University of Babylon

College of Basic Education

Department of English

Byrne's PPP Alternative Teaching Approach

A Paper Submitted to the Council of Department of English,
College of Basic Education, University of Babylon
, in Partial Fulfillment of the Requirements for
the Degree of B.A. in English Language

By:
Fatima Sadam Hussain
Tabark Saad Abd_Zaid

Supervised By

Lect. Kadhim Muhammad AlShammari

2021-2022

Chapter One

Introduction

1. Introduction

The Presentation-Practice-Production model of activity sequencing (PPP) is the traditional activity sequencing pattern on which many Foreign Language Teaching (FLT) course books have relied, and its presence can still be appreciated today. Accordingly, Cook (2008) even identifies this pattern as the major distinctive trait of the "mainstream EFL style", which has been in vogue for the last thirty years or even longer. The learning orientation refers to motivation – learning aimed towards achieving results or learning for its own sake. The starting point of product-directed learning is that the ability leads to success while emphasizing competitiveness and outside assessment encouraging the student to prove his ability. The starting point of learning is that the effort itself can lead to success while preferring challenging assignments and self-assessment, with them phases on improving the learner's ability (*Watkins, 2010*)

The three Ps correspond, in this order, to presentation (P1), practice (P2) and production (P3). Hence the shortest and clearest definition of this model emerges as, "an approach to teaching language items which follows a sequence of presentation of the item, practice of the item and then production (i.e. use) of the item" (*Tomlinson, 2011*).

Precisely because of its ascription to Structural Methods, PPP has been and still is vilified on learning and linguistic grounds. These criticisms are specially launched by Lexical Approach and Task-based At the same time, however, it would seem unfair not to recognize at least a

certain degree of efficiency of this model since many students have learnt and are still learning foreign languages in classrooms which draw on this technique. Also, contemporary FLT textbooks offer a somewhat "softened" version of PPP regarding its original shape in the times of Structural Methods, allowing for more flexibility in the teaching procedures. I have previously labelled this as the "contemporary FLT materials version of PPP" (*Credo, 2010*).

Chapter Two

Theoretical Framework

2.1 The Meaning Of Approach

The learning approach is anchored in the philosophical concept and the didactic method of teaching and learning strategies. This manifests the learning objectives and their orientation that include furthering knowledge, repetition and reconstruction, application, understanding, observation from a different perspective and shaping thought (Burnett,& Purdie, 2000) .

Learning strategies that, together with the philosophical concept, define the learning approach are the elements used by teachers to help students understand the information in depth. The responsibility in this case is the teachers' with the emphasis on planning, processing and methods of implementing the learning.

The connections between learning approaches, learning style and the integration of technology in education have been studied since the late 1990s. Liao (*Liao ,1999*) and Najjar (*Najjar ,1996*), for example, note the varying effectiveness of combining multimedia and hypermedia in the context of learning approaches. Riding and other (*Riding,2002*), attempt to propose adaptations between learning style and its approach and specific attributes of the electronic media Other studies that note the connections between learning approach and learning in a technological environment stress the importance of the former on learning tasks (*Bollinger ,2011*).

This influence is more prominent amongst adults. Adult learning, in contrast to learning amongst children, is based on life experience and is characterized by a personal learning style and strategies (*Barrio, 200*8) According to Yu (*Yu , 2010*), understanding the factors that influence learning and behavior in terms of learning performance is essential to predict the use of electronic learning systems. The learner's behavioral expression towards a new learning system, when it is overt, is likely to manifest the learning style and the impact of the learning approach. In learning that is characterized by acquiring skills, the index, when measurable, is the performance - for example, according to quality or speed (*Swanson, 1995*). As mentioned, a key question that guided us in this study is whether the learners' distinct learning approach affects their performance in the new technological learning system. Clearly, the brief experimentation with the technological learning system does not fully reflect the learners' possible performance. However, this very preliminary learning is likely to better manifest the possible influence of the learning approach. In new and preliminary learning the learners will apply the learning strategies with which they are familiar and which they have adopted.

