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The Effectiveness of Audio-Visually Manipulated PPP Strategy in Teaching EFL to Intermediate School Students

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Abstract

Foreign language teaching methodology has been changing over the years; however, there is no one single best strategy to use in teaching English as a foreign language (EFL). The best language teaching method depends on several factors such as: learners' levels, learning processes, teacher competencies, and the goals of learning. Hence, the current study aims at specifying the Audio-Visually Manipulated PPP Strategy and finding out the effectiveness of the specified strategy in teaching EFL to Iraqi intermediate school students.

In order to achieve the aims of the study, and verify its hypotheses, a sample of sixty Iraqi intermediate school students has been randomly selected, equalized, and divided into two equal groups, i.e. experimental and control groups. The experimental group has been taught English according to the Audio-Visually Manipulated PPP strategy, whereas the control group has been taught by using the conventional method for a period of twelve weeks. An achievement posttest has been constructed and applied to the two involved groups. The collected data has been treated statistically and in terms of the obtained results it is concluded that the Audio-Visually Manipulated PPP Strategy is efficient in improving intermediate school students' achievement in English. Finally, some pedagogical recommendations are put forward.

Keywords: Effectiveness, PPP Strategy, Teaching Strategies, Audio-Visually Manipulated Strategy, Teaching EFL, Intermediate School Students.

Section One: Introduction

1.1 Problem of the Study

English language has become more dominant around the world as it is becoming more dominant language in the field of education with universities and institutes as a means of learning and scientific research. It is also the language of international business, diplomacy and professions (Kitao, 1996) English is the language of modern life daily interaction. It is use for communication between nations around the world. In addition, it is the language which is mostly used in tourism, travel, science, and technology. The important role of English has greatly been contributed to the movement of teaching English as a foreign language (EFL, for short). The English language becomes the language of the modern age, speaking English is not a luxury anymore but rather becomes a necessity and a factor of strength to those who speak it.

However, students in general, face many difficulties in the process of learning EFL (David, 2009). To the best knowledge of the researchers, there are several reasons behind their poor English such as, crowded classes, insufficient time, teachers' qualifications, students' lack of confidence and motivation, the use of inappropriate curriculum and methodology, and the absence of practicing English outside the classroom. Therefore, researchers in the field of English methodology are constantly experimenting new ways in order to facilitate the process of learning EFL and improve students' achievement in various language skills. Thus, the search for a new way for improving students' performance in English is highly needed.

Recent studies have proven that the Audio-Visually Manipulated Presentation, Practice, Production (A-V manipulated PPP, for short), strategy is the latest in this direction. The application of this strategy may contribute to improving students' assimilation in the field of the English language for non-native speakers. They believe that this strategy could solve most of the problems encountered by students especially throughout the process of using English communicatively. Such problems as the inability to handle communicative situations can be handled through applying this strategy (Kitao, 1996). Hence, this study is an attempt to investigate the effectiveness of this strategy in teaching EFL to intermediate school students.

1.2 Value of the Study: The value of the current study can be summarized as follows:

1.2.1 This study could be valuable for EFL teachers through explaining the steps which should be followed through teaching English to intermediate school students in terms of the recommended strategy.

1.2.2 Syllabus designers could consider the role of the A-v manipulated PPP strategy in designing English textbooks to be taught for EFL learners.

1.2.3 Practically, this study could be useful for intermediate school students; through creating positive learning situations, which could improve their achievement in English.

1.3 Aims of the Study: The current study aims at:

1. specifying the principles as well as the steps of the A-V manipulated PPP Strategy.
2. finding out the effectiveness of the specified strategy in teaching EFL to intermediate school students.

1.4 Hypotheses of the Study: The following three hypotheses are supposed to be verified in order to achieve the aims of the study:

1. There is not any significant difference between the mean scores of the control group's achievements and that of the experimental group, on the posttest.
2. There is not any significant difference between the mean scores of the experimental group's achievements in the pretest and that in the posttest.
3. There is not any significant difference between the mean scores of the students' achievement at the recognition level and that at the production level in the posttest.

1.5 Limits of the Study: The study is limited to the second-year intermediate school students who are studying **English for Iraq 2nd** Intermediate Student's Book at Om Al-Mu'meneen Secondary School for Girls in the city of Tikrit/Salah El-Deen/ Iraq during the academic year 2019-2020.

