

# **Development of English-Speaking Skills Using PPP Method for Undergraduate B.A First -Year Students at Dhammaduta Buddhist University, Myanmar**

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## **Abstract**

The purposes of this study were 1) to study the use of the PPP (Presentation, Practice, Production) method in developing English-speaking skills of B.A. first-year students at Dhammaduta Buddhist University, Myanmar, 2) to develop students' English-speaking skills through the PPP method, and 3) to study student satisfaction with the use of the PPP method in English-speaking skill development. The participants were 10 B.A. first-year students from Dhammaduta Buddhist University, Myanmar, who were enrolled in the English-speaking course. This study was conducted as pre-experimental research using a one-group pre-test and post-test design. The research instruments consisted of: a questionnaire on students' interests in English-speaking activities using the PPP method, a manual for developing English-speaking skills through the PPP method, five lesson plans based on the PPP method, a pre-test and post-test to assess students' English-speaking performance, and a questionnaire to measure students' satisfaction with the PPP-based lessons. The data were analyzed using percentage, mean, and standard deviation with the Microsoft Excel program.

The results of the study showed that students had high interest in role-play and daily conversation activities, with male students showing 86.67% interest and female students showing 93.33% interest. The average pre-test score was 38%, indicating a low level of speaking ability. After the intervention, the post-test score improved to 79%, indicating a good level of English-speaking skills. The students' satisfaction with the use of the PPP method was at a very satisfied level, with an overall satisfaction percentage of 88.50%, a mean score of 4.42, and a standard deviation of 0.58.

**Keywords:** English Speaking Skills; Communicative Language Teaching; Buddhist Education.

## **Introduction**

English has become an essential global tool for academic, cultural, and professional communication in the 21st century (Crystal, 2012). For non-native English-speaking countries such as Myanmar, proficiency in English opens the door to global education, intercultural dialogue, and international collaboration (Kirkpatrick, 2012). At institutions like Dhammaduta Buddhist University, English-speaking ability is especially vital. As a training ground for future Buddhist missionaries (Dhammaduta), the university prepares students to share Buddhist teachings worldwide. However, many of these students, particularly those from monastic or rural backgrounds, face difficulties in acquiring effective English-speaking skills (Lwin, 2019).

Traditional English instruction in Myanmar typically emphasizes grammar translation and rote memorization, which neglects the development of oral communication (Myint, 2021). As a result, students are often able to read or write in English but struggle to express themselves fluently in speech. The lack of authentic speaking practice, combined with classroom anxiety and limited vocabulary, further hinders oral proficiency (Aung, 2023). These challenges are particularly acute in Buddhist universities, where curriculum and pedagogy remain largely text-based and teacher-centered (Tun, 2022).

To address this issue, this study applies the PPP (Presentation, Practice, Production) method—an instructional approach designed to foster communicative competence in English (Richards & Rodgers, 2014). The PPP model introduces new language in a structured and progressive way, enabling learners to build confidence and fluency through guided speaking tasks (Harmer, 2015). This study aims to examine the effectiveness of the PPP method in enhancing the English-speaking skills of B.A. first-year students at Dhammaduta Buddhist University, evaluate student satisfaction, and propose a practical, culturally appropriate model for language instruction in monastic education (Lwin, 2019).

### **Research Objectives**

1. To study the use of the PPP method in developing English-speaking skills of undergraduate B.A first-year students at Dhammaduta Buddhist University, Myanmar.
2. To develop the English-speaking skills of undergraduate B.A first-year students at Dhammaduta Buddhist University, Myanmar through the PPP method.
3. To study the satisfaction of undergraduate B.A first-year students at Dhammaduta Buddhist University, Myanmar with the use of the PPP method in developing their English-speaking skills.

### **Literature Review**

Speaking is widely acknowledged as one of the most complex and essential language skills, particularly in English as a Foreign Language (EFL) contexts. According to Brown (2015), speaking involves the real-time construction of meaning through the integration of vocabulary, grammar, pronunciation, fluency, and interaction. In second language acquisition (SLA), speaking is considered a productive skill that requires not only linguistic competence but also social and strategic competence to manage communication effectively.

