BILINGUAL PUBLISHING GROUP

Forum for Linguistic Studies

https://journals.bilpubgroup.com/index.php/fls

ARTICLE

Investigating the Efficacy of the Presentation, Practice, Production (PPP) Teaching Model in Virtual Classrooms: Perspectives from Saudi University Instructors

Abdulghani Eissa Tour Mohammed [1*] **, *Mohammed AbdAlgane*** [1] **, *Khalid Othman*** [1] **, *Mohammed A. Saleh*** [2] **, *Mohamed Kamal Mustafa Alhaj*** [3] **, *Faris Salim Allehyani*** [4] **, *Intisar Zakariya Ahmed Ibrahim*** [1]

[1] *Department of English Language & Literature, College of Languages & Humanities, Qassim University, Buraydah 52571, Saudi Arabia*

[2] *Department of Cybersecurity, College of Computer, Qassim University, Buraydah 52571, Saudi Arabia*

[3] *Humanities Department, Ranyah University College, Taif University, Al Hawiyah P.O. Box: 11099, Saudi Arabia*

[4] *Department of Languages and Translation, University College of Umluj, University of Tabuk, Tabuk 71491, Saudi Arabia*

ABSTRACT

The Presentation, Practice, Production (PPP) model is the most popular approach for teaching English as a foreign language, with a focus on developing speaking skills, in particular. However, its structural sequence is widely known to be effective under normal classroom circumstances. It seems as if little empirical research has been conducted to test its effectiveness in virtual situations. The study attempts to identify the perception of Saudi university instructors toward the effectiveness of the PPP model in enhancing students' engagement, confidence, and collaborative learning within online learning environments. An exploratory sequential mixed-method was used in an exploratory survey questionnaire that was sent out to 36 instructors who had tried using PPP in face-to-face, hybrid, and fully online classes. Results revealed that 91.6% had tried some modality of the PPP Model application, with the practice phase being considered the most problematic area for online implementation due to issues with interaction sustainability and technical barriers. However,

*CORRESPONDING AUTHOR:

Abdulghani Eissa Tour Mohammed, Department of English Language & Literature, College of Languages & Humanities, Qassim University, Buraydah 52571, Saudi Arabia; Email: aE.mohammed@qu.edu.sa

ARTICLE INFO

Received: 8 September 2025 | Revised: 28 September 2025 | Accepted: 29 September 2025 | Published Online: 30 October 2025
DOI: https://doi.org/10.30564/fls.v7i11.11990

CITATION

Mohammed, A.E.T., AbdAlgane, M., Othman, K., et al., 2025. Investigating the Efficacy of the Presentation, Practice, Production (PPP) Teaching Model in Virtual Classrooms: Perspectives from Saudi University Instructors. Forum for Linguistic Studies. 7(11): 1550–1569. DOI: https://doi.org/10.30564/fls.v7i11.11990

teachers said that PPP makes students more engaged, facilitates peer support, and increases their willingness to speak English. Therefore, the study suggested several procedures for the overall improvement of English language skills. For instance, the study recommended customized training for teachers, interactive digital tools, diversified practice activities, and institutional endorsement of PPP as a method to be applied in its best scope in a virtual EFL classroom.

Keywords: Presentation, Practice, Production (PPP); Virtual Classrooms; EFL Speaking Instruction; Student Engagement; Saudi University Instructors; E-Learning; Effective Approaches; Learning Techniques

1. Introduction

The PPP method is an approach for teaching foreign language structures (such as grammar or vocabulary)[1]. Because the PPP technique encourages students to master their vocabulary through their responses, it is an effective way to help them develop their speaking skills[2]. University instructors frequently employ the PPP approach to develop students' speaking abilities when teaching simple language. The researchers have chosen to discuss the PPP method instead of other teaching approaches because they believe it provides students with the confidence they need to finish the task (practice or conversation). Shintani[3] states that the first step of PPP, present, is to give students "explicit information about a target feature to establish declarative knowledge." Conversation tactics can be explicitly taught during the first awareness-raising phase, prior to practice, when implementing them in the classroom[4–7]. Texts, audio recordings, and visual aids can illustrate scenarios and provide specific information on a desired approach[8]. Understanding the use of pragmatic ideas takes time and work. Thus, it is key for learners to take part in the practice of aimed talk plans, which make up the main point of the practice stage within the PPP order[7]. Shintani[3] says that this stage gives students "practice in the form of controlled production activities to develop procedural knowledge." Students must practice key terms in their typical circumstances[6,9]. Jones[6] adds that mastering conversational techniques requires more than just understanding them. In the classroom, controlled practice exercises are recommended[10], and learners can become aware of the distinctions between their L1 and L2 through guided spoken language practice[11]. Drills, multiple-choice exercises, gap-and-cue exercises, and transformations are recommended as effective methods of practice[8]

On the other hand, Baker noted that another important method that helps students achieve learning outcomes is how well new language is introduced during the presentation phase (the first part of the course). This process has to be followed by practice involving different activities through which students can internalize and use the new language elements they have learned. The production phase refers to the time when students speak to each other using the new language they have learned.

The production phase refers to the time when students speak to each other using the new language they have learned. There is enormous pedagogical support and theoretical rationale for the application of the PPP model in English as a Foreign Language (EFL) speaking instruction. More empirical studies on students' perceptions and immediate engagement with every phase of this model need to be conducted, particularly within university contexts. Most previous works have also been somewhat instructional design-oriented or related to the cognitive mechanism that underlies the PPP sequence[1,3,6,12]. A few works have probed how the PPP approach influences students' affective factors, including confidence and motivation in carrying out tasks, let alone reluctant or less proficient learners. Moreover, there is less understanding of how the strategy promotes peer collaboration and student-to-student assistance during production tasks. This study aims to address these gaps by investigating both the speaking practice opportunities afforded by the PPP approach and the subjective experiences of learners. In particular, it endeavours to determine its overall impact on their willingness to communicate, engage, and assist one another during classroom discussions.

The present study, therefore, aims to answer the following questions:

1. To what extent do students have more chances to practice speaking when implementing the PPP approach?
2. What impressions did the students have of the PPP method's application in the EFL classes?
3. To what extent are students more involved in concen-

trating on the task when implementing the PPP approach?

4. How does the PPP approach make students feel secure, especially those who are reticent to speak in front of the class?
5. How might they support one another and foster knowledge or idea sharing in a discussion exercise when using the PPP approach?

Reducing the teacher's talking time (TTT) and increasing the students' talking time (STT) is vital in EFL classes and many other teaching contexts. The reduction of (TTT) is essential to empower students to practice the target language via effective interaction. This dream may not come true when educators adopt traditional teaching methods, such as the grammar-translation method. Implementing the grammar translation method enables the instructors to mostly control the allocated time, while students remain in the class as passive listeners. However, through the application of some effective teaching approaches that enhance elicitation, students can easily communicate and create a strong rapport in classes. For example, when implementing the PPP approach in EFL classes, students may find it easier to respond to the following questions during the presentation stage. The teacher may ask the students, "Do you prefer to live in a city or in the country?" "Why?". In this way, students will try to "respond to or accumulate their ideas."

Finally, the technique is group learning, as the better students are more likely to assist the poor performing students in college in some way, for instance, by imparting new words and phrases. Additionally, by hearing the great students' answers, the poor students indirectly get information on how to speak English. Next, the teacher asks students to discuss or debate a topic, such as "Living in the country is better than living in a city." According to Baker and Westrup[13], this is referred to as elicitation. It proves to be a good way of getting the learners engaged and assisting the teacher to ascertain how well the students "know or remember" what was learned earlier. Elicitation can be very specific—what do you think/ feel about a picture/ lines/ topic?[1].

2. Literature Review

Several diverse educational institutions utilize the PPP teaching paradigm as an organized way to teach languages. It has three parts: presentation, practice, and production. Each part has a different role in the learning process. This technique is especially useful for teaching grammar, speaking, and writing. It provides both instructors and students with a clear path to follow. The PPP approach is based on a sequence, which lets people learn new things and improve their skills over time.