2.2 Donn Byrne

Although born in America, Donn-Byrne was an Irishman who was born there because his parents were on a business trip. He was soon returned to Ireland. He was educated at the University of Dublin, the Sorbonne and the University of Leipzig. In 1911, he returned to America and began working for the Catholic Encyclopedia, among others, and began to contribute poems and stories to periodicals. His first short story, Battle appeared in 1914. His first novel, The Stranger's Banquet was published in 1919. He became a prolific writer after that. Nevertheless, he began to have financial difficulties which forced him

and his wife to return to Ireland. In June 1928, he was killed in an automobile accident when he was only 38. His many works include The Wind Blowout , The Change ligand and Other Stories ,Brother Soul ,Destiny Bay ,Crusade , and the posthumous works Field of Honor and The Hound of Ireland and Other Stories *(Donn Byrne , 1988)*

2.3. PPP Teaching Method

2.3.1 Origins

Contrary to the assertions of some, PPP does not originate in audiolingual' (*Kumar avadivelu 2006*) or even behaviorist' (*Lewis 1993: 6*) approaches to teaching. The relative freedom provided in the final Production stage is inconsistent with audiolingual approaches. PPP first appeared in the mid-1970s, and its UK-based origins have clear links to the early development of CLT.

At that time, situational language teaching in the United Kingdom was gradually evolving into a more communicative approach (Howett ,1984), and a number of writers, methodologists, and language teachers were experimenting with adding an additional, freer practice stage to lesson beyond the Presentation and Practice typical of situational language teaching (*Roxon &Smith, 2012*).

However, the 'Presentation, Practice, Production' model itself first appeared in the first edition of Donn Byrne's (*Donn Byrne , 1976*) Teaching Oral English, a handbook for training English language teachers, where it is summarized under the following headings:

a. The presentation stage: the teacher as informant

b. The practice stage: the teacher as conductor

c. The production stage: the teacher as guide (*ibid.: 2*)

Although Byrne coined the three stages of PPP, his work was part of a gradual shift, and it drew strongly upon an earlier framework described by Julian Dakin(*Julian Dakin, 1973*) in The Language Laboratory and Language Learning, published as part of the series Longman Handbooks for Language Teachers when Byrne was series editor. Including four stages (1 Presentation, 2 Practice, 3 Development and 4 Testing), his Development stage involved relaxing control over the pupils' performance. The pupils are set tasks such as telling a story themselves, describing pictures, retailing their daily lives and past or future activities, expressing their own needs and preferences. The successful completion of such tasks calls for the use not only of the structure that has just been practiced but of all that has been learnt before. The teacher cannot and should not interrupt the pupils' performance by correcting every single mistake. (Ibid.: 5)

2.3.2Defintion

PPP (Presentation, practice, production) technique is the technique that used by the teacher to teach English. Almost teachers use this technique; it can used to teach structure, vocabulary, pronunciation etc. According to Lenka said that in presentation phase the teacher presents new words or structures, gives examples, writes them on the board, etc. it means that in presentation the teacher explains and gives the examples to the students.

Jeremy Harmer stated that PPP is just one procedure among many, and takes no account of other ways of learning and understanding, it is very learning-based and takes line account of students" acquisition abilities." In addition, PPP technique is a common way to introduce a new word to the students in the EFL classroom. Therefore, PPP technique can use to teach English, such as teaching vocabulary, pronunciation, or other English lesson.