Krashen's Input Hypothesis (1985) emphasizes the importance of comprehensible input slightly above a learner's current level ( $i+1$ ) for effective language learning. While this theory primarily applies to receptive skills, it also supports the development of speaking by providing the necessary foundation for output. Complementing this view, Swain's Output Hypothesis (1985) argues that language production is equally vital, as it pushes learners to process language more deeply and use it actively. Additionally, Vygotsky's Sociocultural Theory (1978) underscores the significance of social interaction in language development, asserting that collaborative activities and communicative tasks foster higher-order thinking and language proficiency.

The PPP (Presentation, Practice, Production) method has emerged as a widely accepted teaching approach in communicative language instruction. The model consists of three stages: first, the Presentation phase introduces target language structures with context and meaning; second, the Practice phase provides controlled opportunities for learners to use the language accurately; and finally, the Production phase allows learners to apply the language freely in meaningful and

authentic speaking tasks. Harmer (2007) and Richards (2006) note that the PPP method helps learners progress from passive recognition to active, spontaneous language use, especially in oral communication.

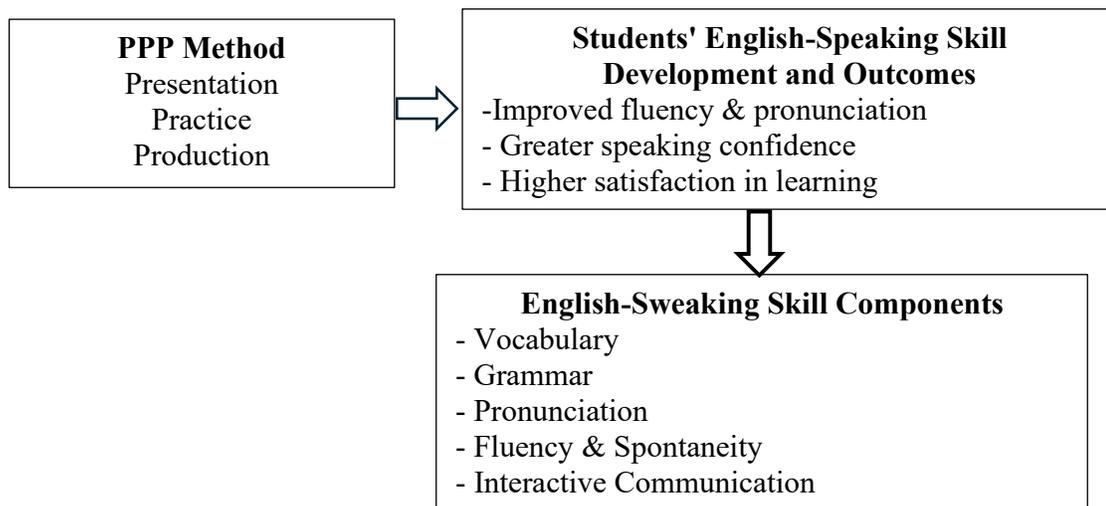
In religious and monastic education contexts, traditional grammar-translation approaches remain dominant, often leading to passive language use and limited speaking opportunities. As Aye and Min (2020) observe, monastic students in Myanmar typically engage in memorization rather than interaction, which restricts their communicative development. Furthermore, learners face psychological barriers such as fear of making mistakes and speaking anxiety, especially in teacher-centered classrooms (Fathi & Derakhshan, 2019). These challenges highlight the need for instructional strategies that promote confidence, interaction, and fluency.

Several studies support the effectiveness of the PPP method in improving speaking skills. Pattanpichet (2011) found that PPP-based instruction improved university students' fluency and confidence in Thailand. Myint (2020) demonstrated similar results in a Buddhist university in Myanmar, showing improved engagement and reduced anxiety among students. Mahmoud (2018) and Siribodhi (2010) also confirmed the method's value in promoting spontaneous speech and communicative competence in EFL classrooms.

In summary, the literature suggests that integrating communicative, student-centered approaches like the PPP method into EFL instruction—particularly in monastic or religious settings—can bridge the gap between linguistic knowledge and practical speaking ability. Such approaches align well with the goals of Dhammaduta education, preparing students to express Buddhist teachings and engage with international audiences using fluent and confident English.

### Conceptual Framework

The conceptual framework of this thesis focuses on four key components related to the development of English-speaking skills through the use of the PPP method for undergraduate students at Dhammaduta Buddhist University, Myanmar. These components are: the implementation of the PPP method, the enhancement of speaking skills, the students' engagement in the learning process, and the overall effectiveness of the PPP approach in improving English-speaking abilities. The framework aims to show the connection between the stages of the PPP method—Presentation, Practice, and Production—and their impact on students' speaking fluency, vocabulary usage, and confidence.



