’ roles in a PPP lesson, its use in teaching the four skills and aspects of language, the purpose of each phase, and the difference between practice and production phase activities. Lastly, the PPP advantages and limitations were mentioned. Finally, the second chapter is the practical part of the study, which contains data collection, analysis, interpretations of the results, limitations of the study, and recommendations.

## **Chapter One: Literature Review**

### **Section One: Teaching English as a Foreign Language**

## **Introduction**

Today, English language has occupied a very important position in various fields globally and internationally. Nowadays, learning English has become necessary for everyone who wants to continue his/her studies or work. This section introduces the teaching of the four language skills and English language aspects. Moreover, it deals with teaching English as a Foreign Language (EFL) for young learners, and techniques and strategies used for teaching English to young learners (YL). Also, it mentions teaching English as a foreign language in primary schools in Algeria.

### **1.1. Teaching EFL in Primary Schools in Algeria**

In recent years, teaching English as a foreign language in primary levels in Algeria has only been a part of private schools. In 2022, the Ministry of Education made a decision to start teaching English in public primary schools. After making this decision in a short period of time, it is still a new experience for both teachers and inspectors. Since teaching English in primary schools is still a new experiment in its first year, the Ministry of Education did not provide clear guidance on which approach to use as it did with other levels (middle and high schools). For this reason, some inspectors recommend the use of the communicative approach, and others the use of a combination of methods and techniques, such as the PPP method along with games, songs, etc.

### **1.2. Teaching the Four Language Skills**

The four language skills are the most important language elements that teachers of English must aim to foster in their students. Listening, speaking, reading, and writing must

be effectively integrated to ensure successful English language teaching. Listening and speaking skills are closely intertwined and frequently used together in everyday life situations. Therefore, incorporating the two skills seeks to promote effective oral communication. Reading and writing skills are related to one another; they are instruments for achieving efficient written communication. To develop their reading and writing abilities, students need to be exposed to increasingly difficult reading materials and writing tasks; the main objective is to improve students' reading and writing skills. In fact, combining the four skills (listening and speaking with reading and writing) helps students become better listeners, speakers, readers, and writers so they can communicate efficiently. In fact, these skills are gradually mastered (Sadiku, 2015, p. 29).

### **1.3. The Importance of Teaching English Language Aspects**

In order to master English language, a student must be able to master the three aspects of language, namely pronunciation, vocabulary, and grammar. For this reason, the teacher of English must focus on teaching these aspects to his/her students in the classroom.

#### **1.3.1. Teaching Pronunciation**

Pronunciation is one of the language aspects that the teacher seeks to improve in his/her students. It is defined as “the act of producing the sounds of a language” (Roach, 2001, p. 86). Jenkins (2000) asserted that pronunciation is “possibly the greatest single barrier to successful communication” (p.83). Pronunciation must be given great importance during the teaching process, as it is the key element that leads to a good communication. According to Harmer (2007), “pronunciation teaching not only makes students aware of different sounds and some features, but can also improve their speaking immeasurably” (p.248). Hence, pronunciation is one of the language basics that students should master; it

has a close relationship with speaking skills. By enhancing students' pronunciation, their speaking skill will automatically improve.

### **1.3.2. Teaching Vocabulary**

Vocabulary is another important aspect of language; as it helps in achieving successful communication. Nueman and Dwyer (2009) defined vocabulary as “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (p.385). While teaching in the classroom, teachers of English should provide their students with the necessary vocabulary for understanding and expression, as Jose (2015) explained “a strong base of vocabulary knowledge is indispensable for fostering the language skills which are the four pillars of English language” (p.8). Thus, acquiring as many words as possible leads to enhancing students' abilities in all four language skills.

### **1.3.3. Teaching Grammar**

Grammar is an important aspect of language that plays a crucial role in learning foreign languages. Horwitz (1988) asserted, “Learning a foreign language is mostly a matter of learning a lot of grammar rules” (p.288). Additionally, Mart (2013) claimed that “grammar skills will help learners to organize words and messages and make them meaningful. Knowing more about grammar will enable learners to build better sentences in speaking and writing performances” (p.124). In other words, grammar is a very useful language aspect as it improves speaking and writing abilities of students.

The three aspects of language, namely pronunciation, vocabulary, and grammar are equally important and play a crucial role in improving the four language skills. This results in students mastering the language and being able to communicate with it.

#### **1.4. Teaching English to Young Learners**

Young learners (YL) of foreign languages usually accelerate the learning process because of their greater ability to learn new languages, which is closely related to their age. As Harmer (2007) stated, “one of the most common beliefs about age and language learning is that young children learn faster and more effectively than any other age group” (p. 81). According to Drew and Hasselgreen (2008), young learners are defined as “learners from five years, up to around 12/13 years, which seems to reflect the lower and upper limits of primary school education” (p. 1). Additionally, Ytreberg (1993) divided young learners into two groups “lower class (students are in the 1, 2 and 3 grade), and upper class (students are in the 4, 5 and 6 grade)” (as cited in Hartina, Salija, & Amin, 2019, p.79).

To teach English to young learners, teachers of English must be aware of the way young learners think and the techniques that attract them to learn in a better way. According to Ikhfi Imaniah and Nargis (2017), “The teacher who understands the cognitive and social processes of (...) language acquisition for English for young learners (EYL) is better equipped to help learners navigate the processes of classroom learning activities while also creating a fun, positive environment” (p. 5). While teaching English to young learners, the teacher should keep learners motivated and involved. Imaniah and Nargis (2017) noted that “one interesting and funny way of maintaining learners’ motivation and interest is the use of stories, games and songs in English” (p. 10). Thus, teachers of English can make use of games, songs, and stories in the classroom while teaching young children.

Teaching English to young learners is not an easy task. The nature of their learning can be challenging for some teachers. For this reason, teachers of English should first be familiar with the learning styles of young learners to keep them engaged in the lesson.

Teachers should use activities that involve physical movement to add lively atmosphere to keep YL entertained.

### **1.5. Techniques and Strategies Used for Teaching English to Young Learners**

There are various techniques and strategies that the teacher of English can follow and make use of to facilitate the process of teaching English to young learners and keep them interested in the lesson. According to Imaniah and Nargis (2017), games, songs, stories, and total physical response (TPR) are among these techniques.

#### **1.5.1. Games**

One of the best strategies that teachers of English can implement while teaching young learners is games. As it is known, children often tend to love playing games, which will help them during the learning process. Ardhiyanto (2017) mentioned that a game “attracts students’ attention towards the teaching-learning process and so, helps young learners to learn better in class” (p. 3). According to Diptoadi et al. (2018), “one of the ways to make students actively participate in classroom is playing games” (p. 24). Diptoadi et al. (2018) further described games as “fun activities that give young learners chances to practice English” (p. 24). That is, games combine fun and learning, which is why they attract young learners’ attention and keep them engaged during the lesson.

#### **1.5.2. Songs**

Songs is another great strategy that can be used to teach young learners. Using songs in the classroom helps to create a fun and enjoyable environment for young learners, which helps them to learn languages more easily. According to Millington (2011), “most children enjoy singing songs, and they can often be a welcome change from the routine of learning a foreign language” (p. 134). In the same vein, Diptoadi et al. (2018) added that, “singing

songs is usually children's favorite activity as it can bring an enjoyable atmosphere in the classroom" (p. 24). Additionally, Murphey (1992) stated that "songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills" (as cited in Millington, 2011, p. 134). Thus, the use of songs as a means of teaching English to young learners improves both their listening and speaking skills, in addition to enhancing their pronunciation and helping them acquire the English language.

### **1.5.3. Stories**

Stories is a convenient technique that can be used in teaching English for young learners. According to Ellis and Brewster (2002), "stories may bridge the gap between language study and language use and also to link classroom learning with the world outside" (p. 17). Stories help children to relate what they learn in the classroom to their real world, so they find joy in learning through the use of storytelling. Moreover, Brewster et al. (1992) mentioned that learners "can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations" (p. 1). Teachers use this technique as a motivational tool to inspire young children to employ their imagination and participate in the learning process.