2.1. Key Components of the PPP Model

2.1.1. Presentation Phase

- In this first step, the instructor teaches the students new linguistic ideas. There are several ways to achieve this, such as using graphics, reading texts, or giving group presentations. The main goal is to supply a clear and regulated introduction to the new content[14,15].
- Educators mostly use closed questions to assist students and ensure their understanding, as this phase requires a lot of teacher input[16].
- It is in the presentation stage that a foundation is laid and the students are informed that they have sufficient material to work with regarding new language structures[17].

2.1.2. Practice Phase

- In the practice stage, learners do activities that help them apply the new language in a controlled way. These may include drills, multiple-choice exercises, and gap-fill activities, which will reinforce the aspects of structure introduced at the presentation stage[15,18].
- Teachers give feedback on students' responses and correct any mistakes, ensuring that learners are practicing correctly. This is also the step where confidence and competence in using the new language are built up[19].
- More open-ended questions are included in this stage of practice. Such questions allow students to investigate the language somewhat freely but still within teacher control[16].

2.1.3. Production Phase

- The production stage gives the students more liberty and creativity in using the new language. This can be achieved through communication exercises, writing

paragraphs, or micro-teaching [14,20].

- Students' competence is to be revealed either through writing or speaking. Hence, this part of the lesson will allow trainees to use the knowledge gained in real-life situations [17].
- Besides, the production phase is made student-centered. It therefore allows learners to take charge of using the language and applying it meaningfully [21].

The PPP model belongs to a package of organized models for language teaching, but it acknowledges its limitations, which teachers claim is an overemphasis on the teacher. In other words, it does not adequately prepare learners to communicate meaningfully. Other alternatives include Task-Based Language Teaching (TBLT), student-centered, and more communicative methodologies that can work better in some contexts. However, the PPP model is very instrumental in language teaching, where structured learning environments place linguistic accuracy as the ultimate goal [22].

2.2. Benefits of the PPP Model

2.2.1. Improved Language Skills

- The PPP methodology has made great improvements in students' grammar and speaking performances. For example, scores ranging from 46.22 to 81 were recorded after the implementation of the PPP model, which is an increase in student grammar marks [14,15].
- This method inspires students to express their thinking. During speaking sessions, they can, for instance, use informed sentences to create a conversation, hence developing their communication skills [23].

2.2.2. Motivation and Engagement

- The structure of the PPP model keeps students interested and motivated. They become more involved and eager at sessions because they can see how well they are doing through the different steps of the model [24].
- Besides, this model focuses on student-centered learning and practical language use. It even raises student motivation, as learners think the activities are useful and directly related to their linguistic development [25].

2.2.3. Adaptability and Familiarity

- It is applicable in various instructional settings that may be delivered over the internet, making it a very handy tool for language teachers [20].
- It is also a comfortable choice for both instructors and students since it is similar to and familiar with other educational models. For such reasons, its adaptability and familiarity have been popular for so long [25].

Many people like and utilize the PPP model because it works well, yet it has its critics. Some researchers say that it might not be enough for learning how to communicate in a language. Instead, it focuses too much on form and accuracy instead of fluency and interaction [26]. The PPP model is a useful way to teach a language, even if some people do not prefer it, especially when used with other methods to fix its flaws.

2.3. The Potential Limitations and Criticisms of the PPP Teaching Model

The PPP teaching style is popular for teaching languages. However, it has some problems and criticisms. Most complaints are about its rigidity, lack of communication, and instructor-centeredness. There are ways to navigate around these problems and make it more useful, though.

- Insufficient Focus on Communication: Some people say that the PPP model does not do a good job of building communicative competence. It often emphasizes accuracy rather than fluency. This can make it challenging for students to employ language forms correctly in real-life situations, even though they can make them [26,27].
- Instructor-Centered Approach: People frequently think of the model as being instructor-centered, which might make it harder for students to get involved and connect. This method may not facilitate the development of autonomous language users capable of applying the language creatively [25,28].
- Rigidity and Prescriptiveness: Critics note that PPP is overly rigid and prescriptive, thus inhibiting educator creativity and flexibility. The framework of the model may make instructors feel boxed in, preventing them

from making the lessons respond to the needs and circumstances of their learners [21,29]. Limited Real-World Use: The production stage of PPP does not necessarily allow students to employ the language in real-life situations, which retards the development of practical language skills [30].

2.4. Addressing the Limitations in PPP Practice

- Insertion of Communicative Drills: It was also recommended that the teachers add more drills in the practice and production sections. The rationale behind such an addition is to make up for the inadequacy of focus on communication. The drills can be role-plays, discussions of real-life situations, and problem-solving tasks that will make the students use language in meaningful contexts [21,31]. Thus, while practicing language skills, students will simultaneously improve their critical thinking capacity and cooperation with other peers.
- Promoting Student-Centered Learning: Gradually shifting to student-centered learning can boost engagement and give students more control over their education. Teachers can support this by having students help each other learn, work in groups on tasks, and assess their own work to see how they are doing [25,28]. These steps start to make students the main actors in the process of gaining knowledge rather than just passive recipients.
- Flexibility in Implementation: Instructors may increase the flexibility of the PPP model by beginning to implement steps from other methodologies, such as TBLT or Communicative Language Teaching (CLT). Such flexibility in implementing the model will help in the better balancing act between accuracy and fluency. Hence, it makes the class interesting and even responsive to the varied needs of learners. Flexibility permits varying teaching strategies for different styles of learning that make language learning effective [27,30].
- Real-World Language Use: To make language abilities more useful in the real world, instructors can create production activities that resemble how people really use language. This can include assignments that mimic real-life settings, which help students use their language abilities in real-life situations [32].
- The PPP model is not perfect, but educators prefer it since it's simple and they know it well. The objections, on the other hand, show that a more balanced strategy that includes parts of different methods is needed to resolve the problems. The PPP model can be changed to better fit the needs of language learners. This process can take place by including activities that encourage communication, putting the focus on the students, and making sure that it can be used in different ways. This method can assist in closing the gap between accuracy and fluency, which will improve both language skills and communication skills.

2.5. The Use of PPP in Traditional vs. Virtual Classrooms

The PPP model is a conventional way of teaching that affects how engaged students are in both regular and virtual classroom contexts. In traditional contexts, the concept works better when people can speak to one another and receive a response right away, which makes them more interested. On the other hand, virtual classrooms have trouble recreating this immediacy and contact, which makes it harder for students to stay engaged. In these settings, the PPP model functions optimally when its components align with the teaching methodology. This research article discusses how the PPP model affects student engagement in face-to-face classrooms and e-classroom,s drawing on a literature review.

2.5.1. Traditional Classrooms and the PPP Model

- Direct Interaction: They do as they see the response immediately; therefore, interest is built up due to familiarity with face-to-face classroom contact. Such an environment encourages exchanging participation in the practice and production phases of the PPP model [33,34].
- Studies compare students in the virtual classroom to those in a traditional classroom and find that the students in the conventional classroom are more engaged. The controlled environment, on the other hand, helps to keep their attentiveness level high because of the physical presence not only of their classmates but also of the

instructor[35,36].

- Performance Engagement: Students engage better in a conventional setting because proximity gives them an opportunity to apply what they have learned immediately[33].

2.5.2. Virtual Classrooms and the PPP Model

- Virtual classes mostly fail to keep up with the interest because there is no face-to-face interaction between the teacher and the student, and immediate feedback cannot be provided. In this case, the lesson may not prove effective through the use of PPP, as students may find it hard to keep motivated and focused in the absence of direct supervision[37,38].
- Technological Adaptations: Innovative means that could keep students interested in the virtual class include interactive tools and dynamic breakout sessions. Such adaptations attempt to bring into play those interactive elements of the physical classroom, though with varying degrees of success[39,40].
- Instructor's Role: The Teacher's ability to create an immediate interpersonal environment and contextualize the PPP model into an online setup greatly motivates students. A well-planned lesson, clearly conveyed, would foster collaboration would encourage participation, even when education is conducted virtually[40,41].

