

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF KHENCHELA ABESS LAGHROUR



FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

**Investigating the Effectiveness of Using the Presentation,
Practice, Production (PPP) Method in Enhancing Students'
Grammatical Accuracy.**

Dissertation Submitted to the Department of English in Fulfillment of the Requirements for
the Degree of Master in Language and Culture

Candidates:

- Imane Medjhed
- Rahma Bouziane

Supervisor:

Mr. Boulkroune Assam

2024-2025

Acknowledgments

We want to express our gratitude to our supervisor, Mr. Boulkroune Assam, as well as the high school teachers who were a great help, and everyone who contributed to the successful completion of this dissertation. Additionally, we would like to express my deepest gratitude to my previous teacher, , whose guidance and support played a vital role in shaping my academic journey.. We are truly thankful for the support and assistance provided by each individual involved in This Project.

Dedication

In the name of Allah, the Most Merciful, the Most Gracious,

I would like to begin by expressing my deepest gratitude to Allah for His countless blessings and guidance throughout this journey. His mercy and grace gave me the strength to keep going, even in the most difficult times.

I am profoundly grateful to my family, the reason I stand where I am today. They have never let me feel the absence of anything and have sacrificed so much to ensure my happiness and success. To my beloved sisters—Habiba, Douaa, and Malak—thank you for always being by my side, lifting me up when I was down, and turning moments of sorrow into joy. I am beyond thankful for your unconditional love and endless support.

To my dearest friend and partner Rahma, your unwavering support and presence during the hardest times meant the world to me. I truly couldn't have completed this journey without you. To my best friend Iness, thank you for being my rock during university, for helping me overcome challenges I once thought were impossible. my beautiful best friend Hazar, your comforting words, contagious laughter, and optimism were exactly what I needed to get through tough times. To my cherished friend Mariem, thank you for lifting me up when things got tough, for offering both strength and joy during my university years. Your presence made this journey easier and brighter. Thank you for being my therapist, my light, and for always knowing how to turn stress into smiles.

I owe a great deal of gratitude to my supervisor, Mr. Assam Boulkroune, for his invaluable guidance, patience, and belief in my potential. His support was essential to the completion of this dissertation.

Lastly, to everyone who stood by me, encouraged me, or played even a small part in this achievement—thank you from the bottom of my heart. This journey was not mine alone, and I am forever grateful for the love, strength, and kindness I received along the way.

Thank you

IMANE

Dedication

In the name of Allah, the Most Gracious, the Most Merciful.

All praise and gratitude are due to Almighty Allah, whose infinite mercy, guidance, and blessings have granted me the strength, patience, and determination to complete this academic journey.

I wholeheartedly dedicate this humble work:

To my dearest parents — words will never be enough to express my gratitude for your unconditional love, sacrifices, and continuous support. Your faith in me has been my driving force, and your prayers my greatest source of strength.

To my beloved sister Marwa— thank you for your constant presence, your kindness, and your unwavering encouragement throughout every stage of this journey.

To my cherished friend and binôme, Iman — your companionship, dedication, and shared determination have made this path smoother and more meaningful. I am truly grateful for all the moments, both challenging and joyful, that we overcame together.

To my dear friends Hazar and Ines — your sincere friendship, kind words, and continuous motivation have helped me stay focused and inspired. I deeply appreciate your presence in my life.

To my extended and noble family — thank you for your love, prayers, and support. You have all contributed, in your own ways, to this achievement.

To my respected supervisor, Mr. Boulkroune — I am sincerely thankful for your valuable guidance, constructive feedback, and constant encouragement. Your mentorship has played a vital role in the development and success of this work.

And finally, I dedicate this thesis to myself — for the perseverance, resilience, and dedication I have shown in pursuing this goal. May this achievement serve as a reminder that with faith, hard work, and determination, anything is possible.

Thank you

Rahma

Abstract

This study aims to investigate the effectiveness of using Presentation Practise and Production (PPP) framework to improve grammar accuracy among high school students. The participants of our study are second year students from Cherab Ali high school. This study has been conducted using a mixed method approach. Two data gathering tools are applied to check the validity of the study and to confirm the hypothesis. First, a semi-structured interview with teachers to discover their attitudes towards the PPP method and challenges that face them when applying this method, and then a T-Test for students. After gathering data and analysing the findings, we noticed that the post-test score is higher than the pre-test score, which confirms the hypothesis about the effectiveness of the method. Indeed, the PPP framework enhances grammar accuracy among high school students.

Keywords: PPP method, grammar accuracy, high school students.

List of abbreviations

- **PPP:** *Presentation, Practice, Production*
- **CLT:** *Communicative Language Teaching*
- **CBA:** *Competency-Based Approach*
- **EFL:** *English as a Foreign Language*
- **Q:** Question
- **ALM:** *Audio-Lingual Method*
- **GTM:** *Grammar-Translation Method*

List of contents

ACKNOWLEDGMENTS	2
DEDICATION	3
ABSTRACT	5
LIST OF ABBREVIATIONS.....	6
LIST OF CONTENTS.....	7
GENERAL INTRODUCTION	1
1. BACKGROUND OF THE STUDY:.....	1
2. STATEMENT OF THE PROBLEM:.....	1
3. OBJECTIVES OF THE STUDY:	1
4. RESEARCH QUESTIONS:.....	2
5. RESEARCH HYPOTHESES:	2
6. METHODOLOGY:.....	2
7. THE GENERAL STRUCTURE OF THE STUDY:	2
CHAPTER ONE: REVIEWING THE LITERATURE.....	4
INTRODUCTION	5
1. GRAMMAR IN EFL CONTEXTS.....	5
1.1. DEFINITION OF GRAMMAR.....	5
1.2. REASONS FOR TEACHING GRAMMAR	7
1.3. GRAMMAR AND METHODS.....	8
1.3.1. The Grammar-Translation Method (GTM).....	8
1.3.2. The Direct Method.....	9
1.3.3. The Audio-Lingual Method (ALM)	10
1.3.4. Communicative Language Teaching (CLT)	11
1.3.5. The Competency-Based Approach (CBA).....	12
1.4. APPROACHES TO TEACHING GRAMMAR	13
1.4.1. deductive approach in teaching grammar	13
1.4.2. Inductive Approach in Teaching Grammar.....	15

2. THE PPP FRAMEWORK	18
THE PROCEDURE OF PPP	20
2.1. PRESENTATION STAGE.....	20
2.2. Practice Stage	20
2.4. PRODUCTION STAGE.....	20
2.4.....	22
2.1 Advantages and Disadvantages of the PPP Model	22
2.4.1. Advantages	22
2.4.2. Disadvantages.....	23
2.5. PREVIOUS STUDIES.....	25
CONCLUSION	26
CHAPTER TWO: DATA COLLECTION AND ANALYSIS	27
INTRODUCTION.....	28
1. RESEARCH DESIGN.....	28
2.PARTICIPANTS	28
3. SAMPLE SIZE.....	29
4. TEACHERS' INTERVIEW DESCRIPTION.....	29
SECTION 1: TEACHER'S BACKGROUND	29
SECTION 2: IMPLEMENTATION OF THE PPP METHOD AND ATTIDUES TOWARDS THE METHOD	29
SECTION 3: CHALLENGES IN USING PPP	29
5. THEMATIC ANALYSIS	48
6. STUDENTS T-TEST.....	52
6.1.THE PRE TEST	52
6.1.1. Description of the pre test	52
6.2.The post test	54
6.2.1. The post test distribution.....	54
7. STATISTICAL ANALYSIS OF THE RESULT.....	56
8. LIMITATIONS OF THE STUDY	60
9. RECOMMENDATIONS.....	60

CONCLUSION	60
GENERAL CONCLUSION.....	63
REFERENCES	66
APPENDICES	71

List of figures

Figure 1: The Deductive Approach to Grammar Teaching	14
Figure 2: THE INDUCTIVE APPROACH TO GRAMMAR TEACHING	16
Figure 3: the PPP method	19
Figure 4: the prior knowledge of the ppp method	31
Figure 5: teachers' implementation of the ppp method.....	34
Figure 6: teachers precipation on students respons to the ppp method	36
Figure 7: teachers opinion on the effectivness of the ppp method.....	37
Figure 8: teachers assessing students grammar.....	39
Figure 9 : teachers view on ppp method effectiveness with different student level	42
Figure 10: how teachers handle students lack of understanding	44
Figure 11: challenges faced by teacher when using the ppp method to teach Grammar	46
Figure 12: teachers opinion about the most difficult part of the method	48

List of tables

Table 1: Thematic Analysis Table	51
Table 2: group Statistics	56
Table 3: Independent samples test.....	57
Table 4: Independent samples effect sizes	58

General introduction

General introduction

1. Background of the study:

English has become the global language of communication in the most important fields of life like business, education, and international relations. Mastering the language goes beyond the four skills which are speaking, writing, listening, and reading—to include grammar, which has also become one of the most significant aspects of learning the language.

Nowadays, Grammar plays a key part in the process of learning a second language. It is not just about memorizing the rules, as most people believe. Grammar gives structure to the language, helping learners shape their speaking and writing correctly. When they gain correct grammar knowledge, they can check their own mistakes during the process of learning the language. Additionally, they learn faster. Most people think that other skills are by far more important than grammar, but throughout history, researchers have disagreed and shown that grammar is an essential part of language (Dalil, 2013).

In Algeria, where Arabic and French are considered the dominant languages of the country's communication, these languages can influence the process of learning English. While French often helps students due to its similarities with English, it can also create some kind of confusion where students mix both languages. For example, learners can rely on French words when writing in English or speaking. However, Arabic does not provide the same advantages as French due to its different structure with English. This can make English learning hard (Sadouki, 2020). Additionally, the different grammar between the languages can also create some kind of barrier for learners who want to learn English correctly without mistakes.

In today's classrooms, the "chalk-and-talk" method is no longer effective. Teachers and students now use a variety of task-based approaches that promote more engagement throughout the class (Mathematics, 2016). This shift highlights the growing importance of dynamic and interactive learning methods.

Teaching grammar effectively requires significant effort from both teachers and students. Many methods have been suggested to develop this skill, and one of the most widely used is the Presentation, Practice, and Production (PPP) method. This framework offers a structured

General introduction

approach to teaching grammar that balances direct instruction with communicative practice. It includes three stages : Presentation, where the target grammar structure is introduced; Practice, where learners engage in exercises to reinforce the rule; and Production, where learners apply the structure in more open-ended and communicative tasks (Ortikov & Xudoyberdi o'g'li, 2024).

The PPP model's effectiveness is further supported by Anderson (2016), who states that it is particularly helpful in large classes, where learners share the same mother tongue and have limited instruction time. Since the study's classroom settings were similar to those described by Anderson, the researchers suggested that the PPP approach might be especially useful for improving grammar learning.

This study aims to explore the effectiveness of the PPP method in improving students' grammar skills within high school students.

2. Statement of the Problem:

In the Algerian educational system, grammar has always been an essential component of foreign language learning. From the very first year of studying a foreign language, Algerian students are systematically taught grammar rules as part of the curriculum. However, despite this emphasis, mastering grammar remains a challenge for many learners. Given that English is considered a foreign language in Algeria—unlike Arabic and French, which are more commonly used in daily life—students often struggle with grammatical structures due to differences between English and their native languages.

This study aims to investigate the effectiveness of the Presentation-Practice-Production (PPP) method among second-year students at Cherab Ali High School on enhancing their grammatical accuracy. Furthermore, this study will examine teachers' attitudes towards the PPP method, and the difficulties they encounter while implementing it in classrooms.

3. Objectives of the Study:

The objectives of this study are as follows :

Exploring the teachers' attitudes toward teaching grammar using the PPP method in EFL classrooms.

General introduction

Investigating the challenges teachers face when using the PPP framework to teach grammar in Algerian classrooms.

Assessing the effectiveness of the PPP method in improving students' grammar.

4. Research Questions:

This study aims to answer the following questions:

What are teachers' attitudes toward using the PPP method?

What challenges do teachers face when using PPP to teach grammar in Algerian classrooms?

To what extent does the PPP method enhance students' grammatical accuracy?

5. Research Hypotheses:

In order to provide answers for the above-mentioned questions, the following hypotheses have been proposed:

If teachers use the PPP method in teaching grammar, students' grammar skills will improve.

6. Methodology:

To achieve the research objectives, this study will use a mixed method. The appropriate instruments for data collection include interviews and a T-Test (pre- and post-test). The first instrument will be conducted with English teachers to explore their attitudes and challenges on using the PPP method in teaching grammar. The second instrument will be administered to students to investigate the effectiveness of this method in improving their grammar skills

7. The General Structure of the Study:

This dissertation is divided into two chapters, theoretical and practical. The first part comprises two sections. The first section sheds light on the PPP method. It presents its definition, procedures, advantages, and disadvantages; while section two is going to provide

General introduction

an overview on teaching grammar at EFL classrooms. The practical part consists of a whole chapter devoted to data collection using research tools (interview and T-Test), then analysing the findings and elaborating the outcomes.

Chapter One: Reviewing the Literature

Chapter One: Reviewing the Literature

Introduction

Nowadays, learning grammar has become one of the most essential skills for language learners, as it plays a crucial role in mastering a language effectively. Various approaches have been developed to facilitate grammar learning, one of which is the PPP (Presentation, Practice, Production) method.

This chapter begins by providing background information on grammar and examining different approaches and methods of teaching it. It explores key concepts proposed by various scholars regarding grammar instruction. The second section focuses on the characteristics of each stage of the PPP method, outlining the roles of teachers and students, as well as the activities involved in each phase. The third section discusses the advantages and disadvantages of the PPP method. Finally, the chapter reviews previous studies related to this research topic.

1. Grammar in EFL contexts

1.1. Definition of Grammar

Before defining grammar, it is important to note that there is no single definition that has been universally accepted by scholars. Many scholars have proposed different definitions based on their perspectives and areas of study.

Ron Cowan, in *The Teacher's Grammar of English with Answers: A Course Book and Reference Guide*, defines grammar as "the set of rules that describe how words and groups of words can be arranged to form sentences in a particular language." Cowan emphasizes that grammar provides the structural framework for constructing meaningful sentences.

Similarly, Hewings and Hewings (2005, p. 4) describe grammar as a complex system that includes:

- The arrangement of words to form correct sentences.
- A set of organizing principles detailed in grammar books and linguistic studies.
- A specific theory that explains how language is structured.
- The use of grammar in real-life communication, emphasizing its function in context.

Chapter One: Reviewing the Literature

In linguistics, grammar refers to the set of rules that determine how words, phrases, and sentences are structured in a language. It also includes the study of these rules, covering areas such as phonology, phonetics, semantics, and pragmatics (Saidvaliyevna, 2018, p. 1).

Chomsky (1965, p. 8) defines grammar as a system that provides clear and precise structural descriptions of sentences. From a linguistic perspective, grammar is a subfield of linguistics that deals with:

- The forms and structures of words (morphology).
- The arrangement of words in phrases and sentences (syntax).
- The sounds of language (phonology).
- The meaning of words and sentences (semantics).

Furthermore, Chomsky (1957, p. 13) states that grammar is "a device of some sort for producing the sentences of the language under analysis." It is a system of implicit rules that enables students and learners to form all the possible sentences in a language.

Halliday (1985) presents a functional perspective, arguing that grammar should be acquired as a system rather than sets of rigid rules. He also believes that grammar enables language to express meaning through a network of choices. In this view, he insists that language is a system of potential alternatives that learners and speakers use to have effective communication.