### **1.5.4. Total Physical Response**

Teachers of English should use activities that keep young learners engaged in the lesson, Imaniah and Nargis (2017) mentioned that "most activities for children should consist of movement and involve their senses. The teacher needs many objects, visuals and pictures to work with, and to create possibility to use all of the school's surroundings" (p. 25). Engaging young learners in the classrooms is usually referred to as total physical response, or (TPR). The latter is a method which is based on physical movement used to

teach foreign languages. It is defined as “a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity” (Richard & Rodgers, 1986, p. 87). Teachers of English can use this method while teaching young learners since it helps to simplify the lesson, explain it in a funny way and create a comfortable atmosphere for children. According to Nigora (2018), “TPR creates a less anxious and stressful environment for the learners, and is well suited for young students learning a new language” (p. 13). Additionally, learners enjoy the lesson while using TPR as Asher (2012) claimed that “sense of time disappeared” (p. 1-20). That is, learning through TPR reduces boredom in children.

## **Conclusion**

Teaching English to young learners needs the use of a combination of practical and useful methods and strategies, including games, songs, stories, and total physical response (TPR), because they are considered one of the most effective methods and techniques for teaching in early stages. The previously mentioned methods and strategies once implemented appropriately help learners develop their four skills and language aspects.

## **Section Two: Presentation, Practice, and Production Method**

### **Introduction**



Teaching foreign languages requires teachers to adopt methods and techniques to facilitate the teaching process. Presentation, practice, and production (PPP) is one of the methods that teachers can rely on while teaching, due to its effectiveness in teaching the different elements of language, as it contains three interconnected stages that facilitate the process of imparting information to pupils. This section introduces the definition of PPP method according to different scholars, explains its three phases and their purposes. It shows the difference between practice and production activities, in addition to teacher's and pupils' roles in a PPP lesson. It also contains various studies that show the importance of the PPP method in improving the four language skills and the different aspects of language, along with its advantages and limitations.

### **1.1. Definition of Presentation, Practice and Production Method**

Teaching English as a foreign language in the classroom requires the use of methods. A method is a technique used by the teacher to organize the lesson and present it to the pupils in an understandable way. As Al-Rawi (2013) pointed out, "a method is the mechanism that is used by the teacher to organize and implement a number of educational means and activities to achieve certain goals" (p. 100). There is a variety of methods used to teach foreign languages, such as the total physical response (TPR) method; presentation, practice, and production, or PPP, is one of these methods.

PPP is a simple method used to teach foreign languages. According to Kostoulas (2012), PPP is "a method for teaching structures (e.g. grammar or vocabulary) in a foreign language" (p.1). It is a very useful method for teaching foreign languages, especially in early stages; Harmer (1998) stated that "PPP is extremely effective for teaching simple language at lower levels" (p.31). Additionally, Nunan (1997) mentioned that "presentation, practice and production is relatively straight forward and structured enough to be easily understood

by both students and new emerging teachers” (as cited in Sari & Br Sembiring, 2019, p. 71). That is, PPP is an easy method that gives teachers an opportunity to organize their lesson in simple steps and explain it to the pupils in an understandable way.

The PPP method is divided into three phases, namely presentation, practice, and production, starting from the teacher’s control over the lesson until reaching the pupil’s freedom of production. As Kostoulas (2012) said, “PPP is divided into three phases, moving from tight teacher control towards greater learner freedom” (p.1). Furthermore, it is defined as “one of effective methodology, in which the teacher presents the topic of discussion then the students practice to establish product of speaking” (Saroh Fitin, 2013/2014, p. 1). Tomlinson (2011) added that PPP is “an approach to teaching language items which follows a sequence of presentation of the item, practice of the item and then production of the item” (p. xv). Mubarak (2022) described PPP as a method that presents the target language to pupils through explaining and demonstrating. This method involves the teacher presenting while the pupils practicing the language. In order to create a comfortable environment for learning, the teacher tries to incorporate songs, pictures, and games. It increases pupils’ desire to acquire a foreign language (p. 3).

To sum up, PPP is an easy and simple method used to learn foreign languages, especially in the early stages. It is divided into three phases, namely presentation, practice, and production, where in the first phase the teacher presents the lesson, in the second phase the pupils practice through activities provided by the teacher, and in the third and final phase the pupils are free to use what they have learned in their own way.

## **1.2. The Three Phases of PPP Method**

### **1.2.1. The Presentation Phase**

In the presentation phase, which is the first and possibly most crucial phase of the PPP method, the teacher is the one who controls the lesson. In Kostoulas's (2012) words, "a presentation phase is controlled by the teacher. The teacher might use a text, an audio tape or visual aids to demonstrate a situation" (p.1). According to Harmer (2007), during the presentation phase, the teacher primarily imparts information to pupils; its main objective is to present the new material to the learners through brief explanation of new concepts, description of new topics and ideas, and the use of visual aids like pictures, videos, music, demonstrations, and acting to help illustrate new concepts (as cited in Harnita, 2015, pp. 29, 30). In Evans's (1999) view, in the presentation phase, "a teacher selects a target or 'language item' from a preordained syllabus and explains it deductively to the students" (p.1).

There are different activities that can be implemented in the presentation phase. According to Budiarta (2013), they include:

1. The teacher ensures that pupils have understood the lesson by providing examples or using modeling language when presenting the content. Given that presentation is the first step in the teaching and learning process, it is crucial to use this phase to draw pupils' attention to the content that will be taught. As a result, the information should be displayed in a unique and interesting way. The teacher provides the material by repeating it or emphasizing it twice or three times, asks the pupils to repeat it aloud in groups, rows, and pairs, writes the material on the board or displays it, and checks the spelling and pronunciation.
2. It allows students to become more attentive trying to comprehend the content taught in addition to asking questions in case they encounter difficulties.
3. The teacher dominates the lesson by talking most of the time and controlling the pupils.

4. The teacher gives instant feedback and corrects the pupils' errors immediately (pp.79-80).

### **1.2.2. The Practice Phase**

In the practice phase, the second phase of the PPP method, the pupils practice what they have learned in the presentation phase. Kostoulas (2012) explained that “during the (controlled) practice phase, learners practice saying or writing the language structure correctly. Typical practice activities include drills, multiple-choice exercises, gap-and-cue exercises, transformations, etc” (p.1). Harmer (2007) mentioned that the emphasis of the practice phase is on the teacher and pupils communicating and collaborating with each other to apply the new learned information through teacher-involved games, brainstorming, drills and repetition, demonstration and role-playing (as cited in Harnita, 2015, p. 30). Furthermore, Evans (1999) stated:

The practice stage is typically divided into two sections, controlled and freer. In controlled practice the student is involved in mechanical production, simply repeating the target, without needing to think about when to use it. In freer practice the student decides how the target is used and may be required to manipulate the form. The assumption here is that the learner understands the forms of the target language, but needs practice to internalize the structure (p.2).

There different activities that can be implemented in the practice phase. According to Budiarta (2013), they include:

1. The teacher provides exercises. It is advised to begin with the simplest practice, where the teacher manages and controls everything while the pupils only perform the practices (controlled practice). Next teacher might only initiate or direct the pupils to complete practice exercises connected to the material (free practice).
2. During the practice phase pupils are required to practice the activities given to them attentively.

3. When the teacher offers pupils activities and gives them adequate space to practice what they have learned during the lesson, he/she begins to lose control.
4. The teacher corrects the pupils' mistakes and guides them (p. 79).

### **1.2.3. The Production Phase**

In the production phase, the third and last phase in the PPP method, the teacher gives complete freedom to the pupils to produce a written or spoken text using what they have learned in the lesson. According to Kostoulas (2012), during the production phase; the learners “use the newly learnt language structure to produce oral or written texts. Typical production activities include dialogues, oral presentations, and the production of sentences, paragraphs or longer texts” (p.2). In the production phase, pupils show their skills to the teacher so he/she can determine what each pupil has learned and which pupils require more assistance (Harmer, 2007 as cited in Harnita, 2015, p. 30). Besides, Evans (1999) explained that in the production phase “the student must decide if and when to use the structure that has been ‘learnt’ (...) this stage of the lesson should illustrate if the student has learnt the ‘language item’ by using it in a ‘natural’ context or activity” (p. 2).

There are different activities that can be implemented in the production phase. According to Budiarta (2013), they include:

1. Lecturer gives the students chance to use or perform the material that has been taught so that the students will understand the material contextually.
2. Students use and practice or perform English based on the material which they have learned.
3. Lecturer notes every mistake made by students; however, it is better not to correct them straight away, and it can be done at the end of the performance (Budiarta, 2013, p. 79).

