



Pontificia Universidad
Católica del Ecuador | Sede
Ambato

OFICINA DE POSTGRADOS

Topic:

**EFFECTIVENESS OF PRESENTATION, PRACTICE AND PRODUCTION
METHOD ON THE DEVELOPMENT OF SPEAKING FLUENCY**

**Research project prior to obtaining the title magister on English Pedagogy in the English
as a Foreign Language**

Line of research:

INNOVATIVE PEDAGOGIES IN ENGLISH TEACHING

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Ambato – Ecuador

March 2021

PONTÍFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

SEDE AMBATO

HOJA DE APROBACIÓN

Tema:

EFFECTIVENESS OF PRESENTATION, PRACTICE AND PRODUCTION METHOD ON
THE DEVELOPMENT OF SPEAKING FLUENCY

Línea de investigación:

INNOVATIVE PEDAGOGIES IN ENGLISH TEACHING

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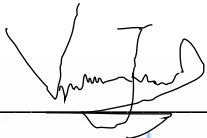
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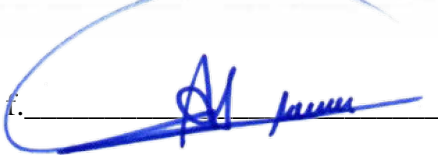
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DEDICATION

To God, my husband Martín, and my children Elí and Leo.

ACKNOWLEDGEMENT

Throughout the writing of this research project, I have received tremendous of support and assistance.

I would first like to thank my tutor, Mg. Isabel Escudero, whose expertise was invaluable to guide me throughout this investigation. I want to thank you for your patient support and for all of the opportunities I was given to further my research. You provided me with the tools that I needed to choose the right direction and successfully finish this study.

I could not have completed this study without the support of my friends, Tyler Haley and Veronica Gavilanes who provided stimulating discussions as well as happy distractions to rest my mind outside of my research.

Finally, I would like to express my gratitude to PUCESA University that allows professionals to enrich their knowledge with master programs like this.

RESUMEN

La presente investigación se llevó a cabo debido a la importancia que tiene la fluidez en el manejo de la comunicación. En el colegio Santa Marianita de Jesús, los alumnos de séptimo año han desarrollado con éxito habilidades lingüísticas como escuchar, leer y escribir. Sin embargo, a lo largo de una observación, se descubrió que tenían dificultades para hablar con fluidez. La necesidad de este estudio radica en el hecho de que el desarrollo de la fluidez del habla es crucial para comunicarse efectivamente. Se notó la falta de este porque los alumnos no compartían sus pensamientos, ideas y sentimientos en inglés. El objetivo general de este estudio fue evaluar los efectos del método de presentación, práctica y producción en el desarrollo de la fluidez oral en los estudiantes. Este estudio se realizó mediante un enfoque mixto, metodología descriptiva, exploratoria y diseño cuasi-experimental. El apoyo teórico fue de libros, artículos, revistas científicas y artículos. Para recopilar datos, se utilizaron un pre-test, post-test y una tarjeta de observación, para determinar qué tan efectiva era la PPP para aumentar la fluidez y registrar las reacciones del estudiante hacia el experimento. Finalmente, los resultados mostraron que existe evidencia estadísticamente significativa a $p = 0.005$ en velocidad, prosodia y coherencia. Esto indica que el método PPP contribuye a la fluidez del habla, especialmente en prosodia. Este método PPP que pertenece al enfoque comunicativo permitió a los estudiantes comunicarse en el idioma de destino de manera efectiva.

Palabras clave: método PPP, fluidez oral, etapas, prosodia, velocidad.

ABSTRACT

This study was carried out due to the importance that speaking fluency has in communication management. In Santa Marianita de Jesus High School, students from the seventh-year have developed successfully language skills like listening, reading, and writing. However, throughout an observation, it was found out that learners struggled with speaking fluency. The necessity of this study laid on the fact that the development of speaking fluency is crucial for an effective communication. The lack of effective communication was noticed since pupils could not share their thoughts, ideas, and feeling using English as the mean of communication. The general objective of this study was to evaluate the effects of presentation, practice, and production method in the development of speaking fluency among students. This study was carried out through a mixed approach, descriptive, exploratory methodology, and quasi-experimental design. The theoretical support was from books, papers, scientific magazines, and articles. To collect data, some instruments were used such as a pre-test, post-test and an observation card to determine how effective PPP was to boost fluency during the intervention. Finally, results showed that it has statistically significant evidence at $\alpha=0.005$ in speed, prosody, and coherence. This indicates that the PPP method contributes to speaking fluency, especially in prosody. This method PPP that belongs to the communicative approach allowed students to communicate in the target language effectively.

Key words: PPP method, speaking fluency, stages, prosody, speed.

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INTRODUCTION

Learning a foreign language is relevant in the world we live in today. No matter what profession a person may have, English improves the opportunities to succeed in any field. Newton and Nation (2020) point out that when someone is learning a language it is imperative to focus on fluency when speaking it. For instance, it is vital to manage meaningful input and output in the English learning classrooms to acquire a good level of fluency from the beginning.

A long time ago, language study had as a main goal reading comprehension. However, communication is now the aim when teaching English as a second language. This new objective affected the ways of learning and teaching, causing innovative teaching to happen (Richards 2014). Therefore, an appropriate methodology must be applied considering the characteristics of the group of students. The teacher has to know the needs of the student to choose a suitable method whether it is a new or old one. Since a language is taught to be used the method must focus on oral skills.

One of the methodologies that have emerged from the communicative approach is Presentation, practice, and production method. According to Harmer (2008), this method has a basic sequence that helps students to concentrate and acquire knowledge since the first stage. That's why in this presentation stage many activities such as gestures, audio, and, drawing are included. Therefore, all concepts and words must also be used in a specific context. In this method, the teacher's talk time is high at the first stage and it is relevant to make sure students grasp the meaning of them.

Many students achieve grammar and vocabulary proficiency. Nevertheless, students are not able to domain the language. For instance, they are not able to express themselves freely and effectively. In other words, the proficiency level in speaking English as a Foreign is a great challenge for students from different contexts. The lack of exposure to it makes it even more difficult. There are more reasons why learners find it difficult to reach this stage. Even teachers are looking for answers to solve this reality in their contexts. However, it is the teachers' work to help them in this area because meaningful communications are the main goal while learning EFL. Consequently, helping students to develop their fluency is very challenging in many schools.

Furthermore, it is necessary to be aware of the different components to reach oral fluency. Then, each of them can be developed appropriately. Speed is the first aspect that comes to our mind when talking about fluency. However, prosody and coherence are also important.

The amount of words that are considered slow rate is 157 words per minute. While a faster speed is 200 per minute in second language learners in the ESL classroom. During the dialogue, the average of words per minute is around 188. It also depends on the task that the student is performing. This vital information about the number of words per minute by an English learner guide the teachers to set goals according to the student's level. It is necessary to take into account that the average number will vary depending on the task required to be performed by the pupils in the class.

A language must be learned to speak it. Therefore, the need to focus on developing speaking fluency skill. There are many innovative methods for teaching English.

Adults would consider this teaching method boring. Advanced students of English would not get impressed with the techniques used in this way of teaching. Thus, this study was carried out with students from a specific context. This research work is divided into 3 chapters:

Chapter 1 deals with the previous research of this study at the international and national level. Furthermore, the state of the art that is included in the first chapter, contains the theory of the independent and dependent variables. Simultaneously, the key categories regarding the conceptualization of the two variables are also part of this chapter.

Chapter 2 focuses on the methodology used for this research. This includes the basic modality, level, and type of research. Besides that, the population is described there. One of the main aspects that this chapter describes is independent and dependent variables and their operationalization. Finally, the proposal for this study is detailed with various tables for better understanding.

In chapter 3, there is the analysis and interpretation of data. Basically, the pre-test and post-test analysis in Wilcoxon ranged Test. They include tables and graphics obtained in the SPSS. Finally, the conclusions and recommendations are at the end of the chapter in which shows accurate information about the findings from this study.

Theoretical and practical background

When learning a second language, one of the hardest skill to be developed is speaking fluency (EF, 2019). Students should be able to have a conversation in English at a normal speed, which includes good articulation and minimum hesitation (Jackson, 2012). Another feature is prosody that involves the rhythm, stress, intonation, and utterance of the English language. Furthermore, this main element has to do with the interaction of meaning and words when appropriate expressions in the target language are used (Jackson, 2012).

In South America is strenuous for English students to develop speaking skills. According to the EF English Proficiency Index exam, countries from Europe are the ones that achieve a very high score regarding English proficiency. Most of the countries from South America have reached a low level, several have reached the middle one and two other countries got very low proficiency in English as a Foreign Language. This proves that South America has students with very low competence when using the language. This exam was taken by English learners in 2019.

There is a need in South America for English teachers to evolve in the use of language first, before attempting to teach it to others. According to Scaramucci (2013), teachers must be aware of not only knowing the language but also the right methodology to teach students to use the language effectively. Therefore, it is a shame that many nations known as third world countries have the last positions. This refers that the methods used are not the appropriate ones.

One hundred regions and countries took part in this examination of English proficiency. Ecuador was in the eighty-one position. It means that in our country students do not develop speaking fluency. It is unbelievable that after changes made in the curriculum, Ecuadorians reached the last positions of all the Latin countries (EF, 2019). Significant changes must be made to change this reality regarding the low level of proficiency of learners. Especially in the speaking fluency.

Base on that, unsatisfactory results were also found in Santa Marianita de Jesús School where students from the seventh-year do have a good level of grammar. However, they have not developed oral fluency to express themselves in the target language. The struggle is in different areas of speaking skills like fluency and pronunciation. Nowadays that lockdown is mandatory to keep people safe, teachers need to stay home and find new ways to teach. Nevertheless, to use a communicative method is still elemental.

As it was mentioned before, there are many methods and strategies to teach a language (Richards, 2002). The incorrect methodology ensures a lack of learning. Thus, students do not acquire the language effectively. The grammar-translation method and other traditional methods that do not focus on communication goals affect the learning of a new language. Those old fashion methodologies do not meet the student's need. When the incorrect method is used in an English class, students learn grammar structures alone. Many times, they are able to pass tests. However, they cannot use the language. Therefore, students can study English for around 12 years in elementary and high school but they are still not able to speak English. They do not even know enough vocabulary to identify different objects. They learn to pass exams but not for learning a language.

Nowadays, technology tools are widely used in education. This is great support for students. It helps students to enhance all language skills. One of them is the Zoom meeting platform which is highly used in teaching. This includes different meetings, files, and channels that are used to divide a class into different teams where students can discuss and practice the language taught (Martin, 2019).

Pandemic is a reality that the world is facing. In the educational sector, schools are forced to use technology to teach their students. Private schools find this change very fruitful for the numerous applications available to learn effectively. English teaching is beneficial by this transition to the virtual class since there are free applications that enhance English learning. Therefore, the resources used in this study were merely online. Technological tools play an important role. That's why this research lays on the innovative teaching line. There was a big variety of technological tools uses, for example, Padlet.com, Vocaroo.com, WhatsApp, zoom.com, Quizlet, Quizzes, and Google forms. They were helpful during the process of intervention to apply and get the results of the PPP method.

Padlet is a website where students can upload recordings, pictures, and, even draw on the virtual board. The other technological tool that was used is Vocaroo. This is an online voice recorder that provides the students with a unique link to hear the audio. Quizlet was greatly used in the first phase of this study. This is a free website that provides fun ways to learn vocabulary in context. Besides that, it provides games for practicing spelling and pronunciation. Finally,

Google forms were the way that students took tests at the end of each unit. By clicking on the link students could have access to the quiz. The teacher could design the test as required for evaluating students. It can include all sorts of questions.

All the applications mentioned before were easy to use. Therefore, the only thing that was demanded in the English sessions was the internet and a smart device. Nowadays a smartphone, a tablet, or a laptop are not a luxury but a need for our studies, work, and entertainment. These made easier the teaching and learning process.

At Santa Marianita School students were meeting two times a week to learn English; this helped with the acquisition issues. At the end of every lesson, pupils were required to produce different topics orally since their unit test must contain the four skills: listening, reading, writing, and speaking. Consequently, it is a challenge to fulfill the goals of getting good grades in all the skills mentioned at Santa Marianita School. Students face the problem of not achieving the goals of the learning, especially in the seventh-year. Learners are uncertain when they need to use the language.

The research problem

This study has demonstrated that the theoretical and practical background of the variables is fundamental. To determine the variables, it was necessary to explain the key categories of the independent variable and dependent variable.

The first key category of the independent variable was the approach. This refers to the way a subject is taught and learned. Besides that, it explained how different ways of teaching emerged during the time. Then, the second category that followed was the communicative approach. This referred to language learning through meaningful communication. Besides that, the next category was English teaching methods. This was explained as well as their principles that teachers use to teach their students. Finally, the PPP method was described as a sequence teaching procedure to enable students to learn English. All those categories mentioned before set the basis for this investigation.

On the other hand, the first key category for the dependent variable was Language skills. They compromise listening, speaking, reading, and writing. They usually are developed in the same

order stated before as they are learned in our first language. The second category is productive skills. They addressed speaking and writing skills. For instance, they are the product of the output language. Then, speaking skills were defined deeply. It gives us the ability to communicate. Lastly, speaking fluency indicated how fluent a person is when speaking. For instance, it referred to the speed, prosody, and coherence of the dependent variable.

Also, the background research at the international and national level enriched this study since various papers addressed the same variables. Therefore, new knowledge regarding the PPP method and speaking fluency was added.

In conclusion, it is imperative that students from ESL classrooms acquire speaking skills to use the language appropriately. Instead, most classrooms focused on developing other skills rather than in the speaking ones (Celce-Murcia, Brinto, & Snow, 2014). The main reason that causes this issue to happen is the lack of a suitable methodology while teaching a foreign language (Scaramucci, 2013). Therefore, it is necessary to look for innovative methods to facilitate the learning process of the students in their different contexts and there are many technological tools available for English learning to enhance this process.

Statement of the problem

Through this study, the researcher wants to draw conclusions about the following query: How does the Presentation, Practice, and Production Method contribute to the development of speaking fluency among seventh-year students from Santa Marianita de Jesus School?

Defended Idea: The presentation, practice, and production method contributes to the development of speaking fluency effectively among seventh-year students (A1.2 level) from Santa Marianita de Jesus School.

General Objective

To evaluate the effects of presentation, practice, and production method in the development of speaking fluency among seventh-year students from Santa Marianita de Jesus School.

Specific Objectives

1. Establish the different aspects about speaking fluency acquisition in English as a foreign language.
2. Identify the different strategies and techniques used in presentation, practice and production method.
3. Develop speaking fluency activities using presentation, practice and production method.
4. Validate the influence of presentation, practice and production method in speaking fluency among seventh-year students from Santa Marianita de Jesus School.

Methodology

This study was done through a qualitative and quantitative approach, descriptive, exploratory methodology, and quasi-experimental design. The theoretical support was from books, papers, scientific magazines, and articles. To collect data, a pre-test and post-test were used as instruments to determine how effective PPP was on the accuracy, rate, and prosodic factors of the population when using it to boost fluency during the intervention.

First of all, this investigation started by reviewing the theory of the variables. This information was taken from books, papers, and scientific magazines. After that, the test was designed according to the principles of the main theories that supported the variables PPP method and speaking fluency. Since this study had a scientific character the test was validated by experts in the field. For instance, three professionals in the field that have a master's degree in English approved it. The validation card included the professional's personal and work information, their type of degree, and space for their legit signature.

Once the test was designed and approved, the pre-test was administered to the students in the first week of class. The results were recorded in a spreadsheet on Microsoft Excel. After the 2 months of intervention, the post-test was administered to the students in the same way as the first test. This included the use of technology to administer the tests. Also, the student's responses were received via WhatsApp. Finally, for providing general instruction it was via by zoom platform.

The test had a total of three questions. They measured different aspects of speaking fluency. After the pre-test and post-test were taken, the data was analyzed with the SPSS software to determine the progress level achieved by the students during the intervention. When processing data The Wilcoxon Signed Rank Test was used since a pre-test and post-test were applied to the same students for 2 occasions. Likewise, the results from the post-test were compared with the ones from the pre-test. This is assumed to point out the effectiveness of oral skills by using PPP Method.

Research justification

The importance of this study laid in the fact that speaking fluency is vital when learning a language. It is relevant because learning a language is crucial in nowadays world. Moreover, English is the lingua franca of this century. Therefore, it is necessary to be a fluent speaker. When conversations are fluent, the aim of sharing ideas, thoughts, opinions, and feelings is accomplished. Language is not just a structure and grammatical rules. It does not involve passing exams alone. However, success is to use it in a meaningful context.

This investigation was of great utility to Santa Marianita School because it persuades to provide students an integral education. This emphasizes communication using English. Moreover, this increases the prestige of the institution. Besides that, students are beneficiaries by being exposed to a new method with innovative strategies and techniques from the purposed method. They require English to ensure the possibilities of a successful future in any occupation they decide to study. Finally, this is a great contribution to the school because the results obtained in this research are scientific and authentic regarding how to enhance the learning in this subject, English.

Furthermore, the current research allowed students to master technological tools such as Padlet, Google forms, Quizlet, Quizzis, and so on. English was taught in sessions using the Zoom meeting platform. This made this study unique and innovative. This investigation focused on the development of speaking fluency. The researcher made students participate in active conversations and dialogues using various online applications. For instance, students were greatly beneficial who encountered learning through technology. They were engaged since the first stage of the class. This contributed to the active participation of language learners.

Educational changes start with small changes. Innovative pedagogy must be applied to improve language acquisition. Students learn the language in a meaningful way by using it.

