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**Investigating the Effectiveness of Using the
Presentation, Practice, Production (PPP) Method in
Improving Students' s Speaking Skills
Case of first-year licence student of English at KMU
in Ouargla**

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Dedication

I would dedicate my modest work to

my lovely mother

my ideal father "Djalloul "

For their endless love, support, and sacrifice

all my family

I know all world words can never remunerate what

you did for me

I am really lucky and proud to be your daughter

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This research helps me develop my knowledge and skills

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Abstract

The current study aims to find out the effectiveness of the presentation, practice, and production (PPP) method in developing the students' speaking skills at Kasdi Merbah University in Ouargla 2022-2023. The participants in our research are first-year Licence students. This study has been achieved by using qualitative and quantitative approaches. Accordingly, we conducted two data collection tools to check the validity of the research hypothesis, first, a questionnaire for EFL teachers who teach the oral expression module at KMU. Second, a T-Test for first-year students. To discover their attitudes towards using the PPP method to teach speaking skills. After gathering the data and analyzing the findings, we noticed that the post-test was higher than the pre-test. It means that the hypothesis was confirmed. In conclusion, the results showed that the PPP method can be a successful and effective method to improve the student's speaking skills at KMU.

Keywords: PPP method, Improving, Students' speaking skill

List of abbreviations

PPP: presentation, practice, production

EFL: English as a foreign language

KMU: Kasdi Merbah University

Q: question

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General Introduction

General Introduction

1. Background

English has become an international language used in several fields: technology, politics, education, and so on. Nowadays, people over the world are interested in learning this language. In order to learn the English language, it is necessary to master the four skills, which are listening, speaking, reading, and writing. All four skills are undoubtedly important, but speaking skill is the most important since the purpose of learning any language is the ability to communicate. It is a means to express ideas, convey information, make requests, and do a lot of things.

Teaching and learning speaking skills in an effective way requires a great effort from both the teacher and the student. There are many methods suggested to teach and develop this skill. the Presentation, practice, and Production, or as it called the PPP method is one of them.

Presentation, Practice, and production method is used to teach grammar and vocabulary in a foreign language, but over time they spread more. Moreover, Maftoon said : " Before 1990s, the "Three Ps approach to language teaching was referred to by some scholars as the most common modern methodology employed by professional schools around the world . It is a strong feature of the renowned CELTA certification and other TEFL qualifications offered especially in the United Kingdom "(2013,p.31) . We notice from its name (PPP), there are three stages that should take into consideration. In the first stage, the teacher introduced the language well. In the second stage, students are asked to practice what they learned in a controlled way. The last stage is the role of students to use the language freely. This study attempts to shed light on the effectiveness of using the PPP method in improving students' speaking skills.

2. Statement of the Problem

As mentioned above, speaking skills play a major role in second or foreign language learning. the primary aim of EFL learners in learning a language is to develop speaking skills. However, there are still some university students who face difficulties when it comes to speaking. we noticed that the first-year students in the oral expression sessions are not able to speak well. They have some barriers such as a lack of vocabulary, grammar mistakes, and incorrect pronunciation. Also, fear of making mistakes, shyness, anxiety, motivation, lack of self-confidence, and hesitation are other problems that may hinder the interaction between

students and others. Sometimes, the students know knowledge of a language (competence) but they do not how to use it (performance) in a real-life situation.

What makes learning and developing speaking skills a hard task to do maybe is the position of the English language in Algeria. Actually, English can be regarded as a foreign language in the Algerian context unlike Arabic and French because it is used just in the classrooms no more. In addition, teachers in Middle schools and high schools focus on several aspects of language and they neglect the importance of the speaking skills. Hence, to solve all these former stated problems and help the students improve their speaking skills, we suggest using the Presentation, Practice, and Production (PPP) Method.

3.Objectives of the Study

Based on the research problem, the current study aims to:

- a) Investigating the effectiveness of using the presentation, practice, production (PPP) method in improving the students 'speaking skills at KMU University.
- b) helping the first-year students to overcome their speaking obstacles and at the same develop their ability to communicate fluently.
- c) exploring the teachers' attitudes toward teaching speaking skills through using the PPP method in the EFL classrooms.

4.Research Questions

This study attempts to answer the following questions:

- -How does using PPP METHOD affect the improvement of students 'speaking skills?
- What are the attitudes of first-year students and teachers toward using the PPP method?

5.Research Hypotheses

In order to answer the above-mentioned questions, we generate the following hypotheses:

- If teachers use the PPP method in teaching speaking skills, the students' speaking skills level would be improved.
- Using THE PPP method MAY develop the student's speaking skills.

6.Methodology

For the sake to reach the research objective, we will use a mixture of quantitative and qualitative methods. In our research,the appropriate instruments to gather data are a questionnaire and a T-Test (post-pre-test). The first instrument is conducted with teachers of the English department at KMU in order to explore their feedback about using the PPP method in developing the students ‘speaking skills. Whereas, the second instrument is addressed to first-year students at KMU, Ouargla aiming at investigating the effectiveness of this method on the improvement of their speaking skills.

7. The Structure of the Dissertation

This dissertation is divided into parts, theoretical and practical part. The first part is divided into two chapters .the chapter one sheds light on the PPP method . It presents its definition, procedures, advantages, and disadvantages. While, the chapter two is an overview on the speaking skills. The latter includes its concept. components, importance, teaching speaking, and the difficulties. The practical part consists of one chapter which devoted to collecting data by using a questionnaire and T-Test, then analysis the findings.

Chapter one

*Presentation Practice Production
(PPP) Method*

Introduction

There are numerous of well _established methods that teachers can opt for. The presentation practice production method is one of them. It is an old and fashionable teaching method. This chapter is divided into three phases. The first phase presents the different concepts of the methods suggested by many scholars. In the second phase, the researcher highlighted the characteristics of each stage of presentation practice, and production, which means attempts to explain the role of the teacher and students and the activities that should be used the advantages and disadvantages of the presentation practice, and production method is the third phase finally discussing the previous studies that have related to this research is the last element hat handled in his chapter.

I.1 The Concept of Presentation, Practice, Production Method

First of all, there is no precise definition of the Presentation Practice Production (PPP) method that scholars agree

The presentation, Practice, and Production method, in broad, can be defined as the most common methodology to teach English in an EFL classroom. Harmer (2007) defined the presentation, practice, and production method as the modern alteration of audiolongualism and traditional methods of language teaching, which stands for presentation, practice, and production. It is often applied to teach English structures such as grammar, vocabulary, and even pronunciation in a foreign language. He (2007) also added that the presentation practice production method, as known as PPP is the most common teaching methodology used by teachers in EFL classrooms around the world, especially for teaching simple language at lower levels. There are many modern coursebooks that have relied on the organization of PPP lesson examples to teach grammar or vocabulary. Similarly, Sàncchez (2001) described this method as a " school model".

Also, Lagalo (2013) indicated that presentation refers to the introduction to a new subject or lesson. Teaching this new target language requires creating a realistic context. Then practice, where the students practice the new language items in one to three activities that move from very structured to less structured. The production stage is where the students use what learned before in conversations or to talk about their daily lives .it aims to make the students talk as much as 90% of the time.

As stated by Kostouls (2012) the presentation, practice, and production method, as its name suggests, it is divided into three phases, moving from tight teacher control towards greater learner freedom.

In line with the above explanation, Ur (1996) mentioned that PPP is a three-part teaching paradigm: presentation practice, and production; relied on the idea of learning a language is similar to learning any other skill" Behaviorist theory ".The first and second stages are common to the high degree of teacher monitoring unlike the last one. In this case, learners are progressively moving from the teacher's control towards spontaneous production.

Furthermore, Byrne (1986) argues that the succession of PPP is changeable. It does not have to be followed rigidly depending on the level of the student, their needs, and the teaching materials available. Hence, moving from the third stage (production) to the second stage (practice) to the first stage (presentation) is possible.

While, Thornbury (2000) in his book" HOW TO TEACH GRAMMAR

", summarized the learning cycle into three phases: the first phase is where define the meaning that the learners want to convey. The second phase is when the learners try to express these meaning the third phase is where the learners are given guidance as to how to do this better; put simply, through successive stages of the trail (presentation), error (practice), feedback (production) the learner's output can be good.

Not only those scholars interested in explaining the PPP method but also Criado (2013) said:

"In the first place, it should be remarked that PPP is not a method or an "approach "(labels that some authors such as Skehan 1998, use to refer to this model), but a pedagogical strategy at the teacher 's disposal to teach language items which seems to be more suitable for adult language instruction contexts" (p.99)

Considering the previous explanations, The clearest concept of this PPP cycle is an approach to teaching language items that follow a sequence of presentation of items, the practice of items through activities like repetition and drill, and then the production of items (i,e, use)

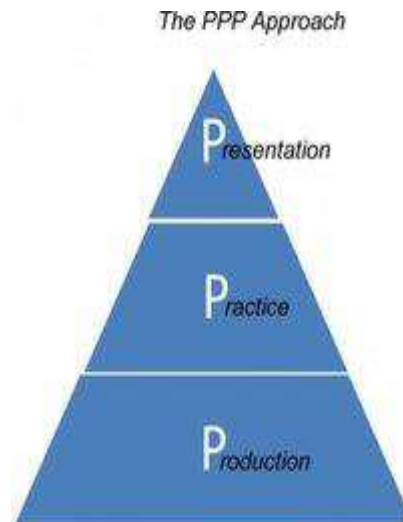


Figure 0-1: The ppp approach

I.2 Procedures For Applying the PPP Method

There are many different perspectives from different scholars about the PPP method. It is not easy to define exactly what happens in each stage.

