

College of Education for Humanities
English Department



Ph. D. Studies/ Methodology

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Methods of Research

“AI in Education”

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1. Introduction

As an international language, English plays a vital role in daily life, particularly in international communication. It serves not only as a channel for global communication but also as a tool for knowledge sharing and the advancement of science and technology. The four components of English, which are separated into two categories—receptive and productive skills—make it one of the required topics in school. The four components are speaking and writing (productive skills) and listening and reading (receptive skills) (Husnaini et al. ,2023).

Language teaching emerged as a distinct profession in the twentieth century. The foundations of modern language education were established during this time, as applied linguists and others worked to create principles and procedures for developing teaching methods and materials. They drew on advancements in linguistics and psychology to propose what were believed to be more effective and theoretically grounded approaches. This period was marked by rapid changes and innovations, along with the rise of competing ideologies in language teaching. Much of the motivation for evolving teaching approaches stemmed from shifts in teaching methods. The concept of "strategy" in education—referring to a systematic set of practices based on specific theories of language and learning—proved to be influential, and the pursuit of improved strategies occupied many educators and applied linguists throughout the century. (Richards & Rodgers,2001).

2. A historical over view The Presentation, Practice, and Production (PPP)

PPP strategy is a cohesive strategy In a standard situational of the classroom, it is a "school model (Sánchez ,1993, 2001, 2004). Richards and Rodgers (2001) implemented a three-phase sequence referred to as the P-P-P cycle: Presentation, Practice, and Production

.Therefore, the simplest and most concise definition of this model is a strategy to teach language items that involves presenting the item, practicing it, and then producing (i.e., using) it.

Contrary to what some writers believe, the PPP strategy does not stem from audio-lingual approaches (e.g., Kumaravadivelu,2006; Harmer, 2007) or behaviorist theories (Lewis, 1993). The freedom inherent in the final production phase is fundamentally at odds with audio-lingual methods (Richards & Rogers ,1986). The term "Presentation, Practice, Production" was coined by Done Byrne during the transitional period between situational language teaching (SLT) and communicative language teaching (CLT) in the UK, first appearing in his 1976 edition of "Teaching Oral English". While SLT contained the first two phases, the introduction of the production phase was a significant innovation that aligned with the emerging communicative approach explored by course book authors like Abbs and Freebairn around that time (e.g., 1975, 1977) in their Strategies series. As seen in Harmer's (1983) work .

However, the acronym PPP only gained widespread recognition after the second edition of Teaching Oral English which was published by Byrne in 1986.

The ppp strategy serves as a structured framework for designing language lessons, particularly focusing on grammar, functional language, and vocabulary. This strategy is commonly used in short initial teacher training programs like the Cambridge CELTA (CELTA from Cambridge is a qualification for teaching TESOL (is an accredited English as a foreign language) and Trinity Cert professional qualification awarded in the teaching of "English for speakers of other languages" ESOL by Trinity College London), as well as in more comprehensive pre-service teacher education programs around the globe.(Anderson, 2016)

The actual term 'Presentation, Practice, Production' was first in Donn Byrne introduced The term 'Presentation, Practice, Production' in his book “Teaching Oral English” (1976/1986) as a guide for training English language teachers. In this work, Byrne outlines the model as follows:

- The Presentation Stage: The teacher acts as an informant.
- The Practice Stage: The teacher takes on the role of conductor.
- The Production Stage: The teacher serves as a guide.

Byrne observes that "language learning in the classroom frequently falls short" after the presentation and practice stages. He then emphasizes the importance of the production stage, noting that it is essential for effective learning.

“no real learning can be assumed to have taken place until the students are able to use the language for themselves. At any level of attainment they need to be given regular and frequent opportunities to use the language freely, even if they sometimes make mistakes as a result.”(Byrne,1986)

In his later, more comprehensive discussion of the production stage, Byrne advocates for various activities that became key features of Communicative Language Teaching (CLT). These include discussions, language games, role-play, songs, and dramatization, which were increasingly featured in more innovative teaching materials of that era. This structured strategy allows for a gradual progression from comprehension to active use, making it a cornerstone in language teaching methodologies.

3. The procedure of” presentation practice production”(PPP)

The Presentation, Practice, and Production (PPP) strategy is a systematic approach to language teaching that emphasizes the introduction of new language elements,

followed by practice, and ultimately allowing students to use the language independently. In the presentation phase, teachers introduce new vocabulary or grammar through clear explanations and contextual examples, often utilizing visual aids. The practice phase reinforces understanding through guided activities, such as drills and role plays, providing a supportive environment for students to apply what they've learned while receiving feedback. Finally, the production phase encourages students to creatively and freely use the language in tasks like discussions and presentations, promoting fluency and confidence. Overall, the PPP strategy offers a structured framework that enhances skill development and fosters active engagement among students, making it particularly effective for improving speaking skills in a foreign language.(Husnaini et al., 2023).

4. Changes on the presentation practice production strategy

The teacher-centered aspect of PPP strategy can be reduced by incorporating different strategies. By utilizing techniques like elicitation and inductive learning, the focus of learning can be shifted onto the students. Various studies suggest that both elicitation and inductive learning facilitate student-centered activities by encouraging active student involvement. Elicitation questions, as observed by Halim and Halim (2019) and Alsubaie (2015), enhance student participation by prompting them to engage in discussion rather than passively receive information. Similarly, inductive learning, as highlighted by Vafa and Eza (2022), can enhance student engagement by necessitating deeper cognitive skills.

This strategy suitable for learners of all ages, involves deriving general rules from specific examples in collaboration between the teacher and students. To ensure a successful outcome, it is crucial to pose thought-provoking questions that guide the

class towards the desired learning goals. Identifying the appropriate questions to elicit the desired responses is key in this process. (Oryza et al., 2022).

5. The significant of presentation practice production strategy

The clear framework of the PPP strategy and its alignment with traditional teaching methods have contributed to its lasting appeal, particularly in English as a Foreign Language (EFL) settings (Anderson,2017).The framework for skill training is based on logical and common-sense principles. It aligns with the educational backgrounds of many trainee teachers, particularly those from the UK, where similar courses are widely offered and play a significant role in initial teacher training (Lortie 1975; Wedell & Malderez 2013).

Furthermore, the prescriptive nature of the PPP strategy acts as a helpful scaffolding tool, which is particularly valuable for trainee teachers who frequently encounter high-stress and challenging learning experiences. Also it is suitable for classes in which curricula are often imposed from outside and set high expectations, Class sizes tend to be large, with more than 30 students per group and Many learners share a common first language or other community languages. Additionally, students typically receive only a few hours of instruction each week. The educational culture also leans towards greater teacher involvement in the Anderson ,2016).(learning process.