Ur (2012) explains grammar in a more practical definition. He states that grammar involves how words are combined, modified, and arranged to form meaningful and correct sentences. It is not just about following rules to decide what is correct and what is incorrect (e.g., "I am a teacher" vs. "I a teacher") but also about conveying meaning. Grammar expresses concepts such as:

- Time (through tenses),
- Place (through prepositions),
- Possibility (through modals).

Chapter One: Reviewing the Literature

In his definition, he also explains that grammar can operate at multiple levels, including phrases (e.g., "a tall woman" vs. "a woman tall")

and word formations (e.g., the -ed suffix for past tense and the -s suffix for plurals).

In short, grammar is the system that connects structure, meaning, and communication, making it essential for effective language use (Ur, 2012).

1.2. Reasons for Teaching Grammar

Grammar is the heart of language. It is the foundation of language on which one starts building language. In other words, it is the rules of how language should be used, or actually, it tells how a person can use their language. That's why grammar is so important in learning language. Without grammar, it's impossible to learn language because it's so hard to make oneself understood in the language. But when speaking a foreign language, every comma doesn't matter that much. So without grammar, one cannot use language and know it (Saarisisto, 2015).

Teachers are prompted to teach grammar because it is important for students to learn the rules in order to avoid making mistakes. The reason for this persistence is explained by Hamrick (2008), who explains that teaching grammar is successful since he studied it and is now a teacher. In addition, everyone who despises grammar is afraid of overlooking something important.

In addition, grammar governs syntax, punctuation, and sentence construction, and offers the structural basis for accurate communication (Kaur, 2024, pp. 19–21).

A misplaced comma in "I **helped my friend Jack, brush his horse**" as compared to "I **helped my friend, Jack brush his horse**" completely changes the meaning, signifying the function of grammar in removing ambiguity (Kaur, 2024, p. 20).

It also removes the danger of being misunderstood in formal settings, like subject-verb conflicts ("The list are missing") or homophone mistakes ("their" vs. "they're").

Additionally, in the academic context, being grammatically correct boosts credibility. For instance, in a professional context, mistakes such as "Your proposal does not meet criteria"

Chapter One: Reviewing the Literature

reduce authority. On the other hand, a well-written and grammatically correct text demonstrates competence (Kaur, 2024, p. 21).

Additionally, grammar creates persuasive communication by rearranging disjointed statements like "I rily liked the book..." into cohesive arguments like "I really liked the book..."

In simple words, grammatical accuracy plays a crucial role in facilitating and ensuring clear understanding between speakers from different dialects and speakers who are starting to learn the language (e.g., collective nouns in American and British English). Following grammatical rules helps maintain clarity, improve academic and professional communication, and over time, it overcomes linguistic differences.

1.3. Grammar and Methods

Throughout history, numerous methods have been used to teach grammar, each evolving to address different linguistic and pedagogical needs. This section explores key methods, including the Grammar-Translation Method (GTM), the Direct Method, the Audio-Lingual Method, Communicative Language Teaching (CLT), and the Competency-Based Approach (CBA).

1.3.1. The Grammar-Translation Method (GTM)

The Grammar-Translation Method (GTM) is one of the oldest and most recognized approaches to teaching foreign languages. It originated in German scholarship between the late 19th and early 20th centuries and was advocated by Roger Ascham. Initially, this method was designed to teach classical languages, such as Greek and Latin.

GTM relies heavily on translating texts between the target language and the native language, with a strong emphasis on memorizing grammatical rules. Teachers play a central role, guiding students through aspects such as pronunciation, syntax, and morphology. Learners are expected to memorize extensive grammatical rules and vocabulary through translation exercises.

The method prioritizes accuracy over fluency, focusing primarily on reading and writing skills while placing less emphasis on oral proficiency and communicative competence (speaking and listening skills). As a result, students may develop a strong understanding of

Chapter One: Reviewing the Literature

grammatical rules but struggle with spontaneous communication in the target language (Richards & Rodgers, 1986, p. 3).

Despite its criticism, the Grammar Translation Method has its own merits. It develops students' writing skills; the learners that are taught using the Grammar Translation Method have flawless grammar, correct spelling, good handwriting, and so on. This method also puts great emphasis on memorizing the grammar rules and including them in writing tasks. Additionally, it is considered an easy method to apply, especially for average teachers, since the grammar explanations are done in the mother tongue. This method shaped how language was taught by putting great emphasis on writing skills and using numerous techniques such as translation, which is considered the main technique of this method, along with explanation, grammatical analysis, dictation, and reading aloud (Mukalel, 2005). Like any method, the GTM has its own flaws. As a method for teaching a living, spoken language like English, those flaws include the overemphasis on written language, the neglect of spoken communication, the heavy reliance on translation and memorization, and the failure to create an effective L₂ learning environment, especially in rural schools.

In summary, GTM presents grammar deductively, requiring students to memorize rules and apply them in translation exercises.

1.3.2. The Direct Method

The Direct Method developed as a reaction to the Grammar-Translation Method in the 19th century. Teachers believed that learning a foreign language should be natural and practical, mainly through listening and speaking, similar to how children acquire their first language. This belief encouraged the use of the Direct Method, which begins with speaking and listening before reading and writing. In this method, students do not use their mother tongue; instead, they learn the target language directly. It is based on the idea that language is a complex system, and the teacher's role is to help learners make a natural connection between words (sounds) and the experiences they represent—without relying on translation or the use of another language as a bridge (Mukalel, 2005).

The Direct Method emerged as a reaction to GTM, aiming to immerse students directly in the target language without relying on translation. In this approach, meaning is conveyed exclusively in the target language, avoiding the use of the students' native language

Chapter One: Reviewing the Literature

(Freeman, 2004, p. 23). This method emphasizes direct communication and thinking in the target language. Teachers explain unfamiliar vocabulary using context, gestures, or real-life situations, rather than translating. The teacher acts as a partner in the learning process, engaging students in interactive lessons.

Unlike GTM, grammar rules are taught inductively, meaning students infer rules from exposure and practice rather than being explicitly taught them. Grammar is not taught as a set of rules to be memorized, but rather learned naturally through practice and real-life situations using the inductive approach. The method focuses more on speaking and reading, allowing learners to acquire grammar knowledge naturally. According to Richards & Rodgers (1986, p. 10), grammar in this method is "taught inductively" while also emphasizing correct pronunciation and grammar usage.

1.3.3. The Audio-Lingual Method (ALM)

The Audio-Lingual Method (ALM), also known as the Army Method or Aural-Oral Method, emerged in the United States in the late 1950s due to increased interest in foreign language instruction (Richards & Rodgers, 1986). This method focuses on developing listening and speaking skills, operating on the assumption that language learning involves acquiring correct habits. Teachers use various drills and repetition exercises to enable students to produce grammatical patterns spontaneously. The method discourages the use of the native language and focuses on spoken communication in the target language. Richards and Rodgers (1986, p. 51) state that the Audio-Lingual Method prioritizes analogy over analysis, meaning students practice language patterns before learning explicit grammar rules. This makes grammar instruction inductive rather than deductive, reinforcing learning through habit formation and pattern practice.

After World War II, the world recognized the need for international communication, as nations realized how deeply interconnected, they were. This led to the emergence and acceptance of English as a global language. To facilitate learning this new international language, Nelson Brooks recommended the Audio-Lingual Method, which emphasizes listening and speaking skills to enable learners to communicate effectively (Mukalel, 2005). The main focus of this method is enhancing communication skills, and it is based on the principles of structural linguistics and behaviorist psychology (Mukalel, 2005). Additionally, the Audio-Lingual Method follows scientific principles in teaching. Learners are taught

Chapter One: Reviewing the Literature

language in an organized and structured sequence: listening → speaking → reading → writing. According to this method, learners should speak only what they have heard, read only what they have spoken, and write only what they have read (Mukalel, 2005).

The techniques used in this method include repetition, practice, and gradual skill progression (Mukalel, 2005). Among its merits is its strong emphasis on oral communication, and it also promotes international understanding by supporting the idea that language teaching should involve the culture of the target language. Furthermore, the Audio-Lingual Method integrates modern technology into the language learning process, such as language laboratories, tape recorders, televisions, and projectors (Mukalel, 2005). Additionally, this method is considered motivating and engaging, as it helps learners develop the four language skills.

Simply put, grammar structures and rules are taught through drills, and after continued practice, correct usage is expected to become automatic.

1.3.4. Communicative Language Teaching (CLT)

The Communicative Language Teaching (CLT) approach emerged in the late 1960s and early 1970s as a reaction against traditional methods like GTM and ALM. Its primary goal is to develop learners' communicative competence, enabling them to use the language effectively in real-life situations.

Larsen-Freeman (2000, p. 122) explains that CLT applies a communicative approach by prioritizing communicative competence and recognizing the interconnection between language and communication. Unlike earlier methods that emphasized grammatical accuracy, CLT focuses on language use in real-world contexts (Nunan, 1989).

CLT encourages the use of authentic materials and real-life interactions. Teachers act as facilitators, creating a relaxed classroom environment where students actively participate in role-plays, games, and problem-solving activities.

A key principle of CLT is that grammar is taught inductively, meaning students acquire grammatical structures naturally through communication rather than through direct instruction. Additionally, errors are not corrected immediately, allowing learners to focus on fluency rather than accuracy. Grammar and vocabulary are learned in context, following the function and situational setting of the language.

Chapter One: Reviewing the Literature

Finocchiaro & Brumfit (1983, cited in Richards & Rodgers, 1986, p. 67) emphasize that the goal of CLT is communicative competency—the ability to use language effectively and appropriately in different contexts.

1.3.5. The Competency-Based Approach (CBA)

According to Richards and Rodgers (2001), it is “an educational movement that advocates defining educational goals in terms of measurable descriptions of the knowledge, skills, and behaviours students should possess at the end of a course of study” (p. 141). This means that CBA focus on what students can do with language. and it give them the chance to use their knowledge, skills, and behaviour in real-life situations to solve problems and act.

In language teaching, Competency-Based Language Teaching (CBLT) follows this approach by focusing on measurable skills, knowledge, and abilities. It emerged in the United States in the 1970s and is characterized by setting clear, measurable objectives for what students should achieve by the end of their studies.

A key feature of CBA is needs analysis, which ensures that the curriculum aligns with students' specific goals. According to Richards & Rodgers (2001), CBA syllabuses are not pre-designed; instead, they are tailored to students' needs and competencies.

This approach enhances learning by equipping students with practical language skills and promoting autonomy. It emphasizes collaborative learning, with activities such as pair work, group discussions, and problem-solving tasks.

CBA also integrates real-world applications, training students to use their skills beyond the classroom. Through task-based learning, students engage in meaningful activities that require them to observe, discover, apply, and integrate their knowledge.

In summary, CBA focuses on practical competencies, helping learners apply their language skills effectively in real-life situations.

Each of these methods has contributed significantly to the field of language teaching, shaping how grammar is taught in different contexts. While GTM emphasizes rule memorization and translation, the Direct Method promotes immersion and inductive learning. The Audio-Lingual Method uses drills and repetition to build correct habits, while CLT focuses on real-

Chapter One: Reviewing the Literature

world communication and fluency. Finally, CBA tailors learning to students' needs, emphasizing practical skills and competencies.

By understanding these approaches, educators can choose or integrate methods that best suit their students' needs and learning goals.

1.4. Approaches to Teaching Grammar

Grammar instruction plays a fundamental role in language learning, and over the years, educators have adopted different approaches to teaching it. Among these, two primary methods stand out: the deductive approach and the inductive approach. Each offers distinct strategies for presenting grammatical rules, influencing how learners acquire and internalize them. This section explores both approaches, highlighting their principles, advantages, and challenges. The deductive approach

1.4.1. deductive approach in teaching grammar

“A deductive approach starts with the presentation of rules and is followed by examples in which the rules are applied” (Thornbury, 2001, p. 29). In other words, the grammatical rules are presented first, then the learner engages with them throughout the study and examples. Lin (2010, p. 20) stated the characteristics of the deductive approach:

- It is a rule-based teaching style that involves presentation or explanation before learners encounter how rules function in language.
- It is one of the explicit teaching styles where students are exposed to the role of the language first.
- It contrasts with the inductive approach, which is identified as a rule-search or discovery-based approach involving learners in formulating rules from examples.
- It is commonly used in ESL and EFL textbooks.
- It is easier for learners to acquire direct object pronouns in French as a second language, and it is highly likely that the same holds true for learners of English.

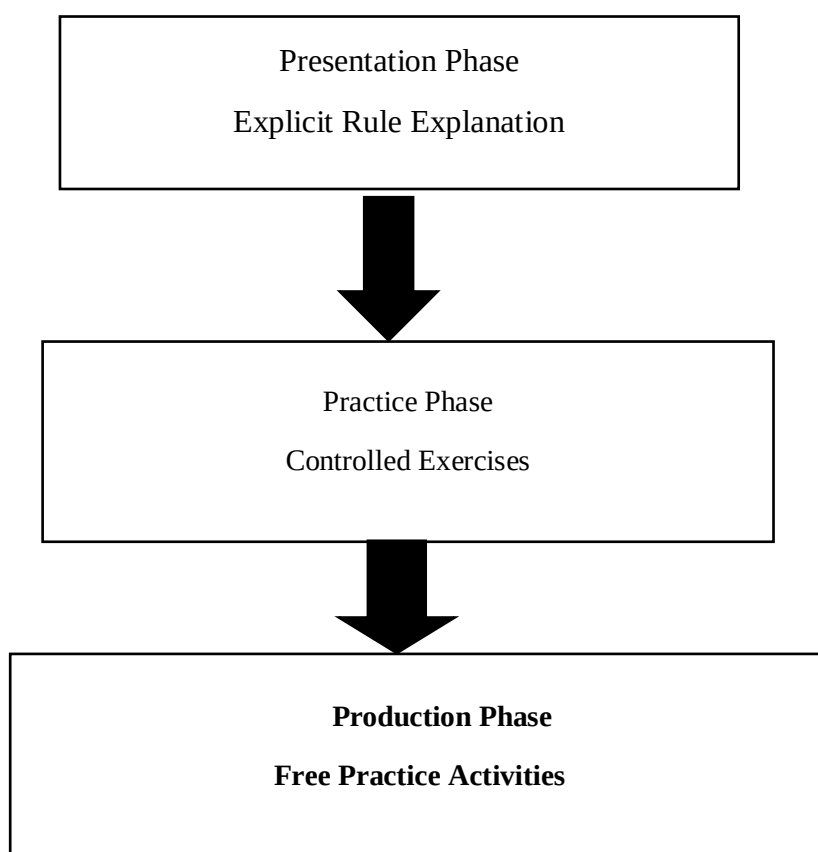
The deductive approach has its own advantages and disadvantages, as shown below:

Chapter One: Reviewing the Literature

- The deductive approach goes straightforwardly to the point and can therefore be time-saving.
- A number of rule aspects can be more clearly explained.
- It respects the intelligence and maturity of many adult learners.

In this approach, the grammatical rules are first presented, then followed by practice applying the same grammatical rule. It works from general to specific, as presented in the next figure

Figure 1:The Deductive Approach to Grammar Teaching



One of the advantages of the deductive approach is that it gets directly to the point. This allows for time-saving, as the rules are quickly explained, giving more time for practice and tasks. It also acknowledges the role of cognitive processes in learning and provides teachers the opportunity to focus on language structure rather than spending time preparing materials in advance (Abdukarimova & Zubaydova, 2021).