In light of Harmer (2007 cited in Gulo et al., 2018) there are procedures to apply the Presentation, Practice, and Production method as follows:

I.2.1 PRESENTATION STAGE

In the presentation stage, the teacher introduces the target language grammar or vocabulary to students in a context. The purpose is to present the new items to learners in a clear and understandable way by using pictures, videos, realia, written examples, and so on. He presents an example to clarify more, for example; the teacher explains a topic about descriptive text.

Generally, there are a variety of activities that may be used to present the new language item but most presentations should have at least some of the following characteristics: meaningful, memorable, and realistic examples; logical connection; context; clear models; sufficient meaning repetition; staging and fixing; briefness and recycling (Nurmila, 2018).

I.2.2 PRACTICE STAGE

The practice stage is when the students engage in various practices. The teacher allows the students to practice the new language items they have learned in the first stage. Teacher and learner work together, during this stage. The purpose here is to assist the student practice the language correctly through motivation and correction. There are several activities to be used in

the practice stage, but Harmer (2007) suggested two types which are repetition (choral and individual) and drills. Simply, this stage is where the students are given more time to reinforce the new language items. For instance, the teacher points one to the students to check their comprehension.

Teacher: Andrew, repeat this sentence " He is swimming in chorus"

Students ": He is swimming in chorus "

Teacher: good, Andrew (Gulo et al.,2018)

I.2.3 PRODUCTION STAGE

The last stage is production or as some trainers have called "immediate creativity", where students use the target language in an autonomous context. Here, The teacher should select activities that allow and encourage students to produce a language freely. During this stage, the teachers are receiving information on students' mistakes and monitor the students to complete the task. The current stage aims to develop the learner's fluency through using Role_ play discussion, question _answers, and more. With the same example, the instructor asks the students to imagine that they are on a holiday, and based on that they try to talk about this experience (Gulo et al.,2018)

The other contribution was presented by Criado. He (2013) claimed that the Presentation, Practice, and Production method consists of three phases. Criado tried to explicate the fundamental points as follows:

firstly, the presentation phase (context) is called "discovery learning". The language items can be introduced deductively (explicitly, a teacher gives the rules to students) or inductively (implicitly, students discover rules themselves) by the teacher. The material that is used here should contain all the teaching linguistics items and structures in the unit. The teacher, for instance, begins to model the new language and then explains the structure of a language or the meaning of words. Without doubt, a teacher provides the students with simple structure and vocabulary contextualized in oral or written text. It should be that students realize the basic rules and meanings. (Criado,2013)

secondly, in the practice phase (accuracy) a teacher tries to know to what extent the student understands the target language presented in P1 by using controlled activities. This phase is characterized by high teacher control. Moreover, there are different activities used during P2

but drills are the most common ones. The exercises aim to achieve accuracy and solidify the new language items.

Thirdly, the production phase (fluency) is the last and essential phase, which seeks to increase fluency. In order to fulfill the production's objectives, "autonomous and creative activities " should be used. Besides, the teacher tried to give plenty of opportunities for students to use the target language in open-ended ways There are numerous techniques that can be used here such as discussion, debates, role _plays, problem-solving, and interviews. (Criado,2003)

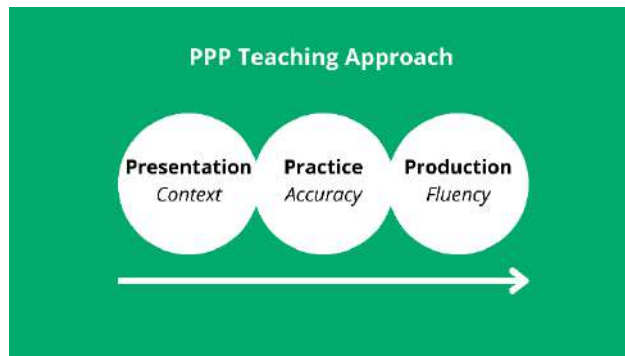


Figure 0-2:PPP Teaching Approach

according to Evens (1999) The standard class consists of presentation, practice, and production. As follows:

The first step begins with, the teacher choosing the target language item from Syllabus, and text planning is presented to students in a deductive way. Also, it is necessary to take into consideration two points to select a target language which is the course book writer's intuition and what is suitable for your students. The teacher aims to assist students to focus on special items and avoid confusion. In this respect, Skehan (1996, p .17) says: " There is a belief that learners will learn what is taught in the order in which it is taught". The letter summarize the assumption of this stage simply . There are two objectives that a teacher tries to reach according to Ellis (1988) which are;

- Helping the learner to acquire a new language
- Rebuilding previous wrong knowledge
- In other words,

The second step is practice. It is divided into two kinds of practice controlled and freer. The first type " controlled practice" is where the students are involved in mechanical production, they use the items of the first stage through repeating. The second type "freer practice" is where the students are less controlled. They have the opportunity to decide how to use the target

language. Also, they can manipulate the forms. Evens (1999) believed that " practice makes perfect" this assumption represents " behaviorism".

The last step is production. Here the students should be creative to decide how and when to use the target language.it is a question of great debate whether this part of the class is communicative, but to the PPP teacher, this stage of the lesson should illustrate if the student has learned the language item by using it in a natural context or activity. (Evens, 1999)

Moreover, In the PPP method, a teacher typically follows procedures. Leaver and Willis (2004) suggest the PPP lesson plan is as below ;

I.2.3.1 PRESENTATION

The instructor begins by presenting a specific language aspect like a grammatical structure or a language function in a clear context. This is done through providing dialogue, audio, brainstorming asking question, and controlled pre task .

I.2.3.2 PRACTICE

In individual, pair, or group work, the instructor describes a situation and students practice the underline pattern by:

reading the example of the previous stage aloud to each other

fill in the blank or matching activities

ask and answer questions

write examples of the pattern of the first stage

the total aim is to build the accuracy of form.

I.2.3.3 PRODUCTION

The instructor uses activities that allow the students to use the form just practiced. So, the exercises of this stage should require the use of languages like role-play or topic writing.

For more clarification, the two scholars (2004) presented an example of a PPP lesson by giving an example of buying clothes in a store, as the following steps:

Firstly, the teacher brings pictures of clothing items to class and asks the students some questions like what they like to buy, the preferred place, prices, etc; the purpose of that is to educe students about vocabulary and anything related to shopping for clothes.

Secondly, the teacher's role is to read the model dialogue from a textbook and it is necessary to clarify and explain each vocabulary, structure, and function. The student's role is to practice the dialogue in pairs with different partners and this is to get good output. While the students are doing the task, the teacher is keeping an eye on his/her students giving them feedback on pronunciation, providing them with further explanation and motivation.

Thirdly, before the students perform the role-play, the teacher hands them scripts containing their roles and some information such as:

A (customer), what they have to buy or say; B (clerk), the price, the available clothes, and so on. Hence, the teacher should guide and assist the students to use the new language items in authentic situations.

We conclude with Nassaji and Fotos who they (2011) pointed out that in the PPP method, language teaching involves three stages: a presentation, a practice, and a production stage.

In The presentation, stage the new language items, such as vocabulary or grammar rules are introduced by the teacher, usually through a text, real-life examples, or other aids that make this stage more engaging and understandable. The students listen to the text or read it. The teacher pursues to help students comprehend and become familiar with the new meaning and form of the new language item. After the presentation stage is done, the teacher gets ready for the next stage ,which is the practice stage. This latter commonly starts with controlled activities that make the learner focuses on one specific item and then move to semi-controlled, or free practice exercises depending on the student's language proficiency level. During this stage, the students engaged in various kinds of written and spoken activities to practice and acquire the incoming language concepts or vocabulary they have already learned in the first phase. The practice stage is followed by a production stage, where the learners are stimulated to produce the target language they have learned in the two previous stages in more communicative situations like discussion and role-play. The objective of the last stage is to help students develop their fluency and accuracy in using the language (Nassaji& Fotos,2011).

As with any language teaching method, the PPP method has its strengths and weaknesses.

I.3 ADVANTAGES OF THE PPP METHOD

There are several benefits of using the PPP method in EFL classrooms. according to Vystavalova (2009) using presentation, practice, and production methods has three strengths they are:

- PPP lesson provides a clear and simple structure the lesson
- Such lessons are easy to prepare because the materials used for the lesson are ordered from the simplest to the most difficult and the activities are arranged from the most controlled to the least controlled as well.
- The teacher can remark on the development of the students in the lesson clearly and easily
- This approach is relatively easy for beginner students and that what creates effective communication (Vystavalova,2009).

In addition to that, There are other scholars who highlighted the positive effectiveness of PPP method.

The presentation, Production, and Practice method is an integrated and relatively straightforward method, which is suitable for both students and new emerging teachers (Nunan, 1997). It means the order of this method facilitates the learning and teaching process.

It is not only Nunan who benefits from the use of the PPP method, but also Thornbury (2000) stated that PPP is an easy method to prepare and apply, especially for a new inexperienced teacher teaching a foreign language. Likewise, student s can understand easily the grammar rules and new vocabulary. As he said: "A PPP model is an easy one to use and adapt " (2000, p .131). So, it is a useful method in teaching English as a foreign language.

whatever the subject is thought in the classroom in the form of the PPP model, it is inverted mostly student's experience, which means, the progression from abstract ideas (theory) to concrete ones in a logical way. Thornubury (ibid)

Cardio (2013), in his article" A Critical Review of the Presentation, Practice, Production Medal (PPP) in Foreign Language Teaching " explicated the positive and the negative criticism of the PPP method .