The three phases of PPP method are complementary to each other. In the presentation phase, the teacher explains the lesson and uses, for example, visual aids like pictures, charts, graphs etc, to help him/her support his/her explanation. In the practice phase, pupils practice what they have learned through exercises provided by the teacher. In the production phase, pupils are given freedom to choose how to use and practice what they have learned in the lesson. Baker and Westrup (2000, p.28) organized the previously mentioned phases in the following table:

	Presentation	Practice	Production
Teacher activity	Models and explains the meaning of new language items. Makes sure the students understand meaning, and know spelling, grammar and pronunciation.	Leads drilling. Organizes and guided less controlled practice through speaking, listening, writing and reading.	Organizes freer practice and fluency activities. Monitors students' activities and notes errors.
Students participation	Listens and understands meaning of new language items.	Repeats drills. Practices speaking, writing, reading and listening to new language items in pairs or groups.	Uses new language items and other known language in pairs or groups in freer practice and fluency activities.
Teacher control	Strongly in control, probably at the front of the class.	Strongly in control during drilling. Less visibly in control during guided practice.	Silently in control. May take control again for class correction after freer practice or fluency activities.

Correction	Teacher corrects all errors.	Teacher corrects and helps students correct all errors during drilling. Less obvious correction later in this phase.	Teacher notes errors but does not correct during the activities.
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**Table 1.1:** The Different Phases of a PPP Lesson (Baker and Westrup, 2000, p.28)

### 1.3. The Purposes of PPP Phases

Each of the three phases of the PPP method has purposes that must be achieved to make the lesson successful and coherent and to ensure the pupils' understanding of the content. The presentation phase aims at providing pupils with the materials that are pertinent to learning a new language, to explain the meaning, and to assess their comprehension; the practice phase's main goals are to increase pupils' comfort levels with the language and give them the most controlled practice possible; and the production phase aims at motivating pupils and providing them with the chance to use the language in more creative and liberated ways (Artha & Yasmin, July 2022, p. 199). However, in designing a PPP lesson plan, the teacher should take into consideration a number of factors to guarantee the successful achievement of the lesson's objectives while using this method. Kostoulas (2012, p. 2) offered a concise organization of the factors to take into consideration while designing a PPP lesson plan in the table that follows:

Phase	Things to consider
<b>Presentation</b>	<ul style="list-style-type: none"> <li>-Will you present the language in context/ abstractly?</li> <li>-Will you use terminology (e.g. the names of tenses)?</li> <li>-Which language will you use?</li> </ul>

<b>Practice</b>	<ul style="list-style-type: none"> <li>-Will the exercises be oral or written?</li> <li>-Will the exercises be productive or receptive?</li> <li>-Will the exercises be done individually, in pairs or in groups?</li> <li>-How will the exercises be corrected? / How will feedback be provided?</li> </ul>
<b>Production</b>	<ul style="list-style-type: none"> <li>-How will you ensure that the activity will elicit the newly-taught form?</li> <li>-Will the activity be oral or written?</li> <li>-Will the exercises be done individually, in pairs or in groups?</li> <li>-How will the exercises be corrected? / How will feedback be provided?</li> </ul>

**Table 1.2:** Considerations for Designing a PPP Lesson Plan (Kostoulas, 2012, p. 2).

When the teacher wants to use the PPP method, he/she starts by identifying the lesson's objectives, then designing its plan while taking into consideration a number of factors that would influence the final outcome of the lesson, and finally organizing the lesson into three phases with a goal each.

#### **1.4. Teacher's and Pupils' Roles in a PPP Lesson**

In the PPP method, both teachers and pupils have important roles to play in order to ensure that the lesson is conducted in a good way. The roles of the teachers and pupils vary during the three phases of the PPP method; their roles are described and explained in the sections that follow.

##### **1.4.1. Teacher's Role**

The teacher has a very important role in the presentation, practice, and production method, especially in the first phase, after which his/her role begins to decrease, reaching



the final phase. During the presentation phase, the teacher presents the material to pupils in a clear way. Byrne (1976) asserted that:

At the presentation stage, the teacher's main job is to serve as a kind of informant. He knows the language; he selects the new material to be learnt (drawing on the textbook, using ancillary aids etc) and presents it in such a way as to make its meaning as clear and as memorable as possible (p.2).

During the practice phase, in Byrne's (1976) words the teacher serves "as conductor" as he offers pupils a set of exercises to help them understand the content. Byrne (1976) added that:

The teacher's main function is to provide students with the maximum amount of practice, which must at the same time be both meaningful and memorable. The teacher's role is now radically different from that at the presentation stage. He does the minimum amount of talking himself (p.2).

During the production phase, the teacher works on "providing the students with activities (...) and in discreetly watching over them as they carry them out, the teacher takes on the role of guide or adviser" (Byrne, 1976, p.2). Thus, the teacher must be aware of the role he/she plays at each phase.

#### **1.4.2. The Pupils' Role**

Pupils play an important role in the PPP method. Initially, in the presentation phase, they have a small role; as Byrne (1976) mentioned "the students listen and try to understand. They do little talking, perhaps, though they are by no means passive". Later in the practice phase, the role of pupils begins to appear and increase more than before. In this vein, Harmer (2007) indicated that:

The students practice the language using accurate reproduction techniques such as choral repetition (where the students repeat a word, phrase or sentence all together with the teacher 'conducting'), individual repetition (where individual students repeat a word, a phrase or sentence at the teacher's urging), and cue-response drills (p. 64).

In the last phase of the PPP method, pupils control the remaining time of the lesson as they apply what they have learned during the lesson in their own way, as in Harmer's (2007) words, "the students, using the new language, make sentences of their own" (p.65). That is, pupils' role increases further at each stage than the one before it.

### 1.5. The Difference between Practice and Production Activities

The activities that the teacher offers to the pupils during the practice phase are completely different from those he/she offers during the production phase. According to Kostoulas (2012):

Practice activities typically will have only one correct answer, whereas in free production several answers will be acceptable. Furthermore, in the practice phase emphasis is on accuracy (the ability to produce the correct form), whereas the production phase is supposed to develop fluency (the ability to speak naturally) (p. 2).

Additionally, in training pupils to write in a particular language, the focus in practice activities is usually on appropriateness, while in the production activities, it is on coherence and cohesion. It is clear that both the practice and production phases differ from each other. In the practice phase, the teacher provides controlled activities (drills, multiple choices, and gap and cue) to the learners to make them use what they have learned in the presentation phase, whereas in the production phase, learners perform less controlled activities (complete oral or written texts, dialogues, and the creation of sentences or phrases) where they are free to use the target language.

The following table presents an example of a PPP lesson plan (Baker & Westrup, 2000, p. 110).

<b>Lesson Plan</b>	Date
No. in class:	38

Language objectives	Making requests and replying with an offer of help	
Resources used:	pencils/ books/ a box	
Time:	30 minutes	
Lesson Phase	Students and teacher interaction	Time
Presentation Teacher ‘could you... lend me a pencil/ a book/ open the door’. ‘Yes of course’.	T → Sts Sts → T	10 min
Practice Drill requests as a class, then rows, then pairs.	T → Sts Sts → T Sts → Sts	10 min
Production Students think of own requests and ask each other	Sts → Sts	10 min
Homework		

**Table 1.3:** An Example of a Lesson Plan (Baker & Westrup, 2000).

## 1.6. The Use of PPP Method in Teaching the Four Language skills

### 1.6.1. Teaching Speaking Skill Using PPP Method

Presentation, practice, and production is one of the teaching methods that enhance pupils’ speaking skill. Mubarak (2022) investigated the possibility of improving pupils’ speaking skill using the PPP method. The researcher conducted an experiment on first-grade pupils, where he used a pre-test and post-test design, he concluded that the pupils’ performance after teaching them speaking through presentation, practice, and production is better than it was before. Using the PPP method improved pupils speaking abilities because

they found it interesting and it simplified for them the use of English language in their own way. Pupils are motivated, more engaged, and feel more at ease speaking in front of the class (p.31). Thus, it can be concluded that this method improves pupils' speaking abilities.