CHAPTER I. STATE OF ART AND PRACTICE

1.1 Previous research

There are few studies about the query of Presentation, Practice, and Production Method in English as a Second language. Hellstrom (2016) in his research *Task-Based Language Teaching versus Presentation Practice Production* compares those two methods. Students from senior high school were divided into 4 classes with a total of 112 participants. The researcher concluded that the teacher had control in the learning process when using PPP Method. Besides that, this allowed the students from Sweden to have better results in reading and writing skills than TBLT Method. This research focuses on grammar rather than speaking skills. Unfortunately, there are no studies done referring to the used PPP Method regarding speaking fluency skills.

Another study regarding the independent variable *Teaching spoken discourse markers explicitly: A comparison of III and PPP*, where 36 Chinese students were divided into 3 groups: experimental group1, experimental group 2, and control group. Jones and Carter (2014) from the University of Nottingham, concluded that PPP Method was more effective when students get to the practice stage. They had conversations in English that they already had in their first language, this type of conversations lacked authenticity. Although PPP Method has a great impact on students, it did not last long.

Surprisingly, there is only one study about the query of PPP and speaking skills at the international level. This research has the title of *the effect of using PPP method students speaking skills*. There were 60 participants from Indonesia in this study. The control group consists of 30 students from the eighth grade. Similarly, the experimental group had 30 students from the eighth grade as well. Hutaso, Elfiza, and Subroto (2020) affirm that students struggle in oral production. They are afraid of speaking in front of the class and make mistakes when speaking. The conclusions of the study according to the data calculation, indicate that the PPP method produces a positive effect on the students. After the intervention, results show an improvement in students' scores.

About the query of speaking in the English learning classroom, there has been done research in China. Where 40 students, from Nanning University in China, affirm to have difficulties in

speaking English as a second language. The conclusions of the study were that they do not feel comfortable in class when they have to talk. Moreover, participants find it difficult to use the right words to communicate since their vocabulary is quite limited. Therefore, they do not express their ideas effectively. Ten teachers agreed also that one of the main weaknesses in English learning is to develop speaking skills (Teng and Wong 2015).

Another research entitled *Daily 6: An Approach to Foster Oral Fluency of English as a Foreign Language in Adolescents* was carried in Colombia where 13 adolescences studied English as a Second Language. Anxiety from students decreases with the use of the Daily 6 approach (Aguilar, Cuellar, & Aguilar 2019). Therefore, students improve their oral fluency. Evidently, the methodology used in class affects the progress of learning a language and improving this important skill that is speaking fluency. The researchers from Sabana University concluded that the less anxiety, by using the best methodology according to the group, the more confident the student feels to use the language in class.

Likewise, Neira (2019), in his research *The Impact of Information Gap Activities on Young EFL Learners' Oral Fluency*, 23 students from eighth grade received English classes using gap activities for 10 weeks. The researcher provided opportunities for the students to use the language in information gaps activities in class. Thus, teenagers who tended to feel frustrated or overwhelmed with speaking activities showed a positive attitude toward the gapping activities. Therefore, they enhanced their oral fluency. Finally, since students react in a positive way the teacher was encouraged to give more input to the students by giving them information gap activities

In Ecuador, there are 7 studies about the query of speaking fluency. One of them is named *The cooperative learning in speaking – fluency development* by Parra (2019). This research was addressed to 20 students of A1 English Level at Technical University in Cotopaxi. The researcher concluded that students felt more confident in speaking through the use of interactive activities. Besides that, participants did not focus on accuracy. This helps them to feel free when talking by not being afraid of making mistakes.

Likewise, another study entitled *The impact of audiovisual aids on adult EFL learners' affective filters to improve speaking fluency* took place in Cuenca (Andrade, 2019). 28 students, from

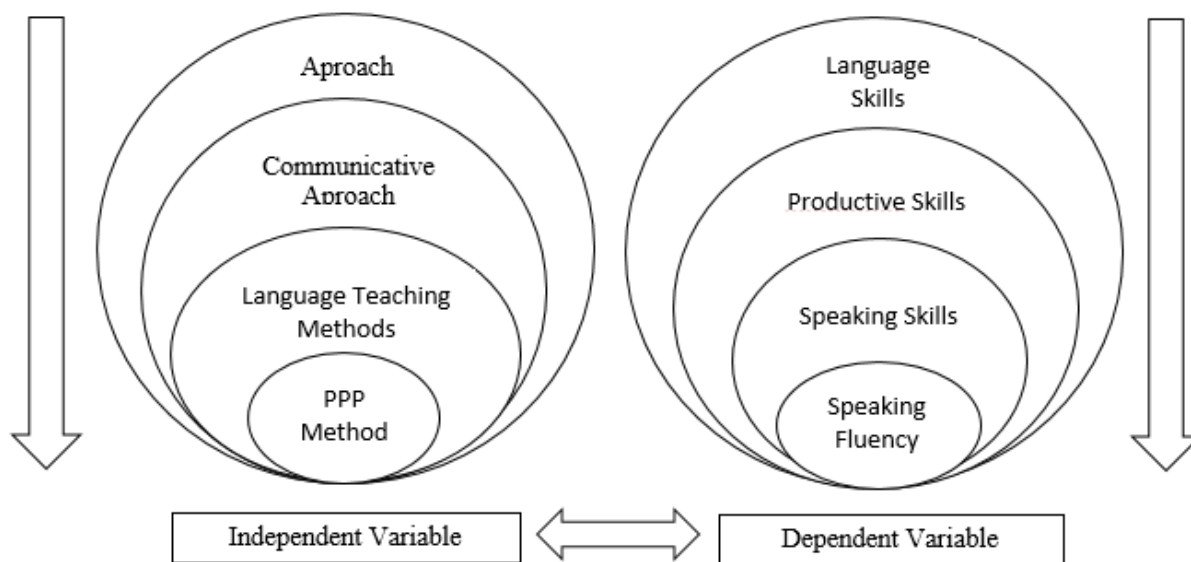
Cuenca University, participate in this study. The researcher found out that the use of visuals and cooperative learning strategies contributed to decreasing the affective filter in the students. Thus, they were not reluctant in using the language in class. Results revealed that participants' affective filters greatly affected their English speaking fluency.

In Ecuador, some studies that deal with different methodologies used to teach English. However, there is only one research done about PPP Method. It is *The Successful use of Presentation, Practice, and Production Method in the classroom. TEFL portfolio*. The study aimed to show the effectiveness of this method focused on student's assignments and tasks. The young adults were divided into 2 groups and learn English for 2 years. López (2015) from the Private University of Loja, concludes that the results were satisfactory since all the students learned the new language successfully.

The research works mentioned before are a good basis for this investigation since all of them are focused on how the PPP method affects the development of speaking fluency in English students. After some final observation, it can be concluded that the variables presented in this research are not very common.

Figure 1.

Key Categories



There are 4 key categories concerning this study, as Figure 1 shows, they are fundamental parts of the independent and dependent variable. They are Presentation, Practice and Production Method as the independent variable and speaking fluency, as the dependent variable.

1.2 Independent variable presentation, practice and production method

1.2.1 Approach

Different approaches to teach English have emerged over time. Today's society demands more people to speak a foreign language with high management of oral skills. This was caused by the massive migrations that occurred a long time ago. Nowadays, the internet has helped globalization to be greatly expanded. Therefore new forms of teaching have been used to increase language acquisition.(Richards, 2014). Due to work, many people need to learn English. However, oral skills used to be the least focused while teaching this language. Education and work are the main reasons why people acquire a second language. Thus there is a wide variety of approaches to reach this goal.

The reasons why people need to learn a foreign language are numerous. Therefore, many approaches have appeared. One of the most used nowadays is the communicative approach. This implies plenty of interactions among students. Therefore, it is the most used in English teaching. Communication in the classrooms is its final aim taking into account the qualified environment for achieving it (Jhonson & Morrow, 1981). Since the language is used for communication, then it must be used in a significant context with plenty of interaction.

1.2.2 Communicative approach

The communicative approach is one of the most common ones used to teach English. Its main objective is to create an environment of meaningful communication. When students get involved in real communication, this allows their innate skills to emerge. Therefore, the acquisition of English as a Second language or as a second language occurs successfully(Richards, 2014). Communicative ability is greatly emphasized in this approach (Irmawati, 2012). This refers to the appropriate use of grammatical rules to produce understandable sentences according to the context. This way of teaching has gained a lot of popularity later because it focuses in teaching students how to use the language in a meaningful context.

As it was mentioned before it is essential to teach English using a communicative approach instead of the traditional ones that do not allow students to develop communicative skills. Unfortunately, studies show that the use of the communicative approach at this time is still rare (Jabeen, 2014). To be a teacher is a great responsibility that goes beyond the classroom settings. Thus the use of new trends allows the teaching process to be more fruitful.

1.2.3 Language teaching methods

A long time ago, language study has as a main goal reading comprehension. However, oral proficiency is now the aim when teaching English as a second language. Those reasons affected the ways of learning and teaching, causing innovative teaching to happen (Richards, 2014). Even though new methods are emerging regarding teaching English, it has to be taken into account by the audience. It must be applied to the right approach depending on the group of students. The teacher has to know the needs of the student to choose a suitable method whether it is a new or old one. Since a language is taught to be used, then the method must focus on oral skills.

Moreover, there are three main methods that come from the communicative approach such as communicative language teaching, situational language teaching, and presentation, practice, and production method. A method refers to the procedure to follow to teach English. (Celce-Murcia, Brinton, & Snow 2014). Many times the terms approach and method are used simultaneously referring to the same thing. For example, communicative language teaching is considered as an approach by most authors. However, in this study, it is used as a method as well as the Situational language teaching and the PPP method.

1.2.4 The PPP method

English teachers might be familiarized with the Presentation Practice and Production method, although this has also been used while teaching other school subjects. It is important to mention that PPP whether is called approach or method it is a clear and well-established method in terms of pedagogy. The first stage involves introducing the grammar topic. Therefore, the teacher has total control of the class. Practice is the second step, where students have the opportunity to repeat what the teacher has stated at the beginning, and practice it. The last stage is production when the learner applies individually what has been already presented and practiced. The learner

expresses and produce the language freely. This method is considered to be very practical. It is easy to follow and to be understood regarding the teacher and Student's role (Hailstorm, 2015).

Besides that, the Presentation Practice and Production Method is used around the world. This is equivalent to the Audio-lingualism and structural situationism methods because of the same structure they use. The procedure is effective to teach a language and can be used for any skill development as well. (Harmer, 2007) In the English as a Foreign Language classroom, the most common method to be used is the PPP. Not just for its effectiveness but because of its practicality. Even though a lot of new trends have appeared the nowadays world, PPP is the most used as the basic structure of the book's lessons. The only thing missing at the moment of teaching is to use a suitable methodology to enhance students learning.

It is now necessary to mention that the different stages of this particular method follow a very simple and effective sequence. Thus, as it was explained earlier, it can be used to teach a foreign language and other subjects that are not related to language acquisition. The names of each stage refer exactly to present the new topic, practice it, and let the learners produce independently the language. This can be considered a specific definition of this method. In teaching English, it has its origins in the behaviorist approach, this is the reason why it has been criticized by many. In spite of much criticism about its use, applying it when teaching children can be very beneficial for the process that never changes. Besides, this is not difficult to apply in any sort of classroom

Something compelling regarding the PPP method is the order that this method introduces a new topic is the following, presentation, practice and production. In the last stage, the language is not just in the classroom but in other contexts as well. Through engaging activities, students are given opportunities to produce after they have practiced the grammar or vocabulary learned (Mugendi, 2019). On the other hand, even though there are advantages in the use of this method, according to Thornbury (1999) it has not sufficient theoretical bases. The last stage which is production does not occur nor will happen in the future in a real context. Students are unable to use the language appropriately. Therefore, he disagrees about the benefits of the use of it and claims that this method has numerous limitations.

However, learning new vocabulary is one of the aims of teaching English, this method introduces new words in the first stage with an engaging activity. Once again, the total of three

steps that this method has, pretends to accomplish the acquisition of English in students. Besides that, this method involves plenty of activities that are adjustable however, it requires to be planned meticulously (Harmer, 2008). Moreover, the vocabulary that is introduced can be transformed into chunks of language. They are used during the process of learning. They can be small phrases that belong to a question and answer. Therefore, students can create a dialogue.

Finally, communication skills are the final goal of this English teaching method called PPP. Every single stage is relevant to reach the final product which is to communicate effectively in any context of real life besides the classroom. Moreover, this method is student-centered. For instance, it includes activities that meet the learner's needs, in every stage. It is considered to be suitable for certain ages. Furthermore, even though some authors disagree about the theory of this method, studies show a reachable use and expected effect on learners.

Presentation stage

The first stage is presentation, where new vocabulary and concepts are introduced. Students acquire knowledge in different ways. That's why in this stage many activities such as gestures, audio, drawing are included. By doing this, learners get engaged from the beginning of the class. All concepts and words must also be used in a specific context. The teacher's talk time is high at this stage and it's his responsibility to make sure students have grasped the meaning of them (Harmer, 2008). Some other strategies like songs, games, stories. Are also used to introduce the new language units. Students are engaged by those activities where they can find help and support by the fun activities introduced.

Therefore, whenever a lesson is planned, the book always includes vocabulary first. However, it is up to the teacher whether this is taught first or not. Children of eleven years and twelve tend to follow the sequence of the book. On the other hand, if the facilitator tries to create a new sequence, the pupils usually get confused. Therefore, by following the same structure and including extra activities will make the process of learning more enjoyable and productive.

Besides that, two of the principles that must be accomplished in this first stage. One of them is to present new vocabulary and students must understand it in context. By using different techniques that concern the five senses ensure the retention of the students, like flashcards, written or spoken definitions and more. The target language for every lesson is introduced in a

context such as in a small dialogue or sentence. This is the second aim in this phase. Focusing on the language in small bits rather than a big amount of language is essential in this method. Therefore, the students' role is very passive at this phase (Huang, 2006).

It is important to remember that the learning process enhances with the use of the sequence that becomes a habit. Students easily understand the relevance of this stage and grasp the new concepts and words easily in a familiar context for students (Jarvis, 2015). The main idea is not to fill students with complicated grammar, rather it focuses just in a specific chunk of the language that eventually produced in different contexts (Series, 2019). Language chunks are phrases, expressions, and multi-word items. By introducing the language in small units, students can benefit from it in their learning process because chunks of language facilitate the fluent process. They also provide enough material for subsequent learning development. The PPP method encourages the language learners from the first stage because it facilitates the use of the target language. This helps students to perceive the language easily without focusing on grammar structures.

Now is relevant to state the teacher role in this stage. The teacher chooses the chunks of language to be taught in the lesson according to their utility. They can also be adapted to the requirements of the curriculum. Besides that, the language units need to be functional (Series, 2019). This refers to the relationship it has with other words to make expressions depending on the speech act that is going to be delivered. The patterned phrases are considered relevant according to their functionality rather than their structure. For instance, the chunks chosen are not selected according to their grammar basis but their functionality. Finally, language chunks are teachable and have a sequence regarding the previous lessons taught. All combinations of words are under the criteria of the teacher based on the curriculum adaptations.

In addition, teachers talk, in this first phase, is about 75% of the time. The teacher explains the target language deductively to the students (Evans, 1999). The student role is quite; he is a listener since he pays attention to the introduction of the new content. Besides that, accuracy is highly emphasized. Therefore, the teacher corrects any of the student's mistakes and check understanding. The introduction of the new language and vocabulary is usually divided into two parts. The first one is the lead activity. This can be also called warm-up. Students get engaged in

this first activity. Then the second one it focuses on the new concepts, which includes manageable chunks of the language.

Lastly, the main objective in this stage is that the students build the new language accurately. For instance, students need to pay attention and not get distracted by anything. This is difficult because the student's role is quite passive. However, the engaging activities and exercises in class help to keep the language learners focused (Evans, 1999). The teacher is the facilitator of the language and at this stage this method is teacher-centered. On the other hand, when the 2 stages are finished then the roles change. It might not sound difficult to apply this method nevertheless it requires a detailed job to accomplish the goals established for the lesson.

Practice stage

The second phase of the PPP method is practice. In this stage, the target language is strengthened by the use of activities and games. Drills give students the hint to participate actively in the activities. Student's talk increases meaningfully in this phase. On the other hand, the teacher's role is to correct every mistake and error. At this stage, there are plenty of opportunities to practice. Students use the target language and structures in different activities that are guided by the teacher. One of the main focuses is form, thus students use the language with no mistakes and are monitored all the time. Finally, the activities can be oral or written (De Monterey, 2005).

This stage consists of 2 parts controlled and freer practice. In the controlled practice, student's responses are mechanical. They repeat the target language and it does not require them to reflect on it. Nevertheless, in the freer practice, students make sessions about what target language to use. For instance, they need to know the language understanding its form. They need enough practice to internalize the form. This method has a noticeable behaviorist basis in this stage because it emphasizes the practice to master the language. This method is appropriate for children because they are still learning by imitating. Besides, they already have a clear idea about their first language use.

In addition to what was stated before, students practice the structure and the lexical sent in a controlled activity. The teacher as was mention before, concentrates on correcting errors to keep the accuracy when speaking. The lessons involve dialogue building. Jarvis (2015) states that this stage of the method is based on the educational model of behaviorism and audiolingualism

because of the amount of repetitions techniques are used in the activities. Therefore, he considers it compromises with the old fashion traditional methodologies. On the other hand, the last stage complements the method and it made it different from the traditional ones.

Production stage

The last phase of the PPP method is production. Once learners clearly understand the target language that was presented at the beginning of the lesson, students also have the opportunity to practice it with minimal errors since the professor was there to correct them. Independent production of the language happens in this last stage. Pupils are encouraged and supervised. However, they are now the producers of the language in an authentic context. In the classroom the teacher can initiate the activity for them, this creates an atmosphere filled with opportunities to produce the language autonomously. One useful activity is to speak in pairs. Doing so, the teacher is able to supervise this activity without making any corrections. (Korucu-Kis, 2009)

The activities use for this stage should be closely related to the topic presented. Students need to reproduce what was taught. However, the activities require them to vary the form but not the content. All the target language must be placed in context (Korucu-Kis, 2009). Therefore, this enhances student's independence in using the language, the demonstration of the activity needs to be efficient so students know what the teachers expect from them in terms of language use. Because of that, error correction is not necessary.