Chapter One: Reviewing the Literature

Like any approach, the deductive approach has faced criticism and has some disadvantages that may discourage teachers from using it to teach grammar. In his article, Widodo (2006) stated that students, especially the younger generation, may find it difficult to understand grammar rules and the terminology used by teachers to explain them. He explains,

“Some students may find it off-putting to start the session with a grammatical presentation, especially younger ones. Littler youngsters might not be able to comprehend the ideas behind the grammatical vocabulary used. The idea that learning a language is as easy as understanding the rules is promoted by the logical approach” (p. 127).

Additionally, some students may not grasp the grammar lesson if it begins with a rule explanation—particularly young learners who do not yet have sufficient language skills. This can lead to confusion and a lack of understanding of the grammar rules. This approach supports the belief that language learning is simply acquiring the rules of the target language. As a result, teacher involvement and explanation are often more dominant than student participation (Abdukarimova & Zubaydova, 2021).

1.4.2. Inductive Approach in Teaching Grammar

The inductive approach is defined as:

"An induction approach starts with some examples in which a rule is inferred" (Thornbury, 2001, p. 29).

According to McEvoy (1908), the inductive method is a process of reasoning that constructs general rules or principles by analysing specific instances or cases. It follows a natural progression of knowledge acquisition: percepts (direct observations), concepts (mental abstractions formed from repetition), and judgments (general conclusions derived from these abstractions) (McEvoy, 1908, p. 67). This method reflects the way human cognition develops, much like how early societies learned through repeated experience—for example, discovering that flint was ideal for arrowheads through trial and error, which later became a generalized principle (McEvoy, 1908, p. 67).

Simply put, the inductive approach involves exposing learners to specific language examples from which they infer grammatical rules through observation. Ellis (1992, pp. 234–238)

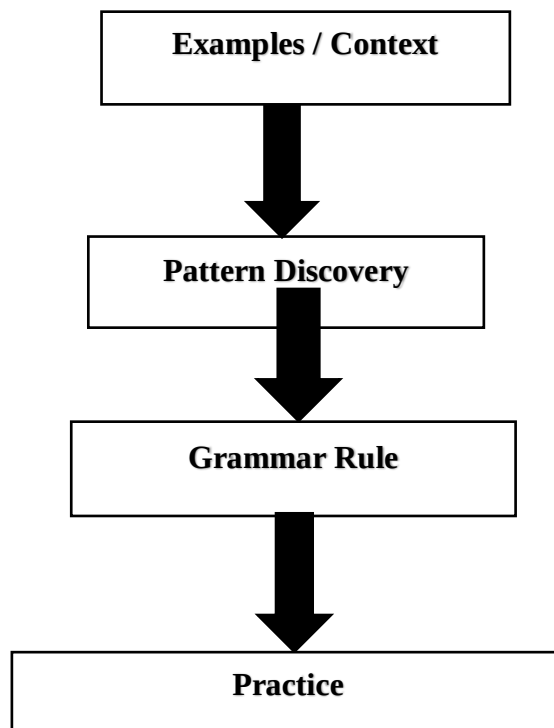
Chapter One: Reviewing the Literature

argued that inductive learning "facilitates the acquisition of the grammatical knowledge needed for communication." He outlined several characteristics of this approach:

- Students analyze language examples to identify grammatical structures, promoting active engagement and deeper understanding.
- Grammar is presented in meaningful contexts, which helps learners understand both form and function.
- Explicit rules are introduced only after learners have explored examples, reinforcing what they have discovered.
- Learners are guided through examples that illustrate the target structure and may also be offered explicit explanations.
- Learners may be asked (although it is not obligatory) to articulate the grammatical rule themselves.
- This approach, therefore, moves from specific observations to broader generalizations and theories.

To further illustrate the process, we present the following figure:

Figure 2: THE INDUCTIVE APPROACH TO GRAMMAR TEACHING



Chapter One: Reviewing the Literature

One of the advantages of this approach is that it is student-centered, allowing learners to discover grammatical rules on their own. This discovery makes grammar more memorable and meaningful, as students gain insight into how and when to use structures. It also fosters autonomy and problem-solving skills, preparing learners for more complex language tasks. Additionally, this approach makes learners more engaged and active in the learning process (Abdukarimova & Zubaydova, 2021).

However, the inductive approach also presents challenges.

"Much time and energy are spent while working out rules with students. The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice. It can demand teachers to work on planning a lesson. They need to select and organize the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible. An inductive approach frustrates students who would prefer simply to be told the rule." (Abdukarimova & Zubaydova, 2021, p. 394).

Chapter One: Reviewing the Literature

2. The PPP Framework

First, it is important to note that there is no single, universally agreed-upon definition of the **Presentation, Practice, Production (PPP)** method among scholars. However, The PPP (Presentation, Practice, Production) method is described as a procedure that closely resembles aspects of audiolingualism the oral-situational approach to language teaching. It is a widely used method by teachers and is particularly effective for teaching various components of language, such as grammar, vocabulary, and pronunciation. Harmer (2015) notes that this method is commonly employed for teaching lower-level learners.

During the **Presentation stage**, the teacher introduces the target language, ensuring that students understand its meaning, form, and use. In the **Practice stage**, students engage in controlled activities that focus on accurate reproduction of the language. Techniques such as choral repetition and drills are often used. Finally, in the **Production stage**, students are encouraged to use the language more freely and creatively, constructing their own sentences based on what they have learned. (Harmer, 2015, p. 65).

The PPP (Presentation, Practice, Production) is a three stage design to teach language and is a cornerstone of English Language Teaching (ELT) methodology for decades. In the presentation stage the teacher presents a specific grammar point, which is often done through a text, a demonstration or direct teaching. In the practice stage students engage in using the grammar point in controlled activities, with emphasis being given to accuracy. The teacher gradually reduces the level of support as the students gain confidence. In the production stage, students apply the grammar learned in more creative and less structured tasks such as role plays or group discussions (Thornbury, 2006, p. 172).

In a situational approach, there is a common lesson plan, which is the PPP (Presentation, Practice, and Production). It has been used in teaching for years over the years and remains influential today. In the presentation phase, the teacher introduces a new grammar structure explains it and checks the students' understanding of the structure. Next, in the practice stage, students use the new structure in controlled activities, like drills or substitution exercises,. The next phase, and the last one, which is the production phase, is where students use the new structure that they have learned, using their own ideas (Richards, 2006, p. 8).

Chapter One: Reviewing the Literature

According to the British Council (n.d.), PPP is a "is a paradigm or model used to describe typical stages of a presentation of new language. It means presentation, production and practice. "

While, Thornbury (2000) in his book " HOW TO TEACH GRAMMAR broken down the learning cycle in 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

Knapp et al. (2009) describe the PPP (Presentation-Practice-Production) lesson format as a structured approach to language teaching that consists of three stages

Considering the previous explanations, we can say , the **PPP (Presentation, Practice, Production)** model is a lesson paradigm used to present new language structures. It consists of three stages:

Presentation: Students are introduced to the new structure.

Practice: Students use the structure in controlled activities.

Production: Students apply the structure creatively, using their own ideas.



Figure 3: the PPP method

Chapter One: Reviewing the Literature

The Procedure of PPP

2.1. Presentation Stage

The teacher points out the language structure and explains it to the learner at this stage with clear explanation and examples. In this stage, the teacher does most of the talking (Ching, 2019, p. 39).

According to Richards and Rodgers (2014), during the presentation stage, the teacher introduces the grammatical rule in a controlled situation using a text, an audio, or a visual (p. 54).

The teacher introduces the new language in a realistic way, breaking the language into small parts, explaining, and providing examples. This stage is very teacher-centered, and the mistakes made by learners are corrected (Knapp et al., 2009, p. 344).

2.2. Practice Stage

In this stage, the student practices the grammar structure that the teacher has explained through activities like oral drills and written worksheets with guidance from the teacher. Here, he/she will correct any mistakes and re-explain what is missing (Ching, 2019, p. 39).

During this stage, the learner engages in activities such as drills, gap-fill exercises, or multiple-choice questions to strengthen their grasp of the grammatical rule they have learned and use it correctly (Richards and Rodgers, 2014, p. 54).

The practice stage begins with drills and repetitive exercises, progressing from simple and easy exercises to more complex ones like information gap tasks and controlled role-plays. This phase aims to ensure accuracy in using the new language (Knapp et al., 2009, p. 344).

2.4. Production Stage

In this stage, students produce their own utterances using the grammar they have learned but with minimal help from the teacher. Here, students do most of the talking and writing, depending on the activities they are having. A great emphasis is put on fluency, and accuracy remains important as well (Ching, 2019, p. 39).

Chapter One: Reviewing the Literature

In the last stage, students transfer and apply the new structure they have learned in a freer and more communicative way by using activities such as dialogues. In this stage, there is more than one correct answer (Richards and Rodgers, 2014, p. 54).

The production stage allows learners to apply their knowledge in freer, communicative activities, where the teacher steps back unless assistance is requested. Students use the language they have learned in conversations and tasks (Knapp et al., 2009, p. 344).

Criado (2013) provides a critical analysis of the PPP (Presentation-Practice-Production) model, clarifying that it is not a "method" or "approach" but rather a teaching strategy for adult language learners. The model is structured into three distinct phases, each serving a specific purpose in the language learning process: In the first stage, or the initial stage, which is Presentation, the target language items are introduced (e.g., grammar structures or vocabulary).

Presentation (P1): This initial phase is highly teacher-controlled, where the target language items are introduced in a highly teacher-controlled manner. There are two modes of presentation that can be followed:

Deductive: The teacher or textbook states the language item rules and meanings explicitly.

Inductive (Discovery Learning): Students are provided with examples (via texts, audio, etc.) and must figure out the rules and meanings.

Practice (P2): In this phase, learners participate in controlled activities that enable them to practice accurately and develop fluency in the target language. These practices usually involve drills (from the Audiolingual Method), gap-fill tasks, and repetition. In the practice stage, however, the teacher is in control, either correcting mistakes or providing reminders, as students are expected to follow the models provided by the teacher. A good basis in accuracy should be developed before moving into fluency. The last phase focuses on fluency and the creative use of the language.

Production (P3): The final phase focuses on fluency and the creative use of the language. Students participate in autonomous activities such as discussions, debates, role-plays, problem-solving tasks, and information-gap activities. Here, the teacher steps back, allowing

Chapter One: Reviewing the Literature

learners to use the language freely and creatively, intervening only when necessary (Criado, 2013, p. 99).

We conclude with ELLiC 2019 Proceedings (p. 179), the PPP (Presentation-Practice-Production) model is a structured grammar-teaching framework. The approach follows three sequential phases: Presentation, where teachers explicitly introduce grammar rules using visual aids like color-coded boardwork to highlight patterns; Practice, involving controlled drills and exercises to reinforce accuracy; and Production, where students apply rules in communicative tasks.

2.4. Advantages and Disadvantages of the PPP Model

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

2.4.1. Advantages

It is divided into three levels:

Psychological Level:

The ppp model connects with the ACT-R (Adaptive Control of Thought-Rational) model of skill learning, as described by Anderson (1982) and others . it moves from the declarative knowledge to procedural knowledge and finally to automatic knowledge, which align with the stages of learning acquisition.

Johnson (1994, 1996) relates PPP to this knowledge progression, with the first stage (Presentation) focusing on declarative knowledge, while Practice and Production stages focus on procedural and automatic knowledge (Criado, 2013).

Psycholinguistic Level:

The first two stages of PPP (Presentation and Practice) are beneficial as they allow students to notice specific linguistic features and link them with their prior knowledge, facilitating learning (Hedge, 2000).

Chapter One: Reviewing the Literature

The benefit of the practice stage is associated with Swain's "Comprehensible Output Hypothesis" (1985, 1995, 2005, in Muranoi, 2007). This method argues that if learners want to learn to speak a language, they should be stimulated to do so. Scholars like Muranoi, Skehan, and Hedge suggest roles for output, such as generating better output, developing automaticity, improving discourse skills, and developing a personal voice (Skehan, 1998). Hedge (2000) adds another output function: developing implicit grammatical knowledge (Criado, 2013, pp. 100-107).

Pedagogical Level:

PPP offers a predictable structure that can help students feel secure, as they know what to expect during lessons. This predictability fosters a positive attitude toward learning, as students can focus on language acquisition without anxiety about what will happen next (Sánchez, 2001).

This is one reason for the popularity of the model, particularly in teacher training programs (Criado, 2013, pp. 100-107). In brief, what makes the PPP method widely used by teachers in EFL classrooms is its great characteristics.

2.4.2. Disadvantages

As is well known, no teaching strategy is 100% successful in every classroom and with every student. The Presentation, Practice, and Production method has some disadvantages that Criado (2013) mentioned. Four types of negative critiques were distinguished by him: pedagogical, psychological, linguistic, and psycholinguistic.

Linguistic Level:

Critics have said that the ppp focus too much on the discrete structures and overlooks the role vocabulary in communication. This method focus on teaching the structure of language and neglected that the core of communication is not just the linguistics components Lewis (1996) Moreover, PPP's atomistic approach has been criticized for fragmenting language into isolated parts, limiting the development of a more holistic understanding of language (Scrivener, 1994; Criado, 2013, pp. 100-107).

Chapter One: Reviewing the Literature

Psychological Level:

This method relies on linear sequence which assumes that once a language item is introduced and practiced, it is ready to be used by students without the need to review it. This straight line approach does not account for the flexible and non linear way of learning language, where knowledge can be internalized gradually or without explicit explanation (Willis, D., 1996b).

These critiques highlight the limited scope of the PPP method in acquiring language. (Criado, 2013).

Psycholinguistic Level:

The method focuses on accuracy and using mechanical drills during the practice stage has been criticized for stifling and not improving the sense of creativity and the risk taking which are important for the language learning. It also narrows the focus of student on form, which may affect the student ability to experiment with the language (Willis, J., 2007).

Furthermore, The PPP method also overlooks the essential language learning principles like the readiness-to-learn and delayed-effect-of-instruction theories, which emphasize that language acquisition cannot be rushed (Pienemann, 1984; Criado, 2013, pp. 100-107).

Pedagogical Level:

The rigid prescriptive nature of the PPP may limit teacher flexibility and creativity in the classroom. Also this top down approach could limit students self-directed learning and reduce their motivation in learning language (Skehan, 1998). The production stage may not match students expectations, creating a barrier between teacher assumption and students experience (Criado, 2013, pp. 100-107).

Apart from Criado, many scholars have also criticized the PPP framework. Like Richards and Rodgers (2014) who argue that this approach may not always prepare learners effectively for real-world communication, as the transition from controlled practice to freer production can be challenging for some (p. 54).

Some people criticize PPP, saying it doesn't match how language learning really works and calling it ineffective (Knapp et al., 2009, p. 344).

Chapter One: Reviewing the Literature

2.5. Previous Studies

The Presentation, Practice, and Production (PPP) framework has been widely explored in various fields for its effectiveness in enhancing students' grammar competence.

For instance, Siregar (2022) conducted an experimental study involving 100 tenth-grade students at SMK Parulian 1 Medan, utilizing Computer-Assisted Language Learning (CALL) alongside the PPP technique. The findings indicated a significant improvement in students' English grammar competence, suggesting that integrating PPP can be beneficial in grammar instruction.