### **1.6.2. Teaching Listening Skill Using PPP Method**

Listening is one of the four language skills that can be enhanced using the PPP method. Nirwani (2014) conducted an interview with first-grade teachers and pupils to find out if there is a possibility of improving pupils' listening skills using the PPP method. Teachers claimed that the presentation, practice, and production (PPP) method can improve the pupils' listening abilities because it offers them a lot of practice and exercises. They also claimed that the PPP method is less successful since the teacher dominates the class too much. The teacher should understand his/her role in teaching the pupils listening skills in order to avoid being too dominant in the classroom because it prevents the pupils from developing their skills.

Students claimed that they felt better when learning listening using the presentation, practice and production (PPP) method because it made learning English simpler for them. Before using it, they found English lessons more challenging. The researcher concluded that the PPP method enhance the pupils' listening skills based on their statements.

### **1.6.3. Teaching Writing and Reading Skills Using PPP Method**

Empirical research did not investigate in details the effectiveness of PPP method in teaching writing and reading except for few studies. They reached positive conclusions about its effectiveness.

Izzah (2013) admitted that she used the PPP method to teach pupils and noted that this method helped in improving the pupils' writing skills. After applying the PPP method,

the pupils' scores became much better, and it made them more interested in writing (as cited in Mubarak, 2022, p. 31).

Inawati (2010), conducted a study with 33 pupils, where he taught them a lesson about reading using the PPP method and noticed that their scores improved after the treatment, as their average score in the pre-test is 5,2 and in the post-test is 7,6. The results indicate that the PPP method helps to improve pupils' reading skills.

## **1.7. The Use of PPP Method in Teaching English Language Aspects**

### **1.7.1. Teaching Pronunciation Using PPP Method**

Pronunciation is one of the language aspects that the teacher aims to improve in pupils during the lesson; the PPP method is one of the effective methods that help to improve pupils' pronunciation. Nurmila (2018) conducted a study in which he used pre-test and post-test design trying to find out the possibility of improving the pupils' speaking skills using the PPP method, including testing their pronunciation. The researcher found that pupils' scores in pronunciation increased, as it was 58, 63 in the pre-test and became 70 in the post-test (p. 32). He concluded that, the PPP method helps teachers to improve the pronunciation abilities of their pupils.

### **1.7.2. Teaching Vocabulary Using PPP Method**

Vocabulary is another language aspect that can be improved using the PPP method. Katemba (2022) tried to find out if it was possible to improve pupils' vocabulary using the PPP method by conducting an experiment on 68 pupils. The pupils were divided into two groups: the experimental group was taught using the PPP method, while the controlled group was not. Both groups underwent the same pre-test and post-test. The researcher noticed that the PPP method helped to improve pupils' vocabulary, as the scores of the pupils of the

experimental group in the post-test improved significantly compared to their scores in the pre-test and their scores were better than those of the controlled group. Thus, the study's findings showed that the PPP method helps pupils to learn vocabulary in a simple and easy way and made them more interested in learning English.

### **1.7.3. Teaching Grammar Using PPP Method**

The PPP method also helps to improve grammar. Apriliani (2019) devoted his research to investigate the effect of the PPP method on teaching grammar, especially the simple past tense. The researcher conducted his study on 60 pupils, 30 in the experimental group, where they taught them the simple past tense using the PPP method, while the other 30 pupils in the controlled group were not taught using PPP. He also used the pre-test and post-test design. The results showed that the scores of the pupils in the experimental group in the pre-test were 51,07 and became 70,67 in the post-test, and the scores of the experimental group were significantly better than the scores of the controlled group. In short, we can say that the PPP method has an impact on teaching grammar and can improve pupils' scores.

### **1.8. Advantages of PPP Method**

In his study about the PPP method, Vystavelova (2009) asked several teachers about their opinions about its benefits to the lesson and pupils, and from their answers, he concluded that the PPP method has several advantages. The first benefit referred to was that PPP classes provide a clear and uncomplicated lesson framework. Second, teachers noted that the activities provided in a PPP lesson plan are structured from most controlled to least controlled. Another shared advantage was the teacher's ability to observe students' progress in the session simply and distinctly. A number of teachers also mentioned how simple this

strategy is for beginners (p. 30). Additionally, according to Budiarta (2013, p. 82), PPP method has several advantages, such as:

- ✓ It will help the lecturer in presenting the material as simply as possible.
- ✓ It will attract the students' attention and also avoid them from being bored.
- ✓ It can be used to balance lecturer talking time and the students' activities.
- ✓ It will give the students enough time to practice and to perform the material taught so that they will be able to use the language accurately and fluently.
- ✓ It can be utilized to elicit or to motivate the students to be more active in teaching learning process.
- ✓ It can be used to assist the students in improving their skills in English (i.e. listening, reading, speaking, and writing).

### **1.9. Limitations of PPP Method**

The presentation, practice, and production (PPP) method has been subject to several criticisms in the 1990s. Harmer (2007) indicated that:

PPP seems to assume that students learn 'in straight lines' that is, starting from no knowledge, through highly restricted sentence-based utterances and on to immediate production. Yet human learning probably isn't like that; it's more random, more convoluted, and by breaking language down into small pieces to learn (p.66).

Lewis (1993) suggested that "PPP was inadequate because it reflected neither the nature of language nor the nature of learning" (as cited in Harmer, 2007, p.66). Scrivener (1994) added that it was "fundamentally disabling, not enabling" (as cited in Harmer 2007, p.66). Moreover, Kostoulas (2012) wrote that "learners who do well in the practice phase fail to transfer this ability to the production phase, and even if they do successfully manage the production phase; they often fail to transfer this ability outside the classroom" (p.2). Vystavelova (2009), in his thesis "Common EFL Methods Applied at Language Schools in

Czech Republic: PPP or TBL”, concluded that lessons tend to be teacher-centered because pupils frequently behave passively for significant portions of the lesson. Due to this fact, this method is inappropriate for more advanced pupils since they do not have as much opportunity to freely and independently communicate (p.30).

## **Conclusion**

In brief, presentation, practice, and production (PPP) method contains three phases, moving from teacher dominance into a freer space for learners’ participation. Moreover, it is beneficial in teaching the four skills and language aspects. However, as every method it has a number of limitations.



## **Chapter Two: Field Work**

### **Introduction**

This chapter is the field work of the present study which aims at exploring primary school teachers' and inspectors' attitudes towards the use of presentation, practice, and production (PPP) method in teaching English. This practical part consists of the data collection tools, analysis and interpretations of the results obtained in addition to the findings of the study.

### **2.1. Population and Sampling**

The target population of this study is primary school teachers and inspectors. The sample of seven teachers from seven different primary schools was selected for accessibility and convenience reasons (depending on the Academy's of Education choice of schools for our study), along with the two inspectors of English who are available in the state of Jijel to be the sample of this research.

### **2.2. Data Collection Tools**

In order to investigate the perspectives of elementary school teachers and inspectors on the use of presentation, practice and production (PPP) method in teaching English, a questionnaire for the teachers and an interview with inspectors were employed as tools to collect data related to this study.

### **2.3. Teachers Questionnaire**

#### **2.3.1. Description of the Teachers Questionnaire**

The Teachers' questionnaire consists of eighteen (18) questions divided into two sections. It includes both close-ended and open-ended questions.

Section one, entitled “Teaching EFL in Primary Schools”, aims at gathering information about teachers’ perceptions on teaching English as a foreign language in primary schools. This section contains seven (7) questions. Q1 attempts to find out teachers’ opinions on whether the decision to teach English in primary schools is a successful one. In Q2, teachers are asked about the methods they use in teaching English to young pupils. Q3 aims at identifying the major objectives of the primary school curriculum of English. Q4 intends to find out whether the English textbook is useful or not. In Q5 and Q6, teachers are asked about which aspect of language the curriculum focuses on the most, and which language skill is given more importance in teaching English in primary schools. Q7 attempts to identify the major challenges that are faced by teachers while teaching English to young learners.

Section two, entitled “The Use of PPP Method to Teach EFL in Primary Schools”, aims at exploring teachers’ attitudes towards the use of PPP method to teach English in primary schools. This section contains eleven (11) questions. Q8 and Q9 are designed to investigate whether teachers know PPP method and if they use it or not to teach English to young pupils. Q10 aims to determine which aspect of language is taught using PPP method. In Q11 and Q12, teachers are asked to choose the most important phase in teaching a foreign language, and to select the instruction they use in each phase. Q13 attempts to find out if it is possible to abandon one of the three stages of the PPP method. In Q14 and Q15, teachers are asked if they believe that the PPP method helps pupils to improve their learning abilities, and which language skill it improves best. Q16 and Q17 are designed to seek teachers’ views on the success of the PPP method in teaching English in primary schools and its advantages. Q18 attempts to grasp teachers’ perspectives on the limitations of the PPP method.