Finally, this stage intends to focus on fluency rather than accuracy. For instance, as Jarvis (2015) points out this stage does not compromise with the traditional methodology because it concentrates on communication as the students interact with each other. The activities involve games and pair dialogues. This causes freedom and authenticity in student's behavior when using the language in this stage of production. Students are encouraged to talk freely and after receiving the appropriate input in the previous stages, they can use the target language.

1.3 Dependent variable speaking fluency

1.3.1 Language skills

Before proceeding to examine speaking fluency skills as the dependent variable it is necessary to go over language skills.

First, the acquisition of any language depends on the development of 4 skills: listening, speaking, reading, and writing. According to Rivers (2018) students must persevere in improving every skills. Once learners master the listening and speaking skill, then they can proceed in the development of reading and writing skills. Some teaching methods have an unchangeable way of introducing those skills to the students. However, the purpose of studying a language defines the focus on a specific skill more than other ones. For example, some methods keep reading and writing skills at a high level. On the other hand, methods, and approaches that focus on oral communication concentrate on listening and speaking.

Furthermore, the four skills in a language are divided into 2 subcategories called receptive and productive skills. Listening and reading are receptive skill. These are also known as passive skills because there is no need for the production of language rather understand the information perceived and processed in our minds. (Oxford, 2001). On the other hand, speaking and writing are productive skills. For instance, students need to use those skills to produce the language. In addition, most experts agreed that listening is the first skill to be developed in teaching English classroom. Finally, students are capable of acquiring the language when they integrate 4 skills in the different tasks done in class. Thus, all 4 language skills are equally important.

1.3.2 Productive skills

Speaking and writing are the productive skills of the language. Those skills are more difficult to develop and they require a lot of practice inside and outside the classroom. According to Athirah and Abd (2020), productive skills face a lot of challenges due to the anxiety of students for producing them. Speaking is considered harder to develop it takes because learners are afraid of making mistakes. This causes negative perceptions when they have to speak in class. Therefore, there are a lot of new methodologies that try to deal with it. Furthermore, speaking skills can be divided in subcategories: oral production and oral interaction.

According to the Common European Framework manual (2010), the level A1 addresses the starting point of the English learner. This stage of the learning process is also known as the basic user state. A student at this level is capable of understanding and exchange information about familiar topics in a simple way. For instance, productive skills are developed after introducing

receptive skills such as listening and reading. They also help as a great input to produce speaking and writing in the ESL classrooms.

1.3.3 Speaking skills

In second language acquisition, speaking is considered vital as it is in anybody's mother tongue. This skill can be developed by interacting with other people. It involves understanding, processing, producing, and other skills are used like listening. Language use is the best term to define speaking fluency and accuracy, which is considered as the goal of studying EFL. Instead, most English sessions are focused on developing other skills rather than speaking skills (Celce-Murcia, Brinto, & Snow, 2014).

According to Deng et al (2020), speaking can be categorized as fluent, neutral, and diffluent according to different factors like the number of pauses and appropriate recalling. The mentioned classification is based on a higher rank of the features obtained in speech performance (Deng et al. 2020). Evaluating the pauses, speed and coherence determines how fluent a person is when speaking English as a foreign language, which facilitates the understanding and flow of the conversation.

Besides, speaking skills have four main components: grammar, vocabulary, pronunciation, and fluency. Grammar refers to the correct grammatical structure when producing the language. (Harmer, 2008) This helps the sentences to have a coherent order. Vocabulary is relevant to express information, opinions, or feeling in an effective way. Pronunciation involves a clear production of language in an oral way. Its base is the phonemes. Its application according to the language used. This is greatly important to be understood. Without the correct pronunciation, the information that people want to transmit fails its aim causing misunderstandings.

Finally, the last component of speaking is fluency. This is defined as the ability to in a rational speed. This includes a minimum number of pauses. The intonations of words are important too, then the listener can understand the message (Lagalo, 2013). When students are fluent in speaking English it does not necessarily mean that they are accurate. For instance, the multiple grammatical errors do not affect the message deliverance. Every component of speaking has a deep transcendence. The teacher can focus more on one aspect than the other according to the goals set at the beginning of the English course.

1.3.4 Speaking fluency

One of the goals as a second language learner is to be able to become fluent. The language use is vital. This allows teachers to manage meaningful input and output. Then, students are able to share their needs, thoughts, feelings, emotions etcetera. Frequently, there is a misconception that speaking fluency is relevant in higher levels of English. However, it is important since the very first level, where English is being learned as a foreign language. Beginners could use pieces of language that they already know and be fluent in them. In conclusion, fluency development is a matter of great importance at all levels of expertise, keeping it as the main focus (Newton & Nation 2020).

According to what was stated before, appropriate fluency while learning a language must be considered a fundamental part of speaking skills. This is a subcategory of speaking skills besides accuracy and it could be reached in any level of English acquisition from beginners to proficiency level. It is necessary to be aware of the different components of oral fluency. Then, each of them can be developed appropriately. Speed is the first aspect that comes to our mind when talking about fluency. However, prosody and coherence are as relevant to have a successful conversation.

1.3.5 Speaking fluency components

Speed

One of the principles of speaking fluency is speed. It is facilitated with good articulation and it includes minimum hesitation. This influences the speech rate that measures oral fluency (Jackson, 2012). Therefore, oral production includes pauses and a flow where the message is clearly understood. People have a particular velocity when speaking according to the movement that happens in their mouth in relation to the other organs involve (Adams, 1993). However, few studies attempt to measure the stability of the velocity of the speech.

As a matter of fact, the number of words per minute (Speaking rate (wpm) = total words/number of minutes) must be considerate when talking about the speed in speaking. It is influenced by articulation rate, duration, and how frequent the pauses are. Then the listener tells apart the pauses and the length of words that are perceived. Spontaneous speech includes from 92 to 224 words per minute, this is called global rates (Grosjean & Lane 1976). A native speaker of

English can have a spontaneous speech of an average of 158 words per minute. This might vary when it is a learner of English as a second language.

Besides, the amount of words that are considered slow rate is 157 words per minute. While a faster speed is 200 per minute in second language learners in the ESL classroom. During a dialogue, the average of words for a minute is around 188. It also depends on the task that the student is performing (Brindley & Slatyer, 2002) This vital information about the number of words per minute by an English learner guide the teachers to set goals according to the student's level. It is necessary to take into account that the average number vary depending on the task required to be performed by the pupils in the class.

In general, the native language of the speaker also influences their speed. Thus, they can speak slow or fast according to the consonant or vowel durations (Anderson-Hsieh & Koehler, 1988). Their mother tongue allows learners to produce unnatural speech making the consonant longer or a vowel shorter where it does not need to be. However, when the person emerged in a familiar topic the speed and the changes in the consonant or vowel durations have not influenced the flow. Evidently, the fewer the pauses and the natural flow makes a speaker fluent.

In fact, pauses are also an important component to determine the speed when a person is speaking. (Anderson-Hsieh & Koehler, 1988). Many factors cause the speaker to make pauses in oral production such as hesitation, nerves, and doubts etcetera. In a normal conversation, there is always a small number of pauses. This even occurs in our native language. For instance, no matter the language spoken there are going to pause for uncountable reasons. However, if there are too many pauses in oral production it is not considered fluent because the pauses make it less easy to understand.

Prosody

The last component of fluency is prosody. This is an important aspect regarding fluency in speaking because it covers a wide range of varieties like pitch and duration, which are very often related to it. Besides that, it also involves articulation when pronouncing the vowels and consonants. Facial expressions are also a big part of it when talking. This allows changes in voice quality because affects the intonation, tunes, and duration, Therefore, to achieve a good pronunciation requires good oral articulation, which is as well a prominent component of

prosody (Epstein, 2002). Many other factors have to do with prosody that are unknown. However, being aware of ones that is known make easier the path of acquiring a proper fluency in speaking English with a correct pitch and duration caused by an actual articulation acknowledged.

On the other hand, other authors state that different features of speech involve the aspect of prosody like rhythm, stress, intonation, and utterance of the English language. This main element of speaking fluency has a recurrent interaction with the meaning of the words when using the appropriate expression in the target language (Jackson, 2012). Consequently, the mentioned aspects of prosody incur in the semantic of the words when using them. Therefore, the relevance of getting a cued pronunciation of words while speaking the target language,

According to Gibbon (2018), prosody is defined by the pitch, duration, and intensity of the words spoken. He intended to measure prosody with some innovative methods. The study of prosody is challenging because of the limited methods to measure. Therefore, phonology is close linked to prosody. This helps to study the durations of consonant's and vowels. Besides that, the prosody involves speech segments that are larger than consonant or vowel sound duration. There is one method that attempts to measure prosody. This is called spectral analysis. However, there are not clear results because the varieties of English are numerous. Besides that, speech formulation changes in real-time.

In particular, pitch in speaking refers to how high or low the tone is. This is essential in oral production because the speaker can use a high pitch to emphasize something important while the rest of the words are in a low pitch. Students of English as a Second language need to use it to give meaning to the sentences (Hincks, 2004). They can raise their voice at the beginning of a question and it can fall at the end of it. The correct use of pitch helps the listener to understand the information shared. This facilitates an optimum conversation. Therefore, it allows the oral production to flow.

Coherence

Coherence is the last element of speaking fluency. It gives to the speaker's words. Thus, a person can be understood because the message makes sense to the people listening. Understanding what the speaker means to communicate (Thagard, 2000). This element refers to the correct use of

the language regarding grammar rules of it. When producing ideas, the learner with high accuracy expresses them clearly and appropriately according to the context that is being used.

Besides, coherence is accomplished when the content and organization of ideas are accurate. This organization consists of a systematic order of words (Thagard, 2000). Then, a sentence can be understood. On the other hand, if a word is in the wrong place the sentence spoken does not have a clear meaning. This fails in providing the right information to the listener. Consequently, coherence is fundamental in speaking fluency because if a message has a good speed and prosody but lacks coherence it is not considered to be efficient communication.

Likewise, Lee (2002) affirms that coherence refers to the sequence of the ideas that are expressed in a sentence or paragraphs. They are linked to create meaning. For instance, in conversation, every oral production has to include a clear structure in the sentences spoken. Furthermore, it requires a high level of consecutiveness among paragraphs. The ideas, thoughts, and opinions are considered coherence if they are expressed in a clear structure. Moreover, coherence helps with the interpretation and it differs from grammar because a phrase that is grammatically correct could not have a relationship with the ideas shared before. Thus, the propositions need an order, their ideas must be linked to another rather than being a grammatical structure organized.

This chapter has analyzed the background research and theoretical framework regarding the key categories of the independent and dependent variables. It gave enough basis for this scientific study. The next part of this refers to the methodology used. Besides, it is important to notice how the variables are related throughout this investigation.

CHAPTER II. DESIGN METHODOLOGY

This chapter introduces the methodology applied in the development of this research. Furthermore, detailed relevant aspects such as the research approach, research modality, research level, techniques, and procedures are presented. Finally, it is significant to mention that the participants' native language is Spanish with a basic level of English.

2.1 The type of research and research approach

Descriptive

This study is descriptive because it pursues the description and determination of the circumstances that surround the development of speaking fluency skills. This took place before the application of the method PPP. This sort of study also assists the researcher to determine whether the activities planned and applied have an impact on the development of speaking fluency of seventh-year students from "Santa Marianita de Jesús".

Explanatory

Likewise, this investigation was exploratory because it formulated a problem that included a defended idea. This research created a strong connection between the researcher and the phenomenon of study. The problem, as well as the defended idea in this research, sought to get the information of the reality of students who were learning English as a foreign language and gave the opportunity to clarify and establish concepts which lead the research to a possible conclusion.

Primary research

Besides that, primary research was also used. This study deals with issues concerning the speaking fluency from a focus group of 20 students. Moreover, it defended an idea. The research gathered the information directly from the source. Furthermore, the researcher can draw conclusions at the end of the study. Therefore, all the information was first hand reported in this research project. Finally, the researcher analyzes scientific documents from media such as books, journals, papers, and magazines.

Quasi-experimental

This study was of a quasi-experimental type because the pedagogical experimentation was carried out with an intact group of twenty participants with no randomization of the subject. There were ten girls and ten males who were around 11 to 12 years old. Finally, all of them belong to seventh-year in Santa Marianita School.

Qualitative

Moreover, the qualitative approach refers to the description of the different characteristics of events or people that the researcher studies without the need to compare them in terms of quantities or measures. This study leads with a specific population in the educational ambit. Thus, the qualitative approach contributed to the results by using the information about the students who were involved in the research.

The technique used on the qualitative approach was observation and the instrument used was an observation sheet. Simultaneously, the researcher recorded the behavior of students toward the new methodology and other facts that influence their performance in the observation sheet. Therefore, that instrument that belongs to the qualitative approach allowed the researcher to record valuable information about issues that happened in the classroom.

Quantitative

A quantitative approach was used for this research because it is based on data collection that involves quantifying results. For instance, a test measured the students speaking fluency. Its scores were the base of this study.

The technique used according to this method was a questionnaire. The instruments were a pre-test and a post-test. They were validated by experts on the field before they were administered to the student. First, the pre-test was administered at the beginning of the school year and the post-test was administered after 2 months of intervention. Scores and ranks obtain as results of the test had to be processed and analyzed. Also, it highlights the statistical and numerical analysis of the students using the application. Then the information was tabulated. Finally, this study used a quantitative approach to test the defended idea, based on the numerical

measurement and statistical analysis, leading to the study results about the effectiveness of the PPP method on the development of speaking fluency.

Furthermore, in the study *Integrating Quantitative and Qualitative Data in Mixed Methods Research-- Challenges and Benefits* by Almalki (2016), mentions that a mixed approach gathers and analyzes qualitative and quantitative data. Here, the characteristics of both the qualitative and quantitative approaches are merged to understand the data. This helps researchers to gain from the strength of both approaches and also guides the research to better comprehension.

Table 1.*Operationalization of the independent variable*

Independent Variable: PPP METHOD	Dimensions	Indicators	Items	Technique and Instruments
<i>Description:</i> PPP is a teaching method that establishes three stages on the English learning process. Those are presentation, practice and production stage.	Presentation stage	Introductory activity Introduction	Repetition Picture description Story description	Technique: Pre-test Post-test Instrument: Questionnaire
	Practice stage	Controlled activity	Dialogues Yes/No Question	
	Production stage	Less control activity	Dialogues Open questions	

Table 2.*Operationalization of the dependent variable*

Dependent Variable: SPEAKING FLUENCY	Dimensions	Indicators	Items	Technique and Instruments
<i>Description:</i> Speaking fluency is when the speaker is able to communicate his or her thoughts, ideas and opinions without too much hesitation or long pauses, using the precise words.	Speed	Numbers of words per minute Number of pauses	Story description	Technique: Pre-test Post-test Instrument: Rubric
	Prosody	Number of miscued words	Spot the differences	
	Coherence	Number of errors	Open question Picture description	

There were two variables in this study. The first one was the independent variable presentation, practice, and production method. The other variable was the dependent variable speaking fluency.

Three professors, who have a master's degree in teaching English, validated this instrument according to the aim of the study. They were required to fill out a table with their professional and personal information. Furthermore, the instrument sent to the experts in the field, include the objectives of the research, the variables operationalization tables regarding the specific aspect of the PPP method and speaking fluency and the test itself. Besides that, it included a grading table that indicated if it met the needed requirements.

The resources used in this study were merely online. Therefore, technological tools play an important role. That's why this research laid on the innovative teaching line. There was a big variety of technological tools uses, for example, Padlet.com, Vocaroo.com, WhatsApp, zoom platform, Quizlet, Quizzes. They were helpful during the process of intervention to apply and get the results of the PPP method.

Padlet is a website where students can answer questions already designed by the teacher. Besides that, they can also include recordings, pictures and, even drawings on the screen. It is very easy to use. They can click on the link and it takes the student straight to the activity planned by the facilitator. Padlet for the classroom can also be defined by a virtual board where everybody from the class can post something regarding the topic at the same time.

The other technological tool that was used is Vocaroo. It is an online voice recorder that provides the students with a unique link to hear the audio. This can be used in multiple activities like recording answers, asking questions. Students are able to download their audios and upload them to the platform. Also, they can share it anytime during class. This tool is very easy to use.

Quizlet was greatly used in the first phase of this study. This is a free website that provides fun ways to learn vocabulary in context. Besides that, it provides games for practicing spelling and pronunciation. Teachers can create online flashcards using this application according to the unit studied. It could be also to administer to the student's tests about vocabulary. Finally, Google forms were the way that students took a test at the end of each unit. By clicking on the link

students could have access to the quiz. The teacher could design the test as required for evaluating students. It can include all sorts of questions.

All the applications mentioned before were easy to use. Therefore, the only thing that it demanded was the internet and a smart device. Nowadays a smartphone, a tablet, or a laptop are not a luxury but a need for our studies, work, and entertainment. These made easier teaching and learning process.

2.2 Population and sample

This study was conducted with 20 students from seventh level A1 English. They were 10 males and 10 females. Consequently, the population included 20 participants from the 26 students of English as a foreign language from the seventh level in Santa Marianita School. For this research, participants are required to have an electronic device and the internet. Unfortunately, six students did not have access to the internet in the first week of classes and were uncertain about its use therefore, they were excluded from the experiment.

Table 3 shows the student's classification according to their age and sex. Finally, it can be noticed the percentage that each aspect represents.

Table 3.

Sample description

Age	Demographic data		Total	%
	Male	Female		
10	1	7	8	40
11	9	3	12	60
Total	10	10		
%	50	50		

The online classes were through zoom meeting. Therefore, one of the requirements was to have internet access and a smart device like cellphones, tablets, or computers. There were very few students who used a phone for their English class. This made it difficult for them to use other applications to practice their English speaking. The fact that the school was a private one helped this study due to the accessibility for most of the students to the internet through the devices mentioned before.