Similarly, Oryza, F., Asad, F., and Soraya, I. (2022) conducted a study titled *Presentation-Practice-Production (PPP): Elicitation Technique Used by the English Teacher to Teach Grammar*. This study employed both quantitative and qualitative methods. The researchers concluded that the PPP model has a promising future in English Language Teaching, particularly in grammar instruction.

Additionally, Arifin et al. (2019), in *The PPP Model to Teaching Grammar: Evidence from Indonesian Contexts of the Effectiveness of Explicit Teaching Instructions*, used a quasi-experimental design. The study was conducted with second-semester students. The findings revealed that students' mastery of subject-verb agreement was poor in the pre-test, but after applying the PPP model, their scores significantly improved.

In the Algerian context, the study *Investigating the Effectiveness of Using the Presentation, Practice, Production (PPP) Method in Improving Students' Speaking Skills: The Case of First-Year Licence Students of English at KMU* by Kouadri, H. (2022–2023), employed two data collection methods: a questionnaire for the teachers and a t-test for students. The study found significant effectiveness of using the PPP method in improving students' speaking skills at KMU.

While existing studies have demonstrated the effectiveness of the PPP framework in various educational contexts, there is a noticeable lack of research focusing on its application among high school students and teachers in specific Algerian contexts. Therefore, this study aims to investigate the improvement in grammatical accuracy among high school students in Algeria through the usage of the Presentation-Practice-Production method.

Chapter One: Reviewing the Literature

Conclusion

In conclusion, this chapter provided an overview of grammar, starting with its definition and its importance in teaching. The chapter also explored different approaches to teaching grammar, including the Grammar-Translation Method (GTM), the Audiolingual Method, the Direct Method, Communicative Language Teaching (CLT), and finally, the Competency-Based Approach (CBA). Finally, it discussed the two main approaches to teaching grammar: the deductive and inductive approaches

Additionally, this chapter provided a detailed overview of the Presentation, Practice, and Production (PPP) method, including its definition, procedures and the characteristics of each stage. Additionally, it discussed the advantages and disadvantages of this method. Furthermore, the previous studies provided important insights into the effectiveness of the PPP method in various fields. Understanding these aspects sets the stage for the next chapter, which will offer an overview of grammar.

Chapter Two: Data collection and Analysis

Chapter two: Data collection and Analysis

Introduction

The current chapter is devoted for the practical part of the research. It presents a detailed analysis of the gathered data and discuss the obtained findings to test the the research hypothesis. The primary aim of this research is to investigate the effectiveness of the presentation, practice, and production framework in improving the students' grammatical accuracy. For this reason, we relied on two data collection tools. An interview for the teachers and a T-test for students.

1. Research Design

This study employs a mixed-methods research design, integrating both qualitative and quantitative approaches to provide a deeper understanding of the research problem (Taherdoost, 2022). Specifically, a convergent parallel design is utilized, where both qualitative and quantitative data are collected simultaneously, analyzed separately, and then combined or compared to achieve comprehensive results (Ponce & Pagán-Maldonado, 2015). The primary aim is to investigate the effectiveness of the Presentation-Practice-Production (PPP) method in improving the grammatical accuracy of second-year students at Cherab Ali High School. Additionally, the study examines teachers' attitudes toward the PPP method, their perceptions of its effectiveness, and the challenges they encounter when implementing it in classroom

2.Participants

This study covers 10 high school English teachers that we chose using purposive sampling as a non-probability sampling method, where elements are selected based on specific characteristics or criteria relevant to the research (Pandey & Pandey, 2015). We conducted face-to-face interviews with these teachers.

We also did a pre- and post-test with the second-year students of Cherab Ali High School, who were picked up randomly using simple random sampling as a technique in which each element of the population has an equal and independent chance of being included in the sample (Pandey & Pandey, 2015). Regarding the t-test, we aim to shed light on the students' levels to test their grammar performance. The sample is composed of 80 students (male and female), and we randomly divided them into two groups : a control group and an experimental group. Both groups had the pre-test at the same time. The post-test was

Chapter two: Data collection and Analysis

presented to them after the treatment during class. The pre-test and post-test were the same, with the only difference being the context

3. Sample size

To calculate the sample size, we used the Raosoft sample size calculator. The total population was 113, and based on a confidence level of 95%, a margin of error of 5%, and a response distribution of 50%, the recommended sample size was 88 participants. However, due to some student absences and time limitation, we ended up using 80 as our sample size. We calculated the actual margin of error using Raosoft sample size calculator, and it was 5.95%. This is considered acceptable and ensures that our study still represents the whole population

4. Teachers' interview Description

The teacher **semi-structured interview** consisted of **12 open-ended questions**, organized into **three thematic sections** to ensure clarity and depth in responses.

Section 1: Teacher's Background

This section focused on the teachers' experience in teaching English as a foreign language and their familiarity with the PPP (Presentation, Practice, Production) approach in grammar instruction.

Section 2: Implementation of the PPP Method and attitudes towards the method

The questions in this section explored how teachers apply the PPP framework in their grammar lessons, including the specific steps they follow and the types of classroom activities they use. And their attitudes towards this method

Section 3: Challenges in Using PPP

This section examined the difficulties teachers face when implementing the PPP method, particularly with students who have lower language proficiency or struggle to grasp grammar concepts.

Q1 Can you briefly tell us about your teaching experience and your background in teaching English as a foreign language (EFL)?

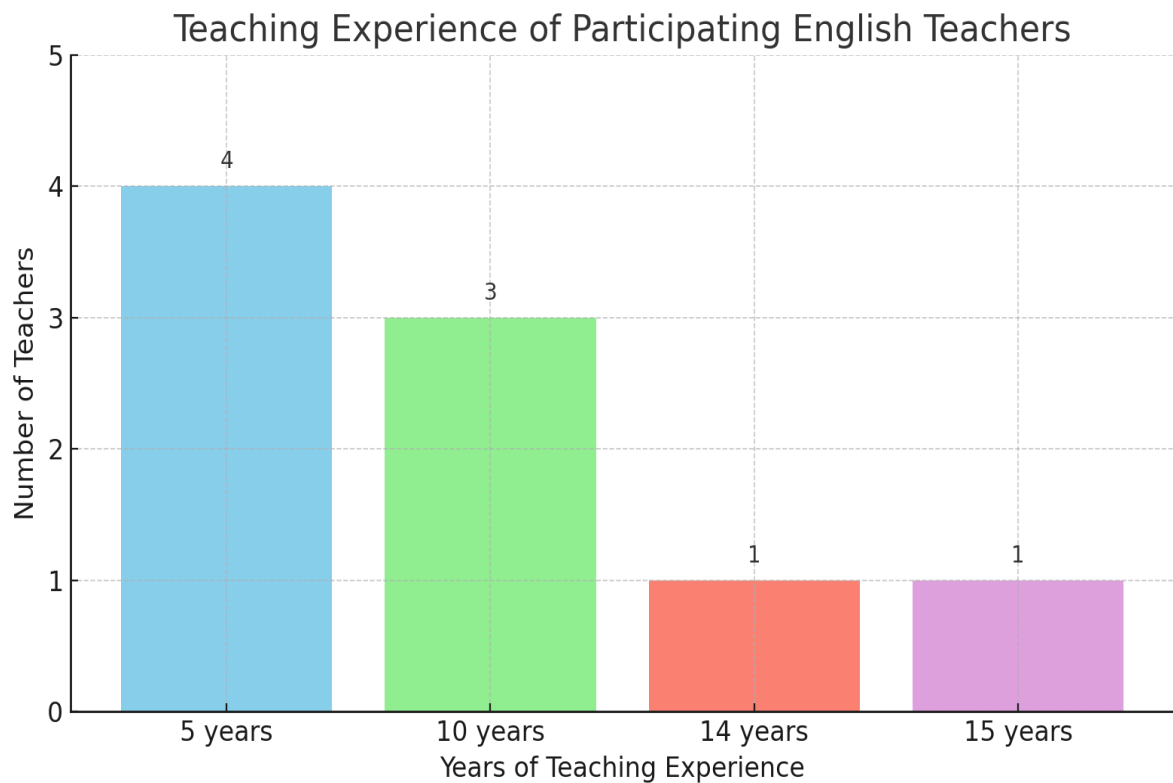


Figure 4: teaching experience of participating English teachers

The figure above show the teaching experience of English teachers who participated in the study in terms of years. Out of the total participants , 4 teachers had been teaching for 5 years (40%), while 3 teachers had 10 years of experience (30%). Additionally, we have one teacher with 14 years and one with 15 years in the field of teaching. The distribution of the number shows that we have an equal number of experienced teachers (those with 10 years or more) and less experienced teachers.

Q2 Do you have any prior knowledge of the ppp framework (like sources could be seminars forums workshop)

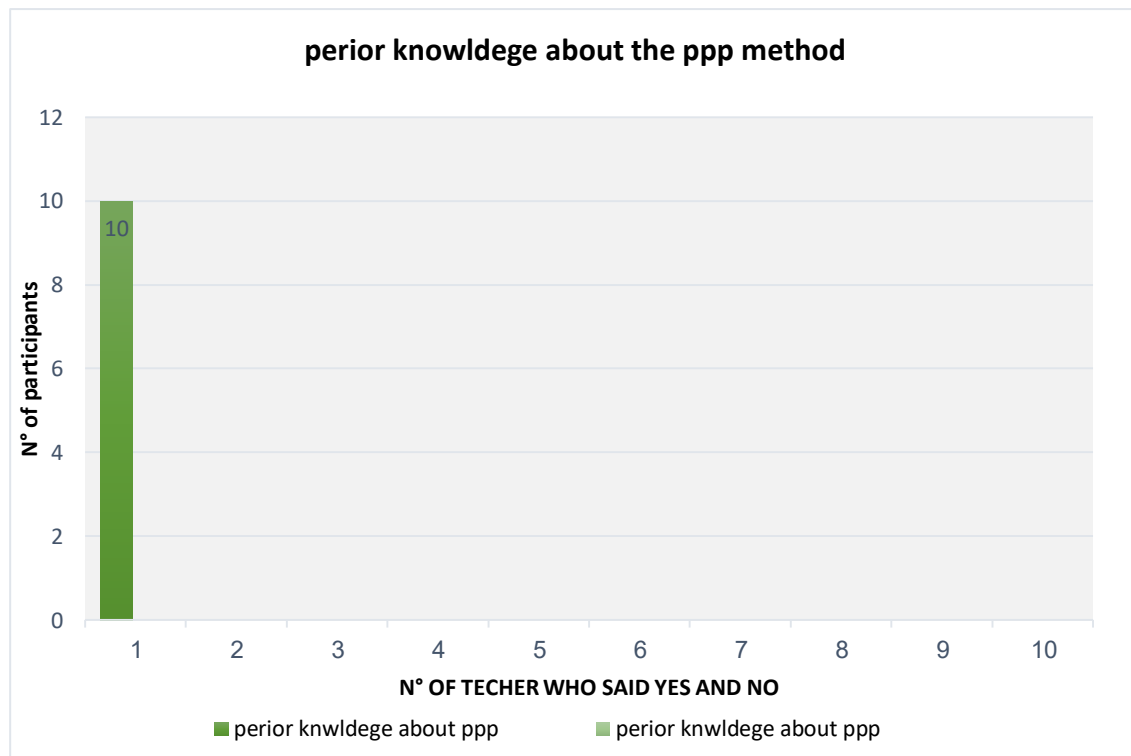


Figure 4: the prior knowledge of the ppp method

The figure above shows that All the teacher that are participants (100%) have said that they are familiar with the presentation practice and production method and they have used it to teach grammar countless time .

Section two : Implementation of the PPP Method and teacher attitudes about it

Q1: How do you typically implement the PPP method in your grammar lessons? Can you describe the steps you follow?

Seven of the participants (70%) reported that they follow the same steps when implementing the PPP method. After a warm-up activity, they begin their grammar lessons with the Presentation stage, using clear examples and materials such as flashcards or visual aids to introduce the grammar point. This is followed by the Practice stage, where students engage in controlled exercises like gap-fill tasks, sentence matching, or ordering words to form meaningful sentences. Finally, in the Production stage, teachers encourage students to use the grammar point in communicative activities such as writing paragraphs, dialogues, or participating in role plays.

One teacher explained:

“Within the Presentation stage, I usually choose a context that helps me extract a list of examples to be used later in the lesson. The context can be a set of direct questions to the learners, or a brief summary of a short story. After selecting suitable examples, I write them on the board, segment them, and induce the rule with the help of the learners.”

She continued:

“In the Practice stage, I provide the learners with tasks that target the grammar point dealt with earlier. These can include ordering words to form sentences, correcting grammatical mistakes, or putting verbs between brackets in the correct form.”

“In the Production stage, I usually ask the learners to write about a topic related to the theme of the sequence. Their productions must include the grammar point covered in the lesson.”

Another teacher described her approach as follows:

“When I teach a grammar lesson, I typically start with a warm-up, then move to the Presentation stage where I introduce the grammar rule using clear explanations and visuals. In the Practice stage, I use controlled exercises such as gap-filling or matching.

Chapter two: Data collection and Analysis

Finally, in the Production stage, students use the rule in communicative activities like dialogues, writing tasks, or role plays.”

However, one teacher (10%) mentioned that she does not use a separate warm-up activity due to time constraints. She stated:

“Due to the little time I have, I use the Presentation step as the warm-up because one hour is not enough to complete my lesson.”

Another teacher reported assigning the Production stage as homework when needed, explaining:

“Sometimes students take a longer time to understand than others, so I give them the Production stage as homework.”

Additionally, one teacher (10%) stated that she no longer uses the PPP method formally, but she still follows its general structure, including the three main steps used by the other participants.

“ I don’t use it nowadays but I still follow the same structure of the method the only addition I use is analysis and isolation stages “

Chapter two: Data collection and Analysis

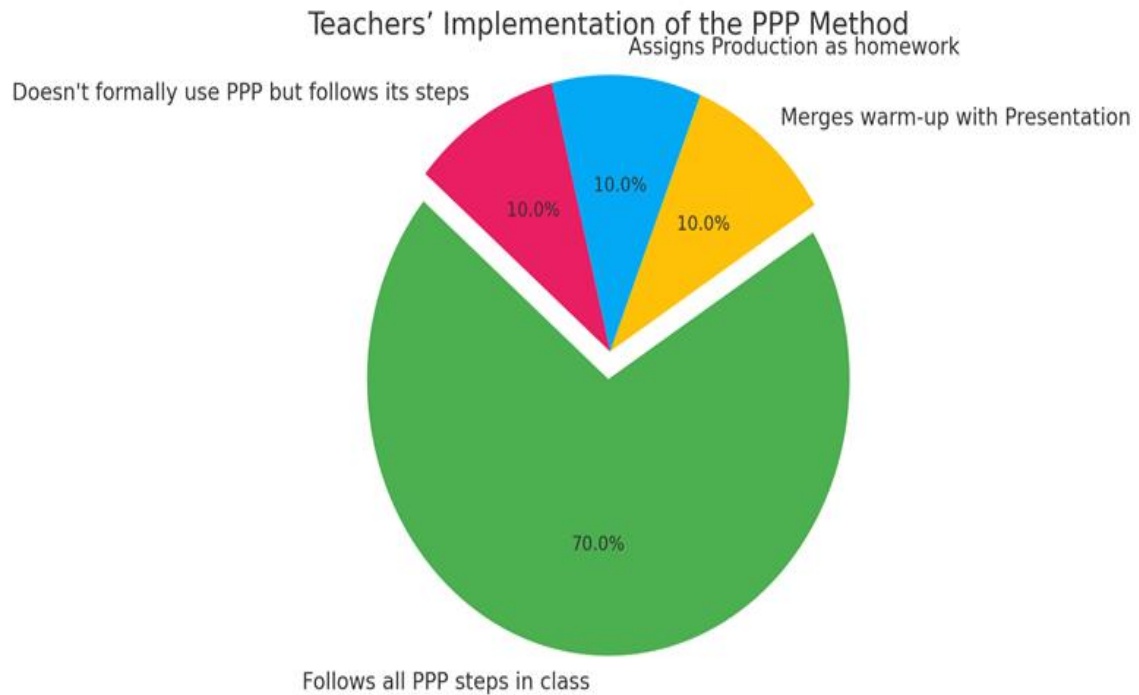


Figure 5: teachers' implementation of the ppp method

Q2: Can you share a specific example of a grammar lesson where you applied the PPP method? How did the students respond to this approach?