I.3.1 The Positive Criticism

It is divided into three levels:

I.3.1.1 Positive Criticism at a Psychological Level

The three Ps model is connected with the model of skill learning or ACT-R (Adaptive Control of Thought -Rational) suggested by Aderson and Taagtgen (2008). ACT-R distinguishes

between declarative and procedural knowledge. The two types represent knowledge in memory. Knowledge about the system refers to the first type and how to use that knowledge reveals the second type.

declarative knowledge, procedural knowledge, and final automatic knowledge, or (DECPRO) are the three moves to achieve knowledge. The PPP is similar to DECPRO in the following:

The presentation stage is associated with declarativisation; the practice stage corresponds to proceduralisation; and the final stage belongs to automatization (Johnson, 1994).

I.3.1.2 Positive Criticism at a Psycholinguistic Level

He demonstrates that the presentation and practice stages can be considered most useful at a psycholinguistics level. There are two benefits of the first stage which are helping the students focus on specific linguistic features which means avoiding confusion, and it depends on what students already know about the new forms being highlighted in order to facilitate learning (Hedge, 2000).

the benefit of the practice stage is associated with Swain's "Comprehensible Output Hypothesis "(1985,1995, 2005, in Murano, 2007). This method argues that if the learners want to learn to speak a language, they should be stimulated to do that. There are many scholars like Muranoi, Skehan, and Hedge who suggest roles to output for example; to generate better output, to develop automaticity, to improve discourse skills, and to develop a personal voice (Skehan, 1998). Also, Hadge (2000) adds another output function which is developing implicit grammatical knowledge.

I.3.1.3 Positive Criticism at a Pedagogical Level

How the teacher and students profit from using the PPP method pedagogically is the point of the last positive criticism. First, foreign language students benefit from keeping recurrent organizational procedures in teaching materials i.e. the frequent classroom action patterns are the cause that makes students feel secure and comfortable. As Cardio (2013) said:

"The fact that students, consciously or not, feel that future events in classroom organization are predictable and expected, triggers a feeling of security which favors a positive attitude in their learning potential." (p.102)

Second, Cook (2008) suggests that novelty plays a big role in the popularity of some pedagogical practices, such as the Audiolingualism Method although teachers should be

cautious as novelty is not always positive and may cause confusion and loss for learners when new teaching procedures are repeatedly introduced. Students be afraid of a lack of confidence in the validity of their reactions in the classroom.

As well, Teachers and textbook authors should be aware that too much diversity in organizational patterns can create fear and anxiety. Identifying didactic steps for predictable behavior is arguably a valid reason for the re-emergence of pedagogical patterns in classroom organization. This could make teachers more comfortable with a lesson plan, but at the same time, as suggested by some authors that it may become a source of several problems (Lewis,1996; Scrivener, 1996; Ur, 1998).

In brief, what makes the PPP method widely used by teachers in EFL classrooms is its great characteristics.

I.4 Disadvantages of the PPP Method

As we know, any teaching method is not totally guaranteed to work excellently in all classrooms and with all students. The presentation, practice, and production method has some drawbacks as mentioned by Cardio (2013). He divided the negative criticism into four categories: linguistic, psychological; psycholinguistics, and pedagogic. It is better to summarize them as follows:

- This method is mostly focused on teaching the structures which neglects that the core of the communication use is not only the linguistics components (Lewis, 1996).
- The PPP is useless because it refers to discrete items.
- The learning path in PPP is extremely rigid but does not set real knowledge.
- It focuses on the accuracy of forms at the expense of focus on meaning.
- The lack of resemblance to real-life communication and the dissociation of forming and meaning due to the excessive use of mechanical drills activities in P2.
- It follows the linear nature of learning which leads to the readiness to learn, the delayed effect of instruction, and the silent period.

The disadvantages of the perspective nature of the presentation, practice, and production method as Scrinver (1994) indicates that it restricts teachers, it is not the best tool for growth or exploration, and it sets a limited number of teaching options.

the tight teacher control during the PPP lesson Especially at the presentation stage and practice stage.

The lack of efficiency in the application of the method to real-life communication.

the learners' perception of the last stage, which does not necessarily agree with the teacher's perception or the materials' assumption.

In other words, the PPP method like any other method has its pros and cons. We can not ignore that this method has disadvantages but it is still used in different international schools. For achieving good results from using the PPP method, the teacher should know how to use it effectively.

I.5 Previous Studies

There are some studies that have been conducted by many researchers related to this research. Some of the research findings are cited briefly below:

The first research was conducted by Lagalo (2013) entitled " The Application of Presentation, Practice, and Production (PPP) Method to Increase Students 'Speaking Skills (Research Conducted at the Tenth Grade Students of MAN Batudaa in the Academic Year of 2012 /2013). The research finding showed that students' speaking skills developed after using the PP method, the mean score of the students in the pre-test is 48.87 after applying this method the mean score become 67.17 in post-test cycle 1 and in the post-test cycle 2 mean score become 77.83. So, the researcher concluded that using the PPP method could affect positively the learning and teaching process.

The second one Izzah (2013) entitled " The use of PPP Method to Improve Writing Skill ". She found that students cannot reach the standard minimum score (KKM). After applying the PPP method. The students reach the minimum score.

The third study is enforced by Arfin. Et (2019) " The PPP Model to Teaching Grammar: Evidence from Indonesian Context of the Effectiveness of Explicit Teaching Instructions ", the research design was a quasi-experimental. The study was conducted on second-semester students. The study found that students' mastery of subject-verb agreement was poor in the pre-test, but after the use of the PPP model the score rose significantly

the last research implemented by Novi Nur Sofan (2016) entitled " The Application of PPP Technique Toward Students Vocabulary Achievement ". the research finding stated that it

makes students active to find new vocabulary to present the material that give. It concludes that ppp technique significantly improves students' vocabulary

. The research findings have shown positive results in teaching speaking, writing, grammar, and vocabulary by using the PPP method. based on the finding of the previous research, the researcher is interested in using the PPP method to improve the students' speaking skill in the first year at Kasdi Merbah University 2022/2023.

Conclusion

In brief, the first chapter is a general background of the presentation, practice, and production method. We highlighted its major definitions. Moreover, we explained well how to apply this method in the EFL classrooms from different views. using the PPP method has positive and negative results that should be vital to mention. In the end, the researcher concluded the chapter by looking for some research that can be similar to the research objectives. As mentioned before, the study aims to investigate the effectiveness of PPP method in developing speaking skills. the second chapter will provide us with more knowledge about speaking skills .

Chapter two

A general Overview on Speaking skill

II. Chapter two: A general Overview on Speaking skill

Introduction

Speaking seems to be the most important skill among the other foreign skills listening, reading, and writing. It is associated mainly with communicative competence. For this reason, this chapter should present useful information on speaking skills. It begins by providing a reader with several definitions. After that, the research cast light on the importance of learning this skill, and the useful speaking components. Then, the research provided the role of communicative competence in developing speaking skills by resending Carle and Swain's model (1980). Teaching speaking skill takes a big part in this chapter. Teaching this skill requires shedding light on the teaching's benefits, principles, and strategies. At the end of the first chapter is worth mentioning the most speaking difficulties and obstacles " communication barriers".

II.1 The Nature of Speaking

Many experts define the term " speaking " in different ways and perspectives. It begins with Chaney (1998) defined speaking as an activity of creating and sharing meaning through the use of verbal and non-verbal symbols in a variety of situations. in addition, Thornbury (2005) declares that speaking is an oral communication between two or more people " hearer" and the "speaker " which whom they should interact effectively. In other words, each one has an intention and aim want to convey, speaking is the best tool to achieve that. In the same explanation, Gert and Hans (2008) consider speaking as a meaningful speech or utterance produced by the speaker and receiver.

according to Brown (1994) speaking is an interactive process that involves producing, revising, and processing information. Nakhalah (2016) it is using

the mouth to deliver a language; it is a physical process

regarding speaking as one of the most important skills in oral communication, the two scholars McDonough and Shaw (2003) explain that speaking is the ability to produce utterances when communicating to reach several purposes such as: expressing ideas or opinions, solving problems, and establishing relationships .So it is means of communication to interact between people different aspect of life .Furthermore, Byget (1987) indicates that speaking involves knowledge of the language and the skill to use this language in more than one context which means

speaking is useless if the student knows the rule but fails to use it correctly . He says :

"speaking is the vehicle par excellent of social solidarity, of social ranking, of professional advancement & and of business .it also the medium through which much language is learned n and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought "

(p.1)

Harmer (2007) speaking is not only knowledge but also an important skill to create social relationships.

to sum up, speaking is facilitate people's life do many functions, and achieves goals. Although researchers present different concepts of speaking as a skill, as a physical, cognitive, and psychological process, they affirm that

II.2 the Importance of Speaking

Among the four language skills (listening, speaking, reading, and writing) speaking is the most important one. Nowadays the need of speaking is for many reasons. Speaking can be used in different areas and fields: information, communication, technology education government business, logistics, etc. Speaking to others can be a chance to understand our own selves, as Robert and Forst one said : " I am a writer of books in retrospect, I talk in order to understand , I teach in order to learn ".Speaking skills are necessary for career success, but certainly not limited to one's professional aspiration .Furthermore, speaking skills can develop one 's personal life .As we know a language is a means of communication .people communicate with others to do many things .Also, as human being , we use language in a veriaty of situation for istance ;in work place, i.e. researchers working either in a medical laboratory or in language laboratory , are supposed to speak effectively to communicate well (Kadamovna ,2021).