2.3 Type of data collection

This study required different instruments and tools to collect the information required to achieve the objectives established by the researcher such as observation sheets and tests.

First of all, the theoretical support was from books, papers, scientific magazines, and articles. They contributed to support the theoretical basis of the two variables. The main author of the method suggested in this research is still alive. Therefore, the numerous books he has written, have enriched this investigation. Besides, the opponents of the PPP method provide a great contribution from another perspective toward it. These primary resources were the basis of this study. Besides that, previously researcher information was also used to compare new topics of discussions about the components of the PPP method and speaking fluency.

To collect data, some instruments were used such as a pre-test and post-test to determine how effective is PPP on the accuracy, rate, and prosodic factors on the population when using it to boost fluency during the interaction. This test measured the speaking fluency of the students. The heading of the test included the school information and English class level. Likewise, Instructions were provided to complete the test focusing on the most in listening and speaking skills. The three questions required students to speak. One-hour class was not enough for students to finish it because of the technological tools that involve completing it such as using a cellphone. Finally, after two school hours, they completed the test. They sent three different audios of one minute every containing the responses to each question.

The pre-test and post-test were some of the main instruments used at the beginning of the intervention. These instruments belonged to the quantitative approach since these needed to be processed on the basis of numbers.

The criteria used for the test to be validated were the following: correspondence between the items, objectives, and indicators. There must be a relationship between those factors to have a useful test. Another factor was the form in which the test was presented. It had to be appropriate for the participant's age group. Therefore, the images had to be big enough for the kids and had a corresponding letter to tell them apart from the other images. Finally, the language used for formulating the questions had to be clear, concise, and simple without any grammar errors.

These tests were administrated to the students via the application called WhatsApp. This required the students to record their answers to the three questions. Then they sent those responses to the teacher to have them graded. It is necessary to count with a very well-designed rubric to determine the score of each item. This one had to be according to the age and the skill tested.

The researcher sent a letter to the principal asking for the corresponding permissions to carry out this research in the seventh-year of this private school.

It is important to mention that some of the students send a video too. For instance, it was clear evidence that the answers were original and spontaneous.

The tests were designed with plenty of speaking tasks. The first question was based on describing sequence pictures. The participant could see 3 different images of children of their age playing around. This first item included an appropriate prompt, so, they can be guided to give a correct response.

The second question used describing different tasks. Therefore, students could see two different pictures and they could spot the differences. The prompt given was an excellent input for students to give an accurate response. Finally, in the last question, students had to talk about the future. A picture according to their age was presented in this last item. Moreover, a prompt was given to encourage the student to share future plans. In this case, the picture referred to a beach option for their vacation plans.

A rubric was included on the test to grade the students on each section. The grading scale in the three questions was from 1 number being this the lowest grade to 5 points being the highest score. It is important to note that only speaking fluency skills were tested. Besides that, there was a small rubric after every question that has a small phrase and an emoticon. This last rubric contained a summary according to their achievement in small phrases like average, ok, good, very good, and excellent. The reason why those were included at the end of each item is that the participants were still children. Therefore, the emoticons helped them to identify their level of expertise. None of the phrases used were negative to encourage the participants to keep working on their fluency.

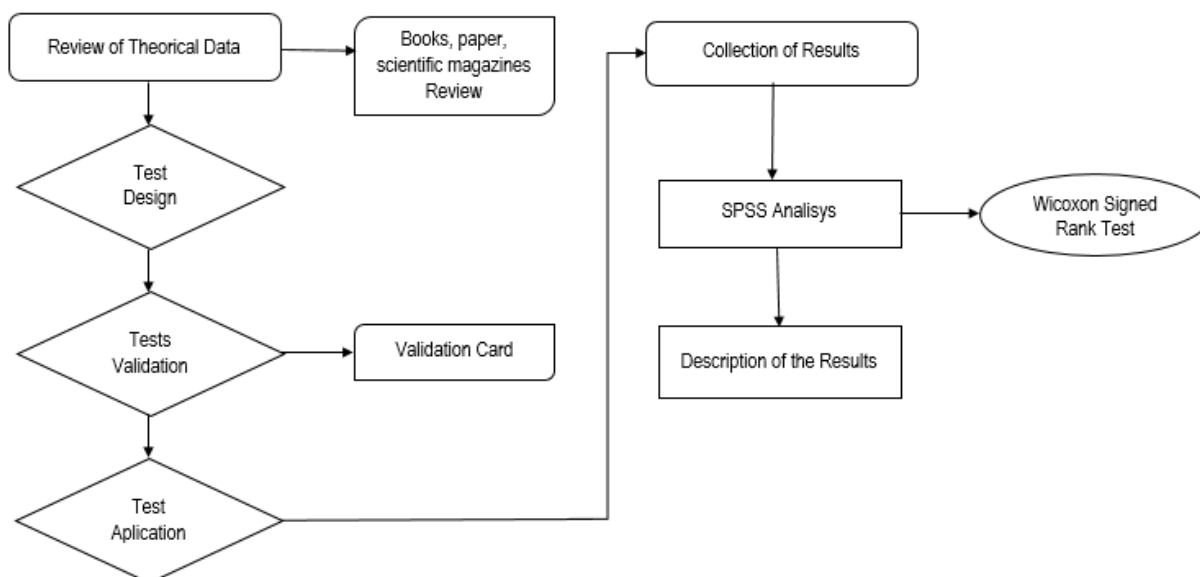
The rubric included at the end of the test reflects the terms in which each question was graded. Every score described in detail how well the participant did regarding speaking fluency and the reason why they got the respective score. For example, the students whose speech was smooth, and fluent, with few hesitations, with no attempts to search for words and excellent volume got 5, which represents an excellent level. On the other hand, participants whose answers were slow, hesitant, memorize phrases got a score of 1 which meant average.

Another instrument used in this research was the observation card. This one includes the date and lesson topic. Besides that, it had a table to describe the student's intention in learning and another table to describe the success criteria. Finally, at the end of the card was a space to record issues that the students or the teacher had in the virtual class like lack of internet or when the power went off.

The observation card was used since the beginning of the experiment. However, this technique was also used in every class to keep a record of student's reactions during the lesson and how they react toward the new methodology that was being applied. This last instrument allowed the researcher to keep evidence. It was necessary since it was there where it was recorded the evidence of who have connection problems during class and even issues with their microphones and speakers which could interfere with this research.

2.4 Data processing and analysis

Figure 2 describes the sequence followed in the research to accomplish the goals established. It also includes the instruments used.

Figure 2.*Collecting data*

First of all, this investigation started by reviewing the theory of the variables. Books, papers, and scientific magazines were the primary resources. After analyzing the information, this was used to build the theoretical support. Another instrument used in this study was a test. This was designed according to the principles of the main theories that support the variables PPP method and speaking fluency. Since this study had a scientific character the test must be validated by experts in the field. For instance, three professionals in the field that have a master's degree in English approved it. The validation card included the professional's personal and work information, their type of degree, and a legit signature.

Finally, once the test was designed and approved the pre-test was administered to the students the first week of class. The results were recorded in spread sheet on Microsoft Excel. After the 2 months of intervention the post test was administered to the students in the same way like the first test. This include the use of technology to provide the tests and receive the results via WhatsApp and for providing general instruction it was via by zoom platform.

The test had the following design. There were a total of 3 questions. Every question measured different aspects of speaking fluency. The first question focused on speed. Therefore, it was needed to know the number of words per minute. Another component of speed is the pauses.

Therefore, after that, it was counted the number of pauses that every participant did in the first question. Then the sum of the numbers of pauses was divided by the total number of words spoken to get the average of pauses per minute the students spoke in the first item. The second question referred to prosody. Thus, it was necessary to get the number of miscued words. Using the recording responses of questions 2, it was necessary to get the number of miscued words. Then, the sum of the numbers of miscued words was divided by the total number of words spoken to get the average of them per minute the students spoke in the second item.

The third item, which was the last question, focused on comprehension. For this aspect, it was considered the number of errors students made per minute as they spoke about their vacation plans. After that, the averages of errors were obtained. Similarly, the same process took place when gathering information on the post-test. This data was also recorded in a separate document of Microsoft Excel. After the intervention phase, all this data was finally completed.

To sum up, the data was organized into different categories. Using a table with the names of all the participants and the grades they got in the pre-test. The same process was done to organize the data from the post-test.

Once the researcher collected the information from the pre-test and post-test, SPSS software analyzed it to determine the progress level achieved by the students during the intervention. Since the participants were less than 30 students the Wilcoxon Test was used to process the comparison between the pre-test and post-test. It is important to mention that speaking fluency was measured taking into account its 3 main aspects: speed, prosody, and comprehension. When processing data The Wilcoxon Signed Rank Test was used since a pre-test and a post-test were applied to the same students for 2 occasions. Likewise, the results from pre-test were compared with the ones from the post test. In this case, speaking fluency scores obtained before and after the intervention. This assumed to point out the effectiveness of oral skills by using PPP Method.

As it was mentioned earlier, the software called Statistical Package for the Social Sciences (SPSS) was used to process the data obtained in the pre-test and post-test. This scientific research had 2 variables, presentation, practice and production method, and speaking fluency. However, the test was the instrument to measure the fluency progress after the use of the method

PPP. The data from the pre-test was compared to the data obtained in the post-test. It was feasible to do the statistics of this using a relational data basis that SPSS has.

Characterization of the institution.

Santa Marianita de Jesús is a Catholic private school. Students from seventh-year had four hours of English every week in the mornings. Two school hours on Mondays and two more on Fridays. As it was mentioned before, students accessed every session for their virtual class through a link. The code was provided on the platform. Something remarkable about using zoom meetings is that students needed just to press the link and this action immediately took them to their classes online.

In this school, English is taught as a foreign language. Therefore, the number of hours is minimal. However, it is considerable enough in order to accomplish the goals established in doing this study. There is one English teacher for all the school. This does not facilitate students learning because it means they will have just a few hours. Therefore, students are reluctant to speak English and if they do so, they usually have a very low level of fluency. The school's main focus is grammar. For instance, students have a low language use level. This is a high problem in this and other schools that pretend to achieve the certification of bilingual schools.

Most of the participants were 11 years old. They have not been exposed to the language in an efficient way. Therefore, they consider that the pre-test was very unfamiliar. Therefore, the facilitator gave extra instructions to the participants about how to take the test. It is important to mention that technology was the means of communication during this experiment. Finally, it required the students to have access to the internet. This was necessary to do homework and complete tasks from the class after school.

2.5 Research proposal

In the intervention phase, the teacher used the Presentation, Practice, and Production method for 2 months to teach English as the Foreign Language. For instance, it required 16 lesson plans that include the stages of the PPP method. They are presentation, practice, and production. These stages were a fundamental part of the procedure of every lesson plan. Besides that, they have to fulfill two school hours per class. The book called "*New Friends*" was the main resource. For the period of 4 weeks, students were exposed to a new way of teaching using various

applications online. Every class was taught in English alone using the Zoom meeting platform. This modality provided students with several opportunities to practice speaking and learn English more efficiently.

Students were evaluated at the beginning of the study using a pre-test to diagnose the students' fluency level when speaking English. Subsequently and independently of the evaluation results, they were taught English for two months using the Presentation Practice Production method. Zoom meeting was highly used in this investigation. This is a great platform to have a virtual class. The students had the opportunity to interact with the teacher and their classmates in a virtual way. The majority of the participants were taken as a sample.

Table 4 below contains the outline of 16 lesson plans. It describes the activities created for this investigation. They were applied in the first 2 months of the school year. They were applied to improve their English spoken fluency. The activities used during the lessons required technology resources. Every lesson plan had a specific objective regarding speaking skills according to level A1.

Table 4.

Outline of the lesson plans

No. of lesson plan	Topic	Aim	Tim	Materials	Teacher's role	Student's roles
1	She lived in a small house.	To introduce the simple past. Students will be able to talk about what your family did yesterday.	2 hours	Computer Students 's book Workbook CDs	Guide/facilitator	Learner centered
2	Tell me about your grandpa.	To introduce the simple past regular verbs. Students will be able to talk about past actions	2 hours	Computer Students 's book Workbook CDs	Guide/facilitator	Learner centered
3	Are you a genius?	To introduce the simple past of verb to be. Students will be able to read aloud texts about Einstein	2 hours	Computer Students 's book Workbook CDs	Guide/facilitator	Learner centered

4	Mozart was a famous composer.	To introduce the negative form of verb to be in simple past tense. Students will be able to talk about famous people in the past.	2 hours	Computer Students 's book Workbook CDs	Guide/facilitator	Learner centered
5	Another genius.	To introduce the simple past of the verb to be contractions. Students will be able to talk about famous people on the past.	2 hours	Computer Students 's book Workbook CDs	Guide/facilitator	Learner centered
6	Evaluation Unit 1	To demonstrate they can speak, read and write about the past.	2 hours	Computer Students 's book Workbook CDs	Guide/facilitator	Learner centered
7	Ancient Egypt	To introduce old civilizations. Students will be able talk about what people are doing.	2 hours	Computer Students 's book Workbook CDs	Guide/facilitator	Learner centered
8	They made bread	To introduce Egyptians traditions. Students will be able to talk about what the Ancient Egyptians did.	2 hours	Computer Students 's book Workbook CDs	Guide/facilitator	Learner centered
9	Just ask me	To introduce the simple past yes/no questions. Students will be able to ask and answer about what people did.	2 hours	Computer Students 's book Workbook CDs	Guide/facilitator	Learner centered
10	They lived near the Nile River.	To introduce the simple past open questions. Students will be able to ask specific information about past events.	2 hours	Computer Students 's book Workbook CDs	Guide/facilitator	Learner centered

11	What do you know about Tutankhamen?	To introduce the most famous mummy. Students will be able To create a quiz about Tutankhamen.	2 hours	Computer Students 's book Workbook CDs	Guide/facilitator	Learner centered
12	Hieroglyphics on the pyramid.	To introduce the simple past verbs. Student will be able to write about the past.	2 hours	Computer Students 's book Work Book CDs	Guide/facilitator	Learner centered
13	Evaluation Unit 2	To learn the value to take care of our past.	2 hours	Computer Students book Workbook CDs	Guide/facilitator	Learner centered
14	Pirates and sailors	To introduce adjectives. Student will be able to describe people.	2 hours	Computer Students 's book Workbook CDs	Guide/facilitator	Learner centered
15	He did not live in Italy.	To talk about the past using negative sentences.	2 hours	Computer Students 's book Workbook CDs	Guide/facilitator	Learner centered
16	I sailed across the Atlantic.	To introduce history using the past form. To read a text Michael Perham.	2 hours	Computer Students 's book Workbook CDs	Guide/facilitator	Learner centered

Evidently, the content of the different units from the book “new friends” for students from seventh-year, in Santa Marianita School were not alternated. However, the methodology that the teacher used was different. It used a specific sequence, keeping as a main focus on the speaking skills due to the objective of this research. On the other hand, the other skills such as reading, writing and listening were of great support and complementary for speaking.

This proposal was presented to the principal of this private Catholic school, who accepted this study and she was enthusiastic to know that this group was highly expose to technology in their English classes. Students were receiving plenty of input from technology tools used in class by

the teacher. The principal strongly supported the quasi-experimental study, allowing the virtual class be the space for participants embrace new experiences in learning English as well.

This research had as a goal to enhance students speaking fluency by applying PPP method. Thus, the researcher presents a lesson plan as an example of how the English classes took place with the proposed method. Every class was through the platform zoom. Moreover, the activities in class involve interactive applications online. Besides that, the topics of each lesson include the corresponding objective. Finally, the material list is present plus the student and teacher's role.

Unidad Educativa Santa Marianita de Jesús

LESSON PLAN No. 1

Topic: She lived in a small house.

Class and course background: seventh-year, elementary level (A1)

Hours: two school hours.

Aim: to introduce the simple past. Students will be able to talk about what their family did yesterday using regular verbs.

Preparation and materials

Computer, student's book (page 4 and 5), workbook, CDs.

Presentation Phase (25 minutes)

Teacher's activities

- The teacher introduces herself saying –Hello, my name is... Nice to meet you.
- Give students general guidelines of the new school year.
- Introduce new vocabulary using the applications Quizlet.com (lived, played, worked, watched, talked, danced, kissed, and married, house soccer, baseball, bank, restaurant).
- Connect new vocabulary with sentences to keep students' attention. Tell me about your grandma -She danced tango music with Johnny.
- Check understanding by asking them more questions about their grandmother.

Students' activities

- Introduce themselves to the class following the same pattern from their teacher.
- Listen and repeat new words and identify their meaning according to the picture.
- Complete activity No. 1 and 2 from the book using the verbs learned,

Practice Phase (25 minutes)**Teacher's activities**

- Ask students to complete the example of past activities.
- Provide students with a worksheet about the past. Question: What **did she** do yesterday? ___ __ you yesterday? Answer: She played basketball.
- Review the answers with the group.
- Ask the list of questions to 5 different students. Then, the teacher asks the same students to ask the questions back to her.
- Show students how Vocaroo.com application works. Then, they send the link of the audios to the platform.

Students' activities

- Work on the worksheet completing the drill about past activities. (Activity No. 1 and 3 page 3)
- 5 students will answer the questions and then they will ask the following question: what did you do yesterday?
- Record their answers using the application Vocaroo.com and send the respective link to the platform. The total of answer will be 3 sentences in the simple past.

Productions Phase (30 minutes)**Teacher's activities**

- Guide students in a controlled dialogue where they will interact with each other in class.

- Have students work in pairs asking the list of questions to 5 classmates. Then, using their classmate's name they will ask: What did___ do yesterday.
- Assign to the students to create a survey in simple past tense.

Students' activities

- Complete activity No. 2 on page 5 from the “*New friends*” book. Then, they will talk with their partners about what they did yesterday.
- Work on the workbook. Complete activity No. 1 and 2 on page 4.
- Make a foldable book about what their family did yesterday. This has to contain 3 scenes with questions, answers and pictures related to the questions.