All participants shared examples of grammar lessons where they applied the PPP method. The lessons varied: one teacher mentioned teaching Conditional Type 1, another referred to the Present and Past Continuous tenses, while others discussed topics such as adjectives and the use of “wish” and “hope.”

Regarding students' responses, 80% of the participants stated that the majority of students understood the grammar point easily and responded positively to the PPP approach. They noted that students were particularly engaged when the lessons included storytelling or real-life examples.

Chapter two: Data collection and Analysis

One teacher explained:

“Students really enjoy when I use real-life examples while explaining the lesson, and they respond well when I use the storytelling method.”

Another teacher added:

“After finishing my explanation and providing examples, most of my students effectively completed the tasks and exercises I gave them, whether working in pairs or alone.”

However, 20% of the participants highlighted challenges with lower-level students. They noted that some students struggle to pay attention or participate due to their limited language proficiency or lack of motivation.

As one teacher shared:

“The majority of my students understand the target point easily, but some students don’t. They don’t engage with the rest of the class during activities or tasks, either because of their lack of attention or their low language level.”

Additionally, one teacher mentioned that she no longer uses the PPP method, though she did not elaborate on the reasons behind this choice.

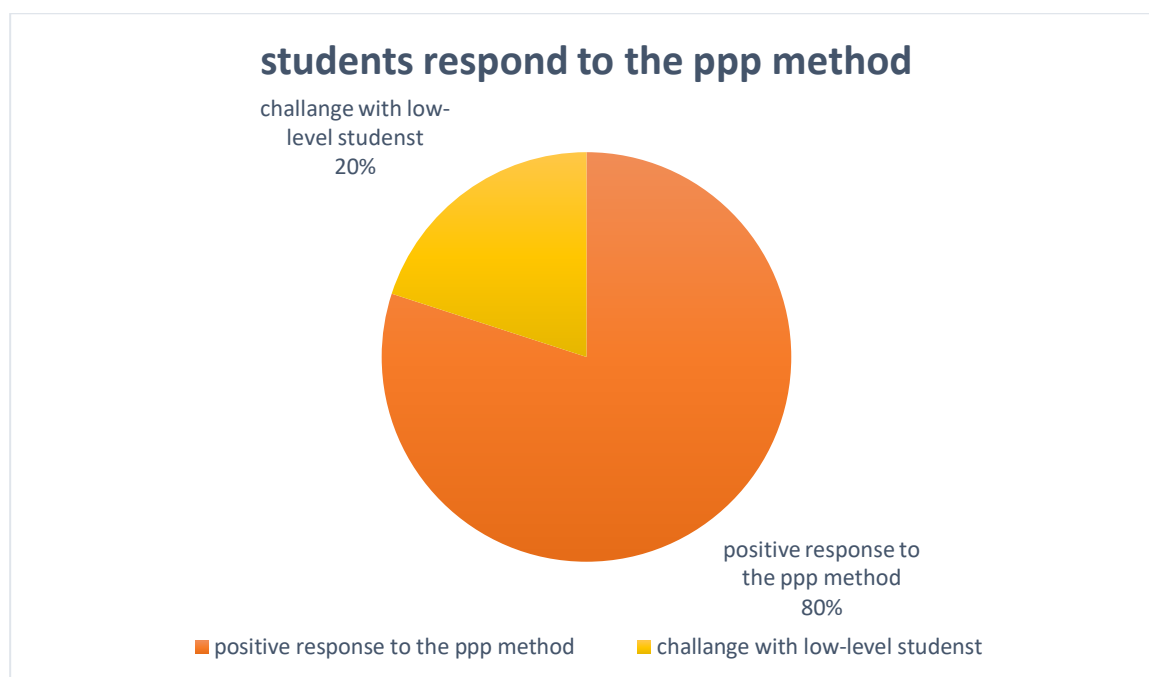


Figure 6: teachers precipation on students respons to the ppp method

Q3: From your experience, do you believe the PPP method is effective in improving students' understanding of grammar? Why or why not?

This question aimed to gather participants' opinions regarding the effectiveness of the PPP framework in teaching grammar. All participating teachers agreed that the method is effective for several reasons.

They highlighted that PPP offers a clear and structured approach, which helps guide students through the stages of grammar learning — from understanding to application. Teachers also noted that the method is easy to implement, engaging for students, and often stimulates curiosity during lessons.

One teacher explained:

“Yes, the PPP method is effective because it follows a structured approach. It helps students move from passive understanding to active use of grammar in real-life communication.”

Chapter two: Data collection and Analysis

Another participant added:

“Yes, I believe that the PPP is effective in improving the learners’ understanding of grammar because it starts with the presentation stage, where pupils are introduced to the context, and it raises their curiosity to know what is next.”

Other teachers shared similar opinions:

“Yes, the PPP method is effective because it gives a clear structure.”

“Yes, I think the PPP framework is effective because it works most of the time.”

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

One teacher also shared that this method is effective but this generation focus more on oral skill and reading skill rather than the grammar structure

“this method is effective but I fell like this generation focus more on readoing writing and speaking skills rather than the grammar skill “

Overall, the responses reflect a strong consensus among teachers on the practicality and efficiency of the PPP method in grammar instruction.

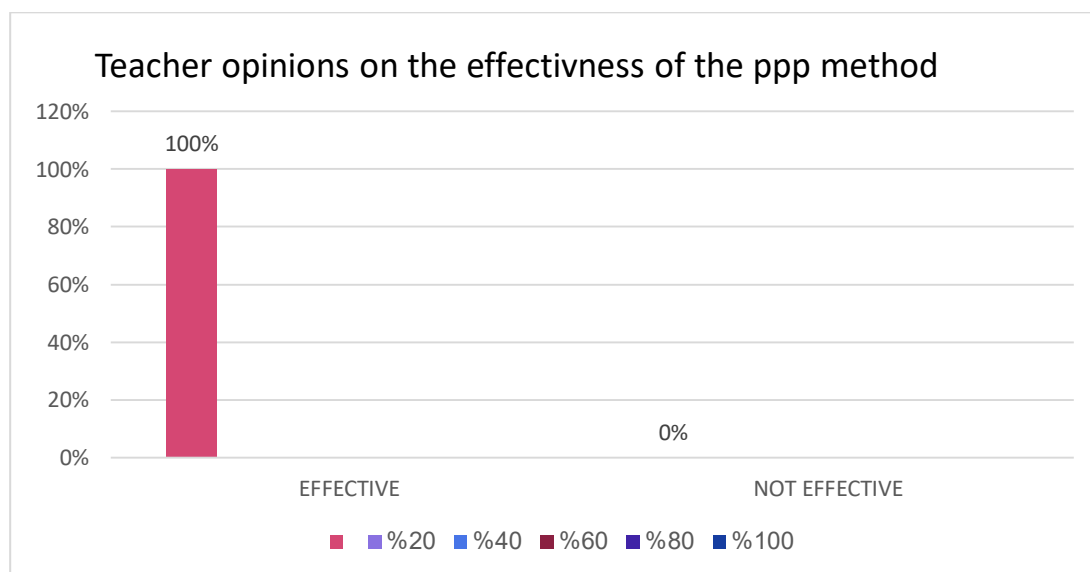


Figure 7: teachers opinion on the effectiveness of the ppp method

Q4: How do you assess your students' grammar knowledge after using the PPP method? Do you observe noticeable improvement in their grammar usage and understanding?

This question aimed to understand how teachers evaluate their students' grammar performance after applying the PPP framework, and whether they observe any improvement in students' grammar usage and understanding.

80% of the participants reported that they assess students during the production stage using a variety of tasks such as writing exercises, oral presentations, and classroom observation during pair or group work.

One teacher stated:

"I assess my learners' grammar knowledge through the last stage, which is production. I give my feedback, then ask them to rewrite or re-perform what they have prepared. Yes, I find a noticeable improvement in their answers."

Another teacher shared:

"Generally, I ask them to write two to three different sentences using what we've seen. In other cases, I ask them to work in pairs and create dialogues. When the lesson is clear, I tell them to do the tasks orally."

Another explained:

"I assess grammar understanding through quizzes, oral presentations, writing assessment, and classroom observation."

In contrast, 20% of the teachers stated that they wait until the end of the sequence to assess grammar knowledge. They engage students in final tasks that require them to produce a complete piece of writing using the grammatical rules covered in that sequence.

One teacher said:

“At the end of each sequence, there is a ‘refining’ phase in which learners are required to produce a piece of writing that includes what they learned earlier in the sequence.”

Regarding improvement in grammar usage, most teachers confirmed that their students show noticeable progress, but this improvement is often more visible in subsequent lessons, rather than immediately.

As one participant explained:

“I can tell you that the PPP method is effective because, as I said before, it has a structure that ensures clarity and builds confidence. However, for the improvement, I don’t see it directly after the lesson — it depends on the frequency of exposure. Some of my students need more repetition than others.”

How Teachers Assess Grammar Knowledge Using the PPP Method

End of Sequence Assessment

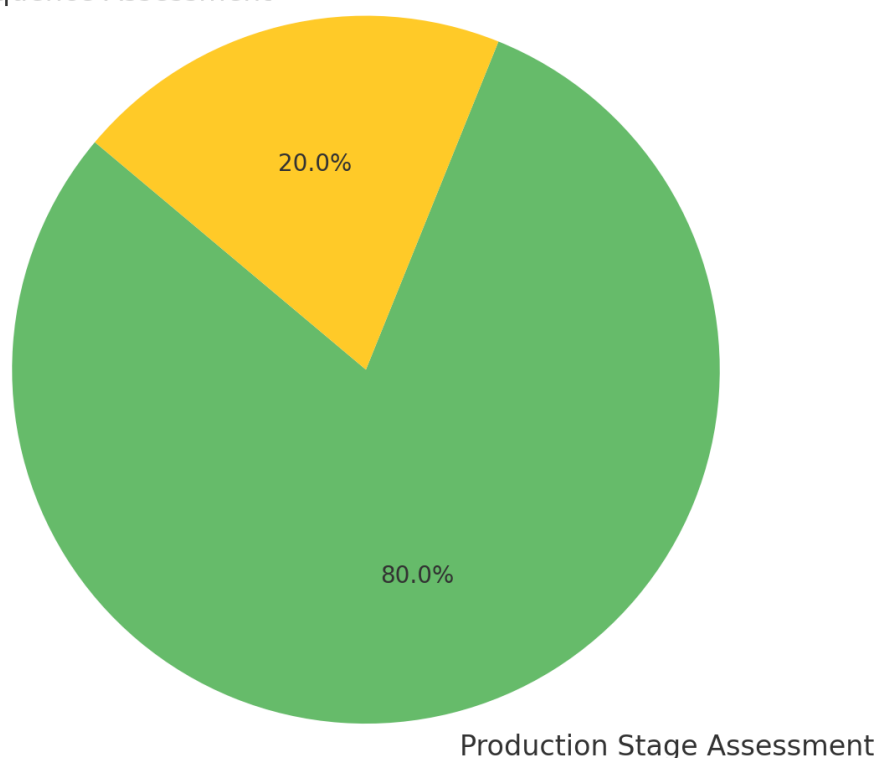


Figure 8: teachers assessing students grammar

Section 3 : Challenges in Using PPP

Q1. Do you find that the PPP method is effective with all students, or are there certain student groups (e.g., those who struggle with grammar or have lower language proficiency) that find it more difficult?

60% of our participants (6 teachers) reported that the PPP method is generally effective and helpful for students. However, they also mentioned facing some difficulties with students of lower proficiency levels, especially during the production stage. They stated that these learners often need more support, such as simplified exercises, additional practice, and peer assistance, to grasp the grammar rules.

One teacher said:

“The PPP method is generally effective, but students with lower proficiency struggle, especially in the production phase. They need more support, such as additional examples, simplified exercises, and peer assistance.”

Another teacher noted:

“The PPP method is structured and helpful for many learners. Those with weaker grammar skills struggle during the production stage and need more practice exercises.”

However, 20% of the participants indicated that while the method is effective, the difficulty of the grammar lesson itself can become a challenge for students with lower English levels. They mentioned that the method works well in general, but complicated grammar topics may cause some issues.

One teacher stated:

“The PPP is effective with all learners, but what matters is the complexity of the lesson itself.”

Another teacher explained:

“Generally, in less complicated and shorter lessons, the method is effective. But the students' level can hinder the organization of the lesson. You should always be prepared for this kind of situation.”

On the other hand, 20% (2 teachers) stated that the method is perfect and effective for teaching grammar, and while they occasionally face minor challenges during the presentation or production stages, they do not consider them serious problems.

One teacher explained:

“Well, I’m certain that this method is effective for any kind of learner. However, sometimes I face problems in the presentation and production phases with learners who have lower English levels.”

Another added:

“Well, generally this method is 100% effective. The only time I struggle is when I’m teaching a new or difficult lesson. I find some difficulties in the presentation and production stages, but nothing that can’t be solved.”

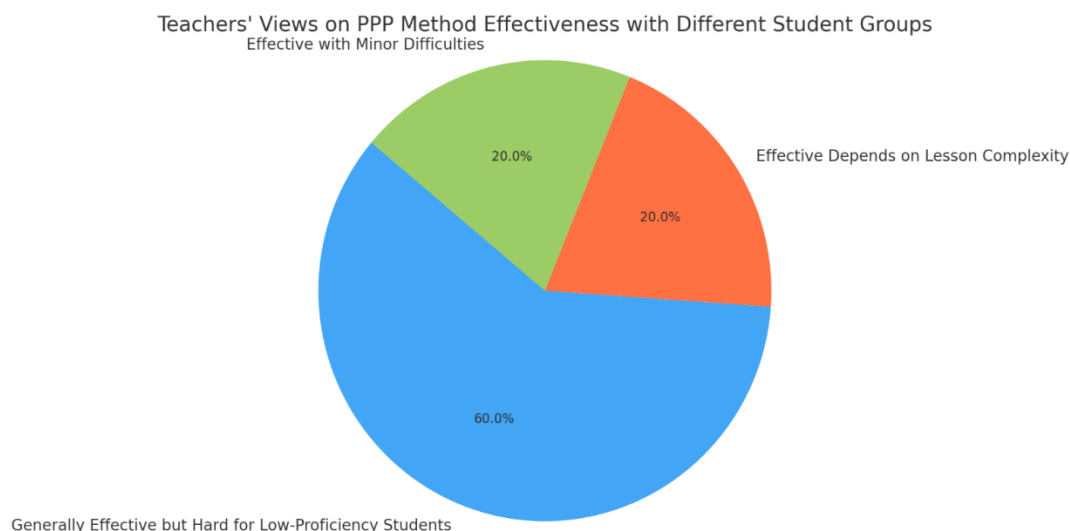


Figure 9 : teachers view on ppp method effectiveness with different student level

Q2. How do you handle situations where students are not grasping the grammar rules during the Practice or Production stages?