Through speaking a person can do many functions, it can be transactional to convey information , interaction to establish and maintain ,and social relationships as mentioned by Brown and Yule (1999).

Furthermore, Kingen (2000, 218) divided speaking into twelve categories that include transactional and interpersonal purposes

1. Personal expressing: includes talking about feeling, points of view, opinions, beliefs, and sharing ideas
2. Descriptive: describing a person, place, and other things
3. Narrative: telling stories, events
4. Instructive: providing instruction or guidance to produce an outcome
5. Questioning: through asking questions we can obtain information
6. Comparative: making a comparison of two or more things or people
7. Imaginative: expressing the mental images of real things
8. Predictive: predicting what will happen in the future
9. Interpretative: generating hypothetical deduction, investigating the meaning
10. Persuasive: Impact on others' opinions, attitudes, or influencing the behavior of others in some way
11. Explanatory explaining, clarifying,
12. Informative: sharing information with others

This is the answer to the question of why people use speaking

II.3 Components of Speaking

Language Learners should master the speaking components to be able to communicate well with each other. The speaking components are the basic part of the speaking process that can make it effective or ineffective. According to Harris (1974) that there are five components of speaking skills that can be defined as follows :

II.3.1 Pronunciation

Hornby (1995) defines pronunciation as a way in which a language or a particular word is pronounced or it refers to how students produce a clear language when they are speaking. it includes all those aspects of speech which are articulation, rhythm, intonation, phrasing, and even gestures, body language, and eye contact (Fraser, 2001). Good pronunciation plays a big role in making the communication process effective, as it can impact how well a message is received by the listener. Moreover, some scholars predicted that the basic knowledge of studying speaking skills is pronunciation.

II.3.2 Grammar

Some students think that grammar is associated just with written language. But, even in spoken language students need to understand the tenses and to arrange a correct structure

sentence like a conversation . Thornbury (2000) in his book "*How to teach grammar* "defines grammar as the study of what forms (or structures) are possible in a language .He adds that the study of syntax and morphology of sentences represents grammar. It is followed with the explanation suggested by Heaten (1978) that students' ability to manipulate structures and to distinguish appropriate grammatical forms inappropriate one of the benefits of grammar is also learning the correct way to gain expertise in a written or oral language .

According to Harmer (2007) the grammar of a language is the description of how words can change their forms and can be combined into sentences. The last explanation of grammar is a systematic way of accounting for and predicting an ideal speaker or hearer knowledge of the language this is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language (Purpura, 2004).

simply, grammar is one of the five speaking components that have to be learned by students.

II.3.3 Vocabulary

Vocabulary represents the knowledge of what words mean and how they are used (Thornbury, 1997). This definition is similar to the sense of accuracy which means using the appropriate vocabulary during speaking. Furthermore, Hatch and Brown (1995) state that the term vocabulary is a body of words existing in a particular language that is used by the speaker of the language. Vocabulary is regarded as the core of language because it affects the four skills which means it enhances the student's ability in reading, writing, listening, and speaking. As French (1983) said that the essential element to communicate effectively in a second language is vocabulary. In simple words, any language consists of its vocabulary that facilitates several purposes, particularly in spoken language.

II.3.4 Comprehension

It is the ability to understand and interpret spoken or written language. Comprehension of a second language is not easy since it is not directly observed and must perceive from verbal and nonverbal responses by the intuition of the teacher or researcher, this component is referred to the fact that even when procedures are complicated and require risks, the patient understands the nature of the research project (Cohen et al., 2005). In other words, Comprehension is crucial for effective communication, as it is necessary to avoid misunderstandings between a speaker and the listener. In other words, comprehension helps the listener or reader to: understand the intended meaning, retain information presented, catch the ideas easily.

II.3.5 Fluency

It is the ability to speak intelligibly, responsibly, accurately, and without hesitation (Byrne, 1986).

The previous components can be used to evaluate the level of the speaker.

Furthermore, Vanderkevent (1990) suggests another three components of speaking which are: The speaker (the person who produces the sound...), The listener (the person who receives the speaker's message), The utterance (words or sentences used by the speakers)

So, the absence of one of the three elements may breakdown the communication process

II.4 The Role of Communicative Competence in Developing Speaking Skills

Communication competence plays a big role in developing speaking skills. So, we have to give a clear explanation of this process. Communicative competence simply is the student's ability to utilize language correctly to communicate effectively in different social situations. It means this model is focused on the functional parts of communication and the correct use of the linguistics system. This model emerges with Dell Hymes in 1966 as a reaction against the contribution of Noam Chomsky 1965 that distinguished between competence and performance many researchers present a model for communicative competence. Canale and Swain (1980), defined communicative competence as a global competence that subsumed four separate but related competencies: linguistic, sociolinguistic, discourse, and strategic.

II.4.1 Grammatical Competence

It is the ability to create grammatically correct utterances. It includes the knowledge of grammar (morphology, syntax), vocabulary, and mechanisms that cover pronunciation, intonation stress punctuation, and spelling as well. So, language learners should master the rules that govern word formation, tenses, sound, interactions, collocations and so more to use the English language structures accurately and fluently (Eggins, 1997).

II.4.2 Discourse Competence

It is the ability to produce coherent and cohesive utterances. Schiffiring (1994), argues that speakers should acquire a repertoire of structure and discourse markers to express ideas

,show the relationship of time, and indicate cause, contrast, and emphasis .so, learners can manage turn-taking in a conversation

II.4.3 Sociolinguistic Competence

It is the ability to produce sociolinguistically appropriate utterances. Thomas (1995) explains that when learners understand this aspect of language, they realize how to ask questions or give answers during the conversation

II.4.4 Strategic Competence

It is the ability to solve communication problems as they arise. As Canale and Swain (1980) argued that strategic competence is the mastery of verbal and nonverbal communication strategies that may acquire solve communication problems and compensate for breakdowns in communication due to performance variables or insufficient competence.

II.5 Teaching Speaking Skills

Speaking skill is considered the most essential skill in teaching language. because of the importance of this skill, many scholars are interested in developing this skill.

Teaching speaking skills requires a piece of knowledge about the purpose of teaching speaking, the principles that should follow, the techniques and strategies, and the types of classroom speaking performance. All of them are the basics to facilitate the speaking-teaching process for the teacher.

II.5.1 The Purpose of Teaching Speaking

Bygete (1987) points out that one of the most problems in foreign languages is training students to use them. Therefore, a teacher should be interested in teaching this skill because it is an effective way to attain communicative proficiency and fluency.

Moreover, Nunan (2004 ,p .89) argues that teaching speaking is to teach students to do many things such as :

- Produce the English speech sound and sound pattern.
- Use word and stress, intonation pattern, and the rhythm of the second language.
- Select appropriate words and sentences according to the context (social setting, audience, situation, and subject matter).
- Organize their ideas in a meaningful and logical sequence.

- Use language as a means to express values and judgment.
- Use the language fluently.

II.5.2 Principles for Teaching Speaking Skill

Baker and Westrup (2003) indicate that to make speaking activities more fun and active the teacher should take into consideration creating a proper atmosphere and suitable materials.

Nunan (2003) claims that the teacher should follow some principles for teaching speaking which are :

- Be aware of the differences between a second language and a foreign language in the context
 - Give students practice both accuracy and fluency
 - Use group work or pair work activities during the session
 - Plan speaking tasks that involve negotiation for meaning
- Designing classroom activities that involve guidance and practice in both transactional and interactional speaking

in line with the explanation above, Or (1966) presents some advice to teachers of the English language. First, "using group work" helps the learner decrease speaking problems (inhabitation, shyness) and speak in a limited time. Second, "basing the activity on easy language," which means to make students engage in the discussion and speak fluently, should lower the level of language. Third, "making a careful choice of topic and task to stimulate interest "; for the sake of motivating students to use the language, the teacher should select a topic suitable to the student's needs. We conclude with the two last pieces of advice which are "giving some instruction or training in discussion skills "and" keeping the student speak in the target language".

II.5.3 Methods in Teaching Speaking

There are several methods proposed by experts to teach speaking. Pollard in his book (2008) presented those methods below:

1. Grammar translation method
2. Audio lingual method
3. Communicative approach (CLT)
4. Presentation, practice, and production (PPP) method
5. Task-based learning (TBL)

6. Engage -study-activate (ESA)

7. Lexical approach

In other words, As mentioned above there are many methods to teach speaking, and of course, each one has its benefits and drawbacks. So, the teacher should be selective in choosing the method that is suitable to the objectives of the skills that are being taught (Amelia,2020).

the current research sheds light on one method which is the presentation, practice, and production (PPP) method as an effective solution.

II.5.4 Strategies (activities) for Teaching Speaking Skills.

Language activities are a crucial part of foreign language learning and teaching. In teaching speaking, teachers use activities to improve the students 'communicative competence. depending on the learners' needs, interests, and aims, the teacher can select and adapt speaking activities. Ur (1996) presents four characteristics of successful speaking activities which are: learner talks a lot, participation is even, motivation is high, and language is of an acceptable level. There are numerous activities to teach speaking skills suggested by experts.