1.6 Operational Definitions of Basic Terms:

1.6.1 Effectiveness: It means assessing the effect of the Audio-Visually Manipulated PPP strategy on students' achievement in learning EFL.

1.6.2 Manipulated: It refers to the process of upgrading the PPP strategy to a new strategy by using various audio-visual teaching aids.

1.6.3 Strategy: It is a plan of how to solve a problem and enhance the abilities of the students in learning and speaking English.

1.6.4 Audio-Visually Manipulated PPP Strategy: It is a strategy that merges both the PPP way with the audio-visual way of teaching English for EFL students to create a more effective and easy strategy of teaching English communicatively to intermediate school students.

Section Two: Theoretical Background

2.1 Evolution of A-V Manipulated PPP strategy: The “Three Ps” approach to language teaching is the most common modern methodology employed by professional schools around the world. This approach is generally geared towards adult learners. A PPP approach is divided into three phases Presentation, Practice and Production (Harmer, 1991). It is very important to understand what “Presentation”, “Practice” and “Production” really are, and how they work in combination to create effective communicative language learning (Douglas & Frazier, 2001).

According to (Harmer, 2010) the PPP approach is still widely used in language classrooms around the world, for teaching language at different levels. In this procedure, the teacher introduces a situation which contextualizes the language to be taught and then presents the language. The students practise the language using accurate reproduction techniques such as, choral repetition and individual repetition. Later, in a production phase the students use the new language to make sentences of their own (Harmer, 2007). (Ur, 2012) adds that PPP represent a component of a methodology, or a description of suggested stages in a lesson, rather than a whole methodology. It is important because it is based on a skill-learning theory of language acquisition. This framework has been used for a lesson that teaches new language items. It incorporates aspects of all the different teaching methods. It is based on both grammatical and functional views of the language. A framework is called the PPP strategy.

Although the PPP teaching strategy stems from one of the old teaching theories, yet it has continued to develop itself in various manifestations. Today that theory becomes the most effective theory of teaching in the world. One of its most recent crystallization is the ‘Engage, Study, Activate’ (ESA, for short) method of teaching which is considered today to be the most important deductive teaching theory (Harmer, 2010) .The new version of PPP, which is Audio-Visually manipulated, recently developed strategy , is somehow linked with the ESA method. This is a very creative method that teachers can use when teaching a foreign language. It is considered "the most current language teaching method that offers a judicious blend of many ties to other methods of teaching". It is the most effective teaching method in the history of TEFL. Almost all the new teachers in the world use this new version of PPP in their class strategy. It gives the teacher of a foreign language the flexibility and the freedom to shape and arrange a classroom in a creative and productive manner. In

addition, this strategy is easy to apply by the teachers because it is systematic and depends on a well to use theory (Harmer, 2010).

2.2 Phases of the A-V manipulated PPP Strategy: According to this strategy the teacher divides the lesson into three stages, as follows (ibid:52-54):

2.2.1 The (Presentation \ Engage) phase is the first stage in the lesson. The teacher activates and presents materials to the students who engage emotionally with what is going on in the classroom. The strategy makes the student curious, passionate, and involved both in their minds and hearts. This strategy introduces the students to the lesson by certain practices that include showing pictures, contrasts between pictures and other instructional illustrations to invoke discussion in the classroom. In addition, the teacher may present the students to scenes of acting and/or miming to make them eager to know the meaning of the miming, or acting, and thereby participate in the activities of the class. The students may also be given certain words and asked to give their meanings or the ideas which they suggest. Therefore, this stage is very important because it prepares the students for the next phase and makes them feel that they can be productive and creative when most of them are encouraged to participate in the activities of the class.

2.2.2 The (Practice \ Study) phase consists of many activities such as, the study and practice of texts, dialogues, example sentences, gap filling exercises, crosswords, word searches, or games. This phase shows more participation on the part of students. The teacher may also introduce new words and shows the students how to use them and pronounce them. The students are asked, for example, to repeat certain words with the correct pronunciation. This is because the teacher wants them to think of the best way to say the words. The teacher wants them to think of the words' pronunciation. In this stage, the students are given a wide space in the lesson to participate in the making of the study. They will be asked to participate in the correction of all the errors committed in the class in a tactful manner. The teacher can help the students practise and engage in correcting errors so as to make the new language appears nice, easy, and interesting to them. By the activity of error correcting, the students will get interested in the new language and learn it easily.