### 2.3.2. Analysis of Teachers Questionnaire

#### Section one: Teaching EFL in Primary Schools

**Q1:** Do you consider the decision to teach English in primary schools an appropriate one?

**Table 2.1:** Teachers' Attitudes towards Teaching English in Primary Schools

Options	Number	Percentage
Yes	7	100%
No	0	0%
Total	7	100%

The aim of this question is to find out teachers' opinions about the Ministry of Education's decision to teach English in primary schools. Teachers' answers showed that all of them consider this decision an appropriate one.

**Q2:** What method do you use to teach English to young learners?

This question aims to identify the methods used by primary school teachers to teach English to young learners. From their answers, we conclude that they have different opinions regarding this question. Almost every one of them has a method that he/she prefers to use. Some teachers prefer to use more than one method; three of them stated that they use the PPP method along with the total physical response (TPR), or the pre, during, and post (PDP) method; whereas some teachers prefer to use only one method; two of them indicated that they use presentation, practice, and production (PPP); one of them prefers to use the total physical response (TPR); while one teacher uses the presentation, practice, and use (PPU) method.

**Q3:** What are the main objectives of the primary school English curriculum?

Teachers' responses to the main objectives of the primary school English curriculum:

- ✓ “Improves listening and speaking skills”
- ✓ “Helps pupils to communicate with others using simple words and understand simple phrases”
- ✓ “Teaching vocabulary that kids can use in their everyday life, as well as prepare them for/ introduce them to the language”
- ✓ “To communicate in simple English through the four language skills of: listening, speaking, reading and writing”

**Q4:** Is the textbook designed to teaching EFL helpful?

**Table 2.2:** The Usefulness of the Textbook Designed to Teach EFL

Options	Number	Percentage
Yes	1	14,29%
No	6	85,71%
Total	7	100%

The aim of this question is to know whether teachers think that the textbook designed to teach English is helpful or not. The table revealed that a high percentage of (85, 71%) of teachers believe that the textbook is unhelpful, while (14, 29%) of teachers find it helpful.

**Q5:** Which aspect of language does the curriculum emphasize?

**Table 2.3:** The Aspect of Language Emphasized by the curriculum

Options	Number	Percentage
Vocabulary	6	85,71%
Grammar	0	0%
Syntax	0	0%
Pronunciation	1	14,29%
Total	7	100%

This question aimed at identifying the aspect of language that the curriculum emphasizes. The results show that a high percentage of (85, 71%) of teachers selected vocabulary, while only (14, 29%) opted for pronunciation. Meanwhile, no teacher chose grammar or syntax.

**Q6:** Which skill is given importance in teaching EFL in primary school?

**Table 2.4:** The Skill Given Importance in Teaching EFL in Primary School

Options	Number	Percentage
Speaking	3	42,86%
Listening	4	57,14%
Reading	0	0%
Writing	0	0%
Total	7	100%

The question aims to identify the language skill that teachers focus on when teaching EFL in primary schools. The results on the table above demonstrate that more than half of the teachers (57, 14%) focus on listening and (42, 86%) of them opted for speaking. whereas no teacher chose reading or writing skills.

**Q7:** What are the main challenges you encountered while teaching English to young pupils?

The aim of the question is to find out the challenges that teachers face while teaching young pupils. Teachers' answers regarding this question are as follow:

- ✓ “The lack of time, 90 minutes a week is not enough”.
- ✓ “The textbook is pretty much useless without an additional activities book”.
- ✓ “At the beginning, it was difficult for them to distinguish between both languages English and French”.
- ✓ “The lack of materials and resources”.

### **Section two: the Use of PPP Method to Teach EFL in Primary Schools**

**Q8:** Do you have any idea about presentation, practice and production (PPP) method?

**Table 2.5:** Teachers' Knowledge of the PPP Method

Options	Number	Percentage
Yes	7	100%
No	0	0%
Total	7	100%

The aim of the question is to find out whether the teachers know the PPP method. The findings revealed that all the population has an idea about the presentation, practice, and production method (PPP).

**Q9:** Do you use PPP method to teach EFL to young pupils?

**Table 2.6:** Teachers' Use of PPP Method to Teach EFL to Young Pupils

Options	Number	Percentage
Yes	2	100%
No	0	0%
Total	7	100%

The purpose of this question is to know whether teachers use the PPP method or not.

All teachers chose "Yes" as an answer.

**Q10:** What aspect of language do you teach using PPP?

**Table 2.7:** The Aspect of Language Taught Using PPP

Options	Number	Percentage
Vocabulary	7	100%
Grammar	0	0%
Syntax	0	0%
Pronunciation	0	0%
Total	7	100%

The question aims to identify the aspect of language taught using the PPP method.

All the teachers chose vocabulary as an answer.

**Q11:** The method contains three phases: presentation, practice and production. Which one do you consider the most important in teaching a foreign language?

**Table 2.8:** The Most Important Stage of PPP Method in Teaching a Foreign Language

Options	Number	Percentage
Presentation	4	57,14%
Practice	2	28,57%
Production	1	14,29%
Total	7	100%

It is noticed that more than a half of teachers with a percentage of (57, 14%) selected presentation as the most important stage in teaching a foreign language. (28, 57%) of teachers chose practice, while (14, 29%) chose production as the most important stage.

**Q12:** Choose the instruction you use in each stage:

**- Presentation:**

**Table 2.9.1:** The Instruction Used in the Presentation Stage

Options	Number	Percentage
Modeling language	3	42,86%
Repetition in pairs, rows or groups	4	57,14
Correction of pupils' errors instantly	0	0%
Total	7	100%

As shown above, less than half the sample with a percentage of (42, 86%) admitted that they use modeling language as their preferred instruction while teaching during the presentation phase. More than half of the respondents (57, 14%) noted that they use



repetition in pairs, rows; or groups. Yet, no one of them chose correction of pupils' errors instantly.

**-Practice:**

**Table 2.9.2:** The Instruction Used in the Practice Stage

Options	Number	Percentage
Drills	5	71,43%
Multiple choice	2	28,57%
Gap and cue	0	0%
Transformations	0	0%
Total	7	100%

This question aims to know what kind of instruction teachers' use in the practice phase. The majority of the teachers (71, 43%) chose drills. A small percentage of (28, 57%) selected multiple choice, while no teachers chose gap and cue or transformations.

**- Production:**

**Table 2.9.3:** The Instruction Used in the Production Stage

Options	Number	Percentage
Complete oral/ written texts/ dialogues	4	57,14%
Creation of sentences/ phrases	3	42,86%
Total	7	100%

The results in the table above show that more than half the respondents (57, 14%) said that they use complete oral/ written texts and dialogues, while (42, 86%) said that they use creation of sentences/ phrases as their preferred instruction while teaching.

**Q13:** In your opinion, is it possible to abandon one of the three phases of the PPP method?

**Table 2.10:** The Possibility of Abandoning One of the Three Phases of the PPP Method

Options	Number	Percentage
Yes	0	0%
No	7	100%
Total	7	100%

The findings revealed that all the teachers believe that it is impossible to abandon one of the three phases of the PPP method.

**Q14:** As a primary school teacher, do you think that PPP method improves pupils' learning abilities?

**Table 2.11:** Teachers' Perceptions towards the Role of Using PPP Method to Improve Pupils' Learning Abilities

Options	Number	Percentage
Yes	6	85,71%
No	0	0%
Somehow	1	14,29%
Total	7	100%

From the table above, we found that most of the teachers with a percentage of (85, 71%) answered with “yes”; they think that the PPP method improves pupils’ learning abilities, While, a very small portion of them (14, 29%) chose “somehow”.

**Q15:** Which of the four skills does the PPP method improve best?

**Table 2.12:** The Language Skill Improved by PPP Method

Options	Number	Percentage
Speaking	5	71,43%
Listening	2	28,57%
Reading	0	0%
Writing	0	0%
Total	7	100%

The aim of the question is to find out which skills does the PPP method improve best .The results in the table above illustrate that the majority of the sample (71, 43%) chose “speaking”. While, (28, 57%) opted for “Listening”. Finally, none of them selected “reading” or “writing”.