**Fig.1:** Conceptual Framework.

## **Research Methodology**

This study employed a pre-experimental research design using a one-group pre-test and post-test model to examine the effectiveness of the PPP (Presentation, Practice, Production) method in developing English-speaking skills among undergraduate students. The research was conducted at Dhammaduta Buddhist University, Myanmar, during the academic year 2024–2025.

**Research Design:** The study followed a single-group intervention model. Participants were given a pre-test to assess their baseline speaking proficiency. Afterward, they received instruction based on five PPP-based lesson plans. Following the instructional period, a post-test was administered to evaluate speaking skill development. Additionally, a student satisfaction questionnaire was conducted to assess perceptions of the PPP method.

**Participants:** The research participants consisted of 15 B.A. first-year students from Dhammaduta Buddhist University, Myanmar. All were enrolled in an English-speaking course and had a basic level of English proficiency. The participants were selected through purposive sampling, based on their willingness to participate and their need to improve spoken English for academic and religious communication.

**Research Instruments:** 1) Pre-test and Post-test: Both tests included structured speaking tasks assessing fluency, vocabulary usage, pronunciation, and overall communicative ability. The tests were evaluated using a standardized rubric validated by experts., 2) PPP-Based Lesson Plans: A set of five lesson plans was designed according to the PPP method. Each lesson addressed essential speaking components such as vocabulary, grammar, pronunciation, and communicative interaction. Lessons included warm-up, guided practice, and free production stages., 3) Student Satisfaction Questionnaire: A 5-point Likert scale questionnaire was used to assess students' satisfaction with the learning experience. It focused on three areas: teaching method, classroom activities, and overall learning outcomes.

**Validity and Reliability:** All instruments were validated by three experts in English language teaching, classroom management, and educational assessment. The Index of Item Objective Congruence (IOC) was used to ensure content validity. The speaking tests were pilot-tested, and the internal reliability was confirmed using the KR-20 formula for test consistency.

**Data Collection:** The study was conducted over a six-week period. The procedure included: 1) Administering the pre-test to assess students' initial speaking ability. 2) Implementing the five PPP-based lessons over multiple sessions., 3) Administering the post-test to evaluate speaking improvement., 4) Distributing the satisfaction questionnaire to collect feedback.

**Data Analysis:** Quantitative data from the pre-test and post-test were analyzed using percentage, mean, and standard deviation to measure improvement. The satisfaction survey results were similarly analyzed to determine levels of student approval. A comparison of pre- and post-test scores provided insight into the effectiveness of the PPP method.

### **Procedure**

The study was conducted over a six-week period and followed a structured sequence based on the principles of the PPP (Presentation, Practice, Production) method. The research process consisted of four main phases: needs analysis, instructional development, implementation, and evaluation.

**Phase 1: Needs Analysis and Pre-Test:** Prior to instruction, a pre-test was administered to assess the students' existing level of English-speaking skills. The test evaluated key aspects such as fluency, vocabulary, pronunciation, and coherence. The results provided a baseline for measuring improvement and informed the design of appropriate instructional materials.

Phase 2: Development of Lesson Plans: Based on the results of the needs analysis, the researcher developed a set of five PPP-based lesson plans. Each lesson was designed to target specific areas of speaking, following the three stages of the PPP model: Presentation: Introduction of new language points with clear models and examples. Practice: Guided speaking activities such as repetition drills, dialogues, and pair work. Production: Communicative tasks such as role-plays, discussions, and presentations where students used the target language freely. The lesson plans also incorporated vocabulary support, pronunciation exercises, and fluency-building techniques aligned with communicative language teaching principles.

Phase 3: Implementation of PPP Lessons: The five PPP lessons were taught over multiple sessions to the selected group of ten B.A. first-year students. Instruction emphasized interaction, participation, and student-centered speaking activities. The researcher facilitated the lessons and encouraged students to speak in real-life contexts relevant to their academic and religious roles as future Dhammaduta monks. Classroom observation and informal student feedback were collected during this phase to monitor progress and engagement.