2.2.3 The (Production \ Activate) phase: Regarding this phase, exercises and activities are designed to get students use and produce language as freely and communicatively as they can. Students get a chance to try out real language use

with little or with no restriction – a kind of rehearsal for the real world. In this stage the class is divided into small groups or to pairs. Activities like: story building, role playing, poster analysis, and advertisement discussion, will create debates inside the classroom that enhance the students learning of the new language. This stage, therefore, puts students to work and produce. It enables the teacher to examine the results of the students' achievement and value their progress in understanding the new language. As a result, is a very interesting and useful method of language teaching.

A practical practice on the application of this method can be found in the following example: A teacher and students look at a picture, a clip, or a short film on robots in the classroom. In the presentation phase they say whether; they like, or dislike robots. In the practice phase the teacher shows students a picture of a robot, and students here must explain the idea of the robot with certain grammatical structures; students may bring sentences in which they say whether they accept the idea of a robot or not. Example: I cannot stand the idea that robots are useful. Other students bring other examples on the topic and the teacher notices whether the sentences are correct grammatically and whether they are pronounced correctly or not. In the production phase students work in pairs or groups to describe their dream robot. Each group makes a presentation to the class saying what their robot can and cannot do.

2.3 Principles of the A -V Manipulated PPP Strategy: There are two fundamental principles of using the A-V Manipulated PPP Strategy: the students are “smart and creative”. This refers to the assumptions proposed by (Scrivener, 1994) that “people learn more by doing things themselves rather than being told about them and “learners are intelligent, fully functioning humans”, not simply receptacles for passed-on knowledge. Learning is not simply “a one-dimension intellectual activity but involves the whole person”.

(Joanna Baker, 2000) points out that, one of the best ways of helping students to reach the objectives of the lesson is to introduce the new language well in the first phase of the lesson: this is the presentation phase. Then, students need to have “plenty of activities” to help them to practise the new language: this is “the practise phase”. Lastly, it takes time for the students to use the new language they have learned in order to communicate with each other, this is “the production phase”. This strategy is often used because it gives the students the opportunity before “they show their best language performance”.

For example, in the presentation phase, the teacher uses “elicitation to collect the students’ ideas; (e.g. Do you like living in a city or a countryside? Why?) By this way, the students will try to “respond or collect their ideas”. Besides, the weak students will probably get some help from the strong students (e.g. new vocabularies, phrases, and so on). This happens when the students answer the questions. The “weak students often get difficulties expressing their ideas”, while the “strong students may know the issue a lot” more than those who are weak. While listening to the answers of the strong students, the weak students “indirectly get information” of expressing something in English.

After this, the teacher gives them an issue to discuss or debate, for instance “Living in a countryside is more pleasant than living in a city”. Baker and Westrup (J Baker, 2003) claim that elicitation is a useful way to involve students and it will also help teachers find out how much the students “know or remember” the previous lessons. Eliciting is a form of questioning. “Elicitation can be very specific”, for example, collecting students “ideas or opinions about a picture, some sentences or a topic. In addition, the teacher may use this phase as warmers to lead them to be active and not to be shy of sharing their ideas.

After getting the students’ ideas or opinions by using elicitation, the teacher gives them feedback. If the teacher finds their utterance is correct, he/she usually say “OK”, “good”, etc. By this way, they may be happy. However, when their utterance is incorrect, the teacher asks them to repeat it “two or three times and to correct” it. The repetition is useful to give them an opportunity to do “self-correction”. Some students are aware of their mistakes and they are able to “correct them quickly”. Sometimes, however, some students get difficulty in correcting their utterances by themselves. In this case, to make the class active the teacher invites all students to correct the mistakes. The teacher does this with the consideration that they will get used to “sharing their knowledge” with their friends and get used to “correcting the errors” (Scrivener, 1994) .

Next, in the practice phase, the teacher asks the students to work cooperatively and share their ideas with their friends. There are some benefits of such activity. Cottrell (Cottrell, 2019) believes that: “working co-operatively provides opportunities to: share ideas – so each one has more ideas; get extra perspectives; tap into a wider pool of experience; background knowledge and styles of work; stimulate each other’s thinking; clarify one’s own thinking

through talking and through answering questions; get others help to focus on the main point; and learn to deal with challenge and criticism and realize that there are more “dimensions and answers” to a question than one can discover on your own”.