II.5.4.1 Information Gap Activities

This task involves giving one person information that should be shared with others to solve a problem or make a decision as mentioned by Littlewood (1994, p.22) " Activities are structured in way learners to complete the task have to overcome an information gap or solve a problem ". what makes this task beneficial is the required motivation, interaction, and exchanging information. Students to complete the task will use their vocabulary, grammar, and communication strategies. information gap activities are divided into three types: spotting the differences in pictures, exchanging personal information, and creating stories.

II.5.4.2 Discussion

It is one of the common strategies to teach speaking skills. discussion for students is an opportunity to talk about several topics related to their interests, opinions, and experiences or share ideas, and find solutions .Thornbury (2005) says:" The best discussion in class is that arises spontaneously, either because of something personal that learner reported or because of topic "(p.102).

To sum up, a discussion is the best way for students to develop the students speaking skills.

II.5.4.3 Role play and Simulation

Teachers considered role play as a motivational strategy that can use in their classes. in this type of task, students imagine themselves in a different social context and act according to that, it can be played in a pair work group. The teacher first gives the students information about the role and put them in the context. Livingstone (1983), writes " Role play is a classroom activity which allows the students to practice the language, the aspect of role behavior and the actual roles he may need outside the classroom " (p. 3). also, the factors that can make the task successful are careful instruction, clear situation, and required language (Ur .1996). Although simulation and role play activity are dissimilar because in the first one students create a realistic environment by using the material in the class, both promote the students' communicative competence.

II.5.4.4 Group and Pair Work

It is another speaking activity used by teachers in EFL classrooms. Johnson and Smith (1992) define that group and pair work as a cooperative activity in which students share their purposes and responsibilities to complete a task in a group or pair. It used by a teacher in oral expression sessions to help the students.

II.5.4.5 Story Telling

Teachers may use storytelling to develop the students speaking skills, which makes the students communicate through telling stories. for Douglas and Browen (2004) when a teacher asks students to retell stories, he or she aims to produce several oral discourses, fluency, and interaction with the hearer. Guess the lie; insert the word, and chain story are the three kinds of storytelling as stated by Thornbury (2005) .

II.5.4.6 Guess Games

It is the last functional strategy for teaching speaking skills. it plays a big role in building the students' speaking proficiency, they provide intensive language practice, especially in asking questions. at the end of the activity, students gain vocabulary. it is also called "Games ".

Because teaching speaking is not associated with particular strategies, we can add other activities such as interviews, conversation, asking and answering a question, and dialogues.

II.5.5 Types of Classroom Speaking Performance

The speaking performance begins from the simplest level to the highest one. Brown (2007, p. 271-274) points out that classroom speaking performance is separated into six categories. They are:

- a. Imitative: this category of students copy a language for the purpose of focusing on some particular elements of the language.
- b. Intensive: this category goes one step beyond imitative, it is designed to practice some phonological or grammatical aspects of language.
- c. Responsive: it is including replying to teachers or students that initiated questions or comments .
- d. Transactional: it is an extended form of responsive language. Its purpose is to convey or exchange specific information .
- e. Interpersonal: it happens when the students aim to maintain social relationships, the transmission of facts and information.
- f. Extensive (monologue): this type usually represents intermediate and advanced students. according to that, they asked to do oral reports, summaries, or short speeches for instance .

II.6 the Speaking' Barriers for EFL learners

As mentioned before, the most prominent skill for EFL students is speaking skill. they use this skill for many functions like learning a new language, sharing knowledge, and giving an opening. that means, speaking is a tool for communication between a speaker and a listener in several contexts. But there are some obstacles and difficulties that affect and break down the communication process or as it is called "communication barriers ". this latter takes different types for example linguistics, psychological, and external according to Yehi and Lamour (2018)

II.6.1 Linguistics Barriers

It is one of the main factors that limit effective communication. Thornbury (2005) said:

" Being skillful assumes having some kind of knowledge base ... knowledge that is relevant to speaking can be categorized either as knowledge of features of language or knowledge that is independent of language "

We can say this part is the core of communication. So, if students have a low level in any aspect of language: grammar, vocabulary, and pronunciation, they will face difficulties to convey or comprehend a message.

II.6.1.1 Grammar Mistakes

Grammar has a big importance in language performance therefore making grammar mistakes may hinder the students speaking development (Yehi &Lomour,2018).

II.6.1.2 Lack of Vocabulary

Thornbury (2005) argues that words and expressions are related more to spoken language. if you ask the EFL students about their problems when time to speak, the answer will be a lack of words and expression

II.6.1.3 Pronunciation Mistakes

It is another fundamental reason that impacts the students' communicative competence. for this reason, students should be aware of howto pronoun words well. (Yahi and Lomour, 2018)

II.6.2 Psychological Barriers

The psychological side plays a big role in learning any language. however, most of the students suffer in performance in a good way due to the: (Yahi and Lomour , 2018)

II.6.2.1 Lack of Confidence:

Some students think that their t performance in front of people is not good which creates a lack of self-confidence and this leads to avoiding communication or participating in speaking activities.

II.6.2.2 Anxiety

represents the negative emotion that students face in speaking or writing like fear, scare, apprehension, and so on. Of course, those bad feelings have a great effect on students' communication effectiveness.

II.6.2.3 Shyness

It is also one of the common phobias that students encounter in learning a foreign language. Fear of making mistakes is one of the psychological barriers that prevent the students' improvement in speaking.



Figure II-1 :communicative barriers

II.6.3 External Barriers

II.6.3.1 Lack of Motivation

As we know, motivation is an essential step in the classroom, particularly for teaching a foreign language. When learners are provided with motivation and freedom to express their capacity, they will achieve good development of communication skills as mentioned by Littlewood (1981). Thus, the teacher's role is to help learners to progress by setting a motivating environment.

II.6.3.2 Poor Listening Practice

As reading is interrelated with writing skills, listening and speaking are the same. Poor listening practice is considered one of the factors that impede the advancement of students in their speaking skills.

Shortly, students of second or foreign languages are facing barriers that may hinder their communicative competence. That means they are the cause of

Misunderstanding or lack of instruction during the session. Thus, the teacher should assist the students to overcome these problems.

CONCLUSION

Recently, speaking skills dominate the teaching field because of its benefits of it. The points discussed in this chapter are as follows: the speaking's nature, importance, and components. Furthermore, the research adds the relationships between communicative

competence and enhancing speaking skills by explaining communicative competence types. Besides, the research sheds light on the teaching of speaking skills and suggests some steps that should take into consideration. speaking skill problems that face EFL learners is the last element of the first chapter.

Chapter three

Methodology and Data Analysis

III. Chapter three: Methodology and Data Analysis

Introduction

The current chapter is devoted to the fieldwork of this research. It presents a detailed analysis of the gathered data and discusses the obtained findings to test the research hypothesis. The primary aim of this research is to investigate the effectiveness of the presentation, practice, and production methods in improving the students' speaking skills, for this reason, the researcher used two data collection which are a questionnaire for the teachers and a t-test for students.

We single out the teachers of oral expression to answer the questionnaire, they were ten (10) teachers selected randomly, at the Department of English at Kasdi Merbah University Ouargla.

Regarding the t-test, we aim to shed light on the students' level to test their speaking performance in English. The population of the current research is first-year university students during the academic year 2022-2023. The sample is composed of thirty (30) students (male and female). We randomly divided students into two (2) groups; the control group and the experimental one. Both groups had the pre-test, at the same time. the post-test presented to them after the treatment during class. Pre-test and post-test were the same, what makes the difference is a context.

III.1 Teachers' Questionnaire

III.1.1 The Description of the Teachers ' Questionnaire

The teachers' questionnaire is composed of twelve questions (12).those questions were divided into three sections. Each section includes four questions designed in the English language.

Section one, the personal information (Q1-Q4), the four questions are aimed to obtain participants' background information. **(Q1-Q2)** are prepared to know the English teaching duration than the oral expression (speaking) teaching duration. The last two questions **(Q3-Q4)** are interrelated, **(Q3)** the teachers' opinion toward the opportunity for training university teachers, and **(Q4)** the teachers' participation in professional development activities. So, they have an overall aim that is acquainted with the proficiency and experience of the participant (teachers).

Section Two, Teachers 'Attitudes Towards speaking skill (Q1_Q4), the questions of this section are mainly in connection to teachers' attitudes towards students' speaking difficulties ;(**Q1**) among the four skills, speaking is the most important skill for EFL learners,(**Q 2**) describing the students ' level of speaking skill in English language, (**Q3**) the most difficulties that students face while it comes to communicate orally, (**Q4**) explaining the strategies that the teachers ' use to overcome those obstacles and help students to improve speaking skill.

Section Three: Teachers' attitudes towards using the PPP Method in teaching speaking Skills (Q1 -Q4). The four questions include (**Q1**) the teachers' use of the PPP method in teaching speaking skills, (**Q2**) defines how many times they use it,(**Q3**) whether the PPP method is an effective way of improving the students' speaking skills or not, and (**Q4**) the difficult stage between the presentation, practice, and production. **Section one: teachers' Profile**

Q1. How long have been teaching English?

Options	Answers	Percentage
5 -1	4	40%
5- 10	2	20%
Over than 10	4	40%
Total	10	100%

Tableau III-1: The English teaching duration

Table (1.1) shows us the duration of teachers' English teaching. where four(4)teachers (40%) taught between 1-5 years, and two (2) teachers (20%) have been teaching between 5-10 years. The number of teachers at the last option is the same as the first one which means four (4) teachers (40%) have been taught for more than 10 years. So, the number of experienced teachers and less experienced ones is the same in our research.