This lesson plan was applied at the beginning of the school year, September the 5th, 2020. It is relevant to mention that the students took a little time to get familiarized with this methodology. However, once they could understand the sequence, it became easier and fluid. Student's names during this research are replaced with numbers from 1 to 10 to protect their identity since they are still kids.

Additionally, the process of the class should have followed an unchangeable structure because the interference of two months emphasized the method PPP. Furthermore, this method has 3 basic stages that followed a determined sequence and activities. This research is innovative due to the number of applications students use in every class.

The first lesson plan has as a topic “She lived in a small house”. The objective of this lesson was that students, at the end of the lesson, were able to talk about what their family did in the past. In the presentation phase, the teacher introduced the new vocabulary: lived, played, worked, watched, talked, danced, kissed, and married, house soccer, baseball, bank, and restaurant. The application Quizlet application was used in this first phase. Students went over the words with the teacher and then they have to click on the link and do the activities required in this app.

Once the students were able to identify the meaning of the words the teacher connected them in the appropriate context using short sentences. Most of the time the teacher talked in the class and made sure the students understand the meaning of the words. All the presentation was with

PowerPoint slides. They were shared on the screen of zoom. The time for these activities of repetition, answering questions, and explanation was of 25 minutes. Even though the main focus was speaking, listening and reading were also develop in class. The materials used were the student's book and the Cd. One of the strategies used in this phase was repetition to reinforce the correct pronunciation of the students.

The next stage was the practice when students filled drills using the new vocabulary but with authentic information about their grandmother. The activities that involved this practice were oral. Also, the teacher called out some students to respond to specific questions. In this phase, the teacher gave the students opportunities to practice more. However, the teacher controlled every activity. Students were not supposed to ask questions. Instead, they recorded their responses on the Vocaroo.com application that allowed them to share the link for the class. By using this application, the 26 students have the opportunity to do the activity in 5 minutes.

Finally, in the last stage, students talk increased greatly. The activities used in this stage were not controlled. Students had to ask each other questions and respond using the target language learned. The prompt question was: What did you do yesterday? And - tell me about your grandmother. They also had the opportunity to work on the activities from the book where they had to complete a dialogue using the new vocabulary learned. To reinforce what was learned, students created a foldable book based on the question -What did you do yesterday? This book had a minimum of 4 sheets where pictures were included to describe their answers.

The results pretended to demonstrate if there is a change in the scores from test 1 and test 2. Those tests were administrated before and after the experiment. These tested the same skills that a person fluent in English should have according to their proficiency level. The participants were beginners and with the help of technology, they took the test. Therefore, WhatsApp, and zoom meeting were essential tools in the current study.

This chapter has described the methodology used for this study. The approach, the design and the instruments were described here. The next part of this paper provides the analysis of the results of the research. In addition, it is important to establish that this analysis is necessary to explain from a statistic perspective.

CHAPTER III. ANALYSIS OF THE RESULTS OF THE RESEARCH

As it was mentioned in the previous chapter, the current research project used a quasi-experimental statistical technique to measure the effect that one variable had on another. Therefore, the comparison of the means of results of the pre-test and post-tests were developed through the Wilcoxon test. This is a nonparametric statistical test that compares two tests. The versions of this test are the Rank Sum test or the Signed Rank test. Both versions of the model assume that the pairs in the data come from the same participant. This test tends to decide the difference between 2 groups in a statistical way. Therefore, it compared them and points out the differences from one to the other. The data distribution was not normal; therefore, a t-test cannot be used. Besides that, both measurements are not independent of each other; therefore, the Mann-Whitney U-test cannot be used.

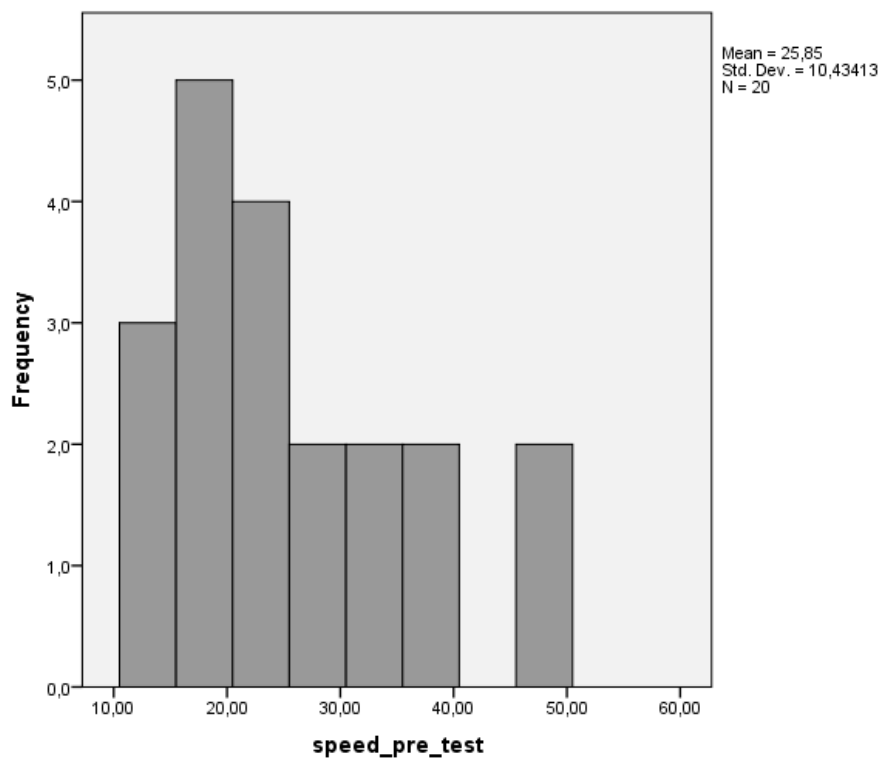
Furthermore, the null hypothesis is rejected when the z-value is higher than the significant level of 0.05. Thus it indicates that presentation, practice, and production method does not contribute to the development of speaking fluency effectively among seventh-year students (A1.2 level) from Santa Marianita de Jesus School.

On the other hand, the alternative hypothesis indicates that Presentation, practice, and production method contribute to the development of speaking fluency effectively among seventh-year students (A1.2 level) from Santa Marianita de Jesus School. When the z values are lower than 0.05, it means that is significant, then the null hypothesis is rejected.

Figure 3 refers to the frequency of responses of the speed pre-test per minute among the 20 participants. This was measured in the pre-test and indicates the speed when speaking.

Figure 3.

Frequency of responses of the speed pre-test

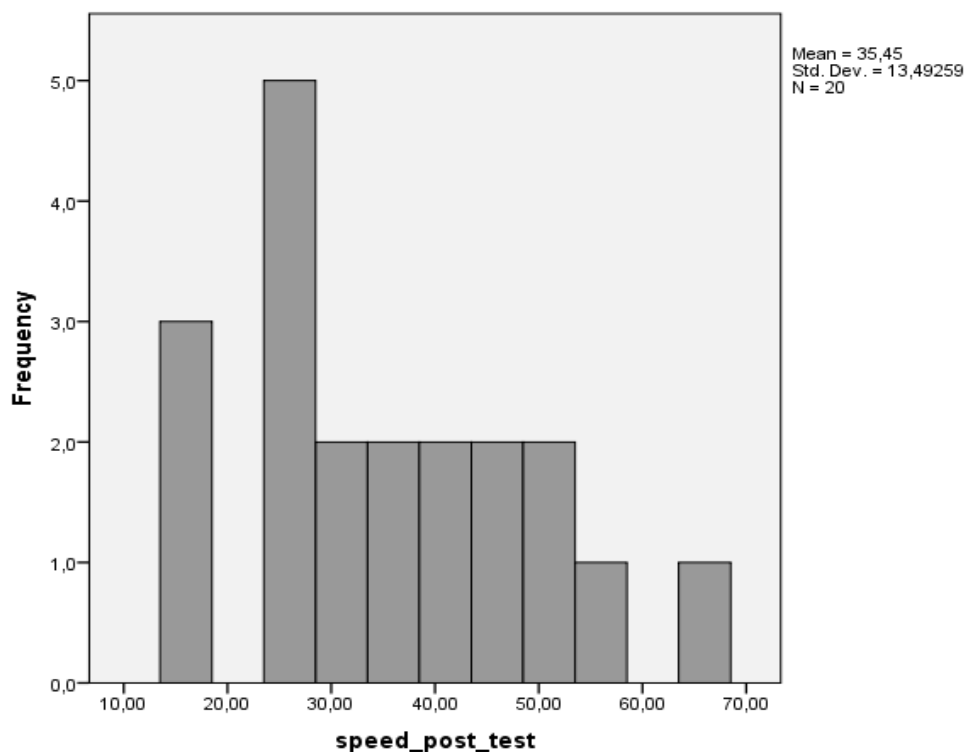


Evidently, the majority of students produced from 30 to 40 words per minute in the pre-test. While 5 participants produced less than 20 words. This defines the level of speed that students had when speaking English.

Figure 4 refers to the frequency of the number of words per minute among the 20 participants. This was measured in the post-test and indicates the speed when speaking.

Figure 4.

Frequency of responses of the speed post-test



Evidently, the majority of students produced from 15 to 68 words per minute in the post-test. While 5 participants produced around 28 words in the task. This defines the level of speed that students had when speaking English.

Table 5 shows the Descriptive Statistics of data obtained from the pre-test and post-test regarding speed as an aspect of speaking fluency. This was calculated by counting the number of words the student-produced in one minute.

Table 5.*Number of words students spoke in one minute.*

	Descriptive Statistics				
	N	Mean	Std. Deviation	Minimum	Maximum
speed_pre_test	20	25,8500	10,43413	13,00	48,00
speed_post_test	20	35,4500	13,49259	16,00	64,00

As it is visible, the speed test results are higher than the pre-test. This points out that the number of words spoken by the participants increased after the intervention.

The majority of the class as Table 6 indicates, achieved positive ranks. On the other hand, there was one student who obtained a negative rank. There were just three ties in total after comparing the pre-test and post-test. The sum of the Ranks are 139.9 regarding positive ranks and 13.5 regarding negative ones.

Table 6.*Speed test rank*

	Ranks			
		N	Mean Rank	Sum of Ranks
speed_post_test - speed_pre_test	Negative Ranks	1 ^a	13,50	13,50
	Positive Ranks	16 ^b	8,72	139,50
	Ties	3 ^c		
	Total	20		

Notes:

^a speed_post_test < speed_pre_test

^b speed_post_test > speed_pre_test

^c speed_post_test = speed_pre_test

Clearly, it is possible to observe better results in the post test when comparing scores with the pre-test. Most of the class has increased their speaking fluency. The median score on speed decrease from 13.5 to 8.72.

The significant level is less than 0.05. Therefore, it can be concluded that the difference between the speed from pre-test and post-test are statistically significant. As it is shown in the Table 7 the Asymptotic Significance is of 0.003. The z value is -2,984.

Table 7.*Speed test results*

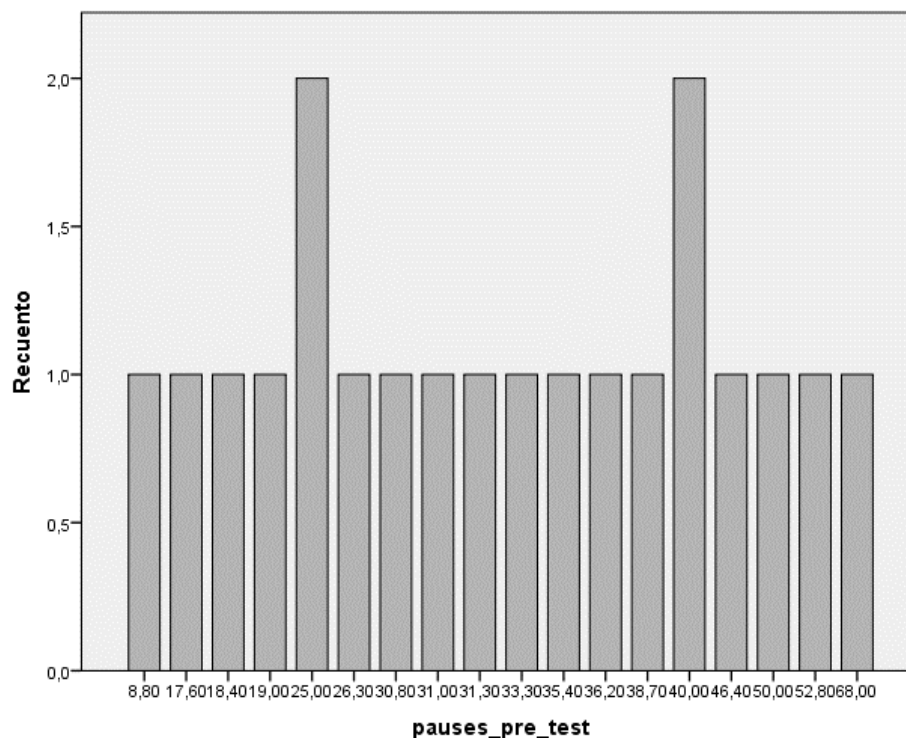
	Test Statistics ^a
	speed_post_test - speed_pre_test
Z	-2,984 ^b
Asymp. Sig. (2-tailed)	,003

Notes:

^a Wilcoxon Signed Ranks Test^b Based on negative ranks.

Evidently, the difference between speed scores in the pre-test and post-test are statistically significant. Therefore, it can be concluded that the scores are significantly different. A Wilcoxon Signed Test revealed a statistically significant increase of speed in speaking English, $z=-2,984$ $p=0.003$ with a large effect.

The following Figure 5 points out the percentages of pauses that students have when they spoke for one minute. This was measured in the pre-test. These scores refer to speed as an aspect of speaking fluency.

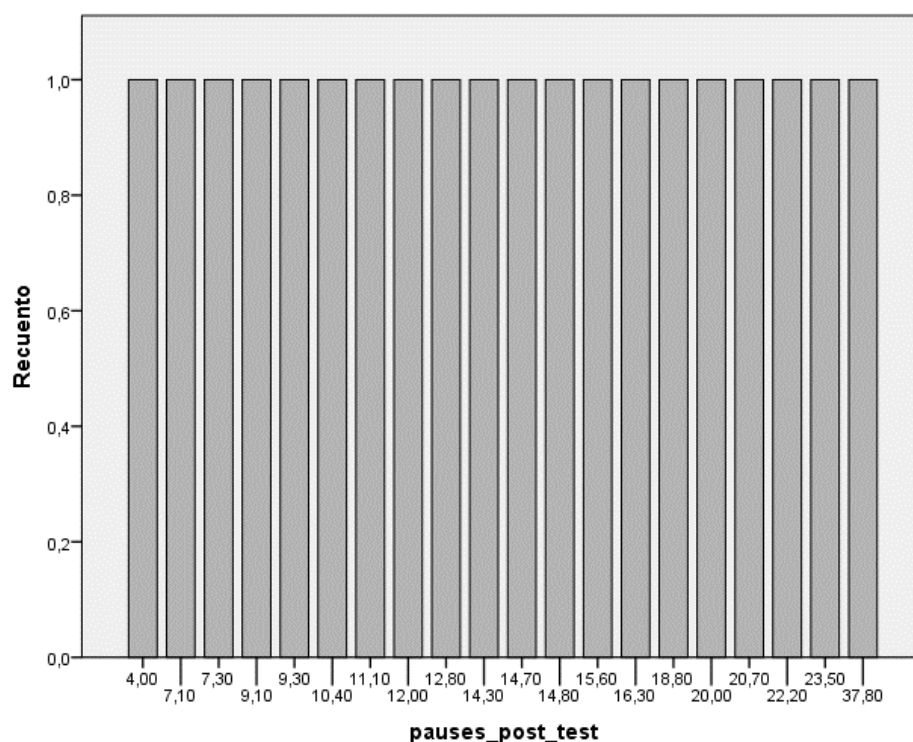
Figure 5.*Frequency of pauses responses from the pre-test*

Evidently, the majority of students produced from 6, 8% to 68% of pauses per minute in the pre-test. While 2 participants had 25% of pauses according to the number of words per minute. This defines the level of speed that students had when speaking English.

Figure 6 refers to the frequency of pauses per minute among the 20 participants. This was measured in the post-test and indicated the speed when speaking.

Figure 6.

Frequency of pauses responses from the post-test



Evidently, the majority of students produced from 4% to 37.8 % of pauses per minute in the post-test. The range of pauses is considerably lower than the pre-test. This represents the level of speed that students had when speaking English.

Table 8 shows the Descriptive Statistics of data obtained from the pre-test and post-test regarding speed as an aspect of speaking fluency. This was calculated by counting the number of pauses the student made in one minute. Then the average of pauses was calculated according to the total number of words.

Table 8.*Number of pauses students made in one minute.*

	Descriptive Statistics				
	N	Mean	Std. Deviation	Minimum	Maximum
Pauses_pre_test	20	33,7000	13,83923	8,80	68,00
Pauses_post_test	20	15,0900	7,53441	4,00	37,80

The information presented in the previous table provides a clear idea about the speed level of the students regarding speaking fluency. The pauses from post-test results are lower than the pre-test. Therefore, the data indicates that students made fewer pauses when speaking English after the intervention. This points out that participants increased their speed after the intervention.

The whole class as Table 9 indicates, achieved positive ranks regarding speed as an aspect of speaking fluency. Besides that, none of the students obtained a negative rank or tie after comparing the pre-test and post-test. The sum of the ranks is 210.0 regarding negative ranks and 0 positive ones.

Table 9.*Ranks of pauses*

	Ranks			
		N	Mean Rank	Sum of Ranks
pauses_post_test - pauses_pre_test	Negative Ranks	20a	10,50	210,00
	Positive Ranks	0b	,00	,00
	Ties	0c		
	Total	20		

Notes:^a pauses_post_test < pauses_pre_test^b pauses_post_test > pauses_pre_test^c pauses_post_test = pauses_pre_test

Visibly, it indicates better results in the post-test when comparing scores with the pre-test regarding a decrease of pauses when speaking English for a minute. The 20 participants enhance their speed by producing. The median score on speed decrease from 10.5 to 210.00.