In this phase, it is necessary to notice the “arrangements of students” seats”. The teacher frequently asks them to arrange the seats in “a large circle or semicircle”. This enables them to talk to their friends more freely during discussion since they can “speak face-to-face”. In addition, the students can “communicate more with their friends” and the teacher can control them more easily. arrangements of the seats and the activity of pair work or groupwork above also enable teachers to control everything that the students say, to correct any error or to give feedback more efficient since teachers can control them in group instead of personally. At the end of the practice phase, students should be able to “use the new language reasonably well, and to speak more fluently using the language they have learnt”. In addition, it is necessary for teachers to consider “accuracy and fluency”. Regarding the focus on accuracy, teachers should know the appropriate time to give an “instant correction”. On the contrary, when the class is focused on fluency, it is not time for teachers to give “instant correction” and this may interfere with the goals of activity (Scrivener, *ibid*: 68).

Finally, in the production phase, when the teacher controls the students, including correcting the errors of “pronunciation, sentence construction”, etc. he asks them to “to use the language as fluently as possible” in front of the class. At this point, the teacher usually asks them to present the topic that has been discussed or asks them to debate the related topic to be discussed (e.g. Do you agree or disagree with the following statement: living in a countryside is more pleasant than living in a city). The teacher uses specific reasons and examples to support his/her position, which allow them to express their opinions. The teacher will not correct them as he/she did in the practice phase since this is the production phase or the free phase. In addition, the teacher will be sure that in this phase, students are able to use the language confidently as they have a lot of ideas and corrections in the previous phase. If it is still found that there are some errors, the teacher corrects them and “give feedback at the end of the class” so that those who make errors during their practice do not feel embarrassed or nervous. One important thing to do by teachers is that there

must be “correction or feedback”. The correction and feedback are important to do to avoid the repetition of errors. By this way, all students become more active to participate during the class. Those who are usually shy to participate will be more encouraged or confident to express their ideas in front of the class. Furthermore, students will be able to learn to socialize more because they are involved in a discussion with their friends, in turns and they are able to speak fluently and confidently (ibid).

2.4 The Role of the Teacher in the A-V Manipulated PPP Strategy: Teachers play vital roles inside their classrooms. They are best known for the role of educating the students that are placed in their care. Beyond that, they set the tone of their classroom, build a warm environment, monitor and advice students, become role models, and listen and look for signs of troubles. The following are the roles of the teacher in the A-V Manipulated PPP Strategy, (Harmer, 2010)

2.4.1 In the Presentation Stage: The teacher speaks up to 80% of the time, as the representing information and he/she focuses on accuracy when correcting students at this stage. The teacher asks questions to see if students have understood, so his/her role is all crucial in this stage, i.e. always acting as a controller, standing at the front of the class dictating everything that happens and being the focus of attention, there will be little chance for students to take much responsibility for their own learning.

2.4.2 In the Practice Stage: The teacher uses activities to practise the language orally in a written format. He/ she models and corrects when mistakes occur and encourages lots of pair work and group work during this stage. In such situations, the teacher may need to be a prompter, encouraging students, pushing them to achieve more feeding in bits of information or language to help them proceed.

2.4.3 In the Production Stage: The teacher monitors but does not correct until the end. Focus is now on fluency rather than accuracy. In this stage the teacher needs to act as a feedback provider (helping students to evaluate their performance) or as an assessor (telling students how well they have done or giving them grades).

2.5 The Role of the Students in the Audio-Visually Manipulated PPP Strategy: Students’ responsibility occurs when they take an active role in their learning by recognizing that they are accountable for their academic success. Students’

responsibility is demonstrated when they make choices and take actions which lead them toward their educational goals. The students can have many roles in the classroom, these roles vary according to each phase of the intended strategy, as follows (Harmer, 2007: 26):

2.5.1 In the Presentation Stage: Students act as listeners. In this stage, students respond very well to the teacher who explains the lesson to them.

2.5.2 In the Practice Stage: Students speak up to 60% of the time; and the teacher speaks up to 40%. So, the teacher should be able to convince the students that he / she is listening to them with every sense of attention.

2.5.3 In the Production Stage: Students speak up to 90% of the time, the teacher up to 10%. Accordingly, in this stage, the teacher should be prepared to go around the class during a speaking exercise encouraging them and offering help if necessary. Students use the language in a natural, everyday context through a practical task within minimal input from the teacher, break instructions into steps.