According to Richards and Reanna, many traditional approaches to language teaching are based on a focus on grammatical form and a cycle of activities that involves presentation of new language item, practice of the item under controlled conditions, and a production phase in which the learners try out the form in a more communicative context. This has been referred to as the P.P.P. approach and it forms the basis of such traditional methods of teaching as Audio linguicism and the Structural-Situational approach. Nun an said that PPP is relatively straight forward, and structured enough to be easily understood by both students and new or new emerging teachers. It means that this technique can make the teacher easier to understand the material to the students, The P-P-P cycle, was often employed: Presentation, Practice, Production. Presentation:

The new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students' comprehension of it. Practice: Students practice using the new structure in a controlled context, through drills or substitution exercises. Production: Students practice using the new structure in different contexts, often using their own content or information, in order to develop fluency with the new pattern. It means that the teacher presents the material, then the teacher control the way to practice and production. In short, PPP technique stands for presentation, practice, and production. The PPP technique is a technique for teaching English or simple language.

2.3.3 Survey

Current thinking in Second Language Acquisition suggests that 'Presentation, Practice, Production' (PPP) approach is totally unjustifiable as a means of teaching. However it not only persists but seems to flourish. It is a methodology about which passions run high with Michael Lewis(*Lewis , 1996:9*) writing 'the fact is that the PPP paradigm is, and always was, nonsense' and Long (*Long ,1998*) condemning deductive teaching as 'Neanderthal teaching practices'. Despite academics being united on the fact that learning does not take place the way that the PPP methodology supposes (*Willis,1996*), and despite Task Based Learning (TBL) seemingly ready to fill the void with a model consistent with SLA theory, PPP is not being abandoned as SLA researchers would wish. PPP is not being defended on a theoretical basis, for it does not seem to have one that can be defended, but there is a growing army of dissenters (Swan, , Foster, Sheen, Halliday) who can point to flaws and contradictions in supposed superior models such as the 'Communicative' approach and TBL and question whether the alternatives are in fact better than PPP. PPP has its defenders, not in academia but in the classroom, and ultimately it is the teacher who needs to be convinced that PPP is a spent force. There are other reasons for the survival of PPP, perhaps most importantly resistance to change. This essay will attempt to identify the key failings of PPP and to explain why this does not stop its use. Pinpointing exactly what PPP is not as easy as it sounds, and is perhaps one of the reasons why it endures. A traditional PPP class is quite straightforward, but it seems that PPP has evolved over the years, cherry picking the more attractive elements of other approaches, and incorporating them into its basic format. However it is

the basic PPP that we shall examine for it is this which the critics of PPP attack**.**

## *2.3..4 Contemporary ELT Materials Version Of PPP*

Most EFL/ESL teachers are creative professionals who have the potential to explore their creativity and embark upon the fascinating task of developing their own didactic materials based not only on their teaching experience, but also on their expertise in the cognitive and learning processes needed by EFL/ESL learners, Therefore, this task should not be Confined to text developers exclusively since there is no complete textbook that fulfils both learners and teachers' expectations, as concluded by(*Nanez & Tellez ,2008*).

Perhaps the strongest evidence of the preferences of English language learners does not come from research, but from their influence on materials design. The multimillion pound ELT publishing industry is consumer driven. Its most widely published and most popular titles are shaped partly by sales, but also by extensive consumer research, both into the preferences of learners in the case of self-study material, and also the preferences of teachers and learners for classroom-based materials. And what sales and consumer opinions reveal has been remarkably consistent; PPP has dominated the organization of the majority of mainstream ELT course books ever since Abbes and Forebrain used it for their Strategies series in the 1970s (*Tomlinson & Masuhara 2013*). Thus, while it should be noted that not all learners necessarily expect a language lesson to follow the typical stages involved in skill-learning, the fact that PPP does is likely to contribute significantly to its usefulness for those learners who do, and their teachers . Acknowledging that students learn

at particular speeds and succeed in different manners, teachers should consider this diversity when teaching the target language and when developing their materials trying, at the same time, to keep a balance among students' language learning needs, preferences, motivations and expectations, their affective needs, and the institutional policies.