**Q16:** Do you think that PPP method is effective in teaching EFL in primary schools?

**Table 2.13:** The Effectiveness of PPP Method in Teaching EFL in Primary Schools

Options	Number	Percentage
Yes	7	100%
No	0	0%
Total	7	100%

The results show that the entire sample replied that it considers the PPP method as effective in teaching EFL in primary schools.

**Q17:** If yes, choose its advantages from the following:

**Table 2.14:** The Advantages of PPP Method in Teaching EFL in Primary Schools

Options	Number	Percentage
Improves vocabulary	6	85,71%
Improves pronunciation	1	14,29%
Improves grammar	0	0%
Total	7	100%

The results tabulated above indicated that most of the respondents with a percentage of (85, 71%) selected “improves vocabulary” as the advantage of the PPP method in teaching EFL in primary schools, while a very small percentage of (14, 29%) opted for “improves pronunciation” as its advantage. Significantly, no teacher chose grammar.

**Q18:** In your opinion, does the PPP method have any limitations? Justify your answer

**Table 2.15:** The Limitations of PPP Method

Options	Number	Percentage
Yes	4	57,14%
No	3	42,86%
Total	7	100%

The aim of this question is to find out whether teachers believe that the PPP method has limitation and to justify their answers. More than a half of teachers (57, 14%) answered with “yes”, the PPP method has limitations. They justified their answers with some explanations:

- ✓ "I believe that it's not effective to teach all language skills but only grammar for writing and vocabulary for speaking".
- ✓ "It's not suitable for teaching all learning styles".
- ✓ "Teachers talking time maybe too long and pupils may get bored".

Another group of teachers (42, 86%) answered with “no”, the PPP method has no limitations. They explained their answers with the following:

- ✓ "It's the most appropriate method for teaching English in primary schools".
- ✓ "It has logical order in learning. It starts with Presentation, Practice then Production phase".
- ✓ "It is effective in teaching the four skills “.

### **2.3.3. Interpretations of Teachers Questionnaire Results**

This section is devoted to presenting the main findings obtained from the teachers' questionnaire conducted to find out teachers' attitudes towards the use of the presentation, practice, and production (PPP) method in teaching English.

The results showed that all teachers agree that the decision to teach English in primary school is good. In addition to this, the results indicated that teachers have different opinions regarding which method they prefer to use while teaching, and almost every one of them has a preferred method, namely presentation, practice, and production, total physical response, pre, during, and post, and presentation, practice, and use methods. Teachers

admitted that the primary school curriculum of English aims at improving pupils' listening and speaking skills, helping them to communicate with others using simple words in simple English, and teaching them vocabulary they can use in their everyday life.

The results assembled from the teachers' questionnaire revealed that the overwhelming majority of primary school teachers (85, 71%) find the textbook designed for teaching English not useful. Most of them (85, 71%) also believe that the curriculum is more focused on teaching vocabulary than other aspects of language. The findings indicated that more than half of the teachers (57, 14%) believe that the listening skill is given more importance than the other skills in teaching EFL in primary schools. Furthermore, it was found that teachers face many challenges while teaching young pupils, including the lack of time, materials and resources, the uselessness of the textbook since it has no additional activities book, and the fact that pupils do not differentiate between English and French.

According to the findings, all of the primary school teachers know the PPP method, and all of them admitted that they use it while teaching. Concerning implementing the method in the classroom, it was found that all teachers (100%) prefer to teach vocabulary using PPP method over the other aspects of language. The results indicated that more than half of the teachers (57, 14%) viewed the presentation stage as the most important among the three stages of the PPP method. Moreover, it is found that the majority of teachers (57, 14%) choose to use repetition in pairs, rows, or groups as an instruction while teaching during the presentation stage, while most of them (71, 43%) prefer to use drills in the practice stage, whereas more than half of them (57, 14%) prefer to use complete oral/ written texts and dialogues as an instruction during the production stage.

The obtained data revealed that all the teachers (100%) believe that it is not possible to abandon one of the stages of the PPP method. It is found that the majority of teachers (85,

71%) think that the PPP method improves pupils' learning abilities. While most teachers (71, 43%) opted for speaking as the skill that the PPP method improves best.

Finally, the findings confirmed that all teachers (100%) believe that the PPP is effective in teaching EFL in primary schools. The teachers' responses revealed that the overwhelming majority of them (85, 71%) agree that improving vocabulary is the best advantage of the PPP method. The results also illustrated that more than half of the teachers (57, 14%) agree that the PPP method has limitations since it is not effective for teaching all language skills and is not suitable for all learning styles.

## **2.4. Inspectors Interview**

### **2.4.1. Description of the Inspectors interview**

The inspectors' interview contains nine (9) questions. These questions aim at gathering information about inspectors' perspectives on teaching English as a foreign language in primary schools as well as their opinion about the effectiveness of PPP method in teaching English in primary schools. Q1 intends to find out the inspectors' attitudes towards the decision to adopt English in primary schools. In Q2, inspectors are asked about the methods that are used by primary school teachers of English. Q3 intends to find out the inspector's opinions about which method they consider more effective. Q4 and Q5 attempt to figure out whether inspectors know PPP method and if they considered the idea of applying this method to teach English for the first time in primary schools. Q6 aims to figure out the inspector's opinion about the effectiveness of this method in teaching English to third-grade pupils and its benefits for teachers and pupils as well. Q7 attempts to find out if it is possible to teach the syllabus of third grade using PPP method. Q8 is designed to investigate what parts of language are better to teach using PPP method. Q9 aims to determine the challenges of using PPP method in teaching English to third grade pupils.

#### **2.4.2. Analysis of Inspectors Interview**

**Q1.** What is your position on the decision to adopt English in primary schools?

**Interviewee 1:** “English is becoming a universal language and its importance is undoubtedly crucial. The Ministry of Education took the right decision to implement English into primary schools”.

**Interviewee 2:** “It is a very good decision that helps pupils to learn and know the English language early”.

Both inspectors claimed that the decision of the Ministry of Education to adopt teaching English in primary schools is a good one because English has become a global language and it plays a crucial role all over the world. Also, it is good for children to learn this language from a young age.

**Q2.** What are the methods used by primary school teachers of English?

**Interviewee 1:** “As a first experience, the Ministry of Education has not decided yet about which method to adopt. Hence the communicative approach is the one that works best”.

**Interviewee 2:** “They mainly rely on the Presentation, Practice and Production Method”.

To put it all together, the Ministry of Education has not decided yet which method to be adopted in teaching English in primary schools. Whereas the two inspectors suggested two effective methods: communicative approach and The PPP method, which they consider to be more appropriate in teaching English to third-grade pupils.

**Q3.** Which ones do you consider effective? Why?



**Interviewee 1:** “The most suitable methods to use are total physical response (TPR) and the communicative approach, and this is due to their effectiveness in teaching, especially in the first stages”.

**Interviewee 2:** “Presentation, practice and production method, because it is simple, safe and well organized. It can also be used with a combination of techniques and strategies such as: songs and games, in order to facilitate the lesson for young pupils”.

The obtained results clearly show that different methods are considered suitable for teaching English in primary schools. According to the inspectors, presentation, practice, production (PPP), total physical response (TPR), and communicative approach are effective and useful methods for teaching English to third-grade pupils.

**Q4.** Do you know the presentation, practice and production method?

**Interviewee 1:** “Yes, I do. It is a method that helps novice teachers to plan their lesson following three steps; it is a simple way to achieve the lesson objectives”.

**Interviewee 2:** “Yes, of course. It is a teaching method which consists of three stages: presentation, practice and production”.

The inspectors’ answers regarding this point are the same. They have a clear idea of the 3P’s method, and they are well aware of its three phases, starting with presentation, then practice, and finally production.

**Q5.** Have you considered applying the PPP method to teach English for the first time in primary schools? Please explain?

**Interviewee1:** “In fact, yes, teachers were recommended to work within this framework for its effectiveness in teaching in the early stages”.

**Interviewee 2:** “Yes, I have. Because it is simple and helpful for both teachers and pupils”.

Both inspectors said that they had considered the idea of applying the PPP method for teaching English in primary schools. Moreover, they considered this method to be successful and useful for both teachers and young pupils.