Phase 4: Post-Test and Satisfaction Survey: After completing all five lessons, the post-test was conducted using the same criteria and rubric as the pre-test. The aim was to measure gains in speaking proficiency. Following the post-test, a student satisfaction questionnaire was distributed. This survey used a 5-point Likert scale to evaluate students' perspectives on: The effectiveness of the PPP teaching method. Their engagement and enjoyment of the speaking lessons. Their perceived improvement in confidence and communication skills.

Phase 5: Data Compilation and Analysis: The results from the pre-test and post-test were compared to determine the effectiveness of the PPP method. Descriptive statistics (mean, standard deviation, and percentage) were calculated. Student satisfaction data were also analyzed to understand learners' attitudes toward the instructional approach.

## Research Results

The effectiveness of the PPP (Presentation, Practice, Production) method in enhancing English-speaking skills was evaluated through pre- and post-test scores, as well as a student satisfaction questionnaire. The analysis revealed significant improvements in students' speaking performance and positive perceptions toward the instructional approach.

Pre-Test and Post-Test Results: Before the intervention, the participants demonstrated limited speaking abilities. Common difficulties observed included a lack of fluency, restricted vocabulary use, and low confidence when speaking in English. The mean score of the pre-test was 38.10%, indicating a generally low level of oral proficiency. After the implementation of five PPP-based speaking lessons, students showed substantial improvement in various areas of speaking. The mean score of the post-test rose to 79.10%, representing a 41% increase in performance. Improvements were especially noticeable in: 1. Fluency and smoothness of speech, 2. Use of appropriate vocabulary, 3. Sentence structure and grammatical accuracy, 4. Confidence and willingness to participate in speaking tasks.

**Table 1:** Comparison of Pre-Test and Post-Test Scores

Test Type	Mean Score	Percentage	Improvement
Pre-Test	11.43	38.10%	–
Post-Test	23.73	79.10%	+41.00%

The results clearly indicate that the PPP method was effective in improving students' speaking ability in a short period of time.

**Student Satisfaction Results:** To assess students' attitudes toward the PPP-based instruction, a satisfaction survey was conducted using a five-point Likert scale. The results showed a high level of satisfaction, with an overall mean score of 4.42 and a standard deviation of 0.58. Students expressed strong agreement that the lessons were engaging, relevant, and helped them improve their speaking skills. The most highly rated aspects of the program were: 1. The use of role-play and real-life conversation activities, 2. Opportunities to practice speaking in a safe and supportive environment, 3. Clear explanations and interactive teaching style., These findings reflect a positive shift not only in language performance but also in learner motivation and classroom participation.

## **Discussion**

The results of this study confirm that the PPP (Presentation, Practice, Production) method is a highly effective approach for improving English-speaking skills among undergraduate students at Dhammaduta Buddhist University. The significant improvement from a mean pre-test score of 38.10% to a post-test score of 79.10% demonstrates the method's ability to enhance learners' oral proficiency within a relatively short instructional period.

These findings are consistent with previous studies that support the PPP method as a communicative and structured approach to language teaching. For instance, Harmer (2007) and Richards (2006) have emphasized the importance of gradually shifting from controlled to free practice in speaking tasks to build fluency and confidence. Similarly, Pattanpichet (2011) and Myint (2020) found that students in EFL contexts improved their speaking performance when given multiple opportunities to engage in contextualized language use.

The improvement observed in this study can be attributed to several key strengths of the PPP approach: 1. The Presentation phase provided clear and contextual input, reducing learner confusion.,2. The Practice phase allowed students to reinforce their understanding through repetition and structured interaction., 3. The Production phase created meaningful opportunities for self-expression, which encouraged risk-taking and spontaneous speech.

These phases worked synergistically to address common challenges faced by monastic students, such as limited exposure to spoken English and anxiety about making mistakes. The findings also support Vygotsky's sociocultural theory, which highlights the role of social interaction in developing language competence.

In addition to improved performance, the high satisfaction scores ( $\bar{x} = 4.42$ ) indicate that students responded positively to the teaching method. Interactive activities like role-play and group discussions appeared to reduce fear and increase motivation. Students felt more engaged and expressed greater willingness to participate, reinforcing the idea that confidence plays a central role in successful speaking development (Fathi & Derakhshan, 2019).