Section Three: Methodology

3.1 Experimental Design: The selection of a suitable experimental design for testing is one of the most useful decisions in order to verify the formulated hypotheses and achieve the stated aims. Thus, the current study is conducted according to an experimental design which is entitled “ the pretest-posttest equivalent groups design”. Consequently, two groups of the second-year intermediate school students are selected, as shown in table (1).

Table (1): The Experimental Design of the Study

Groups	Pretest	Independent Variable (Treatment)	Posttest
Experimental	Students' Achievement in the pretest	Teaching English according to the A-V manipulated strategy	Students' Achievement in the posttest
Control	Students' Achievement in the pretest	-----	Students' Achievement in the posttest

3.2 Population and Sampling of the Study: The population of the current study consists of 200 second year EFL intermediate female students who are

distributed into six intermediate schools for girls in the city of Tikrit at Salah El-Deen Governorate, as shown in table (2).

Table (2): The Population and Sample of the Study

No.	Schools Name				No. of Student
1	AL-Zhoor Secondary School for Girls				30
2	Al – Murjan Intermediate School for Girls				30
3	Om AL-Muamneen Secondary School for Girls				80
4	Al – Kholood Intermediate School for Girls				30
5	Al – Youser Intermediate School for Girls				30
6	Al- Safa Intermediate School for Girls				20
Total					200
	Group	Section	No. of Students	No. of Pilot Study Students	Total
	Control	A	30	8	80
	Experimental	B	30	12	

Om AL-Muamneen Secondary School for Girls has been randomly chosen as the sample of the study. There are eighty students at the second stage who are

distributed into two sections. Twenty students have been excluded from the two sections in order to be involved in the pilot study. The other students are distributed equally to sections (A) and (B). Section (A) is randomly chosen to be the control group and section (B) represents the experimental group. Then the two groups have been equalized in their: age, previous year achievement in English, pretest achievement (see Appendix A), and their parents' academic attainment.

3.3 Instructional Material and Students' Instruction: The present study is concerned with investigating the effectiveness of the A-V Manipulated PPP strategy in teaching EFL to intermediate school students. The textbook under study is used by all Iraqi schools for teaching English to the second year intermediate students. Hence, the instructional material of the experimental group includes: **English of Iraq 2nd** intermediate (student's Book and Activity Book, Units 2,3,4), Coloured cards, CDs, Smart board, Vocabulary notebook, Data-show, videos, and YouTube. Whereas, the instructional material of the control group include: Student's Book and Activity Book, Smart board, Coloured pens for the Smart board.

The application of the experiment started on the 7th of November 2019 and lasted for eight weeks and ended on the 7th of January 2020. The lectures have been organized for two groups as three hours pre-week. The experimental group is taught by using the A-V Manipulated PPP strategy, whereas the control group is taught by using the traditional method, i.e. without using the A-V Manipulated PPP strategy. The necessary lesson plans have been prepared previously. The lesson plans for the control group is worked out according to the instructions of the Teachers' Book. Whereas the lesson plans for the experimental plans are worked in terms of the A-V Manipulated PPP strategies, as follows:

1. The working steps are demonstrated and clarified to make the students familiar enough with the background of what they are going to do.
2. Students are presented with daily situation topics, dialogue and situations about units two, three and four and their lessons.
3. The students are asked to listen to CDs player to highlight and emphasize new norms, concepts, and values of authentic materials.

4. The students are provided with problem-solving activities and asked to work in pairs or in groups to share their ideas.
5. Students use a vocabulary notebook. They create flash cards with the word or phrase, on one side and a picture or mnemonic device representing the meaning, on the other side.
6. Students are encouraged to use English language in everyday life situations. The material has been explained inductively by using pictures, colored pens, cards, CDs and a smart board.

3.4 Posttest Construction, its Scoring Scheme and Final Application: To achieve the aims of the study, an achievement posttest has been constructed and applied to the involved students at the end of the period of instruction. The posttest includes oral and written questions. Concerning the oral questions, the first question includes a paragraph and three related items. Testees are required to read the paragraph and do the three items orally. The second question includes a recorded blank dialogue with four items. A testee listens to the recorded roles of the dialogue and complete the missed ones orally, as shown in Appendix(B). Concerning the written questions, the posttest includes five questions. Each question consists of five items except question number 4 which has ten items and question number 5 which consists A and B, as shown in Appendix (C).