**Q6.** In your opinion, is this method effective for teaching English to third-grade pupils? If yes, what are its benefits for teachers and pupils as well?

**Interviewee 1:** “Absolutely, yes. On the one hand, teachers will have clear ideas on how to process within the lesson, how they will time their lesson, and how to manage class interaction. On the other hand, learners will be trained on how to process information gradually and how to be able to produce that information during the production phase”.

**Interviewee 2:** “Yes, of course. It helps teachers to organize their lesson from presentation step to the production step, it helps them to correct mistakes for pupils in time. Also, it helps pupils to learn new concepts and words immediately”.

Both inspectors praised the effectiveness of the PPP method in teaching English to young pupils and pointed out some of its advantages for both teachers and pupils. They explained that it has an important role in simplifying lessons, consolidating information, and in the success of teaching and learning process as a whole.

**Q7.** Is it possible to teach the syllabus of third grade using PPP method? Please explain why?

**Interviewee 1:** “Yes, of course. The syllabus contains six units that deal with specific topics; the topics are interrelated in a way that enables learners to build knowledge about their environment (house, family and family life). So, the PPP method works perfectly with the syllabus”.

**Interviewee 2:** “Yes, of course it is possible to teach the syllabus of third grade using PPP method. Simply, the content of each unit is suitable for teaching through the 3 P’s”.

The inspectors strongly agree that the third-grade syllabus can be taught using the PPP method and confirmed their answer by explaining that the content of the syllabus is compatible in use with PPP method stages.

**Q8.** What parts of language are better taught using PPP method?

**Interviewee 1:** “It works with all aspects of language and mainly vocabulary grammar and pronunciation”.

**Interviewee2:** “Grammar, vocabulary and pronunciation in the first place”.

The inspectors confirmed that they consider grammar, vocabulary, and pronunciation to be the most important components of the language that can be taught better using the PPP method.

**Q9.** What are the challenges of using PPP method in teaching English to third grade pupils?

**Interviewee 1:**“There are not any”.

**Interviewee 2:** “Time-consuming, teachers usually are not able to divide time equally between the three stages, which deprives pupils of opportunities to produce from what they have learned and it does not fit all learning styles”.

Inspectors had conflicting opinions as to whether the PPP method has restrictions or not while teaching third grade pupils. The first inspector confirmed that it is a perfect method and has no limitations. On the other hand, the second inspector insisted that no method is perfect and all methods in the field of teaching learning have restrictions in one way or another and the PPP method is one of them.

### **2.4.3. Interpretations of Inspectors Interview**

The inspectors' interview was conducted in order to collect information about their attitudes towards the use of presentation, practice, and production (PPP) method in teaching English.

The Inspectors' answers showed that they both agree that the decision to teach English in primary schools is a response to a necessity. On the one hand, the first inspector mentioned that there is not yet a clear method that primary school teachers of English should rely on while teaching. However, the communicative approach works best at this level. On the other hand, the second inspector stated that English teachers in primary schools mainly rely on the PPP method. Moreover, the results showed that the first inspector considers the total physical response and the communicative approach as two effective methods for teaching English in primary schools, and this is because they work well in the first stages, while the second inspector considers PPP as the most effective method due to its simplicity and practicality. Additionally, both the interviewed inspectors confirmed that they knew what the PPP method was, and both of them considered the idea of applying this method in primary schools due to its effectiveness and its benefits for both teachers and pupils.

The two inspectors admitted that the PPP method is effective for teaching third-grade pupils since it helps teachers manage classroom interaction, organize their lesson, and helps pupils to process information gradually and grasp new concepts. Furthermore, the results assembled from the inspectors' interview revealed that both of them agree that it is possible to use PPP method to teach the third-grade syllabus, and this is because the content of the syllabus is quite suitable for teaching through the use of PPP method. Finally, the results revealed that the first inspector believes that there are no challenges for teaching third graders using the PPP method, while the second inspector believes that there are indeed some

challenges, such as time-consumption, repetition, and that this method is not suitable for all learning styles.

## **2.5. Overall Results**

In general, the study's results revealed that both teachers and inspectors claim that the decision of the Ministry of Education to adopt teaching English in primary schools in Algeria is appropriate. It is considered a new experiment that needs time to reveal its results. One of the inspectors stated that making such a decision in a short period of time without prior plans may be an obstacle to the success of this experiment.

The results obtained from the teachers' questionnaire and inspectors' interview revealed that the two have developed positive attitudes towards the use of the PPP method in teaching English to third-grade pupils. One of the inspectors explained that the PPP method gives better results in teaching third-graders when it is used in combination with other methods and techniques such as total physical response, games, songs, etc. Moreover, both inspectors agreed that the third-grade syllabus is simple and easy, and it can be taught using the three stages of the PPP method.

The results obtained from the teachers' questionnaire and inspectors' interview showed that the majority agreed that the PPP method helps to improve vocabulary, the speaking skill, notably pronunciation and grammar.

The study revealed that, despite all the advantages that all teachers and inspectors pointed out about the use of presentation, practice, and production (PPP), they had conflicting opinions about whether the PPP method had limitations and challenges or not. On the one hand, a group of respondents confirmed that it is an ideal method and has no limitations. On the other hand, another group pointed out that no method is perfect and all methods have limitations and challenges, like the PPP method. They continued and

mentioned some of these limitations, including that it is time-consuming, the division of time between the three stages is not equal, and the production stage does not always have enough time for application. Also, it does not fit all the pupils' learning styles.

## **2.6. Limitations of the Study**

The researchers faced some obstacles during the process of conducting this research including:

- ✓ The lack of references and literature related to the theoretical part of the current study.
- ✓ Time allocated to enter primary schools to conduct a questionnaire with teachers of English was one of the major problems that the researchers encountered during conducting this research.
- ✓ Each teacher is assigned to teach in three or four near primary schools, so we had to go far distances in order to meet them all.
- ✓ There are not many education inspectors for primary schools; there are only two (the sample became the whole population).
- ✓ The researchers had difficulty reaching the inspectors.

## **2.7. Recommendations**

From the overall results obtained from both teachers' questionnaire and inspectors' interview, the following recommendations are made:

### **For Teachers:**

- ✓ Teachers are asked to rely on the PPP method while teaching English to third-grade pupils because it is considered as one of the most effective methods in teaching English at first stages.

- ✓ Teachers are recommended to use the PPP method with a combination of techniques such as games, songs and stories to facilitate the teaching and learning process.
- ✓ Teachers are advised to divide time between the three stages equally and not to give more importance to one of the stages at the expense of the others.
- ✓ Teachers are required to provide more time as well as more opportunities for pupils to practice the language during the production phase.

**For Inspectors:**

- ✓ Inspectors should provide teachers with specific methods to use while teaching.
- ✓ Inspectors are asked to provide sufficient training for teachers on how to use PPP method and how to divide time equally between its three stages.

**Conclusion**

This chapter is devoted to the practical part of this study; it presents the sample and research tools, which are a questionnaire for teachers and an interview for inspectors. In addition to an analysis of collected data and the discussion of the obtained results. The results obtained in this study have led to the conclusion that both teachers and inspectors have positive attitudes towards the use of presentation, practice, and production method in teaching English in primary school.

### **General conclusion**

The current study has been carried out to shed light on the use of the PPP method in teaching English to third-grade pupils in primary schools. Therefore, it aimed at exploring primary school teachers' and inspectors' attitudes towards the use of the PPP method in teaching English. This study comprises two major chapters: a theoretical one, which is divided into two sections. The First section tends to give an overview of teaching English as a foreign language to young learners and the appropriate techniques and strategies used to teach English to children. It also highlights teaching English as a foreign language for the first time in primary schools in Algeria. The second section aims to provide a comprehensive definition of the presentation, practice, and production method and its phases, in addition to teachers' and pupils' roles in a PPP lesson. Furthermore, it presents studies indicating the improvement of the four skills and the language aspects namely pronunciation, vocabulary, and grammar using the PPP method and mentions the advantages and limitations of this



method. The second chapter of this research is the practical part of the study. It presents the population and sample, data collection tools, a description of both teachers' questionnaire and inspectors' interview in addition to data analysis and interpretations of the results, and closes with limitations of the study and some recommendations for both teachers and inspectors.