The significant level is less than 0.05. Therefore, it can be concluded that the difference between the speed of pre-test and post-test are statistically significant. As it is shown in Table 10 the Asymptotic Significance is 0.000. The z significant value is -3,920.

Table 10.*Number of words students spoke in one minute*

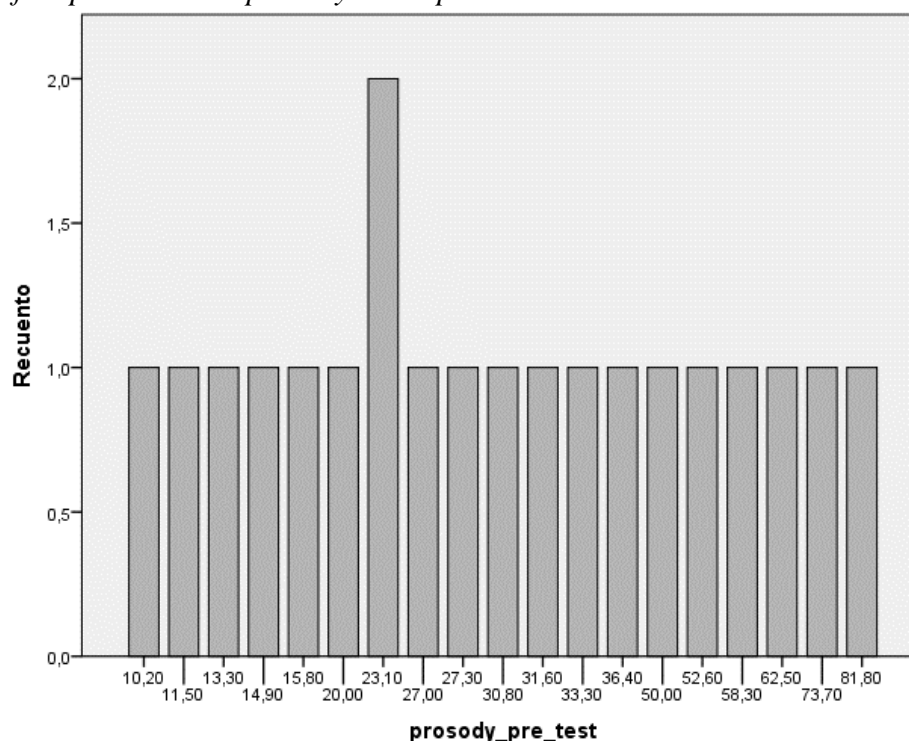
	Test Statistics ^a	
	pauses_post_test - pauses_pre_test	
Z	-3,920 ^b	
Asymp. Sig. (2-tailed)	,000	

Notes:

^a Wilcoxon Signed Ranks Test^b Based on positive ranks.

Evidently, the difference between speed scores, regarding pauses made per minute, in the pre-test and post-test are statistically significant. A Wilcoxon Signed Test revealed a statistically significant increase of speed in speaking English, $z=-3,920$ $p=0,003$ with large effect. Therefore, it can be concluded that students improve their speed because the scores are significantly different.

Prosody is calculated in Figure 7. This shows the percentages of the prosody of every student. This was measured in the pre-test. It was calculated according to the number of miscued words found when students spoke per one minute. This indicates the level of prosody students had.

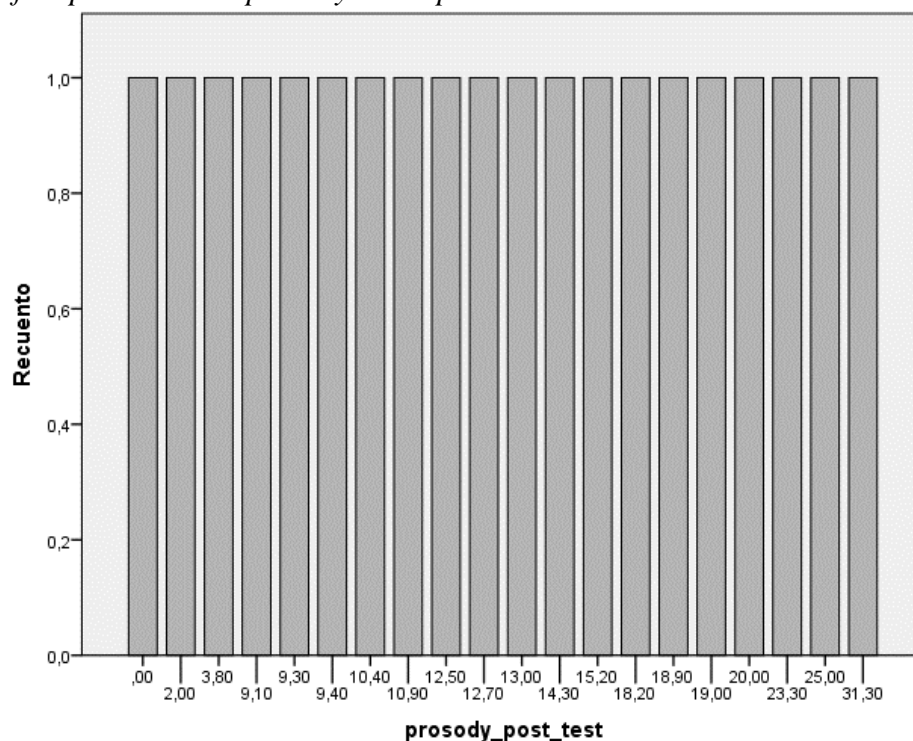
Figure 7.*Frequency of responses about prosody in the pre-test*

Evidently, Figure 7 shows that the percentage of miscued words is high from 10 to 81.10 percent. Most of the participants have an average of miscued words of 13% per minute in the pre-test. This determines the student's prosody as an aspect of speaking fluency.

The following Figure 8 shows the percentages of the prosody of every student. This was measured in the post-test. It was calculated according to the number of miscued words found when students spoke per one minute. This indicates the level of prosody students had.

Figure 8.

Frequency of responses about prosody in the post-test



Evidently, that the percentage of miscued words is low. The scores are under 31.30 percent. There is one student that had no errors when speaking. Most of the participants have an average of miscued words of 12.7% per minute in the pre-test. This determines the student's prosody as an aspect of speaking fluency.

Table 11 shows the Descriptive Statistics of data obtained from the pre-test and post-test regarding the prosody as an aspect of speaking fluency. This was calculated by counting the

number of miscued words the student produced in one minute. Then the average of miscued words was calculated according to the total number of words.

Table 11.

Number of miscued words per minute

	Descriptive Statistics				
	N	Mean	Std. Deviation	Minimum	Maximum
prosody_pre_test	20	34,8600	21,27245	10,20	81,80
prosody_post_test	20	13,9150	7,77860	,00	31,30

The information presented in the previous table provides a clear idea about the prosody level of the students regarding speaking fluency. The number of miscued words per minute in the pre-test are lower than the ones from the post-test. Therefore, the data indicates that students increased their prosody when speaking English after the intervention. This points out that participants increased their speaking fluency.

The whole class as Table 12 indicates, achieved negative ranks regarding prosody as an aspect of speaking fluency. Besides that, none of the students obtained a positive rank or tie after comparing the pre-test and post-test. The sum of the ranks is 210.0 regarding negative ranks and 0 positive ones.

Table 12.

Miscued words ranks regarding prosody aspect

	Ranks			
		N	Mean Rank	Sum of Ranks
prosody_post_test - prosody_pre_test	Negative Ranks	20 ^a	10,50	210,00
	Positive Ranks	0 ^b	,00	,00
	Ties	0 ^c		
	Total	20		

Notes:

^a prosody_post_test < prosody_pre_test

^b prosody_post_test > prosody_pre_test

^c prosody_post_test = prosody_pre_test

Evidently, all the students reduce the amount of miscued words per minute when speaking English. This indicates better results in the post-test when comparing scores with the pre-test regarding a decrease of miscued words spoken regarding fluency. The 20 participants enhance their prosody. The median score on speed decrease from 10.50 to 0.00.

The significant level is less than 0.05. Therefore, it can be concluded that the difference between the prosody from pre-test and post-test are statistically significant. As it is shown in Table 13 the Asymptotic Significance is 0.000. The z significant value is -3,920.

Table 13.

Results of miscued words

Test Statistics ^a	
	prosody_post_test - prosody_pre_test
Z	-3,920 ^b
Asymp. Sig. (2-tailed)	,000

Notes:

^a Wilcoxon Signed Ranks Test

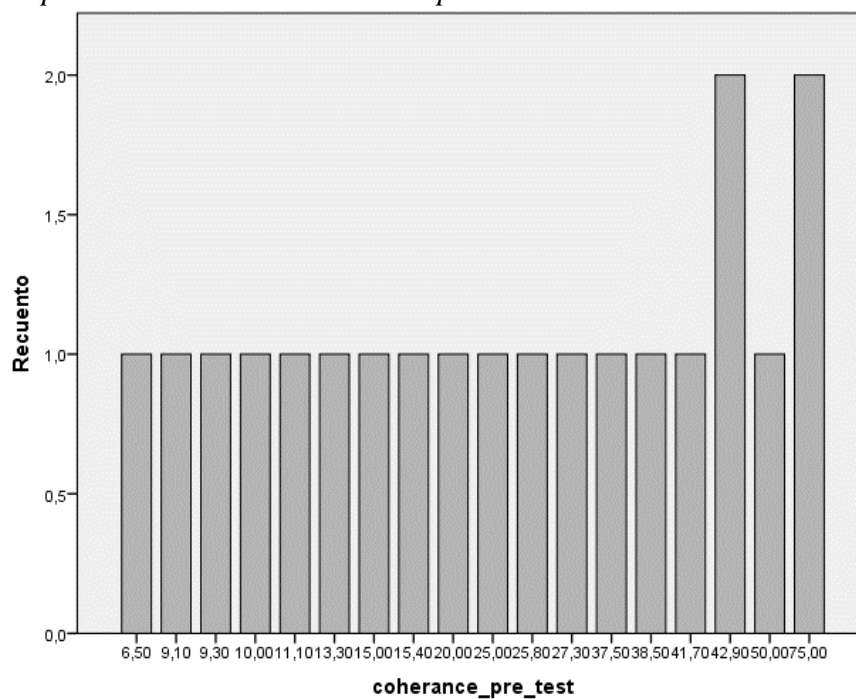
^b Based on positive ranks.

According to the results obtained, it is noticed that most of the students had decreased their miscued words when speaking English. The difference between prosody scores from the pre-test and post-test are significant. A Wilcoxon Signed Test revealed a statistically significant increase of prosody in speaking English, $z=-3,920$ $p=0.003$ with large effect. Therefore, it can be concluded that students improve their prosody because the scores are significantly different.

The following Figure 9 indicates the percentages of coherence that was measured in the pre-test according to the number of words misused in a sentence. This was calculated according to the number of errors found when students spoke per one minute.

Figure 9.

Frequency of responses about coherence in the pre-test

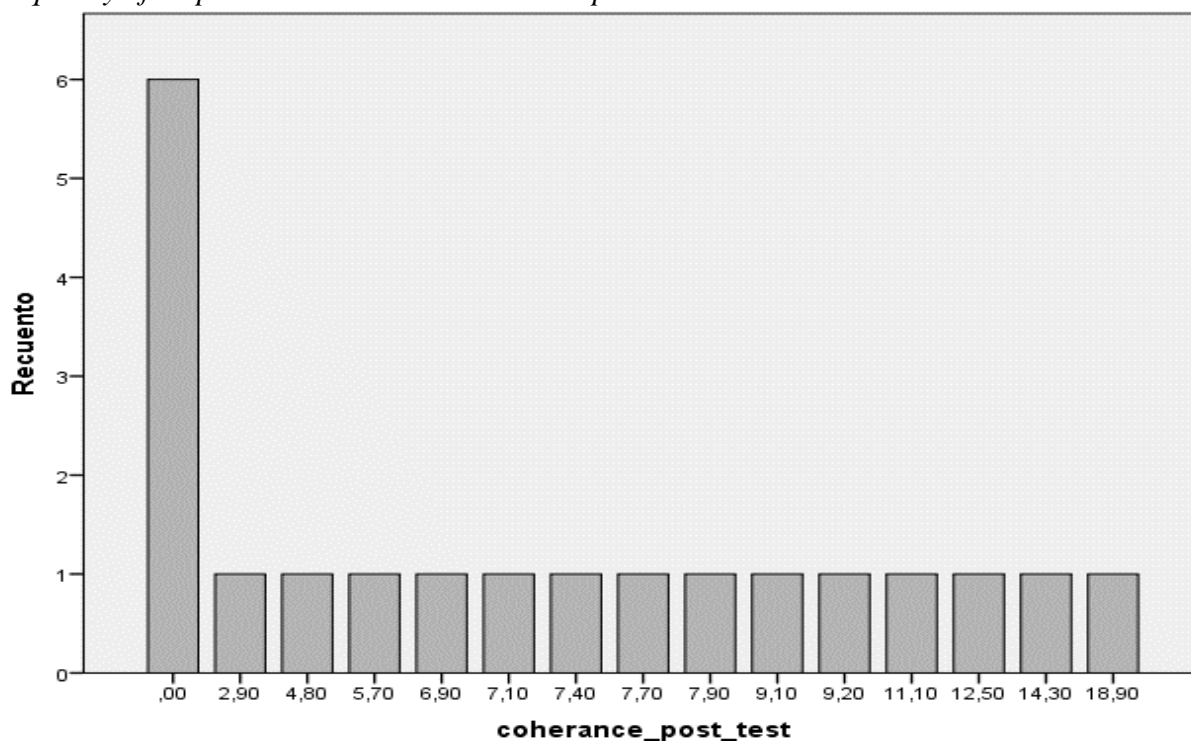


Evidently, Figure 9 shows that all the students committed errors when speaking. From 6.5% to 77% of errors per minute when organizing their words. This defines the level of coherence that students had when speaking English.

Figure 10 indicates the percentages of coherence that was measured in the post-test. This was calculated according to the number of errors found when students spoke per one minute.

Figure 10.

Frequency of responses about coherence in the post-test



Evidently, Figure 10 shows that 6 students have no errors when speaking. The rest of the students are under 20% of errors per minute when organizing their words. This defines the level of coherence that students had when speaking English.

Table 14 shows the descriptive statistics of data obtained from the pre-test and post-test regarding coherence as one of the main aspects of speaking fluency. This was calculated by counting the errors students made in one minute. Then the average of errors was calculated according to the total number of words spoken.

Table 14.

Number of errors students made

	Descriptive Statistics				
	N	Mean	Std. Deviation	Minimum	Maximum
coherence_pre_test	20	29,5650	20,62978	6,50	75,00
coherence_post_test	20	6,2750	5,42663	,00	18,90

The information presented in Table 14 provides a clear idea about the coherence level of the students regarding speaking fluency. The number of errors, regarding misused words in a sentence, per minute in the pre-test are lower than the ones from the post-test. Therefore, the data indicates that students increased their coherence when speaking English after the intervention. This points out that participants improved their speaking fluency.

Table 15 indicates that students achieved negative ranks regarding coherence as an aspect of speaking fluency. The errors refer to the misuse of words in sentences that affect the meaning of what the person is saying. Besides that, none of the students obtained a positive rank or tie after comparing the pre-test and post-test. The sum of the ranks is 210.0 regarding negative ranks and 0 positive ones.

Table 15.

Rank of errors per minute

	Ranks			
		N	Mean Rank	Sum of Ranks
coherence_post_test - coherence_pre_test	Negative Ranks	20 ^a	10,50	210,00
	Positive Ranks	0 ^b	,00	,00
	Ties	0 ^c		
	Total	20		

Notes:

^a coherence_post_test < coherence_pre_test

^b coherence_post_test > coherence_pre_test

^c coherence_post_test = coherence_pre_test

Evidently, all the students reduce the number of errors per minute when speaking English. This indicates better results in the post-test when comparing scores with the pre-test regarding a decrease of errors committed when speaking English. The 20 participants enhance their prosody, before their fluency. The median score on speed decrease from 10.50 to 0.00.

A Wilcoxon Signed Test revealed a statistically significant decrease of errors in speaking English, $z = -3,921$ $p < 0.000$ with a large effect as Table 16 indicates. Therefore, it can be concluded that students improve their coherence because the scores are significantly different.

Table 16.*Final statistic results of coherence*

	Test Statistics ^a	
	coherence_post_test - coherence_pre_test	
Z		-3,921 ^b
Asymp. Sig. (2-tailed)		,000

Notes:

^a Wilcoxon Signed Ranks Test

^b Based on positive ranks.

Evidently, this indicates that all students who took the test in coherence exhibited fewer percentage of errors than in the pre-test. According to the results obtained the pre-test and post-test are statistically significant of coherence level. Therefore, students improve their coherence regarding speaking English fluently.

Table 17 shows the general results regarding all the aspects of fluency from the pre-test and post-test.

Table 17.*General results from pre-test and post-test*

	Ranks			
		N	Mean Rank	Sum of Ranks
speed_post_test - speed_pre_test	Negative Ranks	1 ^a	13,50	13,50
	Positive Ranks	16 ^b	8,72	139,50
	Ties	3 ^c		
	Total	20		
pauses_post_test - pauses_pre_test	Negative Ranks	20 ^d	10,50	210,00
	Positive Ranks	0 ^e	,00	,00
	Ties	0 ^f		
	Total	20		
prosody_post_test - prosody_pre_test	Negative Ranks	20 ^g	10,50	210,00
	Positive Ranks	0 ^h	,00	,00
	Ties	0 ⁱ		
	Total	20		
coherence_post_test - coherence_pre_test	Negative Ranks	20 ^j	10,50	210,00
	Positive Ranks	0 ^k	,00	,00
	Ties	0 ^l		
	Total	20		

Notes:

^a speed_post_test < speed_pre_test

^b speed_post_test > speed_pre_test

^c speed_post_test = speed_pre_test

^d pauses_post_test < pauses_pre_test

^e pauses_post_test > pauses_pre_test

^f pauses_post_test = pauses_pre_test

^g prosody_post_test < prosody_pre_test

^h prosody_post_test > prosody_pre_test

ⁱ prosody_post_test = prosody_pre_test

^j coherence_post_test < coherence_pre_test

^k coherence_post_test > coherence_pre_test

^l coherence_post_test = coherence_pre_test

According to Table 18, the summary of Wilcoxon Signed Rank tests from pre-test and post-test are -2,984 in speed, -3920 in pauses; -3920 in prosody and -3921 in coherence.