The first question consists of five items where students are asked to complete the sentences with appropriate words from the given box and its total score is fifteen. The correct answer gains three scores and the incorrect gains zero. The second question consists of five items where the students have to state the correct spelling of the given words and its total score is fifteen. The correct answer gains three scores and the incorrect one gains zero. Question three consists of five items in which the students are asked to match between the words and the appropriate items that describe some jobs and places. The correct answer gains four scores and the incorrect one gains zero. The total score of the third question is twenty. In question four the students are asked to do as it is required. This question contains ten items and each item gains two scores. The total score of the fourth question is twenty. In the fifth question the students are asked to write one paragraph- email introducing themselves to a

friend or about an interesting holiday. The total score of this question is twenty, as shown in table (3):

Table (3):The Specifications of the Contents, Behaviors, Items and Scores of the Written Posttest

	Contents	Behaviors	No. of Items	Scores
1	Vocabulary meaning	to fill in the blanks with the appropriate vocabulary	5	15
2	Spelling of words	to spell words correctly	5	15
3	Matching words	to match between the words and their meaning	5	20
4	Some of language functions	to construct various sentences and questions, in terms of the given functions.	10	20
5	writing	to write either an email or an interesting holiday	1	20
Total				90

Concerning the oral test which includes two questions, testees' responses are assessed in terms of five criteria namely, pronunciation, vocabulary, grammar, comprehension, and fluency. In the first question each criterion is marked as: good, fair, or weak. Two marks are given for "good", one mark for "fair", and zero for "weak". In the second question each criterion is marked as: "good" and "weak". One mark is given for "good", and zero for "weak" as shown in table (4): The posttest validity is obtained, its reliability is ascertained and the difficulty level as well as the discrimination power of its items are verified. Then, the test has been administered to the two groups of the study.

Table (4): The Scoring Scheme of the Oral Test

No. of Question	No. of Items	Qualities	Scores
Q1	1	Good	2
		Fair	1
		Weak	0

	2	Good Fair Weak	2 1 0
	3	Good Fair Weak	2 1 0
Q2	1	Good Weak	1 0
	2	Good Weak	1 0
	3	Good Weak	1 0
	4	Good Weak	1 0
Total			10

Section Four: Analysis of Data, Discussion of Results, Conclusions and Recommendations

4.1 Analysis of Data: Students' responses on the posttest have been analyzed statistically as follows:

4.1.1 Comparison between the Performance of the Control and Experimental Groups in the Posttest: In order to verify the first hypothesis of the current study, the collected data of the two groups have been analyzed statistically. Results show that the mean scores of the control group's achievements are 51.60 with a standard deviation 15.06 while the mean scores of the experimental group's achievement is 68.57 with a standard deviation 15.32. Then the t-test formula for two independent samples has been used. The computed t-value is 4.33 which is higher than the tabulated t-test value which is 2.00, at the level of significance (0.05) and a degree of freedom (58). This means that there are statistically significant differences between the experimental group's achievement which has been exposed to the A-V Manipulated PPP strategy and that of the control which has not been exposed to the same strategy, and in favour of the former group, as shown in table (5). Thus, the first hypothesis is rejected.

Table (5): The Mean Scores, Standard Deviations, & T-Values of Students' Achievement in the Posttest

Group	No.	Mean Scores	SD	T-values		DF	Level of Significance
Experimental	30	68.57	15.32	Computed	Tabulated	D.F	L.S
Control	30	51.60	15.06	4.33	2.00	58	0.05

4.1.2 Comparison between the Performance of the Experimental Group in the Pretest and that in the Posttest: In order to verify the second hypothesis, the collected data of the experimental group in both the pretest and the posttest have been analyzed statistically. Results indicate that the obtained mean scores and standard deviations in the pretest are 49.97 and 12.91, respectively. Results also indicate that the obtained mean scores and standard deviations in the posttest are 68.57 and 15.32, respectively. Then t-test formula for two-dependent samples is used in order to show if there is any significant difference between the obtained mean scores of students' achievement in the two tests. Results indicate that the computed t-value is 9.80 and the tabulated t-value is 2.04 with the degree of freedom of (58) and level of significance (0.05). This means that the obtained difference between the two mean scores is significant, and in favour of the posttest, as shown in table (6). Hence, the second hypothesis is rejected.