Each participant shared how they handle situations where students fail to grasp the grammar rules during the Practice or Production stages.

One teacher reported that she schedules an additional session, often during tutorial classes with half of the class, where she uses simpler materials that explain the rules in an easier way. She also provides different tasks to enhance students' understanding of the grammar structure, using materials such as songs.

“When the learners do not grasp the grammar rules, I try to deliver an extra session where I look for songs that explain the rule in an easy way, and set different tasks from those I did earlier. I usually do this in the tutorial session where I deal only with half of the class.”

On the other hand, 90% of the participants stated that they re-explain the lesson during the same session using simpler language and examples. Some mentioned using examples from students' social backgrounds. Others reintroduce the rules during the production phase with easier tasks and exercises to support better understanding. They also reported using scaffolding techniques such as sentence starters, model answers, and guided practice.

Chapter two: Data collection and Analysis

One teacher explained:

“I use scaffolding techniques such as providing sentence starters, model answers, and additional reinforcement activities. Peer correction and group collaboration also help weaker students feel more confident.”

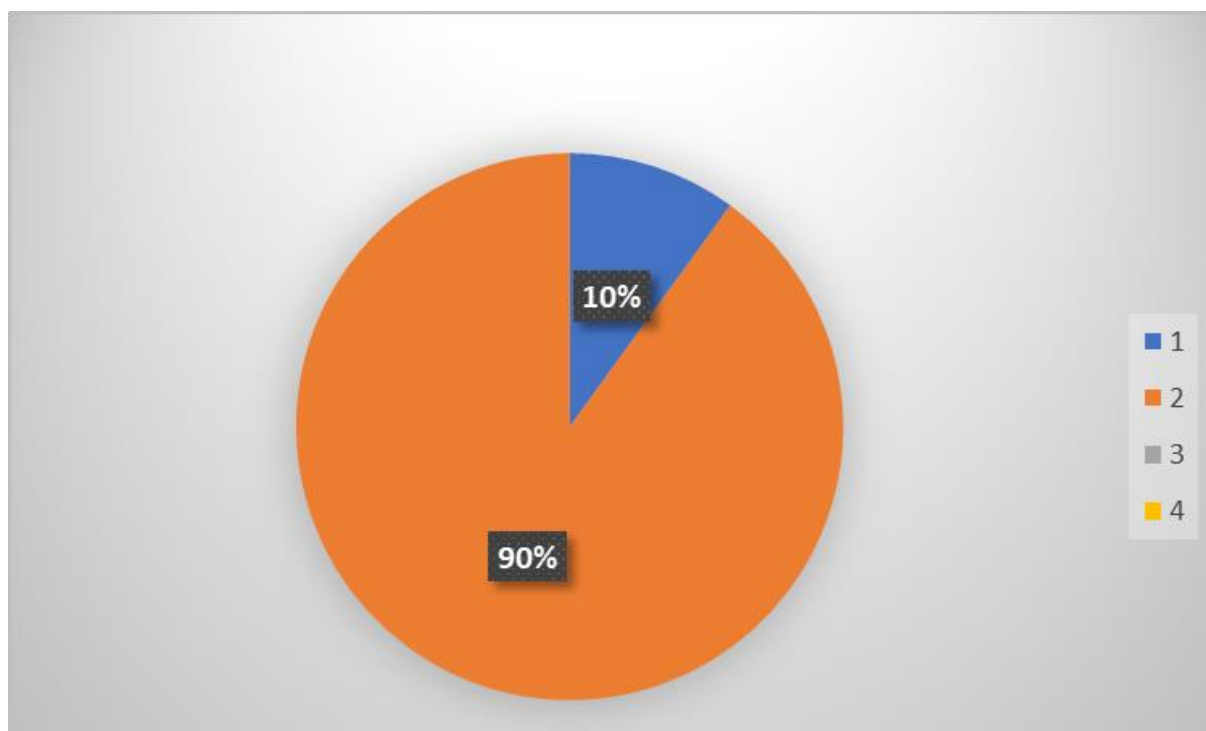
Another teacher said:

“I usually re-explain what they can’t grasp and try to simplify the lesson as much as I can. If that doesn’t work, I change the method I’m using and explain again. If this still doesn’t help, I wait until the end of the sequence and re-teach the lesson with easier tasks.”

Another participant noted:

“For those who have trouble understanding what I’m explaining, I try to re-explain the language point in the simplest way possible or even provide examples using their social background as context to help them understand. Referring to the mother tongue is always the last resort.”

A common point shared by all participants is that they use the students' mother tongue only as a last resort, and only when absolutely necessary.



10% extra tutorial session with simple materials and songs

90% Re-explain in the same session but in simple way

Figure 10: how teachers handle students lack of understanding

Q3. In your experience, what are the biggest challenges you face when using the PPP method to teach grammar in your classroom?

One common challenge that is shared by all of our participants is time. All of them reported facing issues with time management, especially when dealing with lessons that are lengthy or require more time for students to fully understand and grasp.

“For me, the biggest challenge is time. One hour is not really enough to teach some of the lessons using the PPP method. One example is reported speech. To deal with this situation, the lesson must be divided into three different sessions.”

Another teacher also explained:

“The biggest challenge I face in using the PPP framework is time management. This framework takes a lot of time, especially if the grammatical point is very complicated. Sometimes, I do not correct all my learners’ answers in the last stage, and sometimes I do

Chapter two: Data collection and Analysis

not reach it at all. This framework needs more than one hour when the grammatical point is complicated, for example, teaching simultaneous actions and interrupted actions.”

However, some participants shared additional challenges along with time constraints. One participant said:

“Some of the challenges that I usually face are student disengagement, difficulty in the transition from controlled to free practice, and time constraints. Additionally, students with a weak grammar foundation often struggle with the production stage.”

Another teacher shared:

“To maintain engagement during the presentation stage can be challenging if students find the explanation too technical.”

One more teacher reported that she faces challenges related to context:

“Usually, my biggest challenge with this method is when I’m entering a new sequence and a new context. I find it difficult to introduce the new context in a way that learners can understand easily.”

Another teacher said that she no longer faces any issues with the method, but in the past, she struggled with time and phase transition:

“Well, now Alhamdulillah I have no challenges in applying this method. On the contrary, it makes things easier for me as a teacher. But when I was at the beginning of my career, I had some problems with time management because I didn’t know how to cope with the students and the tasks. But with experience, I learned how to manage myself and my time.”

Chapter two: Data collection and Analysis

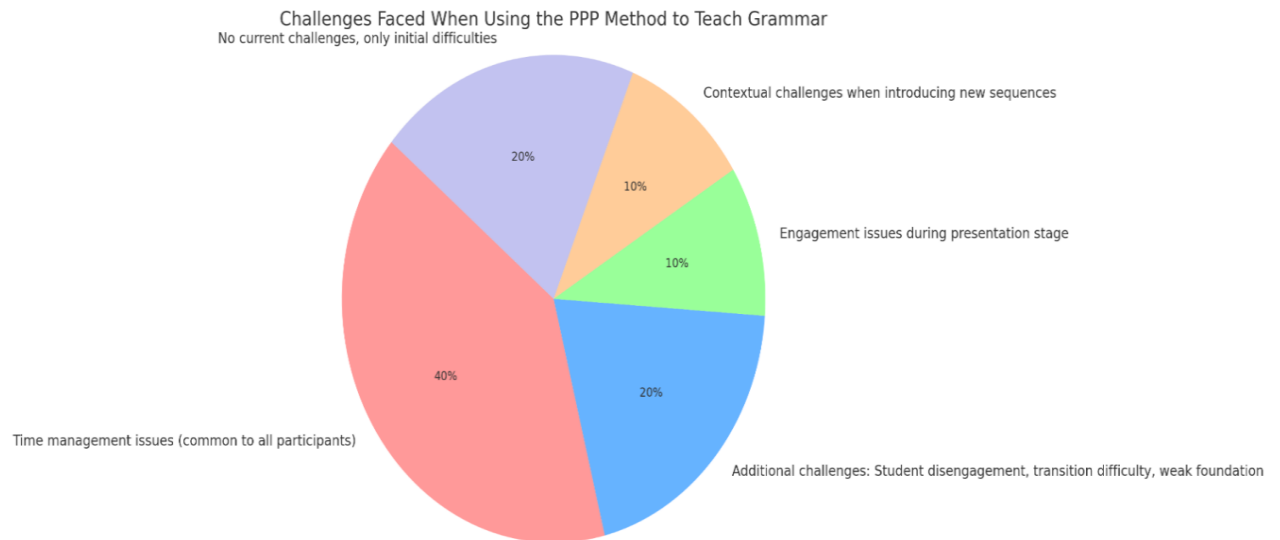


Figure 11: challenges faced by teacher when using the ppp method to teach Grammar

Q4. In your opinion, what are the strengths and weaknesses of the PPP method when it comes to teaching grammar?

Each of our participants shared their opinions about the strengths and weaknesses of the PPP method.

Strengths:

A well-structured and easy method to use.

Effective most of the time.

It gives pupils the chance to understand the grammatical rule and practice it to be well-prepared for exams and tests.

The last stage, which is production, gives learners the opportunity to practice the language, whether orally or in writing.

Build confidence

Clear structure

Step by step learning and easy classroom implementation

Chapter two: Data collection and Analysis

Clear and organized.

Good for beginners.

Safe practice.

Works for many topics.

Weaknesses:

It is time-consuming.

Less flexible for differentiated instruction

Students struggle with independent production stage

Some learner memorize the rule without understanding them

Q5 As a teacher which stages is the most difficult?

The final interview question aimed to identify which stage of the PPP method teachers found most difficult. Out of the ten teachers interviewed, six (60%) stated that the production stage was the most challenging. They highlighted that this stage often requires more time and effort from both the teacher and the learners, as it involves applying the grammatical rules in real communicative contexts. Two teachers (20%) indicated that the practice stage was not easy, pointing out difficulties in maintaining student engagement and ensuring effective repetition. Only one teacher (10%) believed that the presentation stage was the hardest, possibly due to the challenge of introducing new grammar points clearly. Interestingly, just one teacher reported using the PPP method without facing any difficulties, showing that most teachers do experience challenges with at least one stage of the method.

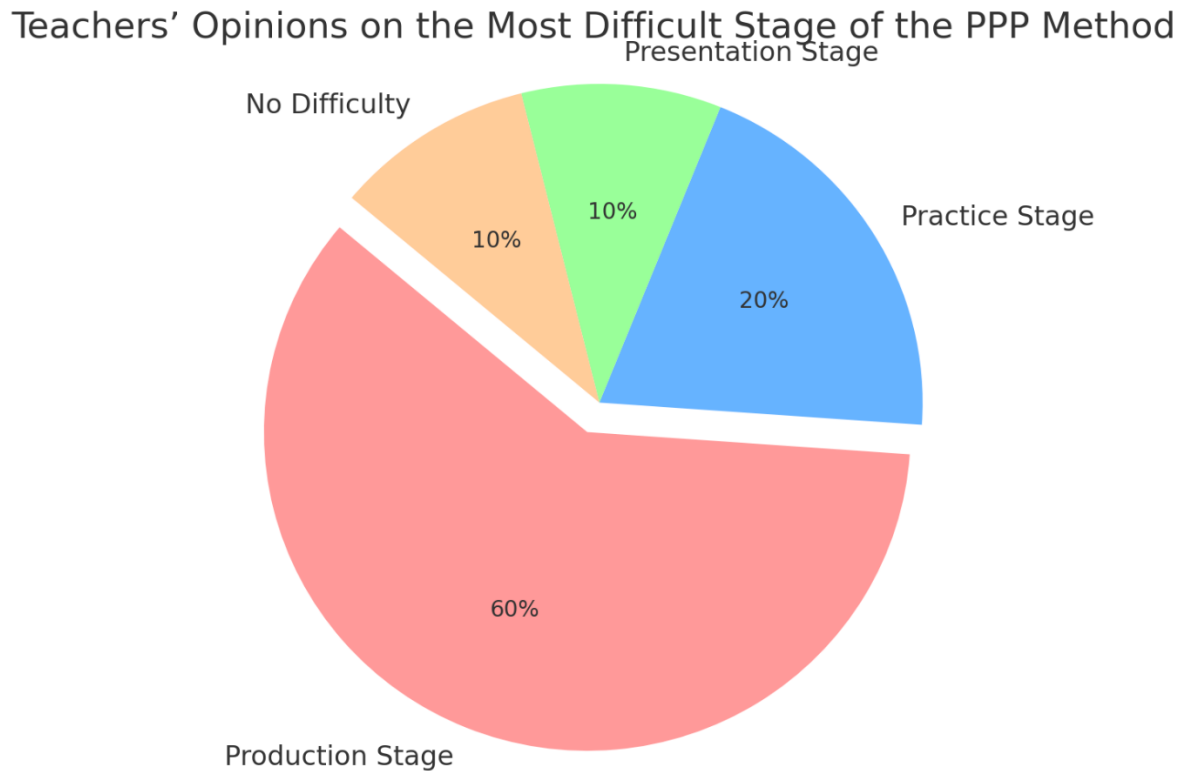


Figure 12: teachers opinion about the most difficult part of the method

5. THEMATIC ANALYSIS

Teachers' Attitudes Toward the PPP Method

Theme 1: Positive Perception of Structure and Clarity

Teachers consistently appreciated the clear and structured nature of the PPP method.

It helps guide students from understanding to application.

Quotes:

"It gives a clear structure."

"It moves students from passive to active understanding."

Chapter two: Data collection and Analysis

Theme 2: Effectiveness in Grammar Acquisition

All participants agreed that the method is effective in improving students' grammar understanding.

Teachers observed improvement over time.

Quotes:

"I find a noticeable improvement in their answers."

"It builds confidence through repetition."

Theme 3: Student Engagement and Motivation

Many mentioned that students enjoy lessons more when they involve storytelling or real-life examples.

Quotes:

"They respond well when I use the storytelling method."

"Pupils are engaged, especially in communicative tasks."

Theme 4: Adaptability of the Method

Some teachers adapt or blend the PPP method informally, yet still value its core structure.

Quotes:

"I don't use it formally, but I follow the same three steps."

Challenges Faced in Using the PPP Method

Theme 1: Time Consuming

All participants mentioned lack of time as the most significant challenge, especially with complex grammar topics.

Chapter two: Data collection and Analysis

Quotes:

“One hour is not really enough.”

“Some lessons require more than one session.”

Theme 2: Struggles with Lower-Proficiency Students

Many teachers noted that weak learners struggle, especially in the production stage.

They need extra support, simpler examples, or peer help.

Quotes:

“Students with lower proficiency struggle in the production stage.”

“They need more support and simplified materials.”

Theme 3: Difficulty in Stage Transitions

A few teachers mentioned problems moving from one stage to another, particularly from controlled to freer practice.

Quotes:

“The transition from practice to production is not always smooth.”

Theme 4: Presentation Stage Challenges

A few teachers found the presentation phase tricky when explaining difficult grammar points or introducing new contexts.

Quotes:

“It’s hard to explain technical points in a simple way.”