The findings of the study revealed that primary school teachers and inspectors use the PPP method and have developed positive attitudes towards its use in teaching English at the third grade primary education. The results demonstrated that teachers prefer teaching vocabulary using the PPP method, and they believe that this method is useful for improving speaking skill more than the other three language skills. In addition, it is found that all teachers consider the PPP method effective for teaching English in primary school and believe that it improves pupils' learning abilities. However, the outcomes showed that more than a half of teachers agree that the PPP method has limitations and is not suitable for all learning styles. Moreover, inspectors admitted that they had in fact considered applying the PPP method in teaching English in primary schools. The study's findings revealed that the inspectors believe that this method is effective to teach English to third-graders, and it is best used to teach pronunciation, vocabulary, and grammar. Also, one of the inspectors explained that the PPP method is more effective when combined with other techniques such as songs and games to attract the attention of young pupils to the lesson.

All in all, the results obtained from both teachers' questionnaire showed that the majority of teachers and inspectors agreed that the presentation, practice, and production method is effective for teaching English to third-grade pupils in primary schools.

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## Appendices

### Appendix A: Teachers Questionnaire

Dear teachers,

You are kindly requested to fill in this questionnaire by choosing the correct answer and write full statement whenever necessary to provide us with appropriate information to complete our dissertation. This questionnaire aims to find out teachers' perspectives about the use of presentation, practice and production (PPP) method in teaching English in elementary schools. Thank you for your time, effort and cooperation.

#### Definitions:

**Presentation, Practice and Production Method or PPP** is a method used to teach foreign languages, it is divided into three phases, namely presentation, practice and production, starting from strict teacher control over the lesson towards learners' freedom of production.

#### The Three Phases:

**1. Presentation** is the first stage of the PPP method, where the teacher presents a language item and explains it to the learners. At this stage, the teacher is in control of the lesson.

**2. Practice** is the second stage of the PPP method, where the learners practice what they learned in the lesson through exercises provided by the teacher.

**3. Production** is the third and final stage of the PPP method, where the teacher gives complete freedom to the learners to produce from what they have learned during the lesson. At this stage, the learners are in control of the lesson.



**Section one: Teaching EFL in Primary schools**

1. Do you consider the decision to teach English in primary schools an appropriate one?

a) Yes

b) No

2. What method do you use to teach English to young learners?

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.....  
.....

3. What are the main objectives of the primary school English curriculum?

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.....  
.....  
.....

4. Is the textbook designed to teaching EFL helpful?

a) Yes

b) No

5. Which aspect of language does the curriculum emphasize?

a) Vocabulary

b) Grammar

c) Syntax

d) Pronunciation

6. Which skill is given importance in teaching EFL in primary school?

a) Speaking

b) Listening

c) Reading

d) Writing

7. What are the main challenges you encountered while teaching English to young pupils?

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.....  
.....

**Section Two: The Use of “PPP” Method to Teach EFL in Primary Schools**

8. Do you have any idea about presentation, practice and production (PPP) method?

a) Yes       b) No       c) Somehow

9. Do you use PPP method to teach EFL to young pupils?

a) Yes       b) No

10. What aspect of language do you teach using PPP?

a) Vocabulary       b) Grammar   
c) Syntax       d) Pronunciation

11. The method contains three phases: presentation, practice and production. Which one do you consider the most important in teaching a foreign language?

a) Presentation       b) Practice       c) Production

12. Choose the instruction you use in each stage:

**- Presentation:**

a) Modeling language       b) Repetition in pairs, rows or groups   
c) Correction of pupils' errors instantly

**- Practice:**

- a) Drills                       b) Multiple choice   
c) Gap and cue                       d) Transformations

**- Production:**

- a) Complete oral/ written texts/ dialogues   
b) Creation of sentence/ phrases

**13.** In your opinion, is it possible to abandon one of the three phases of the PPP method?

- a) Yes                       b) No                       c) I do not know

**14.** As a primary school teacher, do you think that PPP method improves pupils' learning abilities?

- a) Yes                       b) No                       c) somehow

**15.** Which of the four skills does the PPP method improve best?

- a) Speaking                       b) Listening   
c) Reading                       d) Writing

**16.** Do you think that PPP method is effective in teaching EFL in primary schools?

- a) Yes                       b) No

**17.** If yes, choose its advantages from the following:

- a) Improves vocabulary                       b) Improves pronunciation                       c) Improves grammar

**18.** In your opinion, does the PPP method have any limitations?

a) Yes

b) No

-Justify your answer.....

.....

.....

## **Appendix B: Inspectors Interview**

1. What is your position on the decision to adopt English in primary schools?
2. What are the methods used by primary school teachers of English?
3. Which ones do you consider effective? Why?
4. Do you know the presentation, practice and production method?
5. Have you considered applying the PPP method to teach English for the first time in primary schools? Please explain?
6. In your opinion, is this method effective for teaching English to third grade pupils?  
  
If yes, what are its benefits for teachers and pupils as well?
7. Is it possible to teach the syllabus of third grade using PPP method? Please explain why?
8. What parts of language are better taught using PPP method?
9. What are the challenges of using PPP method in teaching English to third grade pupils?

## Résumé

L'étude en cours visait à enquêter sur les attitudes des enseignants et des inspecteurs du primaire à l'égard de l'utilisation de la méthode de présentation, de pratique, et de production (PPP) dans l'enseignement de l'anglais lorsqu'elle est de nature exploratoire et descriptive. Il est utilisé une approche quantitative et qualitative pour recueillir et analyser les données. Dans lequel deux instruments de recherche ont été utilisés : un questionnaire a été administré à un échantillon de sept (7) enseignants du primaire sélectionnés pour des raisons d'accessibilité et de commodité en fonction du choix des écoles de l'Académie de l'éducation dans le centre de l'État de Jijel, et un entretien a été mené avec les deux inspecteurs d'anglais de l'État de Jijel, nommés pour superviser l'enseignement de l'anglais dans les écoles primaires. L'échantillon ici représente l'ensemble de la population. Les résultats de la recherche ont montré que les enseignants utilisent la méthode PPP dans l'enseignement de l'anglais aux élèves de troisième année et que les enseignants et les inspecteurs ont des attitudes positives envers l'utilisation de la méthode PPP dans l'enseignement de l'anglais. En outre, les résultats ont montré que la majorité des enseignants et des inspecteurs du primaire ont déclaré que la méthode PPP est appropriée et efficace car elle facilite le processus d'enseignement et d'apprentissage et améliore les quatre compétences et les aspects linguistiques des élèves.

**Mots clés :** Présentation, Pratique, et production Méthode, Enseignants et Inspecteurs du Primaire, Attitudes, Enseignement de L'anglais.

## ملخص

هدفت الدراسة الحالية إلى التحقق من مواقف معلمي ومفتشي المدارس الابتدائية حول استخدام أسلوب العرض والممارسة والإنتاج في تدريس اللغة الانجليزية حيث تكون استكشافية ووصفية بطبيعتها. تستخدم منهجا كميًا ونوعيًا لجمع البيانات وتحليلها. تم استخدام أداتين للبحث حيث تم إجراء استبيان لعينة من سبعة (7) معلمين للطور الابتدائي تم اختيارهم لأسباب تتعلق بإمكانية الوصول إليهم و اعتمادا على اختيار مديرية التربية و التعليم للمدارس في وسط ولاية جيجل. أجريت مقابلة مع مفتشي اللغة الانجليزية بولاية جيجل الذين تم تعيينهم للإشراف على تدريس اللغة الانجليزية في المدارس الابتدائية، تمثل العينة مجتمع الدراسة. أظهرت نتائج البحث أن المعلمين يستخدمون طريقة العرض و الممارسة و الإنتاج في تدريس اللغة الانجليزية لتلاميذ الصف الثالث وان لكل من المعلمين و المفتشين آراء ايجابية اتجاه استخدام هذه الطريقة في تدريس اللغة الانجليزية. علاوة على ذلك، أظهرت النتائج أن أغلبية معلمي و مفتشي المدارس الابتدائية ذكروا أن طريقة العرض والممارسة و الإنتاج مناسبة وفعالة لأنها تسهل عملية التدريس و التعلم وتعزز المهارات الأربعة و الجوانب اللغوية للتلاميذ.

**الكلمات المفتاحية:** طريقة العرض و الممارسة والإنتاج، معلمي ومفتشي المدارس الابتدائية، المواقف، تدريس اللغة الانجليزية.