Table 18.

Summary of results from pre-test and post-test

	Test Statistics ^a			
	speed_post_test - speed_pre_test	pauses_post_test - pauses_pre_test	prosody_post_test - prosody_pre_test	coherence_post_test - coherence_pre_test
Z	-2,984 ^b	-3,920 ^c	-3,920 ^c	-3,921 ^c
Asymp. Sig. (2-tailed)	,003	,000	,000	,000

Notes:

^a Wilcoxon Signed Ranks Test

^b Based on negative ranks.

^c Based on positive ranks.

The defended idea is accepted because the z-value is lower than the significant level of 0.05 in all aspects of speaking fluency according to the results of the pre-test compared with the post-test. Therefore, the alternative hypothesis is accepted. This indicates that presentation, practice, and production method does contribute to the development of speaking fluency effectively among seventh-year students (A1.2 level) from Santa Marianita de Jesus School. Consequently, it has statistically significant evidence at $\alpha=0.005$ in speed, prosody, and coherence.

The observation card was used to record the student's reactions toward the experiment and some issues they faced in the virtual class. Each student reacted differently toward the PPP method. Therefore, there were some key points to highlight in the process of the intervention. For

instance, the observation card provided information such as the issues students had with the internet and how appealing the technology was for learners.

First, it was noticed that the applications used in the sessions were very interesting for students. For instance, most of them participated in class. However, at the beginning of the intervention, two students were reluctant to take part in the activities since they involved technology and they were not knowledgeable regarding technological tools. However, after some practice, they mastered their management.

Furthermore, they loved to use Vocaroo application in activities such as small dialogues. They had to record their answers, shared the link to the class, and then uploaded it to the school platform. Everybody enjoyed listening to their voices and their classmates. Additionally, the more they used Vocaroo, the faster they did the activity.

Finally, even though the technology was a huge advantage when learning English, it caused a great barrier to some students who did not have good internet access. For instance, three students who live in the countryside usually had internet issues. Therefore, they had to upload the activities in the afternoon or at night time instead of doing it in the morning like everybody else. Sometimes they had to leave the session because the internet signal was not good enough. On the other hand, they could access the activities and homework through the school platform.

CONCLUSIONS

-The PPP method was implemented to determine the effect it might have on the participant's speaking fluency. In Santa Marianita School, 20 students from the seventh-year presented poor results in speaking activities before the intervention. These types of students seemed to need another kind of method when learning the language. According to preliminary suppositions, the use of the PPP Method was going to improve the students' oral fluency by the end of the intervention. Based on the data obtained through this study the most important conclusions are:

- The research found that the PPP method had a positive impact on the participant's oral fluency thanks to the opportunities of speaking activities that this method provides. The results of the pre-test and post-test confirmed the defended idea by demonstrating that the PPP method contributes to the development of speaking fluency. This showed that the students had an improvement in their speaking fluency. Therefore, the PPP method was found to be very effective for students to improve their speaking skills.

- It was established that there are 3 main aspects regarding speaking fluency. There is plenty of theory that states that by developing speed, prosody, and coherence students can reach a fluent level. Language acquisition emphasizes the use of the language in a class by developing the aspects of speaking fluency. Theoretical support from many scientific resources agreed about the theories that define speaking fluency

- The results according to the data analysis revealed that these 2 months of intervention, when the teacher used the PPP method in the English class, helped students to enhance the 3 main aspects of speaking fluency such as speed, prosody, and coherence. The results of the data obtained in the Wilcoxon test speed reported that most of the students increased their fluency. Prosody was enhanced after the intervention since the results showed that all of the participants decreased the number of miscued words when speaking. Finally, all the students showed an enhancement in their coherence by making fewer errors when using the appropriate words in context.

- Many speaking fluency activities were developed in class during the proposal implementation. For instance, the Vocaroo activity showed the best results because it required all the students to participate. They recorded their answers and questions in this fun application. After that, they

were able to share it with the class by clicking on the link. Besides that, dialogue as a strategy of the PPP method had the greatest impact on the students. All these activities were possible by using the zoom platform. The strategies mentioned before allowed students to share their thoughts, feelings, and emotions with their classmates based on the target language taught in class.

RECOMMENDATIONS

- The quantitative approach was beneficial for this study. However, it is recommended for future research to use more instruments based on this approach to collect data such as surveys for teachers and students. The researcher can gather more useful information from English teachers who used the methodology. This can contribute to further information on this sort of study. Besides that, students can also provide their opinion about the methodologies that the English teacher uses to teach in class.
- It is suggested to make further research regarding new adaptations of the presentation, practice, and production method according to the student's age. Another adaptation can be for students with special needs. Therefore, new studies can bring information about the effectiveness of this approach toward this group of learners. Finally, it is recommended to make a new study about the new methods that have evolved from the presentation, practice, and production method.
- The quantitative method that was used for this study required more instruments besides the observation sheet. Therefore, it is recommended to find new techniques that are validated to gather information about the method proposed. The researcher can include interviews with teachers and students then the information can be analyzed. Finally, appropriate validation cards can be designed to validate the instruments by experts on the topic.
- The results of fluency leave a void regarding the prosody and coherence aspects. It is suggested to make a deeper study about the new software's that measure the aspect of prosody and coherence because just by listening is hard to measure. The teacher ear can be deceiving at counting the words that are misplaced or mispronounce with a wrong pitch or duration. They are aspects of prosody and coherence that our ears find it difficult to differentiate one from another.

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ANNEXES

Annexes 1 Speaking fluency pre-test and post-test

SPEAKING FLUENCY PRE TEST/POST-TEST

SEVENTH GRADE






NAME:

INSTRUCTIONS:

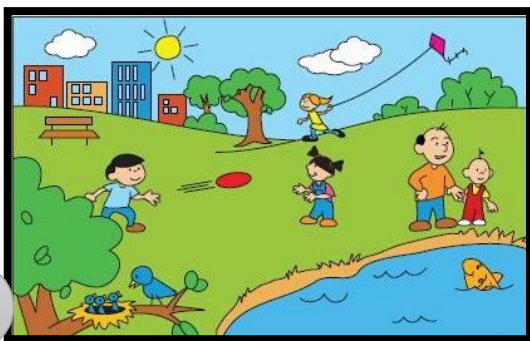
- LISTEN TO THE QUESTIONS CAREFULLY AND ANSWER THEM.

1. - LOOK AT THE PICTURES BELOW. DESCRIBE THE STORY IN 1 MINUTE. (5 POINTS)



SPEAKING FLUENCY				
Needs improvement	Ok	Good	Very good	Excellent
				






2. - LOOK AT THE PICTURES BELOW. EXPLAIN THE DIFFERENCES BETWEEN PICTURE A AND PICTURE B IN 1 MINUTE. (5 POINTS)



A








B

SPEAKING FLUENCY				
Needs improvement	Ok	Good	Very good	Excellent
				

3. - LOOK AT THE PICTURES BELOW. WHAT ARE YOU GOING TO DO ON YOUR VACATIONS? YOU HAVE 1 MINUTE (5 POINTS)

PROMT: I AM GOING TO ...



SPEAKING FLUENCY				
Needs improvement	Ok	Good	Very good	Excellent
				

Annexes 2 Speaking fluency rubric

SPEAKING FLUENCY RUBRIC



	Fluency
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.

Retrieved from: cambridge speaking rubrics.

Annexes 3 Pre-test and post-test validation card 1



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR-SEDE AMBATO
ESCUELA DE IDIOMAS
Programa de maestría en pedagogía del inglés como lengua extranjera
Cohorte 2

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Annexes 3 Pre-test and post-test validation card 2



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Annexes 4 Proposal lesson plans

Unidad Educativa Santa Marianita de Jesús

LESSON PLAN No. 1

Topic: She lived in a small house.

Class and course background: seventh-year, elementary level (A1)

Hours: two school hours.

Aim: to introduce the simple past. At the end of the lesson students will be able to talk about what your family did yesterday using regular verbs.

Preparation and materials

Computer, student's book (page 4 and 5), work book, CDs.

Presentation Phase (25 minutes)

Teacher's activities

- The teacher introduces herself saying –Hello, my name is... Nice to meet you.
- Give students general guidelines about the new school year.
- Introduce new vocabulary using the applications Quizlet.com (lived, played, worked, watched, talked, danced, kissed, and married, house soccer, baseball, bank, restaurant).
- Connect new vocabulary with sentences to keep students attention. Tell me about your grandma -She danced tango with Johnny.
- Check understanding by asking them more questions about their grandmother.

Students' activities

- Introduce themselves to the class following the same pattern from their teacher.
- Listen and repeat the new words and identify their meaning according to the picture.
- Complete activity No. 1 and 2 from Students book using the verbs learned,

Practice Phase (25 minutes)

Teacher's activities

- Ask students to complete the example about past activities.
- Provide students with a worksheet about the past. Question: What **did she** do yesterday? ___ __ you yesterday? Answer: She played basketball.
- Review the answers with the group.

- Ask the list of questions to 5 different students. Then, the teacher ask the same students to ask the questions back to her.
- Show students how Vocaroo.com application works. Then, they send the link of the audios to the platform.

Students' activities

- Work in the worksheet completing the drill about past activities. (Activity 3 and 1 pg. 3)
- 5 students will answer the questions and then they will ask the following question: what did you do yesterday?
- Record their answers using the application Vocaroo and send the respective link to the platform. The total of answer will be 3 sentences in the simple past.

Productions Phase (30 minutes)

Teacher's activities

- Guide students in a controlled dialogue where they will interact with each other in class.
- Have students work in pairs asking the list of questions to 5 classmates. Then, using their classmate's name they will ask: What did___ do yesterday.
- Assign homework to students about simple past: questions and answers.

Students' activities

- Complete activity No. 2 from page 5 on the book. Then, they will talk with their partners about what they did yesterday.
- Work on activity No. 1 and 2 from workbook page 4.
- Make a foldable book about what their family did yesterday. This has to contain 3 scenes with questions, answers and pictures related to the questions.

Unidad Educativa Santa Marianita de Jesús

LESSON PLAN No. 2

Topic: Tell me about your grandpa.

Class and course background: seventh-year, elementary level (A1)

Hours: two school hours.

Aim: To introduce the simple past regular verbs. Students, the end of the lesson, will be able to talk about past actions.

Preparation and materials

Power point presentation, unit 2 flash cards in Quizlet.com, Padlet activity, computer, student's book, work book, CDs.

Presentation Phase (25 minutes)

Teacher's activities

- Asks students to pray the Lord's prayer. Then, Introduce new vocabulary: using quilet.com (live, play, work, marry, house, soccer, baseball, bank, restaurant).
- Introduce the target language through an engaging activity: question: **Tell me about your grandpa.** Answer: He **played** soccer
- Check understanding by asking the student to doing in an activity in Padlet.com.

Students' activities

- Listen and repeat the new words identifying their meaning. The, on the reading from the book, students circle the verbs and write them done in their past form.
- Write 2 sentences about their grandpa following the example given.

Practice Phase (25 minutes)

Teacher's activities

- Review the answers with the group. The, the teacher will ask the questions to 5 students.
- Ask students to talk in couples using the patterns already established. The, teacher will ask students to go to Vocaroo.com to record their answers and send the link to the school platform.

Students' activities

- Students complete activity 2 and 3 on page 6. Then students answer the questions and asked back to the teacher. **Did he ...?**
- Record their answers (3 sentences) in the Vocaroo.com application. Then, they send their answers to the school platform.

Productions Phase (30 minutes)

Teacher's activities

- Have students work in pairs asking the questions. The, the teacher will ask students to complete the workbook and check answers.

- Ask one student to call our on classmate to ask him the following questions: What did__ do yesterday.
- Ask students do complete unit 2 from their workbook as a homework.

Students' activities

- Complete activity No.2 from page 5 on the student's book.
- Have a dialogue with a classmate about what their grandpa did. Then, they will present to the class a small role play.

Unidad Educativa Santa Marianita de Jesús

LESSON PLAN No. 3

Topic: Are you a genius?

Class and course background

d: seventh-year, elementary level (A1)

Hours: two school hours.

Aim: To introduce the simple past of verb to be. At the end of the lesson students will be able to read aloud texts about Einstein

Preparation and materials

Power point presentation, unit 3 flash cards in Quizlet.com, Padlet.com activity, computer, student's book, work book, CDs.

Presentation Phase (25 minutes)

Teacher's activities

- Ask students to pray the Lord's Prayer.
- Introduce new vocabulary by using Quizlet.com (genius, Germany, Italy, theory, relativity; live, study, science, math, travel, compass, toy, Africa).
https://Quizlet.com/_8pvouw?x=1jq&i=31oq48
- Introduce the target language: **Did he** live in Germany? **Yes, he did.** –**Did he** study history? –**No, he didn't.**
- Check understanding by using more examples. Then, ask students to sing “are you a genius?”

Students' activities

- Listen and repeat the new words identifying their meaning. Then, using Padlet.com, write down what they know about Einstein.
- Circle the verbs in past from the text and write them done on their notebook. Then, student sing the song “Are you a genius”

Practice Phase (25 minutes)

Teacher's activities

- Ask students to complete exercise No.1. **Did** he live in Germany? –Yes, he did. Then, review the answers with the group.
- Ask students to answer the questions from activity 2. Then, ask student to get to Vocaroo.com to record their answers.
- Ask students to read Freddy facts on page 6 in student’s book. Then, by using the questions on the text, guide them in a controlled dialogue.

Students' activities

- Complete activity No. 2 and 3 from page 6.
- Answer the questions about genius in the past using the simple past. Then record their answers in Vocaroo.com and send the link to the plataform.

Productions Phase (30 minutes)

Teacher's activities

- Ask students to work in pairs. Then, ask and answer to each other the questions about Einstein.
- Ask students to perform the dialogue with their cameras on.
- Assign homework: Memorize and record song **Are you a genius?** Page 6 and study the vocabulary for an oral lesson next class.

Students' activities

- Talk with their partners about who Einstein was and present a small dialogue about Einstein facts. Then, sing the song from page 6.

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LESSON PLAN No. 4

Topic: Mozart was a famous composer.

Class and course background: seventh-year, elementary level (A1)

Hours: two school hours.

Aim: To introduce the simple past of verb to be (-). Ss will be able to talk about famous people in the past.

Preparation and materials

Power point presentation, unit 4 flash cards in Quizlet.com, Padlet.com activity, computer, student's book, work book, CDs.

Presentation Phase (25 minutes)

Teacher's activities

- Ask students to pray the Lord's Prayer.
- Introduce new vocabulary using the applications Quizlet.com (France, body, continent, invent/inventor, machines, Poland, deaf, died).
- Connect new vocabulary with sentences to keep students attention. **Did** da Vinci paint the Mona liza? Yes, he **did**.
- Check understanding and pronunciation by asking students to act out the dialogue.

Students' activities

- pray the Lord's prayer
- Listen and repeat the new words identify their meaning
- Listen and repeat the new words identifying their meaning according to the picture showed on qizlet.com.
- Students do a gap filling exercise using the pattern presented. Then they say it aloud.

Practice Phase (25 minutes)

Teacher's activities

- Ask students to complete exercise No.1 about Mozart. Then, review the answers with the group.
- Ask students to answer the questions from activity 2. Then, ask student to go to Vocaroo.com to record their answers.
- Ask students to read Mozart's story on student's book. Then, by using the questions on the text, guide them in a controlled dialogue.

Students' activities

- Work in the worksheet completing the drill about what Mozart did. Then, they complete activity No.2 on their student's book.
- -Compare their answers with a classmate and practice the questions and answers about a famous artist.
- Go to Padlet.com and answer the questions in the past tense. After that, make up a dialogue about famous artist in the past tense

Productions Phase (30 minutes)**Teacher's activities**

- Guide students in a controlled dialogue where they will interact with each other in class.
- Have students work in pairs asking the list of questions to 5 classmates.
- Assign homework to students about simple past: questions and answers.

Students' activities

- Talk with a classmate about famous artist on the past. Finally the complete the workbook unit 4 as a homework.

Unidad Educativa Santa Marianita de Jesús**LESSON PLAN No. 5**

Topic: Another genius.

Class and course background: seventh-year, elementary level (A1)

Hours: two school hours.

Aim: To introduce the simple past of the verb to be contractions. Students will be able to talk about famous people on the past.

Preparation and materials

Power point presentation, unit 5 flash cards in Quizlet.com, Padlet.com activity, computer, student's book, work book, CDs.

Presentation Phase (25 minutes)**Teacher's activities**

- Ask students to say their prayers.

- Introduce new vocabulary using Quizlet.com (famous, composer, live, smart, fantastic, die, artist, Spain, interesting, unusual, paint)
- Introduce the target language: **Tell me about Mozart.** – **He** composed fantastic music.
- Give students prompts to start a conversation using the new vocabulary. Then, check understanding and pronunciation by asking questions from the book.

Students' activities

- Say the Lord's prayer.
- Listen and repeat the new words identified their meaning by looking at the pictures in Quizlet.com. Then, they connect new vocabulary with the target language.
- Take the quiz on geniuses from page 8 on the student's book.

Practice Phase (25 minutes)

Teacher's activities

- Ask students to complete the rest of the quiz and identify the hidden word. Then, review the answers with the rest of the class.
- Ask students to write the answers about Picasso. The, ask them to go to Padlet.com to record their answers.