Table 1: Thematic Analysis Table

Theme	Category	Example Quote / Observation
Teacher attitudes	Positive structure	“PPP gives a clear structure.” <i>It moves students from passive to active understanding</i>
Teacher attitudes	Effective for learning	« the ppp is so effective for learner “ “it builds confidence and clarity
Teacher attitudes	Engaging and motivating	.” students enjoy real-life example “ “I use example from their life and I find that they really enjoy it and engage with the lesson “
Teacher attitudes	Flexible use	“ it gives clear structure and flexible to use “ “ idont use it formly but I still follow yhr same stages “
Challenge in using the method	Time consuming	“my biggest challenge with this method is time “ “One hour is not enough to complete all stages.”
Challenge in using the method	Struggles with low-level students	“They need more support during production.” “Students with lower proficiency struggle in the production stage.” “They need more support and simplified materials.”
Challenge in using the method	Transition between stages	”difficulty in the transition from controlled to free practic ”
Challenge in using the method	Difficult presentation stage	“I find it difficult to introduce the new context in a way that learners can understand easily.” “Explaining new grammar rules is not always easy.”

Chapter two: Data collection and Analysis

6. Students t-test

The t-test used in this chapter is the Independent Samples t-test, which compares the means of two independent groups. In this study, we expected a positive effect of the treatment on the experimental group, which means we assumed a directional hypothesis.. The analysis was conducted using IBM SPSS Statistics Version 30.0, which helped calculate both descriptive and inferential statistics, such as the t-value, p-value, and effect size

6.1.The pre test

6.1.1. Description of the pre test

The t-test was designed based on the objective of the study. The pre-test had three tasks to deal with conditional *if* type 2 and type 3. The first task was a multiple-choice task where students picked the right answer. The second task required students to fill in the blanks using the correct form of the verb. The last task asked students to rewrite the sentence using the correct conditional type. The total number of students was 80 , and each group contained 40 students. The tasks were as follows:

task 1: Multiple Choice

Choose the correct answer.

If I ____ a superhero, I would save the world.

am

was

were

will be

If scientists ____ a time machine, we ____ to the past.

invented / could travel

invent / will travel

had invented / would have traveled

Chapter two: Data collection and Analysis

invent / travel

If aliens ____ real, they ____ visited us by now.

were / would have

are / will

had been / will have

be / would

If she ____ in a fantasy world, she ____ a dragon.

lived / would ride

lives / rides

had lived / would have ridden

would live / rides

If I ____ a detective, I ____ mysteries.

am / solve

were / would solve

was / will solve

had been / would have solved

task 2: Fill in the Blanks

Complete the sentences using the correct form of the verb in parentheses.

If Harry Potter _____ (be) real, he _____ (attend) Hogwarts.

If time travel _____ (exist), people _____ (change) history.

If I _____ (meet) an alien, I _____ (ask) about their planet.

If Sherlock Holmes _____ (investigate) the case, he _____ (find) the criminal.

If Cinderella _____ (not lose) her shoe, the prince _____ (not find) her.

Tasks 3: Sentence Transformation

Chapter two: Data collection and Analysis

Rewrite the following sentences using the correct conditional type.

She didn't have a magic wand, so she couldn't cast a spell.

→ If she _____, she _____.

The scientist didn't invent a teleportation device, so we can't travel instantly.

→ If the scientist _____, we _____.

The knight didn't wear armor, so he got injured.

→ If the knight _____, he _____.

The dragon doesn't have wings, so it can't fly.

→ If the dragon _____, it _____.

The writer didn't finish the book, so it wasn't published.

→ If the writer _____, it _____.

6.2. The post test

6.2.1. The post test distribution

The post-test followed the same structure as the pre-test. The questions were as follows:

Task 1: Multiple Choice

Choose the correct answer.

If vampires _____ real, they _____ blood.

are / drink

were / would drink

had been / would have drunk

will be / would drink

If a genie _____ me three wishes, I _____ for world peace.

gave / would wish

gives / will wish

had given / would have wished

Chapter two: Data collection and Analysis

will give / wished

If time travelers _____ to ancient Egypt, they _____ the pyramids being built.

go / see

had gone / would have seen

went / would see

will go / would see

If superheroes _____ real, the world _____ safer.

were / would be

are / will be

had been / would have been

be / would

If witches _____ real, they _____ cast spells.

were / would cast

are / will cast

had been / would have cast

be / would

task 2: Fill in the Blanks

Complete the sentences using the correct form of the verb in parentheses.

If Snow White _____ (not eat) the poisoned apple, she _____ (not fall) asleep.

If I _____ (find) a magic lamp, I _____ (wish) for unlimited knowledge.

If Peter Pan _____ (grow up), he _____ (not stay) in Neverland.

If King Arthur _____ (have) Excalibur, he _____ (defeat) his enemies.

If Alice _____ (not fall) into the rabbit hole, she _____ (not enter) Wonderland.

Task 3: Sentence Transformation

Chapter two: Data collection and Analysis

Rewrite the following sentences using the correct conditional type.

The scientist didn't create a clone, so we don't have duplicates of people.

→ If the scientist _____, we _____.

The spaceship didn't land on Mars, so we didn't discover life there.

→ If the spaceship _____, we _____.

The wizard didn't use the correct spell, so the potion failed.

→ If the wizard _____, the potion _____.

The mermaid doesn't have legs, so she can't walk on land.

→ If the mermaid _____, she _____.

The fairy didn't grant the wish, so the boy remained poor.

→ If the fairy _____, the boy _____.

7. Statistical Analysis of the Result

Table 2: group Statistics

Group Statistics					
	type of group	N	Mean	Std. Deviation	Std. Error Mean
post test score	Controlled	40	8,4575	4,01828	,63535
	Experimental	40	11,3000	3,87761	,61310
pretest score	Controlled	40	7,0750	3,34654	,52914
	Experimental	40	8,2250	3,31653	,52439

The table above presents the descriptive statistics for both the pre-test and post-test. In the pre-test, the experimental group ($M = 8.23$, $SD = 3.3$) had a slightly higher mean score than the control group ($M = 7.08$, $SD = 3.3$). The standard deviations (~ 3.3) are quite close, indicating similar variability in student scores in both groups, indicating that both the experimental group and control group started at the same level before the experiment. In the post-test, the experimental group ($M = 11.30$, $SD = 3.87$) had a significantly higher mean score than the control group ($M = 8.46$, $SD = 4.01$). Both groups have similar standard

Chapter two: Data collection and Analysis

deviations (~4), showing consistent spread in scores, suggesting that the treatment (PPP method) had a positive effect on the experimental group more than the traditional method on the control group.

Table 3: Independent samples test

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
post test score	Equal variances assumed	,084	,773	-3,219	78	<,001	,002	-2,84250	,88293	-4,60028	-1,08472
	Equal variances not assumed			-3,219	77,901	<,001	,002	-2,84250	,88293	-4,60031	-1,08469
pretest score	Equal variances assumed	,001	,979	-1,544	78	,063	,127	-1,15000	,74496	-2,63310	,33310
	Equal variances not assumed			-1,544	77,994	,063	,127	-1,15000	,74496	-2,63311	,33311

Chapter two: Data collection and Analysis

In the pre-test, Levene's Test for Equality of Variances showed that the assumption of equal variances was not violated, since the significance value (Sig. = 0.979) is greater than 0.05. Additionally, since the p-value = 0.127 > 0.05, it indicates a non-significant difference between the groups, with the experimental group performing slightly better than the control group. However, this difference may be due to pre-existing differences rather than the effect of the treatment, as the pre-test was administered before the intervention. In the post-test, Levene's Test for Equality of Variances was not violated, as the significance value (Sig. = 0.773) is greater than 0.05. Since the p-value = 0.002 < 0.05, it reveals a significant difference between the experimental and control groups. The higher mean score of the experimental group indicates that the treatment had a positive impact on the students who received it, and that our hypotheses were correct about the effectiveness of the PPP method in improving students' performance.

Table 4: Independent samples effect sizes

Independent Samples Effect Sizes					
		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
post test score	Cohen's d	3,94858	-,720	-1,170	-,265
	Hedges' correction	3,98706	-,713	-1,159	-,263
	Glass's delta	3,87761	-,733	-1,196	-,262
pretest score	Cohen's d	3,33157	-,345	-,786	,097
	Hedges' correction	3,36404	-,342	-,778	,097
	Glass's delta	3,31653	-,347	-,790	,100
The denominator used in estimating the effect sizes. Cohen's d uses the pooled standard deviation. Hedges' correction uses the pooled standard deviation, plus a correction factor. Glass's delta uses the sample standard deviation of the control (i.e., the second) group.					

The effect size for the pre-test was small and non-significant (Cohen's $d = -0.345$), indicating that both groups were the same at the beginning. In the post-test, the effect size was large (Cohen's $d = -0.720$), indicating a difference between the experimental and control groups and supporting our hypothesis that the PPP method has a positive effect on improving student

8. Discussion c

This study aimed to explore the effectiveness of the Presentation, Practice, and Production (PPP) method in improving Algerian high school students' grammatical accuracy, with a specific focus on conditional sentences (types 2 and 3). The findings from the independent samples t-test revealed a statistically significant improvement in the post-test scores of the experimental group compared to the control group. This suggests that the PPP framework, with its structured sequence of Presentation, Practice, and Production, is effective in supporting students' understanding and use of complex grammar structures. In addition, the qualitative data gathered from teacher interviews revealed not only support for the PPP method but also valuable insights into the **attitudes of teachers** and the **challenges** they face in its practical implementation.

The results of this study align closely with previous research in both international and local contexts. For example, **Siregar (2022)** investigated the effectiveness of combining the PPP method with Computer-Assisted Language Learning (CALL) in Indonesia and found significant improvements in grammar proficiency. Although this study did not use CALL, the gains in grammatical accuracy observed here similarly highlight the power of the PPP framework when applied in a focused and structured way.

Likewise, **Oryza, Asad, and Soraya (2022)** used a combination of quantitative and qualitative methods to examine grammar teaching using the PPP model, concluding that it offers promising results in English Language Teaching. These researchers emphasized the effectiveness of the Presentation and Practice stages in helping students grasp grammatical rules, a finding that was also reflected in this study. In the Algerian classrooms where this study was conducted, teachers noted that students became more confident and accurate as they progressed through each phase, especially during the Production stage, where they applied rules in context.

In addition, **Arifin et al. (2019)** conducted a quasi-experimental study in the Indonesian university context, focusing on subject-verb agreement. Their results demonstrated that after applying the PPP model, students' grammar performance significantly improved. The similarity in results across different grammar points—subject-verb agreement in Arifin's study and conditional sentences in the present study—suggests that the PPP model is flexible and effective across a range of grammatical targets.

Chapter two: Data collection and Analysis

In the local context, **Kouadri (2022–2023)** explored the use of PPP to improve university students' speaking skills. Although her focus was oral communication, her findings about improved learner performance mirror those of the current study, confirming the overall value of the PPP method in Algerian education. However, while Kouadri's and other researchers' work focused primarily on student outcomes, **this study adds a new layer of knowledge** by exploring **teachers' attitudes toward the PPP method and the challenges they encounter** during its implementation.

Through the teacher interviews conducted in this research, it became clear that while teachers recognize the effectiveness of PPP in enhancing grammar instruction, they also face several practical challenges. These include **time constraints, large class sizes, and a**. This dimension of the research is often overlooked in prior studies, which tend to focus solely on learner outcomes. By including teachers' perspectives, this study provides a more holistic view of PPP implementation in real Algerian classrooms.

9. Limitations of the Study

One of the main limitations of this study is the small sample size. The research was limited to only 80 students from a single educational institution. Therefore, the findings cannot be over-generalized to students from other institutions, regions, or linguistic backgrounds. Additionally, the study focused only on teaching conditional types 2 and 3. As a result, it does not show the effect of the PPP method on other grammar structures, which may show different results.

10. Recommendations

In light of these limitations, several recommendations can be drawn. Future researchers should involve larger and more diverse student populations from different educational settings and backgrounds. Furthermore, it is recommended that future studies focus on more than one grammar structure in order to provide a broader understanding of the effectiveness of the PPP method in grammar instruction.

Conclusion

To sum up, this chapter of the study presents the fieldwork. The findings from the pre-test and post-test results confirm that the PPP (Presentation, Practice, and Production) method has a positive effect on students' grammar. Based on the analysis of the teachers' interviews and the

Chapter two: Data collection and Analysis

t-test results, we assume that the PPP method helps enhancing learners' grammar accuracy. Furthermore, the results support our hypothesis, proving that the use of the PPP method contributes to the improvement of students' grammar skills.

General Conclusion

General conclusion

General Conclusion

The purpose of the present study was to investigate the relationship between the effectiveness of the Presentation, Practice, and Production (PPP) method and the improvement of EFL learners' grammar skills. Additionally, the research aimed to explore the attitudes and challenges faced by EFL teachers when using this method. The main objective was to answer the research questions and confirm the hypothesis, which stated that the PPP method enhances the grammar skills of second-year high school students in the Literature stream.

This research was divided into two interrelated chapters. The first chapter focused on the theoretical background, while the second chapter was dedicated to the practical fieldwork.

The first chapter began by presenting various definitions of grammar, followed by a discussion of its importance in language learning. It also examined the methods used to teach grammar, along with the main approaches to grammar instruction, including the inductive and deductive approaches and then introduced the PPP method by defining it from different scholarly perspectives. It then discussed the procedure of applying the method in the classroom, highlighting the teacher's role, objectives of each stage, and the types of activities involved. The chapter concluded with an overview of the advantages and disadvantages of the PPP method, as well as a review of previous studies related to the current research.

The second chapter focused on the fieldwork, using a mixed-method approach that combined both quantitative and qualitative data. This provided a comprehensive understanding of the effectiveness of the PPP method and teachers' perceptions of it. The quantitative results, based on the independent samples t-test, supported the research hypothesis. The experimental group, which was taught using the PPP method, showed significant improvement in their post-test scores compared to the control group, indicating the method's effectiveness in developing students' grammar skills.

In addition, the qualitative findings from teacher interviews offered valuable insights into their attitudes and the challenges they face when applying the PPP method. While most teachers viewed the method positively due to its clarity, structure, and organization, some highlighted difficulties within this method such as time consuming , challenges with low-

General conclusion

proficiency students, and difficulties in transitioning between stages. Despite these obstacles, the majority of teachers acknowledged the method's effectiveness in enhancing students' grammar performance.