2.5.3. Comparative Insights

- Hybrid and Flipped Classrooms: Hybrid and flipped classroom models, combining the strengths of face-to-face and online elements, seem to be promising factors in increasing student engagement. They take advantage of the positive aspects of both environments to provide flexibility and interactivity, which helps in the successful implementation of the PPP model[39,42].
- Student Preferences: Students have a mix of preferences. Some prefer the structure and interaction afforded by face-to-face classes, while others embrace the convenience and flexibility brought about by online learning. The PPP approach works best in cyberspace if students are adaptive and if the teacher uses interesting teaching methods[35,36].

The PPP model has markedly different effects on student engagement between the traditional and virtual classrooms. In a physical setting, this is naturally facilitated through direct interaction and context structuring. This thereby elicits higher levels of engagement; equivalent degrees of involvement require novel adaptations and robust instructional design in virtual classrooms. To this end, the PPP model works best in virtual environments. Especially, when an instructor sets up an active and interactive learning environment, this fact highlights yet another area that requires intensive development regarding teaching methodologies virtually.

2.5.4. Exploring the Impact of PPP in Virtual Classrooms on How Students Engage and Stay Motivated

The use of the PPP model in virtual classrooms largely falls within the scope of teacher training and professional development. Since it is a method that breaks learning into three separate parts, it additionally enhances pedagogical skills and competence more effectively for digital environments. Moreover, it serves as a best practice by applying the PPP model as a structured framework across different settings of education to build an integrated educator development model. Its implications are discussed below.

2.5.5. Enhanced Pedagogical Competence

- The PPP model has been proven to be the best strategy for developing teachers' instructional skills, especially their competence in teaching EFL. By splitting training into presentation, practice, and production phases, educators can develop their skills step by step and apply them within a structured environment[20].
- This approach allows educators to gain theoretical knowledge, hone their skills, and finally apply them in micro-teaching practice. It nurtures learning and builds confidence[20].

2.5.6. Flexibility and Accessibility

- Virtual classrooms are very flexible and accessible spaces where the PPP model can be implemented, thereby allowing educators to undertake professional development at any time and pace. Such adaptability is very important since most teachers have varying schedules and other responsibilities[43,44].

- The use of virtual environments helps organize Communities of Practice (CoP). Besides, sharing experiences between educators who collaborate with the learning process and build up community feelings [45].

2.5.7. Sustained Professional Development

- The PPP model virtual class enables continuous professional development. Thus, reducing the post-training entropy problem whereby trainers do not use what they have learned [45,46].
- The PPP method allows educators to try new methods and innovations in teaching on a continuous and iterative learning cycle [43,46].

2.5.8. Challenges and Considerations

- Although the PPP model has many advantages, its application in virtual classes requires strong technology and technical support. Teachers and students also need training to use these platforms properly [47].
- Instructional design quality and the ability to design relevant and interactive learning experiences determine how effective PPP can be in a virtual context [48].

The Interactive Presentation, Practice, and Production (i-PPP) model masks the structured essence of the traditional PPP model. This process takes place with the continuous and dynamic reality of professional learning involving personal-social integration in developing competencies while sustaining professional responsibilities in a co-responsible environment. These models have brought out the effectiveness of the structured approach that PPP models underscore, though integrating an approach oriented toward lifelong learning and adaptability in professional development.

2.5.9. How the PPP Model Works for Different Learning Styles and Abilities in Both Regular and Online Classrooms?

The PPP model can be readily utilized in both conventional and online classes for the varied learning preferences and capabilities of students. It can be employed through differentiated learning methods, assistive tools, and assessment strategies that help in meeting the learner's needs. The improved PPP highlights how these components dynamically interact with each other in real-time. Therefore, providing a more individualized approach to education, wherein traditional and modern teaching methods can be optimally fused finds solid ground in most educational setups.

2.5.10. Enhanced PPP Model for Diverse Learning Styles

- The Enhanced Adaptive PPP Model integrates culturally responsive materials and digital resources to meet learners' emerging demands, particularly in terms of language learning. It also prioritizes polishing instructional strategies based on feedback, allowing for adjustments in teaching methods to suit different learning styles and abilities among students [49].
- By relating the presage factors (characteristics of learners), process strategies (approaches to learning), and product outcomes (performance). It enables the implementation of adaptive student-centered practices that are consistent with cultural values and real-world applications [49].

2.5.11. Personalization in E-Learning Environments

- Personalized education in e-learning environments enhances the learning results. It does so through matching or mismatching instructional delivery to the preferred mode of learning, strengths, and prior knowledge of the learners. The use of web technologies and software tools that support individualizing teaching is more attainable here than in typical face-to-face settings [50].
- Adaptive learning solutions implement machine learning algorithms that dynamically adjust the content for instruction based on the learning style and ability of a student. Thus, academic performance is improved and engagement is fostered [51,52].

2.5.12. Accommodating Multiple Learning Styles

- Online learning resources may be designed to suit different cognitive abilities, learning disabilities, and preferences of the learners. Additionally, comprehensive online learning resources accommodating different learning styles and abilities may be created without repeating the same material [53].

- The Visual, Aural/Auditory, Read/Write, and Kinesthetic (VARK) model falls under learning style categorizations. It has been successfully implemented as a strategy in online courses to improve academic performance. Additionally, students are satisfied with the ability to customize learning experiences according to their individual needs [54].

2.5.13. Technological Integration and Adaptive Learning

- By using high-learning technologies such as data analytics and artificial intelligence, the method gives a lecturer knowledge of what is going on with the student. It furthermore supports when it becomes necessary for the student. This method will place the student in a position to acquire skills relevant to the 21st century and, at the same time, put an institution in a position to ensure equity in success within a digital environment [55].
- Adaptive learning systems adjust lesson difficulty, pacing, and feedback to align with the needs of each learner. They have been proven effective and engaging in raising test scores, thereby fulfilling the promise of contemporary pedagogical practices [52].

Although the adaptation of the PPP model and individualized learning approaches seems promising, challenges. When implementing the PPP model, difficulties associated with teacher training still exist. Likewise, equitable access to technology, not to mention striking a balance between personalized pathways and standardized curricular requirements, also exists. Other considerations include ethics, such as data privacy, as well as transparency in algorithm-driven learning platforms, which must be addressed to apply such methodologies effectively in higher education [56].

3. Methodology

This study adopted a quantitative research approach to deeply assess the effectiveness of the PPP teaching model in virtual classrooms, as perceived by instructors at Saudi University. The decision to utilize a quantitative method arose from its ability to produce objective and measurable data, which is amenable to statistical analysis for identifying prevalent patterns and trends within a specific group. This methodology is particularly suitable for research endeavours that seek to generalize findings from a sample to a wider population. The reliability and replicability of the research findings are thereby improved.

3.1. Design and Validation of Instruments

The primary tool for data collection was a structured questionnaire. It included a question regarding the instructors' experience, along with ten items that investigated their perceptions. Each questionnaire item was made to draw out a mix of feelings and thoughts using a four-point answer scale. The survey was planned well to look into main ideas, like teachers' knowledge about how well the PPP teaching method works in online classes. Besides expected teaching gains, real problems of adding it and being ready to start using it in English language teaching.

A panel of five distinguished university professors and experts in English language pedagogy and educational technology was assembled to verify the validity of the content of the instrument. The questionnaire items were thoroughly evaluated by subject matter experts for clarity, relevance, and alignment with the study's objectives. Their feedback enhanced the thematic cohesion, language, and structure of the articles. This validation method improved the construct validity of the instrument and ensured an accurate representation of the constructs being studied.

3.2. Participants and Data Acquisition

The finalized questionnaire has been sent online using Microsoft Forms, an ideal platform for efficient as well as safe accumulation of data. The target population includes English language instructors who are presently working at different campuses of Qassim University, Saudi Arabia. The survey was conducted over a period of 10 days, from July 5 to July 15, 2025. Participation was entirely voluntary, and respondents were assured of the confidentiality and anonymity of their responses, thereby fostering an environment conducive to honest and unbiased feedback.

An online survey platform was intentionally chosen to correspond with the academic schedules and technological competencies of the participants. This dissemination method facilitated broad accessibility and convenience, allowing instructors to complete the questionnaire at their convenience

and from any location. The gathered data were put through a number check to draw out thoughts on teachers' knowledge, views, and readiness for mixing AI tools into ways of teaching English.