Students' activities

- Take the quiz on page 9 about the past. The, they compare answers with their classmates and talk about Picasso based on the prompt given. Finally, students record their answers in a Padlet.com activity.

Productions Phase (30 minutes)

Teacher's activities

- Guide students in a controlled dialogue where they will interact with each other in class using the target language.
- Show students the picture about a famous artist and ask them to ask 5 questions and their classmates answer.
- Assign homework to students about simple famous artist (foldable book)

Students' activities

- Talked about what Picasso and Mozart did. They identify the picture of each artist and share with the class what they know about them.

- Transcribe what they the dialogue they performed in class.

Unidad Educativa Santa Marianita de Jesús

LESSON PLAN No. 6

Topic: Evaluation Unit 1

Class and course background: seventh-year, elementary level (A1)

Hours: two school hours.

Aim: To demonstrate they can speak, read and write about the past.

Preparation and materials

Power point presentation, Google forms test, computer, and audio track.

Presentation Phase (25 minutes)

Teacher's activities

- Review vocabulary with students using Quizlet: (play, live, marry, work, study, travel, science, paint, math, South America, picture, die). Connect them with the Target language: **How do you feel? Answer: Not sure.**

Students' activities

- Listen and repeat the new words identified their meaning with the help of the flashcards of Quizlet.

Practice Phase (25 minutes)

Teacher's activities

- Check answers by showing the answers on the power point presentation.

Students' activities

- Complete page 10 and 11. Then, they compare their answers with their classmates.

Productions Phase (30 minutes)

Teacher's activities

- Provides the link of Googleform test and give them general instruction.
- Check homework while students take the test.

Students' activities

- Students take the test by clicking on the link of Google forms provided by the teacher.

Unidad Educativa Santa Marianita de Jesús**LESSON PLAN No. 7**

Topic: Ancient Egypt

Class and course background: seventh-year, elementary level (A1)

Hours: two school hours.

Aim: To introduce old civilizations. Students will be able talk about what people are doing on the picture.

Preparation and materials

Power point presentation, unit 7 flash cards in Quizlet.com, Padlet.com activity, computer, student's book, work book, CDs.

Presentation Phase (25 minutes)**Teacher's activities**

- Ask students to say their prayers. Then, introduce the new vocabulary using Quizlet.com (melon, hieroglyphics, donkey, roof, bread, jewelry, and make up).
- Introduce target language: What is she **doing**? -She is **eating**. **Then**, ask student to read more exercises. Finally, check understanding.

Students' activities

- Recite the Lord's prayer.
- Listen and repeat the new words identified their meaning by looking at the pictures, then, complete activity No. 1 from Students book.

Practice Phase (25 minutes)**Teacher's activities**

- Ask students to read the gapping exercises and complete activity 2 from page 12. They review the answer with the whole class.
- Provide students with adequate prompts to start a conversation. Then, ask students to record their dialogues in Padlet.com and send the link to the platform.

Students' activities

- Read aloud the dialogue and complete the gaps using the new vocabulary. Then they ask and answer using the prompt given.
- Students leave their answers on Padlet.com and send the link to the school platform.

Productions Phase (30 minutes)**Teacher's activities**

- Guide students in a controlled dialogue.
- By using the pictures showed on the power point slides ask student to make a questions. What is she doing?
- Assign homework to complete workbook activities of unit 7.

Students' activities

- Talk with their partners about Egypt and describe a pictures about Egypt.

Unidad Educativa Santa Marianita de Jesús**LESSON PLAN No. 8**

Topic: They made bread.

Class and course background: seventh-year, elementary level (A1)

Hours: two school hours.

Aim: To introduce Egyptians traditions. Students will be able to talk about what the Ancient Egyptians did.

Preparation and materials

Power point presentation, unit 8 flash cards in Quizlet.com, Padlet.com activity, computer, student's book, work book, CDs.

Presentation Phase (25 minutes)**Teacher's activities**

- Ask a student lead them in prayers. Then, introduce new vocabulary using Quizlet (had, made, wrote, rode, slept, ate, wore)
- Introduce the target language: **Tell me about** Ancient Egyptians. Answer: They **had** blond hair. Etc.

Students' activities

- Say the Lord's prayer.
- Listen and repeat the new words. Then, identify their meaning.
- Complete activity # 1 from Students book.

Practice Phase (25 minutes)

Teacher's activities

- Ask students to work on activity 2 filling the gaps in the dialogue. Tell me about _____. They _____.
- Review the answers with the group. Then, ask the students to tell you about Ancient Egyptians
- Answer the questions from students. Then, ask students to record their answers in Vocaroo.com.

Students' activities

- Fill the gaps. Then, practice the small dialogues using the prompts.
- Ask the teacher about the Ancient Egyptians. Then, record their answers Vocaroo.com.

Productions Phase (30 minutes)**Teacher's activities**

- Guide students in a controlled dialogue using the target language. Then, have the students to work in pairs asking the questions from the book.
- Assign homework: Make a foldable book about Ancient Egyptians and study the colors and verbs.

Students' activities

- Talk about ancient Egyptians and write a small paragraph about it.

Unidad Educativa Santa Marianita de Jesús**LESSON PLAN No. 9**

Topic: Just ask me

Class and course background: seventh-year, elementary level (A1)

Hours: two school hours.

Aim: To introduce the simple past yes/no questions. Students will be able to ask and answer about what people did.

Preparation and materials

Power point presentation, unit 9 flash cards in Quizlet.com, Padlet.com activity, computer, student's book, work book, CDs.

Presentation Phase (25 minutes)

Teacher's activities

- Ask a student to lead them in prayers.
- Introduce new vocabulary using Quizlet.com (Aztec, Build/built, archaeology, Roman, Qin, Pyramid, great wall of China)
- Introduce the target language: **Where did they live? -They lived in Mexico. What did they wear? - They wore skirts. What did they built? -they built pyramids. Students' activities**
- Ask the students read the text "Just ask me". Then, sing along the sound track.

Practice Phase (25 minutes)

Teacher's activities

- Students complete the example. **Where did _____? -They lived _____. What did _____? - They wore _____. What did _____? -they built _____.**
- Ask the students to ask the question to 5 students. The, ask the teacher will answer the questions from 5 students.
- Teacher ask students to record their answers in <https://Vocaroo.com/>

Students' activities

- Work in the worksheet completing activity 2. Then, 5 students will answer the questions and then ask the questions to other classmates
- Record their answers using the application Vocaroo.com.

Productions Phase (30 minutes)

Teacher's activities

- Guide students in a controlled dialogue. Then make them to work in pairs asking wh-questions.
- Assign homework by asking them complete an activity in Padlet.com.

Students' activities

- Complete activity No.2 and 3 from the book. Then, using the information from the book make a foldable about the Egyptians.

Unidad Educativa Santa Marianita de Jesús**LESSON PLAN No. 10**

Topic: They lived near the Nile River.

Class and course background: seventh-year, elementary level (A1)

Hours: two school hours.

Aim: To introduce the simple past open questions. Students will be able to ask specific information about past events.

Preparation and materials

Power point presentation, unit 10 flash cards in Quizlet.com, Padlet.com activity, computer, student's book, work book, CDs.

Presentation Phase (25 minutes)**Teacher's activities**

- Ask a student to lead them in prayers.
- Introduce new vocabulary using Quizlet flashcards (the Nile River, pharaoh, bury, buried, Wives, archaeologist, found, clue, discovered, mummy)
- Introduce target language: **Where** did the Ancient Egyptians live? - **They lived** near the Nile River.

Students' activities

- Say the Lord's prayer.
- Listen and repeat the new words identified their meaning. Then, listen and read the text.

Practice Phase (25 minutes)**Teacher's activities**

- Work on activity No. 1. Then, review the answers with the group. Ask to random students 5 questions from the book about old civilizations. Provide the suitable prompts.
- Answer the questions from 5 different students. Then, ask them click on Padlet.com to complete the activity.

Students' activities

- Complete activity in Padlet.com and compare their answers in class.

- Record their answers using the application Vocaroo.com.

Productions Phase (30 minutes)

Teacher's activities

- Guide in a dialogue using the target language from the previous phases. Then ask students to trade partners. The following words have to be included in the dialogue: what, where, when.
- Assign homework: make a mind map using the Wh-questions.

Students' activities

- Write down a small dialogue then practice it with a partner about.
- Complete workbook unit 10. Then, make a foldable book with 3 scenes including questions and answers.

Unidad Educativa Santa Marianita de Jesús

LESSON PLAN No. 11

Topic: What do you know about Tutankhamun?

Class and course background: seventh-year, elementary level (A1)

Hours: two school hours.

Aim: To introduce the most famous mummy. Student will be able to create a quiz about Tutankhamun.

Preparation and materials

Power point presentation, unit 11 flash cards in Quizlet.com, Padlet.com activity, computer, student's book, work book, CDs.

Presentation Phase (25 minutes)

Teacher's activities

- Ask a volunteer from the students to lead them in prayer.
- Introduce new vocabulary using the application Padlet.com (pharaoh, live, Ancient Egypt, wife, wives, die, discover, mummy, find found).
- Present the target language in context using a drill exercise on the slide: **What did** Tutankhamun do? He_____.

Students' activities

- Pray the Lord's prayer.

- Listen and repeat the new words. Then, do the matching exercise in Quizlet.com
- Complete activity No. 1 and 2 from Students book.

Practice Phase (25 minutes)

Teacher's activities

- Ask students to fill the gaps from a dialogue. Then, review the answers with the class.
- Ask students five questions from the book. Then, ask them to record their answers with in Vocaroo.com.

Students' activities

- Read the dialogue about Tutankhamun. Then, answer the questions: What did Tutankhamun do?
- Record their answers using Vocaroo Application. Then, send the links from the recording to the school platform.

Productions Phase (30 minutes)

Teacher's activities

- Guide student in a controlled dialogue. Then, have student work in pairs asking the questions to 5 classmates.
- Assign homework: make a picture dictionary with the words from the unit. Study for an oral Lesson.

Students' activities

- Talk with their partners about famous mummies. Create a pyramid out of paper and explain what it is inside.

Unidad Educativa Santa Marianita de Jesús

LESSON PLAN No. 12

Topic: Hieroglyphics on the pyramid

Class and course background: seventh-year, elementary level (A1)

Hours: two school hours.

Aim: To introduce the simple past verbs. Student will be able to write about the past.

Preparation and materials

Power point presentation, lesson 12 flash cards in Quizlet.com, Padlet.com activity, computer, student's book, work book, CDs.

Presentation Phase (25 minutes)

Teacher's activities

- Ask a volunteer from the class to lead the class in prayer.
- Introduce new vocabulary using the flashcards from Quizlet.com (pet, cat, dog, eat/ate, melon, wives, have/had, jewelry, wear/wore, pharaoh, bracelet, bread, fish, monkey)
- Introduce the target language in context and encourage student to repeat the pattern:
What did he eat? He had bread. **How many** wives did he have? **He had** several wives.
- Check understanding repeating the questions.

Students' activities

- Pray the Lord's prayer.

-Ss listen and repeat the new words identified their meaning. (youglish)

Complete activity # 1 and #2 from Students book.

Practice Phase (25 minutes)

Teacher's activities

- Ask students to fill the gaps from a dialogue. Then, review the answers with the class.
- Ask students five questions. Then, ask students to choose a partner to answer the questions using the prompts given.
- Ask students to record their answers with Vocaroo.com application.

Students' activities

- Read the story about hieroiphics then ask them questions about where they were found. Then, they will record their answers in Padlet.com

Productions Phase (30 minutes)

Teacher's activities

- Guide Ss in a controlled dialogue. How many children did he have? He had____. Which pets did he have? He had____.
- Assign homework: make a Pyramid out of paper.

Students' activities

- Complete activity about information of old pharos.
- Talk with their partners about what pharos had.

Unidad Educativa Santa Marianita de Jesús**LESSON PLAN No. 13**

Topic: Review and evaluation of unit 2

Class and course background: seventh-year, elementary level (A1)

Hours: two school hours.

Aim: To learn the value to take care of our past.

Preparation and materials

Power point presentation, Google forms test, computer, and audio track.

Presentation Phase (25 minutes)**Teacher's activities**

- Review vocabulary with students using Quizlet.com: (Ancient Egyptians, donkey, boat, wear, make up, bread, jewelry, melon, Aztec, Roman, Qin, Build, bury, pharaoh, discover, wives, die, necklace).
- Connect them with the target language. Then. Ask students to complete the survey about **How do you feel?**

Students' activities

- Listen and repeat the new words. Then, do the matching exercise with the help of the flashcards of Quizlet.com.

Practice Phase (25 minutes)**Teacher's activities**

- Check answers by showing the answers on the power point presentation.

Students' activities

- Complete page 10 and 11. Then, they compare their answers with their classmates.

Productions Phase (30 minutes)**Teacher's activities**

- Provides the link of Google form test and give them general instruction.

- Check homework while students take the test.

Students' activities

- Students take the test by clicking on the link of Google forms provided by the teacher.

Unidad Educativa Santa Marianita de Jesús

LESSON PLAN No. 14

Topic: Pirates and sailors

Class and course background: seventh-year, elementary level (A1)

Hours: two school hours.

Aim: To introduce adjectives. Student will be able to describe people.

Preparation and materials

Power point presentation, unit 14 flash cards in Quizlet.com, Padlet.com activity, computer, student's book, work book, CDs.

Presentation Phase (25 minutes)

Teacher's activities

- Ask to a student to lead them in prayers.
- Introduce the topic by showing students a picture of pirates on the powerpoint presentation and ask them to describe what they see.
- Introduce new vocabulary using Quizlet (sword, pirate, ship, captain, treasure, deck, sailors, and storm).
- Present the target language in context. For example: Tell me about pirates and sailors.
Answer: Pirates have sword. They have ship.
- Check answers by asking students more questions using the new vocabulary and review the answers with the group.

Students' activities

- Say the Lord's prayer.
- Listen and repeat the new words using the flashcards from Quizlet.com. Match the pictures with the words.

Practice Phase (25 minutes)

Teacher's activities

- Give students prompts to start a conversation about pirates and sailors.
- Ask 5 questions to random student about sailors. Provide them with suitable prompts.
- Ask students to change roles and ask the questions. Then, ask them to record their answers in Padlet.com
- Write on the board some of the mistakes that students committed along their presentations.

Students' activities

- Answer the questions. Then they, ask the questions to each other about pirates and sailors. Finally, they record their answers and questions in the application.

Productions Phase (30 minutes)

Teacher's activities

- Guide students in a controlled dialogue. Then, have students work in pairs asking the questions with about pirates and sailors.
- Assign homework: make a picture dictionary of lesson 14.

Students' activities

- Write down a small dialogue. Then, talk with their partners about pirates and sailors.
- Complete workbook lesson 14.

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LESSON PLAN No. 15

Topic: He did not live in Italy.

Class and course background: seventh-year, elementary level (A1)

Hours: two school hours.

Aim: To talk about the past using negative sentences.

Preparation and materials: Power point presentation, unit 15 flash cards in Quizlet.com, Padlet.com activity, computer, student's book, work book, CDs.

Presentation Phase (25 minutes)

Teacher's activities

- Ask to one student to lead them in prayers.

- Introduce new vocabulary using the flash cards in Quizlet (live, Italy, United Kingdom, marry, discover, Australia, America).
- Introduce the target language in context. You live in Guayaquil, right? –I did not live in Guayaquil. Then, ask them to work on activity No. 1.
- Review the answers with the class.

Students' activities

- Recite the Lord's prayer.
- Listen and repeat the new words. Then, match the meaning with the pictures.

Practice Phase (25 minutes)

Teacher's activities

- Give students prompts to start a conversation about people who discover new places.
- Ask to students 5 questions about historic events by giving them prompts first.
- Encourage students to ask the same questions to their classmates.
- Ask students to record their answers in Padlet.com.

Students' activities

- Have a controlled dialogue with a partner about places discovered. Then, record the answers in Padlet.com.

Productions Phase (30 minutes)

Teacher's activities

- Guide students in a controlled dialogue. Then, ask them to work in pairs
- Assign homework: make a picture dictionary from lesson 14 and complete workbook activities.

Students' activities

- Write down a small dialogue. Then, practice it with their partners.
- Complete workbook lesson 15.

Unidad Educativa Santa Marianita de Jesús

LESSON PLAN No. 16

Topic: I sailed across the Atlantic.

Class and course background: seventh-year, elementary level (A1)

Hours: two school hours.

Aim: To introduce history using the past form. To read a text Michael Perham.

Preparation and materials

Power point presentation, unit 16 flash cards in Quizlet.com, Padlet.com activity, computer, student's book, work book, CDs.

Presentation Phase (25 minutes)

Teacher's activities

- Ask to one student to lead them in prayers.
- Introduce new vocabulary using flash cards from Quizlet.com (sailor, boat, ocean, deck, dolphin, storm, ship)
- Introduce the target language in context: **Where did you** sail. **I sailed** across the Atlantic Ocean. **What did** your dad do? **He worked** in an office.
- Ask students to compare their answers with their classmates.

Students' activities

- Recite the Lord's prayer.
- Listen and repeat the new words. Relate the words with the flashcards in Quizlet. Then, they do matching exercising in the application.

Practice Phase (25 minutes)

Teacher's activities

- Give students prompts to start a conversation about people who discovered new places.
- Ask to random students 5 questions about past events. Suggest them to use the given prompts.
- Ask students to record their answers in Padlet.com

Students' activities

- Answer the questions. Then, ask questions to each other about information they discovered from the text.
- Record their answers and questions using the application Padlet.com.

Productions Phase (30 minutes)**Teacher's activities**

- Guide students to create an authentic dialogue. Then, ask them to work in pairs.
- Assign homework: make a picture dictionary and complete workbook activity.

Students' activities

- Write down a small dialogue and talk with their partners about pirates and sailors.
- Complete lesson 16 from workbook.