Furthermore, this study contributes to the growing body of literature advocating for more student-centered, communicative methods in religious education contexts. Buddhist universities in Myanmar have traditionally favored text-based and teacher-led instruction. However, as this study shows, incorporating communicative strategies such as the PPP method can help prepare students not only for academic success but also for their future roles as Dhammaduta monks engaging with international communities.

Overall, the findings of this research suggest that the PPP method is not only pedagogically sound but also culturally appropriate for Myanmar's Buddhist higher education system.

## Knowledge from Research

This study contributes valuable insights into the development of English-speaking skills in Buddhist monastic education, particularly within the context of Myanmar. The findings support the application of the PPP (Presentation, Practice, Production) method as an effective instructional strategy that bridges the gap between theoretical knowledge and practical language use. The following key contributions were identified:

1. **PPP Enhances Oral Proficiency in EFL Learners:** The PPP model provides a systematic and effective framework for improving speaking skills. By gradually guiding learners from structured practice to independent communication, the method enhances fluency, vocabulary use, pronunciation, and confidence.

2. **Culturally Appropriate Method for Buddhist Education:** The PPP method is adaptable to the needs of monastic students. Its clear structure and interactive techniques fit well within the disciplined and respectful learning culture of Buddhist universities. It encourages active participation without compromising traditional values.

3. **Student-Centered Learning Boosts Confidence and Engagement:** Students responded positively to communicative activities such as role-play and group discussion. These methods reduced anxiety and increased motivation, demonstrating that learner-centered approaches can significantly enhance language learning outcomes in religious settings.

4. **Empirical Support for Curriculum Innovation:** The success of this intervention suggests that English language curricula in Buddhist institutions can be updated to include communicative and task-based approaches like PPP. This supports broader educational reforms aimed at producing globally competent graduates.

**Practical Teaching Materials and Evaluation Tools:** The study provides validated lesson plans, rubrics, and satisfaction questionnaires that can be adapted by other instructors in similar educational environments. These tools can help promote consistency, quality, and measurable improvement in speaking instruction.

## Conclusion

This research study aimed to develop English-speaking skills among undergraduate B.A. first-year students at Dhammaduta Buddhist University, Myanmar, through the application of the PPP (Presentation, Practice, Production) method. The results clearly demonstrated that the PPP approach was effective in improving students' speaking abilities in terms of fluency, vocabulary, pronunciation, and confidence.

The pre-test and post-test comparison showed a significant increase in students' performance, with average scores rising from 38.10% to 79.10%. This improvement confirms the pedagogical value of the PPP method in fostering active language use, especially in a context where traditional teaching practices often limit communicative competence. In addition, the students expressed high levels of satisfaction with the method, noting that the interactive tasks and clear structure helped them feel more confident and engaged.

The findings of this study highlight the importance of integrating student-centered and communicative methods into English language teaching, particularly within religious and monastic educational institutions. The success of the PPP method suggests that structured, interactive instruction can not only enhance learners' practical language skills but also motivate them to participate more actively in class.

In conclusion, the PPP method is both an effective and culturally appropriate approach for teaching English-speaking skills in Buddhist universities in Myanmar. It supports the broader

educational goals of preparing Dhammaduta students to communicate effectively on a global stage. This study offers a model for similar institutions seeking to improve English language education through practical, evidence-based methods.

### **Suggestions**

There are only suggestions in the research study as follows:

#### **Suggestions for Educational Institutions:**

- 1) Integrate Communicative Methods into Curriculum Design: Institutions should revise English curricula to include communicative approaches like PPP, which align with international language teaching standards and promote practical language use among students.,
- 2) Offer Teacher Training and Support: Workshops and professional development programs should be provided to equip English teachers with the skills and knowledge necessary to apply the PPP method effectively in their classrooms.,
- 3) Encourage Language Use Beyond the Classroom: Schools and universities should create environments that promote English use in daily communication, such as organizing English-speaking clubs, debates, or public speaking events.

#### **Suggestions for Future Research:**

- 1) Conduct Comparative Studies with Larger Samples: Future researchers are encouraged to replicate this study with larger participant groups or in other educational contexts to validate the findings and strengthen generalizability.,
- 2) Explore Long-Term Effects of PPP Instruction: Longitudinal studies could examine the sustained impact of PPP instruction on students' speaking development over extended periods.,
- 3) Investigate Other Language Skills Using PPP: Researchers may also explore how the PPP method affects the development of listening, reading, or writing skills in similar learner populations.

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