Q2. How long have you been teaching oral expression?

Options	Answers	Percentage
0-5	6	60%
5- 10	1	10%
Over than 10	3	30%
Total	10	100%

Tableau III-2 the oral expression teaching duration

Table (1.2) is dissimilar to the first table, it presents the duration of teachers' oral expression teaching. Six (6) teachers (60%) taught oral expression for about 5 years and three (3) teachers (30%) got experience in oral expression teaching for over 10 years. However only one (1) teacher (10%) has taught oral expression for a period between 5 -10 years

Q3. Do you think we have enough opportunities for training university teachers?

options	numbers	percentage
yes	8	80%
no	2	20%
total	10	100%

Tableau III-3. teachers' opinion towards the training opportunities at the university

Q4. Do you participate in any professional development activities (conferences, workshops, research ...)?

options	numbers	percentage
yes	8	80%
no	2	20%
total	10	100%

Tableau III-4. the teachers 'participation in the professional development activities

Table (1.4) shows that eight (8) teachers (80%) answered yes, and only two (2) teachers (20%) said no. So, the majority of teachers **participate** in different professional activities. Then, we asked them to provide us with the benefits of it their teaching and their answers were as follows:

It helps in developing fluency and decreases stress

It provides teachers with keeping updates about new theories and practices

Scientific activities increase the knowledge and experience of teachers

It is the best way to progress more awareness, and cooperation in teaching, and reduce frustration.

It helps in developing teaching skills and it provides us with tips

It has brought teachers to what is new in teaching and learning the English language

It is an opportunity to cope with advances in teaching foreign language

It helps teachers to see the updates in EFL teaching

From **Q3-Q4**, we conclude that most of the teachers of oral expression (8) in the English department are interested in developing their teaching skills and have an effective experience in this field.

III.2 Section Two: Teachers' attitudes towards speaking skill

Q1. Among the four skills, do you think that speaking is the most important one for EFL learners?

options	numbers	percentage
yes	9	90%
no	1	10%
total	10	100%

Tableau III-5: Teachers ' opinions on the importance of speaking skill

The purpose of this question is to determine whether teachers think that speaking skill is considered the most important one among the four skills or not. From Table (1.5), nine (9) teachers (90%) believe that speaking is the most important one for EFL learners, but only one (1) teacher (10%) disagrees that this skill is the most important among the other skills and he might consider all four skills are important. For those who said yes, we asked them to justify their answers:

Through speaking (oral expression) a learner can use most previous language knowledge vocabulary, grammar, and phonetics.

It is the most essential to tackle the target language.

Speaking is important because it rebuilds blocks of any communication .

Speaking skill gathers all the other skills reading, understanding, writing, and listening.

Speaking helps learners exchange information, and express selves .

It is important but since speaking is a productive skill, it will be more difficult for the students.

It helps to master both verbal and non-verbal features of language.

Students in Algeria do not have a place where to practice their oral communication for that reason teachers should provide increased focus on this skill.

Speaking skill is the most prominent one because it gives the students the chance to use the language.

Q2. How can you evaluate your students ' speaking skill?

options	Numbers	Percentage
poor	1	10%
Acceptable	7	70%
good	2	20%
Excellent	0	0%
Total	10	100%

Tableau III-6: students' level of speaking skill

Table (1.6) describes the level of students' speaking skills according to the teachers' opinions. Seven (7) teachers (70%) evaluated that their students' level is acceptable. Whereas, two (2) teachers (20%) describe it as good, and only one (1) teacher (10%) mentions that students' level is poor. None of the teachers (0%) sees that his students' level is excellent.

Q3. Do your students face any difficulties while communicating orally?

option	Number	Percentage
yes	10	100%
no	0	0%
total	10	100%

Tableau III-7: Teachers ' Opinions on speaking difficulties

As we see, Table (1.7) confirms that students have some problems with their speaking skills. Ten (10) teachers (100%) said yes and this is the evidence of the problem statement

Q4. What one among the following is the most face difficulty?

Options	numbers	percentage
Linguistic	4	40%
Psychological	6	60%
External	0	0%
Total	10	100%

Tableau III-8: students' speaking skill difficulties

Table (1.8) aims to indicate teachers 'opinions about their students 'difficulties face them in the oral expression session

Do you have any strategy to overcome these difficulties and improve the students' speaking skills?

Option	number	Percentage
yes	10	100%
no	0	0%
total	10	100%

Tableau III-9: teachers ' strategies

Table (1.9) demonstrates that all ten (10) teachers (100%) agree to provide us with the different strategies that may decrease the students' speaking problems and help them to improve their communication competence. While none (0) of them answered no (0%).

the ten teachers present some strategies as an effective solution to the third question, and their answers are as follows:

Practice makes perfect

Ask them to read again vocabulary), watch movies, and use English in their daily life

Let the students participate collectively, so all of them will have the opportunity to use the language.

Provide them with interaction, motivation, ask questions, and give them the freedom to select topics they like.

Peer assessment and self-assessment, written-based activities.

Break the ice between the students and the teachers, and letting them speak freely through indirect guidance. In addition, give the students a listening passage that improves their grammar, vocabulary, and pronunciation.

Using activities like dialogues, role plays

Encourage students to express themselves and not fear making mistakes.

Engage students to listen and practice speaking with each other.

Motivate them to learn effectively by using real-life situations, games, and discussions on different topics.

Suggest effective methods and techniques that enhance their learning vocabulary and devote time and energy.

III.3 Section Three: teachers 'attitudes towards using the PPP Method in teaching speaking skill

Q1. Do you use the PPP method in teaching speaking skills?

option	number	Percentage
yes	9	90%
no	1	10%
total	10	100%

Tableau III-10: teachers' use of the PPP method in teaching speaking skills

Table (1.7) above shows the teachers' answers about the use of the PPP method in teaching speaking skills. Nine (9) teachers (90%) said yes, while only one (1) teacher (10%) do not use it. That means the majority of the teachers use the PPP method in their classrooms to develop the students' speaking skills. The teachers who said yes kindly answered the following question.

Q2. How often do you use it?

Option	number	Percentage
sometimes	1	10%
often	4	40%
always	4	40%
total	10	100%

Tableau III-11: teachers ' time use of the PPP method

According to Table (1.8) four (4) teachers (40%) always use the PPP method to teach speaking skills, and the same number of teachers use it often. But only one (1) teacher said that he used it sometimes in the classroom.

Q3. In your opinion, using the PPP method can improve the students speaking skill?

Option	number	percentage
yes	10	100%
no	0	0%
total	10	100%

Tableau III-12: teachers 'attitude towards using the PPP method in improving the students' speaking skill

The purpose of designing this question is to find out teachers ' opinions about using the PPP method to teach speaking skills, and whether it has effects on their development or not. According to Table (1.9) above shows that all ten (10) teachers (100%) agree that using this method can improve the students' speaking skills. in addition, it is considered an effective solution to facilitate speaking and progress in the English language. After that, we asked the teachers who said yes to clarify the reason behind that, and their answers were as follows:

The PPP method motivates learners to speak and expose their ideas.

The presentation stage and the practice stage will help a lot in the production stage. Also, through the previous first two stages, they will be connected with the new target language.

It is used to check the students 'progress in foreign language.

Students will be more fluent, confident, and activate their schemata.

It helps in presenting the target language, practicing, acquiring it, and then using it properly.

The PPP method can stand effective in the way it facilitates communication for learners in a mixed classroom.

Practice and production stages are the key elements for EFL learners.

It allows the teacher to organize his unit's aim. And the teacher here scaffolds the learning process of his students from assistance to self-dependent production.

Through the three stages learner will able to use the new language items in different situations.

The PPP method is appropriate to teach beginners.

Q4. As a teacher which of the following stages is the most difficult?

option	number	Percentage
Presentation stage	1	10%
Practice stage	2	20%
Production stage	6	60%
none	1	10%
total	10	100%

Tableau III-13: teachers ' opinions towards the most difficult stage of the PPP method

The last question's purpose is to present the difficulty of the PPP method as with any other method. For six (6) teachers (60%) production stage is the most difficult in the method, while

two (2) teachers (20%) answered that the practice stage is not easy. Only one teacher thinks that the presentation stage is the answer to the question. The number of teachers who uses the PPP method without any difficulty is not large just one (1) teacher (10%).

III.4 The Students ' T-Test:

The t-test used in this research is the one for independent groups. Alternatively in this research, we expect a direction of the consequence that the treatment will possibly have a positive effect on the experimental group. For that reason, we consider the test as a one-tailed one. In the present study, we decided to use the software SPSS20.0 to calculate the value of the observed t.

III.4.1 The Pre-Test:

III.4.1.1 Description of the Pre-Test:

The pre-test was designed with the objectives 'study. The t-test contains ten (10) questions. Each four (4) students pick only one question and discuss it individually. The whole number of students is sixty (60) which have been divided into two groups, each group containing thirty (30) students. The questions were as follows:

1. What are your biggest goals for your life? What progress have you made in attaining them?
2. If you win a huge amount of money what would you do with it?
3. What is the most annoying habit that other people have?
4. What is the luckiest thing that might happen to you?
5. Will humanity continue to advance technologically or will we fall back to how we lived thousands of years ago?
6. What does it mean to live a good life?
7. Does jealousy have value in driving humans to improve themselves or is it a purely negative emotion?
8. What is your definition of evil?
9. If you could start a country from scratch, what would it be like?
10. What do you think the long-term effects of so many people being glued to their screens will be?