4. Results and Discussion

The study elaborated on how effective the model of PPP teaching strategies was within virtual classroom settings, as drawn from a detailed questionnaire distributed to a random sample of Saudi university instructors with different backgrounds in teaching perspectives. **Table 1** showed that the mean of the teaching experience years received from instructors was 20.17 years, with a standard deviation of 5.9 years. The minimum teaching experience was 8 years, and the maximum teaching experience was 26 years. The following subsections discuss each question of the questionnaire in more detail.

Table 1. The teaching experience of instructors.

N	**Valid**	36
	Missing	0
Mean		20.1667
Std. Deviation		5.94018
Minimum		8.00
Maximum		26.00

4.1. What is Your Level of Familiarity with the Presentation, Practice, Production (PPP) Teaching Methodology?

The first questionnaire item asked the instructors to determine their level of familiarity with the PPP teaching methodology. As the received responses depict it, 22 instructors responded that they were "Highly proficient" which equals to 61.1% of the total instructors' responses, 10 instructors answered that they were "Moderately acquainted" which equals to 27.8% of the total instructors' responses, 4 instructors replied that they were "Slightly acquainted" which equals to 11.1% of the total instructors' responses, and no any instructor retorted that they were "Completely unfamiliar", as shown in **Table 2** and **Figure 1**. These results imply that the level of familiarity with the PPP of the instructors' responses, which was 88.9% in total, was at or above a moderate level.

Table 2. The level of familiarity with the PPP teaching methodology.

The Multiple-Choice Option	**Frequency**	**Percent**
a. Highly proficient (I have utilized it extensively)	22	61.1
b. Moderately acquainted (I possess fundamental information)	10	27.8
c. Slightly acquainted (I am aware of it but have not utilized it)	4	11.1
d. Completely unfamiliar	0	0.0
Total	36	100.0

Figure 1. The percentage of familiarity level with the PPP teaching methodology.

4.2. In Which Educational Settings Have You Implemented the PPP Approach?

The second item focused on asking the instructors about the educational settings for implementing the PPP approach. According to the received responses, 18 instructors responded that they implemented "In-person classroom teaching" which equals to 50% of the total instructors' responses, 7 instructors answered that they implemented "Completely online" which equals to 19.4% of the total instructors' responses, 8 instructors replied that they adapted "Blended/hybrid learning" which equals to 22.2% of the total instructors' responses, and 3 instructors retorted that they have not utilized the PPP approach which equals to 8.3% of the total instructors' responses, as shown in **Table 3** and **Figure 2**. These results conclude that 91.6% of the instructors have implemented some PPP approach.

Table 3. The educational settings for implementing PPP approach.

The Multiple-Choice Option	Frequency	Percent
a. In-person classroom teaching	18	50
b. Completely online (synchronous/asynchronous)	7	19.4
c. Blended/hybrid learning	8	22.2
d. I have not utilized the PPP approach	3	8.3
Total	36	100.0

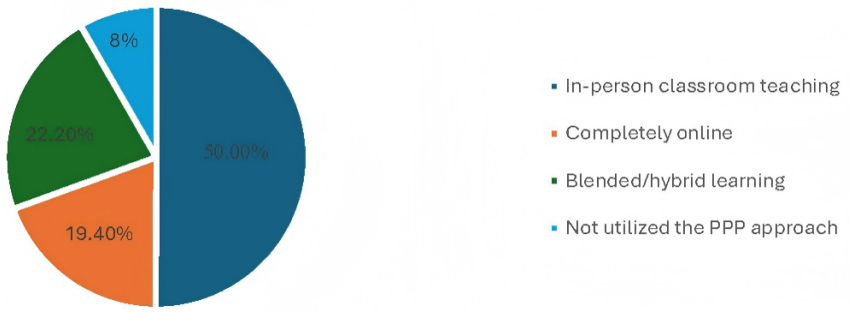

Figure 2. The percentage of the educational settings for implementing PPP approach.

4.3. What Is Your Assessment of the Feasibility of Using the PPP Strategy in a Virtual Learning Environment?

Item three of the questionnaire explored the instructors' familiarity with the assessment of the practicability of using the PPP strategy in a virtual learning environment. Asstated in the received responses, 20 instructors responded that their evaluation of the feasibility of using the PPP strategy in a virtual learning environment was "Highly viable." This percentage equals 55.6% of the total instructors' responses. Furthermore, 13 instructors answered that their valuation was "Moderately feasible," which equals 36.1% of the total instructors' responses. On the other hand, 3 instructors stated that their estimation was "Highly impractical," which equals 8.3% of the total instructors' responses. The findings show that zero instructors responded with "Completely unfeasible," which equals 0% of the total instructors' responses, as shown in **Table 4** and **Figure 3**. These results display that 91.7% of the instructors were familiar with the assessment of the practicability of using the PPP strategy in a virtual learning environment.

Table 4. The assessment of the feasibility of using the PPP strategy in a virtual learning environment.

The Multiple-Choice Option	Frequency	Percent
a. Highly viable (functions effectively with few adjustments)	20	55.6
b. Moderately feasible (necessitates substantial alterations)	13	36.1
c. Highly impractical (adaptation is challenging)	3	8.3
d. Completely unfeasible	0	0.0
Total	36	100.0

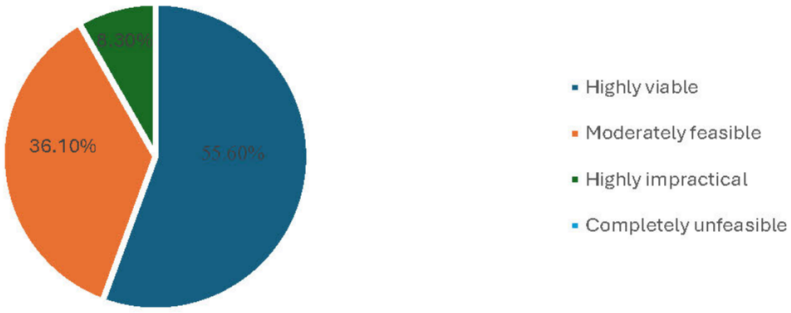

Figure 3. The percentage of assessment of the feasibility of using the PPP strategy in a virtual learning environment.

4.4. Which Element of PPP Poses the Greatest Difficulty for Online Implementation?

Item four of the questionnaire investigated the instructors' experience regarding the specific PPP element that poses the greatest difficulty for online implementation. As quantified in the received responses, 9 instructors responded that the "Presentation" posed the greatest difficulty for online implementation, which equals 25% of the total instructors' responses. Moreover, 12 instructors answered that the "Practice", which equals 33.3% of the total instructors' responses, and 5 instructors replied that the "Production", which equals 13.9% of the total instructors' responses. Additionally, 10 instructors retorted that all elements are equally demanding, which equals 27.8% of the total instructors' responses, as shown in **Table 5** and **Figure 4**. These results deduce that the most important element of PPP that poses the greatest difficulty for online implementation is the Practice, followed by the Presentation, and then the Production.

Table 5. The element of PPP poses the greatest difficulty for online implementation.

The Multiple-Choice Option	Frequency	Percent
a. Presentation (successfully providing content)	9	25
b. Practice (ensuring student involvement and interaction)	12	33.3
c. Production (evaluating autonomous application of knowledge)	5	13.9
d. All are equally demanding	10	27.8
Total	36	100.0

Figure 4. The percentage of the element of PPP poses the greatest difficulty for online implementation.

4.5. Which Tools Do You Predominantly Utilize During the "Presentation" Phase in a Virtual Learning Environment (VLE)?

The fifth item elicited responses about determining the tools that instructors utilized during the "Presentation" phase in VLE. As the received responses depict, 19 instructors responded that they used "Real-time presentations (Zoom, Teams)", which equals 52.8% of the total instructors' responses. Besides, 4 instructors answered that they used "Pre-recorded videos (YouTube, Panopto)", which equals 11.1%

of the total instructors' responses. In addition, 7 instructors replied that they utilized "Interactive presentations (Nearpod, PowerPoint with annotations)", which equals 19.4% of the total instructors' responses. Additionally, 6 instructors retorted that they used "Textual resources (PDFs, eBooks)", which equals 16.7% of the total instructors' responses, as shown in **Table 6** and **Figure 5**. These results showed that the most utilized during the Presentation phase of VLE are Real-time presentations (Zoom, Teams). Interactive presentations (Nearpod, PowerPoint with annotations), followed by Textual resources (PDFs, eBooks), and "Pre-recorded videos (YouTube, Panopto)" are the least utilized tools.