In the same way, and following Oxford (1997), teachers should also bear in mind that since knowledge is socially built, fostering pair and group learning activities is a "must" as they enhance motivation, improve self-esteem in students, and lower anxiety and prejudice. Additionally, they are helpful in sharing information, cooperating with each other's learning, enhancing commitment to subject learning as well as to developing a sense of belonging to the educational institutions and classmates. Furthermore, it is relevant to highlight the valuable element of enjoyment in our practices and in the material being produced for our students, which results in having students motivated and engaged in a comfortable, warmhearted and challenging learning atmosphere. To that extent, Tosta (*Tosta ,2001*) assert that an essential element of success in an EFL classroom is the possibility for the class to be an opportunity to learn and the students to find learning enjoyable. For this reason, teachers ought to create materials that promote pleasant learning settings, thereby fostering motivation, interaction, and long-term learning.. Moreover, language learning materials constitute a key factor in creating effective teaching and learning environments. Following Tomlinson(*Tomlinson ,1998*), these materials could be considered effective if they facilitate the learning of a language by increasing learners' knowledge, experience and understanding of it and, simultaneously, helping learners learn what they want and need to learn. In addition, the effectiveness of materials used for language teaching depends largely on how meaningful, relevant and motivating they are to the learners. These three conditions are met when

there is a match between the materials and tasks proposed in them, with the learners' needs, interests, attitudes and expectations. In other words, teachers should do their best to develop the most effective, appropriate, and flexible materials for their students and their programs
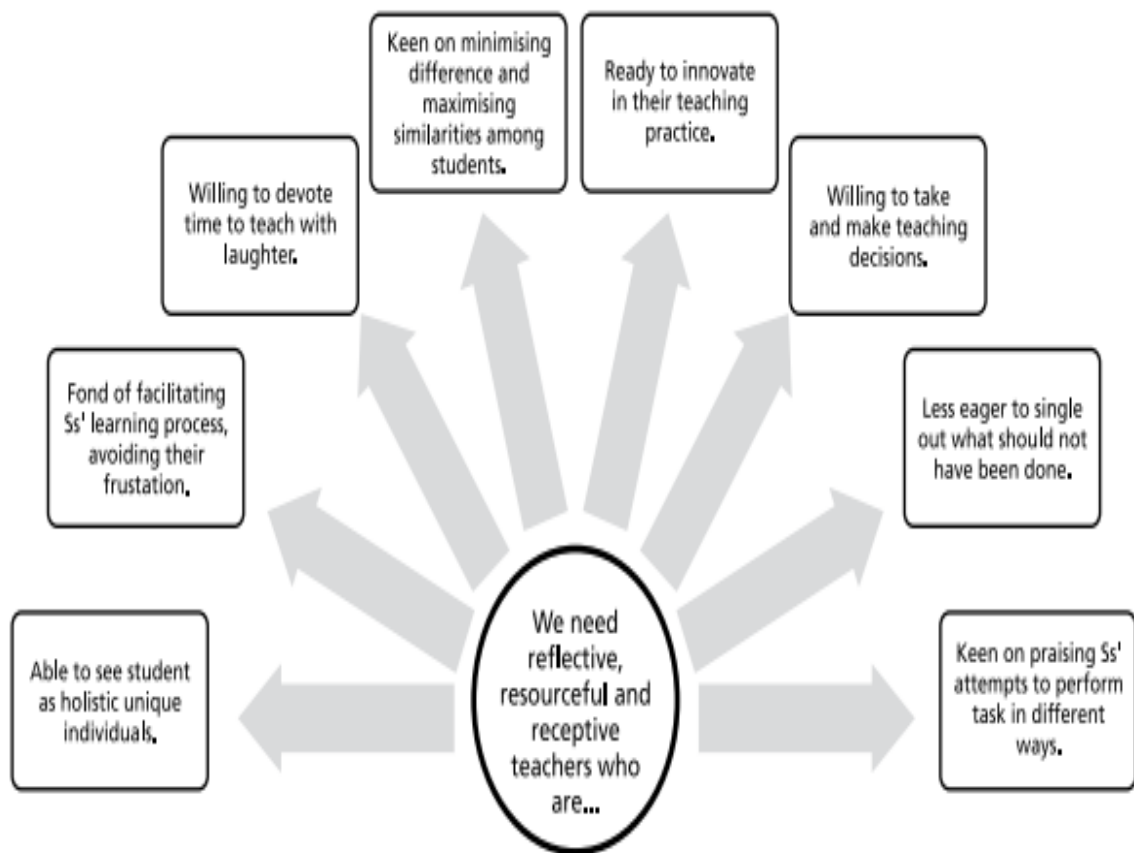
Figure1. Teachers' qualities to meet materials development demands