These questions will give us an indication of learners' speaking performance and level. The pre-test was implemented in order to define to what extent is the students' fluency in English before the treatment (PPP method)

III.4.2 The Post-Test:

III.4.2.1 Description of The Post-Test

The post-test was created in the same steps as the pre-test. The questions were as follows:

1. Does marriage as an institution need to be updated or is it fine how it is?
2. What are you absolutely determined to do?
3. What job would you be terrible at?
4. What skill would you like to master?
5. What would your perfect room look like?
6. What takes up too much of your time?
7. What one thing do you really want but can't afford yet
8. Who has impressed you most with what they've accomplished?
9. What job do you think you'd be really good at?
10. What's the best way a person can spend their time?

III.4.3 Statistical Analysis of the Result

Group Statistics

	Groupe Students	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	pre-test control group	30	11.7667	3.03637	.55436
	pre- test experimental group	30	10.9667	3.22152	.58817

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Pre-test	Equal variances assumed	.547	.463	.990	58	.326	.80000	.80824	-0.81787	2.41787
	Equal variances not assumed			.990	57.798	.326	.80000	.80824	-0.81799	2.41799

Tableau III14- interpret results

The previous table is the description of the results of both the pre-control group and the pre-experimental group. In this research, the required t is 1.98 at a 0.05 level of significance and with 94 degrees of freedom. As it is observed in the above table the found t is 0.990.

Number	Pre Test Scores	Post Test Scores
--------	-----------------	------------------

Students	Pre-test control group	Pre-test experimental group	Post-test control group	Post-test experimental group
01	5.00	5.00	5.00	8.00
02	5.00	7.00	5.00	8.00
03	9.00	7.00	8.00	9.00
04	9.00	7.00	8.00	10.00
05	9.00	8.00	8.00	11.00
06	9.00	8.00	8.00	11.00
07	10.00	8.00	8.00	12.00
08	10.00	8.00	9.00	13.00
09	10.00	8.00	9.00	13.00
10	10.00	9.00	9.00	13.00
11	10.00	9.00	10.00	14.00
12	11.00	9.00	10.00	14.00
13	12.00	10.00	10.00	14.00
14	12.00	11.00	10.00	14.00
15	12.00	11.00	10.00	14.00
16	12.00	11.00	11.00	14.00
17	12.00	12.00	11.00	14.00
18	12.00	12.00	11.00	14.00
19	12.00	12.00	11.00	14.00
20	12.00	12.00	12.00	14.00
21	13.00	13.00	12.00	15.00

22	13.00	13.00	13.00	15.00
23	14.00	13.00	13.00	15.00
24	14.00	13.00	13.00	15.00
25	15.00	13.00	13.00	15.00
26	15.00	14.00	14.00	15.00
27	15.00	15.00	15.00	16.00
28	16.00	16.00	16.00	17.00
29	17.00	17.00	17.00	18.00
30	18.00	18.00	18.00	18.00

Tableau III15:- students' grades for the pre-test and post-test

**Table 3.2
Group Statistics**

	Group Students	N	Mean	Std. Deviation	Std. Error Mean
Post-test	post-test control group	30	10.9000	3.14423	.57406
	post-test experimental group	30	13.5667	2.51456	.45909

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference

									Low er	Upp er
Post- test	Equal varianc es assum ed	1.585	.213	-3.628-	58	.001	- 2.66 667-	.7350 6	- 4.13 804-	- 1.195 29-
	Equal varianc es not assum ed			-3.628-	55.3 26	.001	- 2.66 667-	.7350 6	- 4.13 956-	- 1.193 78-

Tableau III16- post experimental versus post control

As mentioned in the previous table, the obtained t is 3.62 is higher than 1.98, and the sig = 0.01 is lower than 0.05 which leads to proving our hypothesis to be valid. Simply, the treatment phase impacted positively the experimental group by increasing the students' oral mastery through the use of the PPP method.

Conclusion

In short, this chapter represents the fieldwork of this research. The findings of the pre-test and post-test proved that the presentation, practice, and production method can impact positively the students' speaking performance. Based on the analysis of the teachers' questionnaire and the t-test, we can conclude that the use of the PPP method helps EFL learners to develop their speaking skill.

The research hypotheses were completely confirmed. Thus, our research has affirmed that using the PPP method affects the improvement of the students' speaking skill.

General conclusion

1. Summary and conclusion
2. Limitation of the study
3. Suggestions and recommendation

General conclusion

Summary and conclusion

the present conducted research has investigated the relationship between the effectiveness of using the presentation, practice, production (PPP) method in EFL classrooms and the development of the students' speaking skills. Thus, the purpose of this study is to attempt to answer all the research questions along with confirming the hypothesis, which emphasized that the use of the PPP method can help the first-year students at KMU to develop their ability in speaking skill . our research is divided into three different but interrelated chapters .The two initial chapters are concerned with the theoretical background of the study; however ,the last chapter represents the research fieldwork .

The first chapter is designed to obtain deep insights on the presentation, practice , production method .firstly, we began with defining the method from different perspective for the sake to understand the next points .Secondly ,it deals with the procedure should take into consideration to apply this method in classrooms . accordingly, most of the scholars explain for each stage the teacher's role, the aim, and the activities should be used. Thirdly, it sheds light on the main advantages and disadvantages of using the PPP method to teach a target language .We conclude the chapter with presenting the previous studies that have a related to the current research.

To be precise, the second chapter is an overview on the speaking skills. in other words, it deals with the fundamental elements related to this variable. Initially, the researcher introduced the speaking, its concept, importance, and components. Later, we attempt to highlight on the role of communicative competence in developing speaking skills by indicating its kinds. Then, the focus shifted to teaching speaking. This latter, it includes the purpose from teaching this skill and the principles should follow. Moreover, it covered the strategies (activities) and the methods that suggested by experts to teach speaking skills .furthermore, this chapter presented the most obstacles and difficulties associated with speaking skills " communicative barriers".

As for the last chapter, it represents the practical part of this inquiry. The researcher pursued to analyze ,interpret and discuss the data gathered . for the sake of reaching the research objectives and checking the validity of the hypothesis, we used a mixed- method approach. A questionnaire addressed to ten teachers of oral expression module and a t test conducted to first year students this is all in English Department at KMUO. Accordingly, the findings of both the

questionnaire and the t test confirmed that teaching speaking skills through PPP method gained a good results .For students , they become more confidence, interested , and well speaker which means ,they overcome their difficulties . also, most of the teacher 's attitude was positive toward using the PPP to teach speaking.

To conclude, through the theoretical part and the practical one which includes the analysis, interpretation, and discussion of the data, the findings answered the research questions and confirmed the hypothesis. So, there is a significance effectiveness of using PPP method in improving the students' speaking skill at KMUO.

Limitation of the study

One of the limitation of this study is shortage of time to apply the PPP method in the classrooms. In addition , the questionnaire can be contains different question about the PPP

Suggestion and recommendation

After analysis the data and getting results, the researcher would like to present some suggestions which are : The teacher should be creative to use the PPP method in the class to get good results . Also, Students should ". Never give up "to develop their skill because facing difficulties in speaking and communication is something natural for EFL learners.in the end ,The finding of this study apply only to first year students and at one university , further research can cover a large sample from different universities

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Appendices

PPP Lesson Plan 1

- **Level: 1-year license**
- **Time: 1h 30 m**
- **Session: oral expression**
- **Tool: handouts**
- **Strategy: Conversion**
- **Aim: improving the students 'speaking skills by the end of the session they will make a conversation orally. which includes what they learned.**

Time	Stage	What to do
10 minutes	Warm-up (Teacher)	the teacher elicits students' previous knowledge by telling an idiom "It's raining cats and dogs". Ask them about the sense of idioms providing the students with the aim of the lesson
20 minutes	Presentation (Teacher)	the Teacher divides the handouts between the students Explain it very well. There are pictures for each idiom Focus more on the new language item
20 minutes	Practice (Teacher /students)	The teacher is a monitor the Teacher gives students a task to do .fill the gap with the appropriate idiom. Let them work together, Discuss the answers. Correct their mistakes, especially pronunciation Provide them with a positive feedback Ask the students to repeat the idioms individually
20 Minutes	Production (Students)	For the purpose reinforce the students' knowledge of the p1/P2 The teacher asks the students to create a short conversation that includes idioms present their work in front of their classmates It's should work in pairs



IDIOMS

IDIOMS are not to be taken literally. Study their meaning and then complete the sentences. You may need to make some changes.