To conclude, both the theoretical and practical parts of this study—including the analysis, interpretation, and discussion of the data—have answered the research questions and confirmed the hypothesis. Thus, the PPP method has proven to be significantly effective in improving the grammar skills of second-year students at Cherab Ali High School

References

References

1. Abdulkarimova, N. A., & Zubaydova, N. N. (2021). Deductive and inductive approaches to teaching grammar. *JournalNX - A Multidisciplinary Peer Reviewed Journal*, 7(3), 372–376.
<https://media.neliti.com/media/publications/343275-deductive-and-inductive-approaches-to-te-f0998821.pdf>
2. Anderson, J. (2016). Why practice makes perfect sense: The past, present and potential future of the PPP paradigm in language teacher education. *ELT Education and Development*, 19(1), 14–22.
3. Arifin, M. A., & Hafid, E. (2019). The PPP model to teaching grammar: Evidence from Indonesian contexts of the effectiveness of explicit teaching instructions. *Asian EFL Journal*, 23, 415–421.
https://www.researchgate.net/publication/344626837_The_PPP_model_to_teaching_grammar_Evidence_from_Indonesian_contexts_of_the_effectiveness_of_explicit_teaching_instructions
4. British Council. (n.d.). Presentation, Practice, Production (PPP). *TeachingEnglish*. Retrieved October 10, 2023, from <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/n-p/ppp>
5. Burney, S. M. A., & Saleem, H. (2008, March 6). *Inductive & deductive research approach* [Lecture]. Auditorium of Faculty of Arts and Science, University of Karachi, Karachi, Pakistan.
6. Ching, G. (2019). *Teaching English: A practical guide for language teachers*.
7. Chodija, I. T., & Umam, L. H. (2020). Teachers' perception towards difficulties in teaching and learning EFL grammar. *Institut Agama Islam Darul A'mal Lampung*.
8. Chomsky, N. (1957). *Syntactic structures*. Mouton.
9. Chomsky, N. (1965). *Aspects of the theory of syntax*. MIT Press.
10. Cowan, R. (2008). *The teacher's grammar of English with answers: A course book and reference guide* (Illustrated ed., p. 3). Cambridge University Press.
<https://books.google.dz/books?id=WCCk829jmzUC&printsec=frontcover>
11. Criado, R. (2013). A critical review of the Presentation-Practice-Production Model (PPP) in Foreign Language Teaching. In R. Monroy (Ed.), *Homenaje a Francisco Gutiérrez Díez* (pp. 97–115). Edit.um.
12. Dalil, Z. (2013). *The importance of grammar in second language teaching* [Unpublished manuscript]. Academia.edu. https://www.academia.edu/download/37572814/the_importance_of_grammar_in_SLT.pdf

13. Ellis, R. (1992). *Second language acquisition and language pedagogy*. Multilingual Matters.
14. ELLiC. (2019). *Proceedings of the 3rd English Language and Literature International Conference (ELLiC)*, April 27, 2019, Semarang, Indonesia. Universitas Muhammadiyah Semarang. https://www.google.dz/books/edition/ELLiC_2019/jFAIEAAAQBAJ?hl=fr&gbpv=1
15. Halliday, M. A. K. (1985). *An introduction to functional grammar*. Edward Arnold.
16. Harmer, J. (2015). *The practice of English language teaching* (5th ed., p. 65). Pearson Education Limited.
17. Hewings, A., & Hewings, M. (2005). *Grammar and context: An advanced resource book* (p. 4). Routledge.
18. Kaur, A. (2024). *Grammar essentials: Navigating the rules of grammar – From basics to advanced techniques* (pp. 19–21). Rana Books.
19. Knapp, K., Seidlhofer, B., & Widdowson, H. G. (Eds.). (2009). *Handbook of foreign language communication and learning*. Mouton de Gruyter.
20. Kouadri, H. (2022–2023). Investigating the effectiveness of using the Presentation, Practice, Production (PPP) method in improving students' speaking skills: Case of first-year licence students of English at KMU in Ouargla [Unpublished master's thesis].
21. Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford University Press.
22. Lin, H. C. (2010). A case study: An ESL teacher's beliefs and classroom practices in grammar instruction [Unpublished thesis]. Kent University.
23. López-Pastor, V. M., & Sicilia-Camacho, A. (2015). Mixed methods research in education: Capturing the complexity of the profession. *International Journal of Educational Excellence*, 1(1), 111–135. <https://pdfs.semanticscholar.org/161e/7826f93d59972fdd5a5201da5b7dc6.pdf>
24. Mathematics, A. (2016). Grammar in action. *International Journal of Social Humanities*, 10(1), 1–23.
25. McEvoy, T. J. (1908). *Methods in education*. Cortland Democrat Prompt Printery.
26. Mukalel, J. C. (2005). *Approaches to English Language Teaching*. New Delhi: Discovery Publishing House.
27. Mukalel, J. C. (2005). *Approaches to English Language Teaching*. India: Discovery Publishing House Pvt. Limited.
28. Nunan, D. (1994). Linguistic theory and pedagogic practice. In *Perspectives on pedagogical grammar* (pp. 253).
29. Ortikov, U., & Xudoyberdi o'g'li, T. (2024). Teaching grammar using the PPP model. Kokand Branch of Tashkent State Technical University, Volume 1. <https://lingvospektr.uz/index.php/lingsp/article/view/113/110>

30. Oryza, F., Asad, F., & Soraya, I. (2022). Presentation-Practice-Production (PPP): Elicitation technique used by the English teacher to teach grammar. *FOSTER: Journal of English Language Teaching*, 3(3), 149–159. https://www.researchgate.net/publication/368339064_Presentation-Practice-Production_PPP_Elicitation_Technique_Used_by_the_English_Teacher_to_Teach_Grammar
31. Pandey, P., & Pandey, M. M. (2015). *Research methodology: Tools and techniques*. Bridge Center.
32. Rabadah, G., & Abu Seileek, A. (2007). The effect of computer-based grammar instruction on the acquisition of verb tenses in an EFL context. *The JALT CALL Journal*, 3(1–2), 85–96.
33. Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.
34. Richards, J. C., & Rodgers, T. S. (1986). *Approaches and methods in language teaching*. Cambridge University Press.
35. Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press.
36. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
37. Saaristo, P. (2015). Grammar is the heart of language: Grammar and its role in language learning among Finnish university students. In *Voices of pedagogical development: Expanding, enhancing and exploring higher education language learning* (pp. 279–318).
38. Sadouki, F. (2020). The influence of French on learning English vocabulary for L1 Arabic speakers. *European Journal of Teaching and Education*, 2(1), 179-189. Retrieved from <https://pdfs.semanticscholar.org/75a3/04a2c7df3f9ae9bc34ce89080dac8fd20b35.pdf>
39. Saidvaliyevna, I. Z. (2018). The role of grammar in learning English language. *CyberLeninka*. <https://cyberleninka.ru/article/n/the-role-of-grammar-in-learning-english-language/viewer>
40. Siregar, P. D. (2022). The effect of Presentation Practice Production (PPP) technique on students' English grammar competence by using computer-assisted language learning. <https://www.academia.edu/123163786>
41. Taherdoost, H. (2022). What are different research approaches? Comprehensive review of qualitative, quantitative, and mixed method research, their applications, types, and limitations. *Journal of Management Science & Engineering Research*, 5(1), 53–63. <https://hal.science/hal-03741840/document>
42. Thornbury, S. (2000). *How to teach grammar*. Pearson Education.
43. Thornbury, S. (2001). *How to teach grammar*. Pearson Education Limited.
44. Thornbury, S. (2006). *An A-Z of ELT: A dictionary of terms and concepts used in English language teaching*. Macmillan Education.

45. Ur, P. (2012). *A course in English language teaching* (2nd ed.). Cambridge University Press.
46. Widodo, H. P. (2006). Approaches and procedures for teaching grammar. *English Teaching: Practice and Critique*, 5(1), 122–141.

Appendices

Appendices

1. The Teachers' Interview

Thank you for agreeing to participate in this interview. The aim of this study is to understand the effectiveness of using the PPP framework to teach grammar in Algerian EFL classrooms, specifically with second-year high school students. Your responses will help us understand the

implementation, challenges, and perceived effectiveness of this method. and your answers will be kept confidential.

Section 1: Teacher's Background

1. Can you briefly tell us about your teaching experience and your background in teaching English as a foreign language (EFL)?
2. Do you have any prior knowledge of the ppp framework (like sources could be seminars forums workshop)

Section 2: Implementation of the PPP Method and aptitudes

3. How do you typically implement the PPP method in your grammar lessons? Can you describe the steps you follow?
5. How do you incorporate student- centered activities during the Practice stage? What kind of exercises or activities do you use to engage your students in practicing grammar?
6. Can you share a specific example of a grammar lesson where you applied the PPP method? How did the students respond to this approach?

From your experience, do you believe the PPP method is effective in improving students' understanding of grammar? Why or why not?

11. How do you assess your students grammar knowledge after using the PPP method? Do you observe noticeable improvement in their grammar usage and understanding?

Section 3: Challenges in Using PPP

7In your experience, what are the biggest challenges you face when using the PPP method to teach grammar in your classroom?

8. Do you find that the PPP method is effective with all students, or are there certain student groups (e.g., those who struggle with grammar or have lower language proficiency) that find it more difficult?
9. How do you handle situations where students are not grasping the grammar rules during the Practice or Production stages?

In your opinion, what are the strengths and weaknesses of the PPP method when it comes to teaching grammar?

In your opinion what is the most difficult stage of this method

2. Pre-Test

Pre-Test: Conditional Sentences (Type 2 & Type 3)

Unit: Fiction or Reality

Name: _____

Class: _____

Date: _____

Section 1: Multiple Choice (5 points)

Choose the correct answer.

1. If I ____ a superhero, I would save the world.

- a) am
- b) was
- c) were
- d) will be

2. If scientists ____ a time machine, we ____ to the past.

- a) invented / could travel
- b) invent / will travel
- c) had invented / would have traveled
- d) invent / travel

3. If aliens ____ real, they ____ visited us by now.

- a) were / would have
- b) are / will
- c) had been / will have
- d) be / would

4. If she ____ in a fantasy world, she ____ a dragon.

- a) lived / would ride
- b) lives / rides
- c) had lived / would have ridden
- d) would live / rides

5. If I ____ a detective, I ____ mysteries.

- a) am / solve
- b) were / would solve
- c) was / will solve
- d) had been / would have solved

Section 2: Fill in the Blanks (5 points)

Complete the sentences using the correct form of the verb in parentheses.

- 6. If Harry Potter _____ (be) real, he _____ (attend) Hogwarts.
- 7. If time travel _____ (exist), people _____ (change) history.
- 8. If I _____ (meet) an alien, I _____ (ask) about their planet.
- 9. If Sherlock Holmes _____ (investigate) the case, he _____ (find) the criminal.
- 10. If Cinderella _____ (not lose) her shoe, the prince _____ (not find) her.

Section 3: Sentence Transformation (5 points)

Rewrite the following sentences using the correct conditional type.

- 11. She didn't have a magic wand, so she couldn't cast a spell.
→ If she _____, she _____.
- 12. The scientist didn't invent a teleportation device, so we can't travel instantly.
→ If the scientist _____, we _____.
- 13. The knight didn't wear armor, so he got injured.
→ If the knight _____, he _____.
- 14. The dragon doesn't have wings, so it can't fly.
→ If the dragon _____, it _____.
- 15. The writer didn't finish the book, so it wasn't published.

→ If the writer _____, it _____.

3. Post-test

Task 1: Multiple Choice

Choose the correct answer.

If vampires _____ real, they _____ blood.

are / drink

were / would drink

had been / would have drunk

will be / would drink

If a genie _____ me three wishes, I _____ for world peace.

gave / would wish

gives / will wish

had given / would have wished

will give / wished

If time travelers _____ to ancient Egypt, they _____ the pyramids being built.

go / see

had gone / would have seen

went / would see

will go / would see

If superheroes _____ real, the world _____ safer.

were / would be

are / will be

had been / would have been

be / would

If witches _____ real, they _____ cast spells.

were / would cast

are / will cast

had been / would have cast

be / would

task 2: Fill in the Blanks

Complete the sentences using the correct form of the verb in parentheses.

If Snow White _____ (not eat) the poisoned apple, she _____ (not fall) asleep.

If I _____ (find) a magic lamp, I _____ (wish) for unlimited knowledge.

If Peter Pan _____ (grow up), he _____ (not stay) in Neverland.

If King Arthur _____ (have) Excalibur, he _____ (defeat) his enemies.

If Alice _____ (not fall) into the rabbit hole, she _____ (not enter) Wonderland.

Task 3: Sentence Transformation

Rewrite the following sentences using the correct conditional type.

The scientist didn't create a clone, so we don't have duplicates of people.

→ If the scientist _____, we _____.

The spaceship didn't land on Mars, so we didn't discover life there.

→ If the spaceship _____, we _____.

The wizard didn't use the correct spell, so the potion failed.

→ If the wizard _____, the potion _____.

The mermaid doesn't have legs, so she can't walk on land.

→ If the mermaid _____, she _____.

The fairy didn't grant the wish, so the boy remained poor.

→ If the fairy _____, the boy _____.

The table above shows the students' grades in the pre-test and post- test

Students	Controlled group Pre test	Controlled group Post test	Exprimental group Pre test	Exprimental group Post test
1	7,00	8,30	6,00	8,00
2	4,00	6,00	10,00	16,00
3	4,00	10,0	14,00	18,00
4	10,00	11,00	6,00	10,00
5	11,00	15,00	15,00	20,00
6	8,00	11,00	4,00	8,00

7	8,00	16,00	10,00	18,00
8	9,00	14,00	5,00	13,00
9	5,00	15,00	6,00	4,00
10	5,00	5,00	7,00	4,00
11	15,00	18,00	10,00	17,00
12	4,00	5,00	7,00	12,00
13	4,00	6,00	7,00	7,00
14	6,00	7,00	10,00	10,00
15	6,00	6,00	5,00	10,00
16	3,00	8,00	4,00	9,00
17	7,00	10,00	4,00	8,00
18	6,00	7,00	4,00	9,00
19	4,00	5,00	5,00	7,00
20	6,00	6,00	8,00	10,00
21	1,00	2,00	5,00	11,00
22	2,00	3,00	8,00	12,00
23	3,00	3,00	4,00	10,00
24	5,00	5,00	11,00	18,00
25	7,00	8,00	7,00	8,00
26	5,00	5,00	8,00	10,00
27	5,00	7,00	8,00	11,00
28	9,00	7,00	8,00	11,00
29	9,00	7,00	9,00	14,00
30	10,00	9,00	9,00	11,00
31	13,00	14,00	11,00	13,00
32	10,00	11,00	11,00	9,00
33	10,00	9,00	10,00	11,00
34	8,00	8,00	13,00	14,00
35	16,00	17,00	11,00	12,00

36	5,00	4,00	10,00	11,00
37	8,00	9,00	10,00	11,00
38	5,00	4,00	15,00	17,00
39	10,00	9,00	1,00	5,00
40	10,00	8,00	6,00	8,00

Table: students' grades for the pre-test and post-test

In our test, most participants found some difficulties in the last task in both the control and experimental groups. However, the first task was the easiest for our participants.

In the Controlled group, the highest mark in the pre-test was 15, and the lowest was 1. In the post-test, most students achieved slightly higher scores than in the pre-test, with 18 being the highest and 4 being the lowest.

For the Experimental group, the lowest mark in the pre-test was 4 and the highest was 15. In the post-test, the highest mark was 20 and the lowest was 4.

ملخص

تهدف هذه الدراسة إلى التحقق من فعالية استخدام طريقة العرض والتدريب والإنتاج ppp في تحسين القواعد النحوية لدى طلاب السنة الثانية في ثانوية شراب علي (2024-2025). تم تنفيذ هذه الدراسة باستخدام منهجية مختلطة (كمية ونوعية). حيث استخدمنا أداتين لجمع البيانات للتحقق من صحة الدراسة وتأكيدها: الأولى هي مقابلة مع المعلمين لاستكشاف مواقفهم ووجهة نظرهم في استخدام ppp والتحديات التي تواجههم عند تطبيقها، والثانية اختبار T للطلاب بعد جمع البيانات وتحليل النتائج، لاحظنا أن درجات الاختبار البعدي كانت أعلى من الاختبار القبلي، مما يؤكد فرضيتنا حول فعالية طريقة PPP و أنها بالفعل تهدف إلى تحسين القواعد النحوية لدى طلاب التعليم الثانوي.

الكلمات المفتاحية: طريقة PPP ، التحسين، مهارات القواعد النحوية للطلاب.