Table (6): The Mean Scores, Standard Deviations, and T-Values of Students' Achievement in Pre/Post-Test

Group	Test	Mean Scores	SD	T-values		DF	Level of Significance
Experimental	Pre	49.97	12.91	Computed	Tabulated	D.F	
	Post	68.57	15.32	9.80	2.04	30	0.05

4.1.3: Comparison Between Students' Achievement at the Recognition Level and that at the Production Level:

In order to verify the third hypothesis, the mean scores of the experimental group's achievement at the recognition level and that at the production level, in the posttest are calculated and compared. The obtained results show that mean scores of the students' achievement at the recognition level is found to be 15.28 and that at the production level is found to be 55.77. T-test formula for two related samples is used and results indicate that the computed t- value is 65.04 and the tabulated t- value is 2.04 at the degree of freedom (29) and level of significance (0.05), as shown in table (7). This means that there is a significant difference between students' achievement at the recognition level and that at the production level and in favour of the production level. Thus, the third hypothesis is rejected.

Table (7): The Mean Scores and T-Values of the Experimental Group's Achievement at Recognition and Production Levels

Experimental Group	No. of Students	Mean Scores	SD	DF	T-Value		Level of Significance
					Computed	Tabulated	
Recognition	30	15.28	1.98	29	65.04	2.04	0.05
Production		55.77	5.14				

4.2 Discussion of Results: The current study attempts to measure the effectiveness of the A-V Manipulated PPP Strategy in teaching EFL to second year intermediate school students. The obtained results indicate that the students of the experimental group who have been exposed to the A-V Manipulated PPP Strategy have the ability to stimulate, motivate, interact and improve their achievement in English. The variety of the instructional material which is prepared by using technology tools is based on exchanging and sharing ideas in real life situations. The adoption of the A-V Manipulated PPP has led to the improvement of students' achievement by creating independent activity and motivating students to communicate creatively. This is done through the

classroom environment and by using many digital teaching tools, such as the smartboards, CDs, data show, etc. Students have enjoyed learning through the created real-life situations inside their classrooms. According to the obtained results, it has been noticed that teaching intermediate school students by using the A-V Manipulated PPP strategy and exposing them to the modern technology tools of the strategy, has a positive effect on their achievement in English. That is, the performance of the experimental group is significantly better than the performance of the control group who have not been exposed to the intended strategy.

As far as the difference between the students' achievement at the recognition level and that at the production level, results illustrate that the achievement of the students at the production level is higher than their achievement at the recognition level. Thus, the aims of the current study have been fulfilled through verifying the initially formulated hypotheses. In the light of the empirical evidence and the researchers' own observation during the experiment, the obtained results can be attributed to the following reasons:

1. The upgrade that the strategy has received during the experiment has led to the improvement of the students' achievement in English.
2. The authenticity and the variety of the prepared instructional materials, as well as the use of various types of technology, are another factor behind the efficient role of the adopted strategy.
3. Creating collaborative learning inside the classroom environment through using various activities motivate the students and stimulate them to work and perform their roles actively.

4.3 Conclusions: Building on the obtained results, the following conclusions are drawn:

1. The A-V Manipulated PPP strategy plays an efficient role in improving intermediate school students' achievement in English. This means that teaching English by using the intended new strategy, affects students' performance positively.
2. Findings of the study will help teachers gain insight into the effectiveness of the A-V Manipulated PPP as a new strategy and assist students to overcome the problems they face during the process of learning English.

3. Students have been trained on the process of making connections across the lessons with their peers.
4. Students show high motivation and desire in learning English when they have been exposed to the adopted strategy. This is enough to make the process of teaching fruitful.
5. Direct communication with the target language keeps the learners motivated and gives them better language skills and critical thinking.

4.4 Recommendations: the following recommendations are put forward in terms of the obtained results and drawn conclusions:

1. Since the A-V Manipulated PPP Strategy has improved students' achievement, it is recommended to give more importance to this strategy in teaching EFL.
 2. The students - centered models in language teaching motivate students' participation and let them get involved in the material better than teacher- centered ones. Thus, this study recommends concentrating on students-based strategies or models to achieve better results.
 3. Teachers of EFL should be trained on the employment of the A-V Manipulated PPP strategy for teaching various lesson activities and exercises.
 4. Textbooks designers and decision makers are recommended to enrich the Teacher's Book with the practical steps of the A-V Manipulated PPP Strategy in order to enhance the process of teaching and learning EFL.
 5. Supervisors are recommended to provide teachers with instructional manuals which improve their awareness of the A-V Manipulated PPP strategy and the steps of using it in teaching English to their students.
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Appendix (A): The Achievement Pretest

Q1. Read the following passage and answer the questions:

(15 Marks)

It was half past seven. Ali was having a breakfast. Salma, his wife, pointed to the clock and said; "hurry you will be late". Ali took his bag and went out of the house. Salama stood him at the door and said "good-bye" to him. He works in a famous office for engineering designs.