2.4. Positives And Negatives Of PPP

2.4.1. Positives Of PPP

1. PPP lessons provide clear and simple structure of the lesson.

2. The lesson is easy to prepare because the materials used for the lesson are ordered from the simplest to the most difficult and types of activities are arranged from the most controlled to the least controlled.[19]

3. The progress of students in the lesson clearly and easily was written as the last common point.

4. This technique is relatively easy for beginner students and that communication is effective

2.4.2. Negatives of PPP

Most teachers mentioned two main disadvantages of this approach

1. The most common answer was that students tend to be passive quite a large part of the lesson, which means that lessons are predisposed to be teacher-centered. This piece of information contradicts the fact that adult learners have a good ability of self-direction. Some of the participants stated that this fact makes this approach unsuitable for more advanced students, as they do not get so much chance to communicate freely and independently.

2. It is predictability of the lesson structure, which, in this case, the participants criticized as being rigid. 49 From the explanation above, the implementation of PPP techniques have some advantages and disadvantages in teaching English.

2.5. *Criticism :Positively And Negatively*

The first criticism addressed to the PPP model is that it considers language as a sum of smaller bits that can be taught separately. Language is holistic and learning is organic (very much like a seed growing) and recursive. It is not linear. That is, language can't be sliced into smaller chunks and taught discretely. We don't learn one bit of language and then proceed to the next bit and so on and so forth. When learning a new language point, one may go back in his/her learning to previously met language features to check consistency with present learning situations. What is taught to students is rarely retained in an individual lesson in spite of seeming to be mastered in the course of that lesson.

A second disadvantage of the PPP approach to teaching English is that it limits learners' encounter with learning opportunities. In fact, when presenting a bit of language in isolation, we strip away other important features of language. This leads to depriving students:

1. from comprehensible input, which might be of use to them
2. and from the opportunity to notice other language items that might be implicitly 'acquired'.

Most of the time, learning is incidental. While helping learners to learn, we do not know for sure what they have actually learned and what is still in the process of being acquired.

Chapter Three
Conclusions

PPP is completely incompatible with contemporary SLA thinking, yet it persists because it has shown to be the easiest to learn teaching method, the most effective at handling huge courses, and has cherry-picked appealing tactics from other methods. It also benefits from reluctance to change, a lack of consensus on what could be the ideal replacement, a lack of understanding of alternatives, and instructor skepticism of SLA theory. Furthermore, while TBL appears to be the logical successor, there is presently scholarly disagreement about the ideal model for TBL, as well as misgivings about its applicability in all educational situations. It is also possible that TBL is too radically different and as Woodward (1996:9) says; 'a more natural approach forward may be to start experimenting or applying insights a little at a time'.

Swan advised (1985:87) that when a new approach comes along we should not ask; 'Is it true?, but What good does it do ?' and urges that we should 'try out new techniques without giving up useful older methods, simply because they have been 'proved wrong'. This seems to be sound advice. Teachers should be open to new ideas, but must decide for themselves what works best for their particular students. It will be interesting to see how long PPP survives as the dominant methodology.

References

Dr.AbdelRahmman, "English language teaching (ELT)," students Feed. precptions Expect., p. 15.