Table 6. The tools utilized during the presentation phase in VLE.

The Multiple-Choice Option	Frequency	Percent
a. Real-time presentations (Zoom, Teams)	19	52.8
b. Pre-recorded videos (YouTube, Panopto)	4	11.1
c. Interactive presentations (Nearpod, PowerPoint with annotations)	7	19.4
d. Textual resources (PDFs, eBooks)	6	16.7
Total	36	100.0

Figure 5. The percentage of the tools utilized during the presentation phase in VLE implementation.

4.6. What Methods Do You Employ to Enable the "Practice" Phase in a Virtual Environment?

The sixth item inquired of the instructors regarding the appropriate method they utilize to facilitate the "Practice" phase in a virtual learning context. According to the collected responses, 15 instructors indicated they employed "Assessments and interactive activities (Kahoot, Quizlet)", representing 41.7% of the total responses. Ten instructors reported utilizing the "Synchronous breakout room exercises" method, accounting for 27.8% of the total. Six instructors indicated they harnessed "Peer collaboration tools," comprising 16.7% of the total responses. Additionally, five instructors stated they appointed "Asynchronous discussion platforms", which constitutes 13.9% of the total responses, as illustrated in **Table 7** and **Figure 6**. These conclusions indicate that the instructors like gamified and interactive technology more than asynchronous techniques for keeping students interested during practice sessions. The findings also illustrate the fact that asynchronous methods do not allow for as much immediate contact.

Table 7. The methods employed to enable the Practice phase in a virtual environment.

The Multiple-Choice Option	Frequency	Percent
a. Synchronous breakout room exercises	10	27.8
b. Asynchronous discussion platforms (e.g., Moodle, Canvas)	5	13.9
c. Assessments and interactive activities (Kahoot, Quizlet)	15	41.7
d. Peer collaboration tools (e.g., Google Docs, Padlet)	6	16.7
Total	36	100.0

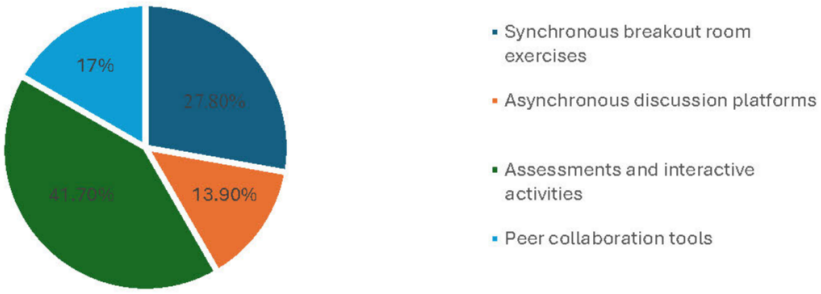

Figure 6. The percentage of the methods employed to enable the practice phase in a virtual environment.

4.7. What Methods Do You Employ During the "Production" Phase to Ensure Students Autonomously Apply Their Knowledge?

The seventh item requested the instructors to report on the strategies they implemented in the "Production" phase to promote independent application of knowledge. According to the responses received, 20 instructors indicated they employed "Assigning projects or presentations," representing 55.6% of the total responses. Seven instructors reported utilizing "Implementing peer reviews and group assessments" methods, accounting for 19.4% of the total. Moreover, instructors adapted "Self-reflection notebooks or electronic portfolios," comprising 13.9% of the total responses. Additionally, four instructors stated they harnessed "Utilizing AI-driven feedback technologies (Grammarly, Turnitin)", which corresponds to 11.1% of the total responses, as illustrated in **Table 8** and **Figure 7**. These discoveries show that assigning projects or presentations gives students the greatest freedom, even as technology-assisted feedback is becoming more common.

Table 8. The methodologies employed during the production phase to guarantee students autonomously apply their knowledge.

The Multiple-Choice Option	Frequency	Percent
a. Assigning projects or presentations	20	55.6
b. Utilizing AI-driven feedback technologies (Grammarly, Turnitin)	4	11.1
c. Implementing peer reviews and group assessments	7	19.4
d. Self-reflection notebooks or electronic portfolios	5	13.9
Total	36	100.0

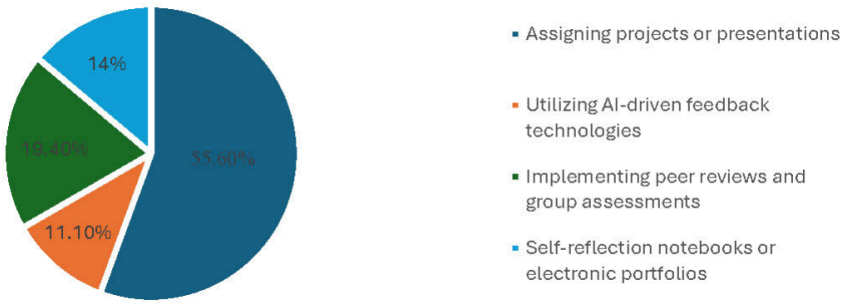

Figure 7. The percentage of the methods employed to enable the Practice phase in a virtual environment.

4.8. What Is the Primary Obstacle Associated with Employing PPP in Online Instruction?

The eighth questionnaire item elicited instructors' views regarding the main challenges of implementing the PPP approach in virtual classrooms. According to the collected responses, twelve instructors stated "Technical complications" as obstacles, which represent 33.3% of the total responses. Eleven instructors reported "Sustaining student involvement" barriers, accounting for 30.6% of the total. Additionally, eleven instructors indicated that "Time man-

agement for organized PPP phases" posed challenges, which comprised 33.6%. % of the total responses. Furthermore, two instructors reported "Accurately evaluating student performance" boundaries. The subject is accounting for 5.6% of the total, as illustrated in **Table 9** and **Figure 8**. These findings demonstrate that the most significant impediments to carrying out virtual public-private partnerships (PPPs) are the technological challenges. These challenges arise while recruiting participants, notwithstanding the presence of certain problems in the educational process.

Table 9. The primary obstacle associated with employing PPP in online instruction.

The Multiple-Choice Option	Frequency	Percent
a. Sustaining student involvement	11	30.6
b. Technical complications (connectivity, platform limitations)	12	33.3
c. Accurately evaluating student performance	2	5.6
d. Time management for organized PPP phases	11	30.6
Total	36	100.0

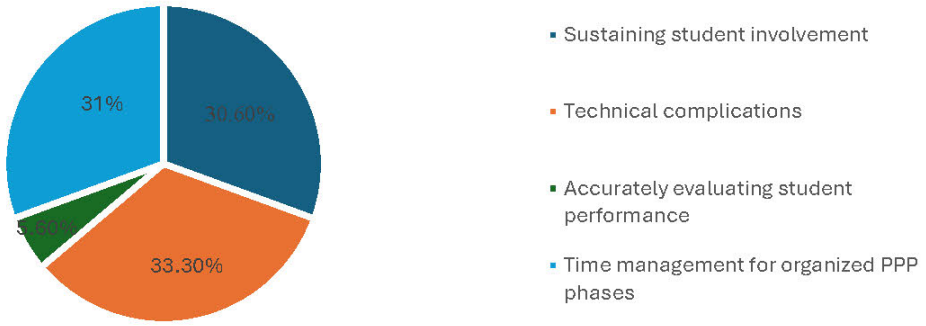

Figure 8. The percentage of the methods employed to enable the practice phase in a virtual environment.

4.9. What Is the Primary Advantage of Employing PPP in a Virtual Learning Environment?

The ninth item surveyed the instructors about the primary advantages of employing the PPP model in virtual learning environments. According to the responses received, 15 instructors identified "Improved student engagement via digital resources" as an advantage, representing 41.7% of the total responses. Ten instructors reported "Organized and coherent lesson advancement" advantage, accounting for 27.8% of the total. Eight instructors determined "Enhanced monitoring of student advancement through analytics" as an advantage, constituting 22.2% of the total responses. While three instructors stated "Enhanced monitoring of student advancement through analytics" as an advantage, corresponding to 8.3% of the total responses, as illustrated in **Table 10** and **Figure 9**. These results show that instructors enjoy the PPP method because it is well-organized and lets them use digital tools to get students involved and keep track of their development.