1. What was Ali having? 2.What did Ali's wife point to? 3. Where dose Ali work?
4. Where did Salma stand? 5.Where does Ali work?

Q2. Complete the following items with appropriate information :

(15 Marks)

1. Bob and Basim were going to Australia to 2. The Olympic games of 2012 took place in
2. What kind of people does James like? 4. Will walking slowly make you fit?
5. is often used as a way to describe something good for the environment.

Q3. Do as required:

(15 Marks)

1. He (not do) any sport at all. (Past tense). 2. It is alright to eat crisps. (a little – a few).
3. We have been in the school (for / since) 8 o'clock this morning. 4.I do not like watch films. (Correct the verb).
5. Never cycle on the wrong side of the road. (use: should – should not).

Q4. Write the missing words:

(20 Marks)

1. A list of food in a restaurant is 2. Healthy X unhealthy, boring X
3. The meat of a cow
4. It comes after first
5. Another word for a present

**Q5. Complete the sentences by using the words in the box:
(20 Marks)**

(upset, frightened, happy, matter, beef, too much)

1. What is the, Mum?
2. Ahmed does not like
3. Arguing with my sister makes me feel
4. She ate rice for lunch
5. I get when I read scary stories at night.

**Q6. Write a paragraph about a visit to a restaurant:
(15 Marks)**

Appendix (B): The Oral Posttest

**Q1. Listen to the recorded material carefully and answer the given items orally:
(6 Marks)**

My name is Hassan. I study at a secondary school. I like it so much, but sometimes I get board because of routine. My favourite subject is geography because we can learn about other countries.

1. Hassan is at a school.
2. His favourite subject in school is
3. He (likes or dislikes) his school.

**Q2. Listen to the dialogue between two friends Ahmed and Ali:
(4 Marks)**

Ahmed: what do you like doing?

Ali: I like playing football.

Ahmed: what kind of people do you like?

Ali: I like happy people.

Ahmed: How long have you been in this school?
since 2010.

Ali: I have been in school

Ahmed: How long have you been ill?
yesterday.

Ali: I have been ill since

Now answer the questions orally:

1. Ali like playing (tennis, football)?
2. Ali like (happy, sad) people?

3. Ali has been in school since (2010, 2002).
4. Ali has been ill since (yesterday, today).

Appendix (C): The Written Posttest

At the Recognition level:

**Q1: Complete the following items with appropriate words from the box:
(helpful, stammer, confident, article, afraid, early):
(15 Marks)**

1. A word that means frightened is 2. The opposite of “shy” is 3. I like people.
4. Speak with difficulty means 5. Noora has written an for the school magazine.

**Q2: Fill in the blanks with correctly spelled words:
(15 Marks)**

1. A present = gift \ famous =
2. Short X Long \ Good X
3. Interv..ws
4. Play, Player \ write,
5. Is not, isn't \ let us

Q3: Write the number of a sentence in list (A) and the letter of the word that matches it in list (B): (20 m).

A

1. You go there every Friday
2. A person who repair cars
3. A building where you can read or borrow books.
4. A person who make things from wood.
5. Very dry, hot place

B

- a. Carpenter
- b. Desert
- c. Mechanic
- d. Library
- e. Mosque
- f. Museum

At the Production level:

Q4: Do as Required:

(20 Marks)

1. They tell lies. (use: I do not like).
2. Do not let children play with matches. (give advice)
3. I cook food every day. (negation).
4. I eat fruits twice a day. (how often).
5. I speak Arabic, English and French. (ask with Which).
6. The children are playing in the street. (past tense).
7. A reporter wrote a letter in London. (change it into passive).
8. She works in a hospital. (use: going to).
9. A whale is the largest animal today. (express agreement).
10. I have played football last week. (question).

Q5: write one paragraph on A or B:

(20 Marks)

A: An e mail introducing yourself to a friend.

1. B: An interesting holiday you took recently.