- a) I have to tell you something that will _____.
- b) He _____ when he accidentally told her about the surprise party.
- c) Okay, I'll tell you what I'm going to do, although you'll probably think that I have _____.
- d) I'm _____ with my teacher because she caught me cheating in the test.
- e) I'd better _____ now. I'm feeling really exhausted.
- f) He is so cute that when he looks at me I get _____.
- g) We're all packed and ready to go - we can leave _____.
- h) I am feeling a bit _____ - I think I'm getting a cold.
- i) Is Samantha really getting married or are you just _____?
- j) Was your Math exam hard? - No, it was really _____.
- k) My friend got _____ and decided not to do a bungee jump.
- l) Just _____! Let's think about this for a moment.
- m) Tell me who was at the party. I am _____.
- n) If you try to please both your father and mother, you can end up _____.
- o) I don't know how you could afford this sports car. It must have _____.



in hot water

- to be in difficulties, especially in serious trouble



butterflies in one's stomach

- to be very nervous and anxious



under the weather

- to be or feel ill / sad or lack energy



hold your horses

- to wait / slow down / consider things carefully



a piece of cake

- something very easy to do



knock one's socks off

- to delight, thrill, amaze / impress



let the cat out of the bag

- to reveal a secret, usually unintentionally



at the drop of a hat

- immediately, without any delay or hesitation



cost an arm and a leg

- to be very expensive



pull one's leg

- to play a joke, tease, trick someone in a friendly way



caught between two stools

- to be unable to choose between two alternatives



lose one's marbles

- to act in a crazy or strange way



hit the sack

- to go to bed



all ears

- to be eager to hear / listen attentively



cold feet

- to lose courage to do something you had planned

KEY

- a) I have to tell you something that will **knock your socks off**.
- b) He **let the cat out of the bag** when he accidentally told her about the surprise party.
- c) Okay, I'll tell you what I'm going to do, although you'll probably think that I have **lost my marbles**.
- d) I'm **in hot water** with my teacher because she caught me cheating in the test.
- e) I'd better **hit the sack** now. I'm feeling really exhausted.
- f) He is so cute that when he looks at me I get **butterflies in my stomach**.
- g) We're all packed and ready to go - we can leave **at the drop of a hat**.
- h) I am feeling a bit **under the weather** - I think I'm getting a cold.
- i) Is Samantha really getting married or are you just **pulling my leg**?
- j) Was your Math exam hard? - No, it was really a **piece of cake**.
- k) My friend got **cold feet** and decided not to do a bungee jump.
- l) Just **hold your horses!** Let's think about this for a moment.
- m) Tell me who was at the party. I am **all ears**.
- n) If you try to please both your father and mother, you can end up **caught between two stools**.
- o) I don't know how you could afford this sports car. It must have **cost an arm and a leg**.

Task 3: work in pairs

Write a short conversation using at least 3 idioms

PPP Lesson Plan 2

- Level: 1 year license
- Time: 1h30
- Session: oral expression
- Tool: handouts -whiteboard
- Strategy: roleplay
- SKILL: Speaking
- Aim: learning how to make requests, ask permission, and offer to help
Developing speaking skills

Time	Stage	What to do
10 minutes	Warm-up	<p>-A teacher asks a student to open or close the door (can you ,,,,, please ?)</p> <p>- Then, ask another one for his /her permission to give him open (do you mind, ?)</p> <p>-the aim is to distinguish between a request and a permission</p> <p>Using real-life examples to begin the lesson</p>
30 minutes	Presentation (teacher)	<p>a teacher explains each item well by using handouts-</p> <p>be sure that the students are familiar with the lesson</p>

20 minutes	Practice (teacher +student)	<p>Students do the task (order the dialogue)-</p> <p>The teacher corrects the task with the students -</p> <p>The students should read the dialogue -</p> <p>It should work together /feedback is important</p>
30 minutes	Production (student)	<p>-Students in pairs pick up a situation and make a role-play</p> <p>They are free to use any material</p> <p>Give them plenty of opportunity to use the target language</p>

Offering to help Making requests Asking permission

Presentation stage

Offering to help

answers

Shall I.....?
Would you like me to.....?

(+) Oh, yes, please.
(+) That's very kind of you.
(-) No, don't worry. I can manage.

Making requests

answers

Could you please....?
Please, could you....?
Can you please?

(+) Yes, certainly.
(+) All right.
(-) I'm afraid not because.....
(-) I'm sorry, I can't because.....

Asking permission

answers

Do you mind if I?
Would anyone mind if I.....?
May I?
Would it be possible to.....?

(+) Go ahead.
(-) No, of course not.
(-) I'm afraid you can't do that because....

Practice stage

1. Order the dialogue and underline the above structures (offering to help/ making a request and asking permission): after all ask the students to read the dialogue

Sam: thanks for fixing it. Bye!

Linda: Oh, do you mind if I make a couple of copies first? It won't take long.

Linda: Oh, er...would you like me to see what can I do?

Sam: Oh, yes please, Could you help me to fix it?

Linda: All right. I'll just lift the lid..... oh yeah, the paper's jammed, this sheet is crumpled. Look I'll just let it out.... There we are. Now if I close the lid, it should be ok.

Sam: Hi, Linda.

Sam: Oh great, thank you very much. I've got a lot of copies to make.

Sam: No, of course not.

Linda: Hi Sam. Oh, is there something wrong?

Linda: Thanks... one...two. There we are. All done. It's all yours.

Sam: I hope it doesn't go wrong again!

Linda: yeah, so do I. Good luck. See you later.

Sam: Yes, I'm trying to make some copies but I think there's a paper jam in the photocopier.



Production Stage

2. Work in pairs: Choose one of these mini-situations to role-play:

1. You are in strange place and ask someone to show you the bus station
2. You'r sick and can't go to work

3. You are feeling unwell. Maybe you should go home.
4. You want to use your partner's computer. Ask his/her permission.
5. You're very hungry. Your partner has some sandwiches.
6. You've lost your wallet. You need some money for the bus.

TEACHER 'S QUESTIONNAIRE

Dear Teachers,

We would be so grateful if you could devote some of your time to answering the following questionnaire. The aim of using this questionnaire is to explore your attitudes toward “The effectiveness of using presentation ,practice, production Method in improving the first year student's skills at the English Department in Kasdi Marbeh University Ouargla. Be sure your answers are very important for the validity of this research .

Section One : teacher's Profile

Q1. How long have you been teaching English?

-5- 1 years

-5-10 years

over than 10

Q2 .How long have you been teaching oral expression?

- 0-5 years

- 5-10 years

- more than 10

Q3. Do you think we have enough opportunities for training University teachers?

Yes No

Q4. Do you participate in any professional development activities (conference, workshop, research...) about teaching the four skills?

Yes No

If yes, what impact does it have on your teaching practices?

.....

Section two: teachers' Attitude Toward the speaking skills

Q1. Among the four skills, do you think that speaking skill is the most important one for EFL learners?

- yes No

Justify your answer

please?.....

.....

.....
Q2.How can evaluate your student's speaking skills ? (Choose just one)

- poor

acceptable

- good

Excellent-

Q3. Do your students face any difficulties while communicating orally?

Yes No

If yes , what one among the following do you think is the most difficult? (choose just one)

Linguistic

- psychological

-external

Q4..Do you have any strategy to solve those problems ?

yes no

If yes, what is

it?.....

.....

.....

.....

SectionThree: teachers ' attitude toward the use of the PPP method in teaching speaking skills

Q1.Do you use the PPP method in teaching speaking skills?

Yes No

If yes,

Q2.how often do you use it?

- never

- Always
- often
- sometimes
- Rarely

Q3. In your opinion, using the PPP method can improve the student's speaking skills ?

yes No

if yes, how?

.....

.....

.....

Q4..As a teacher which of the following stages is the most difficult?

- presentation stage
- practice stage
- production stage
-

NONE-

- Presentation stage: this is where the teacher introduces the target language in context.
- Practice stage: is when Students practice the new language items through drills or controlled practices.
- Production stage: where the students use the previously studied structure in different situations.

Thank you for your collaboration

Abstract

ملخص

تهدف الدراسة الحالية إلى معرفة فاعلية طريقة العرض والممارسة والإنتاج (PPP) في تطوير مهارات التحدث لدى الطلاب في جامعة قاصدي ميرنة في ورقلة 2022-2023. المشاركون في بحثنا هم طلاب السنة الأولى LMD. تمت هذه الدراسة باستخدام المنهج النوعي والكمي. وفقاً لذلك ، أجريت أداتين لجمع البيانات للتحقق من صحة فرضية البحث ، الأولى ، استبيان لمعلمي اللغة الإنجليزية كلغة أجنبية الذين يقومون بتدريس وحدة التعبير الشفهي في KMU. Secqond ، اختبار T لطلاب السنة الأولى. من أجل اكتشاف مواقفهم تجاه استخدام طريقة PPP لتعليم مهارات التحدث. بعد جمع البيانات وتحليل النتائج ، لاحظنا أن الاختبار اللاحق كان أعلى من الاختبار القبلي. هذا يعني أنه تم قبول الفرضية. في الختام ، أظهرت النتائج أن طريقة PPP يمكن أن تكون طريقة ناجحة وفعالة لتحسين قدرة الطالب في مهارات التحدث لديهم في KMU.

الكلمات المفتاحية: طريقة PPP ، تحسين ، مهارة التحدث لدى الطلاب

Résumé

La présente étude vise à déterminer l'efficacité de la méthode de présentation, de pratique et de production (PPP) dans le développement des compétences orales des étudiants à l'Université Kasdi Mernah de Ouargla 2022-2023. les participants à notre recherche sont des étudiants de première année du LMD. Cette étude a été réalisée en utilisant l'approche qualitative et quantitative. En conséquence, j'ai mené deux outils de collecte de données pour vérifier la validité de l'hypothèse de recherche, d'abord, un questionnaire pour les enseignants EFL qui enseignent le module d'expression orale à KMU. Deuxièmement, un test T pour les étudiants de première année. Dans le but de découvrir leurs attitudes à l'égard de l'utilisation de la méthode PPP pour enseigner l'expression orale. après avoir recueilli les données et analysé les résultats, nous avons remarqué que le post-test était supérieur au pré-test. Cela signifie que l'hypothèse a été acceptée. En conclusion, les résultats ont montré que la méthode PPP peut être une méthode réussie et efficace pour améliorer la capacité des étudiants à parler à KMU.

Mots clés : Méthode PPP, Amélioration, Compétence orale des élèves