Table 10. The primary advantage of employing PPP in a virtual learning environment.

The Multiple-Choice Option	Frequency	Percent
a. Organized and coherent lesson advancement	10	27.8
b. Improved student engagement via digital resources	15	41.7
c. Adaptability for individualized learning	3	8.3
d. Enhanced monitoring of student advancement through analytics	8	22.2
Total	36	100.0

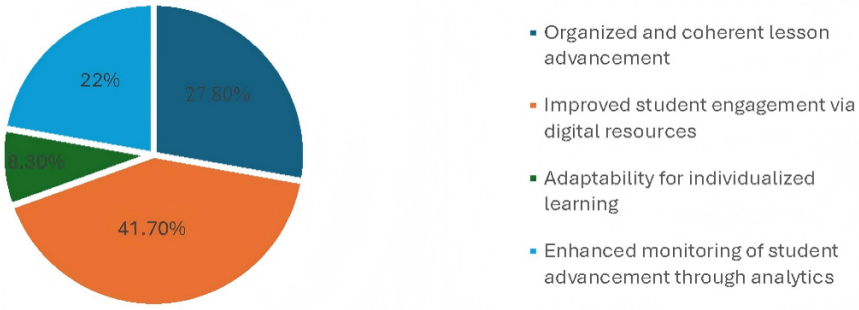

Figure 9. The percentage of the primary advantage of employing PPP in a virtual learning environment.

4.10. Would You Advocate for the PPP Methodology in Online University Education?

PPP methodology in digital university instruction. According to the collected responses, 23 instructors reported "Strongly endorse", representing 63.9% of the total responses. Ten instructors stated "Endorse with adjustments", accounting for 27.8% of the total. Two instructors indicated "Uncertain", comprising 5.6% of the total responses. Additionally, one instructor notified "Disapprove", which corresponds to 2.8% of the total responses, as illustrated in **Table 11** and **Figure 10**. These results demonstrate that most instructors agree that PPP is an effective teaching approach. It can, therefore, be used in virtual classrooms, which shows that they still have a positive view of PPP even though they experience challenges.

Table 11. Advocating PPP methodology in online university education.

The Multiple-Choice Option	Frequency	Percent
a. Strongly endorse	23	63.9
b. Endorse with adjustments	10	27.8
c. Disapprove	1	2.8
d. Uncertain	2	5.6
Total	36	100.0

Figure 10. The percentage of advocating PPP methodology in online university education.

4.11. Note on Wider Applicability

Though this study involves Saudi university instructors, results can be fairly generalized for the international higher education context. Most opportunities and challenges—for example, issues in sustaining interaction at the practice stage, related digital tools on engagement, and peer collaboration—are not found within Saudi Arabia and are shared across virtual classrooms globally. Thus, these insights may guide other countries that may have a demand akin to the ferociousness of online language instruction. The model makes strong prescriptions but has adaptability built into its structure; therefore, it is transferable across cultural and educational diversity, helping to strike a balance between structure, flexibility, and student-centered interaction that educators would like to have in digital learning environments.

5. Conclusion

This study solidly confirms that the PPP teaching model is perceived as an effective framework for promoting engagement, confidence, and collaborative learning in virtual EFL classrooms by instructors at Saudi universities. As clearly displayed by the graphs and tables, which precisely illustrate the most important findings, the following are the most important findings: first, the practice phase is regarded as the most challenging to implement online classes. The current findings reiterate the need for specific teacher training to critically include interactive digital tools and flexible instructional strategies in optimizing the model for virtual settings. Second, institutional support and policy-level endorsement are indeed requirements for sustaining any degree of effectiveness of the PPP model across different variants of online learning environments. This study can empirically guide educators or institutional efforts to reengineer the PPP model, promoting better student engagement, autonomy, and linguistic development in digital classrooms. To confirm and generalize these results, we need more extensive studies that involve a larger and more diverse sample and directly measure student outcomes.

6. Recommendations

The following recommendations are offered to improve the PPP paradigm of instruction in online courses based on the study's findings and the opinions of Saudi university faculty:

1. Specialized training can enhance instructors' understanding of PPP. While many instructors possess extensive knowledge of PPP, some have only limited experience. Universities can provide workshops and professional development events to ensure all instructors thoroughly understand the concept and its stages.
2. Help in Carrying Out Public-Private Partnerships in Different Educational Settings. Given that PPP can be employed in-person, online, or in a hybrid format, educational institutions should provide educators with adaptable resources and guidelines tailored to each environment to ensure uniform implementation of the model across all settings.
3. Enhance the Feasibility of Public-Private Partnerships in Digital Environments. Many educators believe that PPP is effective, but it requires modifications. Digital toolkits and templates should be developed to facilitate the adaptation of PPP to online platforms for teachers.
4. Tackle Issues During the Practice Phase. Since the practice phase is seen as the hardest part to do online, teachers should have lively tools like Kahoot and breakout rooms, as well as plans to get students involved and keep their interest during this stage.
5. Resource optimization took place during the presentation phase. The major tools applied were real-time displays. Educational Institutions should progress investment in platforms like Zoom and Teams while encouraging the usage of interactive solutions such as Nearpod, to make courses engaging.
6. Diversification of activities during the period of practice. For practice to be effective, educators should use synchronous and asynchronous methodologies. These may include gamified assessments, collaborative peer tools, and discussion forums that cater to different learners.
7. Enhance Autonomous Learning During the Production Phase. To empower students to apply their knowledge independently, greater emphasis should be placed on projects, presentations, and peer evaluations. AI-driven feedback mechanisms and self-reflective portfolios can enhance student autonomy.
8. Facilitating online learning is challenging. It is difficult to maintain students' engagement while addressing technical difficulties. Institutions should assist educators technologically, provide training and technological support, and offer flexible schedules to help with time management and enhance student engagement.
9. Leverage the advantages of PPP in virtual education. Given that enhanced engagement and organized lesson delivery were primary advantages, educators ought to continue utilizing digital tools and analytics to customize lessons according to each student's requirements and monitor their progress.
10. Promote Institutional Endorsement for Public-Private Partnerships. Institutions with robust teacher support for PPP should clearly include the model into their online courses and advocate for its policy-level implementation, while also permitting adaptations based on contextual factors.

11. Ensure that your recommendations align with the teachers' degrees of expertise. Given the extensive teaching experience of educators (ranging from 8 to 26 years), guidance must be customized to assist both novice and seasoned teachers in effectively utilizing the PPP method.

7. Limitations

The major limitation of this study, therefore, relates to the relatively small sample size of only about 36 instructors drawn from one Saudi university; thus, findings may not be generalized to other universities or cultural contexts. Secondly, the present study depended solely on a self-reported survey. Such an instrument is very prone to response biases—consider social desirability and overestimation in effectiveness. The researchers propose that this limitation may be rectified in subsequent studies through a case study wherein one class is instructed using the PPP model and another class is taught without it. Afterwards, comparing students' grades to ascertain the model's actual effect on learning outcomes. Third, although issues such as student engagement, confidence, or learning outcomes were not addressed directly, they were addressed through perceptions of instructors in this research paper. The formulation of causal judgments regarding the impacts of the PPP model in virtual classrooms cannot be made with confidence. The different modalities that PPP implementation happened to assess—in-person, online, and hybrid—did not consider variables like class size and technological infrastructure, nor students' prior proficiency, which could have affected any feasibility and effectiveness assessment. The cross-sectional design of the survey captures perceptions at a single point and does not account for potential changes in attitudes or practices over longer periods of virtual teaching. Studies that might correct these limitations are to be hoped for in the future, with samples as big and diverse as possible, applying the long dative approach, and incorporating direct measures of student learning outcomes.