Yoko Kubota, "Honda To Set English as Official Language," wall Str., 2015, [Online]. Available: http://blogs.wsj.com/japanrealtime/2015/06/30/honda-sets-english-as-offi cial-language/.

W. A. R. Lubna Alsagoff, Sandra Lee Mckay, Guangwei Hu, Principles and practices for teaching English as an international language. 2012.

W. A. R. Jack Croft Richards, Jack C. Richards, Methodology in Language Teaching: An Anthology of Current Practice. New York: cambridge university press, 2002.

B. C. Dart, P. C. Burnett, N. Purdie, G. Boulton-Lewis, J. Campbell, and D. Smith, "Students' conceptions of learning, the classroom environment, and approaches to learning," J. Educ. Res., vol. 93, no. 4, pp. 262–270, 2000, doi: 10.1080/00220670009598715.

C. Watkins, "Research Matters Editor : Jane Reed," no. 34, 2016.

Yuen-kuang Cliff Liao, "HYPERMEDIA AND STUDENTS' ACHIEVEMENT: A META-ANALYSIS," Educ. Multimed. Hypermedia, vol. 8, no. 3, pp. 255–277, 1999.

Lawrence J. Najjar, "Multimedia information and learning," J. Educ. Multimed. Hypermedia, 1996.

R. Riding, School Learning and Cognitive Styles. London, 2002.

S. S. Doris U. Bolliger, "Learning styles and student perceptions of the use of interactive online tutorials," Br. J. Educ. Technol., vol. 42, no. 3, p. 470, 2011.

E. G. Maria Pavlis Korres, "Development of personalized learning objects for training adult educators of special groups," Knowl. Manag., vol. 12, no. 6, 2008.

T.-Y. Y. Tai-Kuei Yu, "Modelling the factors that affect individuals' utilisation of online learning systems: An empirical study combining the task technology fit model with the theory of planned behaviour," Br. J. Educ. Technol., vol. 41, no. 6, pp. 1003–1017, 2010.

L. J. Swanson, "Learning Styles: A Review of the Literature.," 1995.

Donn Byrne, Teaching Writing Skills. 1988.

J. Anderson, "A potted history of PPP with the help of ELT Journal," ELT J., vol. 71, no. 2, pp. 218–227, 2017, doi: 10.1093/elt/ccw055.

DAVID EVANS, "A REVIEW OF 'PPP," vol. 1, no. 10, pp. 9–39, 1999.

A. N. Pardo, M. Fernanda, and T. Téllez, "ELT Materials: The Key to Fostering Effective Teaching and Learning Settings," Profile Issues Teach. Prof. Dev., vol. 11, no. 2, pp. 171–186, 2009.

N. Astria, "Teaching English ppp," pp. 1–72.

A. Bennett and N. Royle, "An introduction to literature, criticism and theory," An Introd. to Lit. Crit. Theory, pp. 1–432, 2016, doi: 10.4324/9781315652450.

S. Sesiorina, "The Analysis of Teachers' Lesson Plan in Implementing Theme-Based Instruction for Teaching English to Young Learners," J. English Educ., vol. 2, no. 1, pp. 84–95, 2014, [Online]. Available: https://media.neliti.com/media/publications/192273-EN-the-analysis-of-teachers-lesson-plan-in.pdf.

Cook, V. (2008). Second Language Learning and Teaching. (4th ed.). London: Hodder Education

Lewis, M. (1996). Implications of a lexical view of language. In D. Willis & J. Willis (Eds.), Challenge and Change in Language Teaching (pp. 10- 16). Oxford: Heinemann.

Swan M (1985) A critical look at the Communicative Approach (2) ELTJ 39/2:76-87

Woodward T (1996) Paradigm shift and the language teaching profession in Willis D and J Willis Challenge and Change in Language Teaching: Macmillan Heinemann, 4-9