8. Future Research

Although this study involves Saudi university instructors, results can be fairly generalized for the context of international higher education. Most opportunities and challenges—for example, issues in sustaining interaction at the practice stage, related digital tools on engagement, and peer collaboration—are not found within Saudi Arabia and are shared across virtual classrooms globally. Thus, these insights may guide other countries that may have a demand akin to the ferociousness of online language instruction. The model makes strong prescriptions but has adaptability built into its structure. Therefore, it is transferable across cultural and educational diversity to help strike a balance between structure, flexibility, and student-centered interaction that educators would like to have in digital learning environments.

Author Contributions

Conceptualization, A.E.T.M. and M.A.; methodology, K.O. and M.A.S.; software, K.O. and M.A.S.; validation, M.K.M.A., F.S.A., and I.Z.A.I.; formal analysis, K.O., M.A.S., and M.A.; investigation, M.K.M.A., F.S.A., and I.Z.A.I.; resources, A.E.T.M. and M.A.; data curation, A.E.T.M., K.O., and M.A.S.; writing—original draft preparation, M.A., K.O., and M.A.S.; writing—review and editing, M.K.M.A., F.S.A., and I.Z.A.I.; visualization, K.O. and M.A.S.; supervision, A.E.T.M. and M.A.; project administration, A.E.T.M. and M.A.; funding acquisition, A.E.T.M. All authors have read and agreed to the published version of the manuscript.

Funding

The Researchers would like to thank the Deanship of Graduate Studies and Scientific Research at Qassim University for financial support (QU-APC-2025).

Institutional Review Board Statement

Not applicable.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

The authors confirm that the data supporting the findings of this study are available within the article.

Conflicts of Interest

The authors declare that there is no conflict of interest.

References

[1] Harmer, J., 2015. The Practice of English Language Teaching, 5th ed. Pearson Education ESL: Harlow, UK.

[2] Nopiyadi, D., Apriani, R., Hamzah, A., et al., 2023. Exploring EFL Young Learners in Vocabulary Mastery Based on PPP Approach. Journal on Education. 5(4), 15003–15010.

[3] Shintani, N., 2011. Task-Based Language Teaching Versus Traditional Production-Based Instruction: Do They Result in Different Classroom Processes? University of Sydney Papers in TESOL. 6, 97–119.

[4] Dörnyei, Z., 1994. Teaching Conversational Skills Intensively: Course Content and Rationale. ELT Journal. 48(1), 40–49. DOI: https://doi.org/10.1093/elt/48.1.40

[5] Dörnyei, Z., 1995. On the Teachability of Communication Strategies. TESOL Quarterly. 29(1), 55–85. DOI: https://doi.org/10.2307/3587805

[6] Jones, C., 2021. Conversation Strategies and Communicative Competence. Candlin & Mynard ePublishing Limited: Hong Kong. DOI: https://doi.org/10.47908/19

[7] Talandis, G., Jr., Stout, M., 2015. Getting EFL Students to Speak: An Action Research Approach. ELT Journal. 69(1), 11–25. DOI: https://doi.org/10.1093/elt/ccu037

[8] Kostoulas, A., 2012. Presentation, Practice and Production (PPP). Available from: https://achilleaskostoulas.com/wp-content/uploads/2012/01/ppp.pdf (cited 1 September 2025).

[9] McCarthy, M., McCarten, J., 2018. Now You're Talking! Practising Conversation in Second Language Learning. In: Jones, C. (ed.). Practice in Second Language Learning. Cambridge University Press: Cambridge, UK. pp. 7–29.

[10] Timmis, I., 2012. Spoken Language Research and ELT: Where Are We Now? ELT Journal. 66(4), 514–522. DOI: https://doi.org/10.1093/elt/ccs042

[11] Nation, P., 2013. What Should Every EFL Teacher Know? Compass Publishing: Seoul, South Korea.

[12] Budiyanto, D., 2019. Using PPP (Presentation, Practice and Production) Strategy on Speaking Achievement. Journal of Language Education and Development (JLED). 1(2), 81–91. DOI: https://doi.org/10.52060/jled.v1i2.133

[13] Baker, J., Westrup, H., 2003. Essential Speaking Skills. Continuum International Publishing Group: London, UK.

[14] Shofiroh, N., Noviyanti, M., 2024. The Effectiveness of Presentation Practice Production (PPP) Model in Teaching Speaking to 8th Graders. Nusantara Educational Review. 2(2), 92–99. DOI: https://doi.org/10.55732/ner.v2i2.1438

[15] Purnomo, R., Giyoto, G., Rahmawan, G.A., et al., 2023. Fostering Collaborative Learning Through Presentation, Practice, and Production: Innovative Techniques for Teaching Grammar. Jurnal Ilmiah Ilmu Pendidikan (JIIP). 6(11), 9381–9385. DOI: https://doi.org/10.54371/jiip.v6i11.3259

[16] Oryza, F., Asad, F., Soraya, I., 2022. Presentation-Practice-Production (PPP): Elicitation Technique Used by the English Teacher to Teach Grammar. FOSTER. 3(3), 149–159. DOI: https://doi.org/10.24256/foster-jelt.v3i3.104

[17] Naranjo-Loaiza, M., Rodríguez-Arcila, M.A., Henao-Gil, A.C., 2019. Reinforcing Writing in EFL Through the Implementation of PPP [B.Sc. Thesis]. Universidad Católica de Oriente: Rionegro, Colombia.

[18] Widyantoro, A., 2019. Teaching Conditional Sentence Using Presentation, Practice, Production (PPP) Technique in Vocational School. Culture, Literature, Linguistics, English Teaching Journal (CLLiENT). 1(2), 147–164. DOI: https://doi.org/10.32699/CLLIENT.V1I02.952

[19] La'biran, R., 2022. Model of Teaching English Speaking Practiced for English Department Students at IAIN Palopo. Al-Ishlah. 14(2), 1839–1852. DOI: https://doi.org/10.35445/alishlah.v14i2.1085

[20] Wiyanah, S., Irawan, R., Kurniawan, J., 2021. Using PPP Method in the Process of Online Training and Strengthening EFL Teachers' Pedagogic Competence. In Proceedings of the Second UPY International Conference on Applied Science and Education (2nd UPINCASE) 2020, Yogyakarta, Indonesia, 3–4 November 2020; pp. 1–5. DOI: https://doi.org/10.1088/1742-6596/1823/1/012010

[21] Bui, T.L.D., Newton, J., 2021. PPP in Action: Insights From Primary EFL Lessons in Vietnam. Language Teaching for Young Learners. 3(1), 93–116. DOI: https://doi.org/10.1075/LTYL.19015.BUI

[22] Pratista, G.Y., 2023. Presentation Practice Production vs Task-Based Language Teaching: A Comparison of Two Teaching Templates. Edupedia. 7(1), 1–13. DOI: https://doi.org/10.24269/ed.v7i1.1726

[23] Ernati E. 2009. Improving Speaking Ability Through the "Triple P" Model. Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa. 2(2), 32–43. DOI: https://doi.org/10.24036/ld.v2i2.3525

[24] Sari, A.S.P., Sembiring, R.K.B., 2019. Improving Students' Speaking Skill Through the Combination of Presentation, Practice, and Production (PPP) Method and Talking Stick Method. Jurnal Liner (Language Intelligence and Educational Research). 2(3), 68–76.

[25] Lasmiatun, I., Munir, S., 2019. Potential Future of PPP Paradigm on EFL Grammar Teaching: An Annotated Survey. In Proceedings of the 3rd International

Conference on Education 2018 Teachers in the Digital Age, Sumatra, Indonesia, 12–13 September 2018; pp. 151–158.

[26] Maftoon, P., Sarem, S.N., 2015. A Critical Look at the Presentation, Practice, Production (PPP) Approach: Challenges and Promises for ELT. Broad Research in Artificial Intelligence and Neuroscience. 3(4), 31–36.

[27] Zhao, Y., 2024. Exploring the Balance Between Fluency and Accuracy in Language Teaching Methodologies: A Comparative Analysis of PPP, TBL, CLT, and GTM. Journal of Education and Educational Research. 8(1), 127–130. DOI: https://doi.org/10.54097/19jkmq18

[28] Ye, H., 2008. Analysis of the Teaching of "Word Meaning Interpretation in Oral Communication" Under the PPP Model. Journal of Jinhua Vocational and Technical University. 8(3), 80–83. DOI: https://doi.org/10.3969/j.issn.1671-3699.2008.03.021 (in Chinese)

[29] Puren, C., 2024. A Critical Analysis of the Conception of Methodological Models in International English Didactics: The Example of the "PPP Model". Revista Interuniversitaria de Formación del Profesorado. 99(38.3), 29–44. DOI: https://doi.org/10.47553/rifop.v99i38.3.109208

[30] Zhaoyang, Y., 2010. A Study of PPP in the EFL Class and Some Indications on Its Applications. Foreign Language World. 2(23), 666–667. DOI: https://doi.org/10.3969/j.issn.1001-9960.2010.23.527 (in Chinese)

[31] Sato, R., 2010. Reconsidering the Effectiveness and Suitability of PPP and TBLT in the Japanese EFL Classroom. JALT Journal. 32(2), 189–201. DOI: https://doi.org/10.37546/JALTJJ32.2-4

[32] Jones, C., Carter, R., 2014. Teaching Spoken Discourse Markers Explicitly: A Comparison of III and PPP. International Journal of English Studies. 14(1), 37–54. DOI: https://doi.org/10.6018/IJES/14/1/161001

[33] Teoh, S.H., Joseph, J.B.Z.H., Shamsudin, N.M., et al., 2025. Students' Engagement in a Hybrid Classroom: A Comparison Between Face-to-Face and Virtual Environments. Cogent Education. 12(1), 2451497. DOI: https://doi.org/10.1080/2331186X.2025.2451497

[34] Yu, H., Shi, G., Li, J., et al., 2022. Analyzing the Differences of Interaction and Engagement in a Smart Classroom and a Traditional Classroom. Sustainability. 14(13), 8184. DOI: https://doi.org/10.3390/su14138184

[35] Ashokkumar, N., Venkatramana, P., Arun, V., et al., 2024. A Comparative Study on Student Engagement and Achievement in Online Versus Traditional Classroom Instruction. Journal of Engineering Education Transformations. 38(2), 34–46.

[36] Sundar, S., 2023. Student Engagement and Achievement in Online Versus Traditional Classroom Instruction: An Analysis. International Journal of Advanced Research. 11(9), 1012–1027.

[37] Pourabedin, Z., Biglari, V., 2024. Student Engagement in the Post-Pandemic Virtual Classroom. In: Carbonara, D.D., Tomei, L.A. (eds.). Instructional Technology Theory in the Post-Pandemic Era. IGI Global: Hershey, PA, USA. pp. 148–171. DOI: https://doi.org/10.4018/979-8-3693-7645-4.ch006

[38] Ladia, A.M., Landman, D., Peri, M., 2023. Reimagining the Virtual Classroom: Enhancing Engagement and Student-Teacher Interaction in the Digital Age. In Proceedings of the C&C '23: Creativity and Cognition, Virtual, 19–21 June 2023; pp. 384–386. DOI: https://doi.org/10.1145/3591196.3596617

[39] Jin, K.H., 2022. Student Engagement During Virtual vs. Face-to-Face Active Learning Activities in Three IT Courses. In Proceedings of the SIGITE '22: The 23rd Annual Conference on Information Technology Education, Chicago, IL, USA, 21–24 September 2022; pp. 150–156. DOI: https://doi.org/10.1145/3537674.3554752

[40] Hassan, S., 2021. Student Engagement in Virtual Classrooms. Asian Journal of Allied Health Sciences. 5(2), 1–2.

[41] Parsons, C.S., 2024. Erasing the Line Between Students and Instructors: The Influence of Classrooms and Online Learning Spaces on Student Engagement. Journal of the Scholarship of Teaching and Learning. 24(4), 22–42. DOI: https://doi.org/10.14434/josotl.v24i4.35301

[42] Sarker, P.C., Nur-E-Alam Siddique, M., Sultana, S., et al., 2023. Comparison Between Traditional Classroom and Flipped Classroom on Student's Engagement and Satisfaction. International Journal of Multidisciplinary: Applied Business and Education Research. 4(2), 624–635. DOI: https://doi.org/10.11594/ijmaber.04.02.29

[43] Owen, H., 2014. Putting the PLE Into PLD: Virtual Professional Learning and Development. Journal of Educators Online. 11(2), 1–30. DOI: https://doi.org/10.9743/JEO.2014.2.1

[44] Owen, H., 2011. Changing Minds and Transforming Professional Development...Virtually. In Proceedings of the 2011: ASCILITE 2011 Conference Proceedings: Changing Demands, Changing Directions, Tasmania, Australia, 4–7 December 2011; pp. 958–962. DOI: https://doi.org/10.14742/apubs.2011.1816

[45] Henderson, M., 2004. Sustaining the Professional Development of Teachers Through a Virtual Learning Environment: Promoting Effective Teaching With ICT. In Proceedings of the World Conference on Educational Multimedia, Hypermedia and Telecommunications 2004, Lugano, Switzerland, 21–26 June 2004; pp. 3061–3066.

[46] Anderson, N., Henderson, M., 2004. e-PD: Blended Models of Sustaining Teacher Professional Development in Digital Literacies. E-Learning and Digital Me-

dia. 1(3), 383–394. DOI: https://doi.org/10.2304/EL EA.2004.1.3.4

[47] Mintii, I.S., 2023. Blended Learning for Teacher Training: Benefits, Challenges, and Recommendations. Education Dimension. 9, 1–12. DOI: https://doi.org/10.31812/ed.581

[48] Arellano, R.M., Méndez, R.M., Velázquez, C.C., et al., 2016. Impact of Teacher Training in Virtual Learning Environments as a Catalytic Strategy for Technological Inclusion in the Classroom. Revista Iberoamericana de Tecnología en Educación y Educación en Tecnología. 17, 86–94. (in Spanish)

[49] Al Fraidan, A.A., 2024. The Enhanced Adaptive PPP Model: A Novel Framework for Revolutionizing Test-Taking Strategies in Language Assessment. Forum for Linguistic Studies. 7(1), 298–312. DOI: https://doi.org/10.30564/fls.v7i1.7918

[50] Kostolanyova, K., 2016. Adaptation of Personalized Education in E-Learning Environment. In Proceedings of the First International Symposium, SETE 2016, Held in Conjunction with ICWL 2016, Rome, Italy, 26–29 October 2016; pp. 433–442. DOI: https://doi.org/10.1007/978-3-319-52836-6_46

[51] Villegas-Ch, W., García-Ortiz, J., Sánchez-Viteri, S., 2024. Personalization of Learning: Machine Learning Models for Adapting Educational Content to Individual Learning Styles. IEEE Access. 12, 121114–121130. DOI: https://doi.org/10.1109/access.2024.3452592

[52] Er-Radi, H., Aammou, S., Jdidou, A., 2023. Personalized Learning Through Adaptive Content Modification. Conhecimento & Diversidade. 15(39), 263–275. DOI: https://doi.org/10.18316/rcd.v15i39.11153

[53] Falconer, L., Frutos-Pérez, M., 2007. Accommodating Multiple Learning Styles and Abilities in a Large-Scale Online Learning Resource. In Proceedings of the 14th International Conference of the Association for Learning Technology (ALT-C 2007): Beyond Contro 2007, Nottingham, UK, 4–6 September 2007; pp. 47–60.

[54] Vanegas, C.V., Puerta, J.E.A., Ceballos, M.N., et al., 2024. Personalized Learning: An Adaptive Approach Based on the VARK Model to Improve Distance Education. Revista de Gestão Social e Ambiental. 18(12), e010257. DOI: https://doi.org/10.24857/rgsa.v18n12-046

[55] Surur, A.M., Ulfa, S., Soepriyanto, Y., et al., 2024. Personalized Learning in a Digital Environment. Indonesian Journal of Multidisciplinary Educational Research. 2(1), 79–99. DOI: https://doi.org/10.30762/ijomer.v2i1.2737

[56] Idowu, E., 2024. Personalized Learning: Tailoring Instruction to Individual Student Needs. Preprints.org. preprints202411.0863.v1. DOI: https://doi.org/10.20944/preprints202411.0863.v1