



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Informe final del trabajo de Integración Curricular previo a la obtención del título de  
Licenciado/a en Pedagogía del Idioma Inglés.**

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Theme: PRESENTATION, PRACTICE AND PRODUCTION APPROACH AND  
SPEAKING SKILL.

**Author:** Flores Paredes Yajaira Melissa

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**Tutor:** Mg. Infante Paredes Ruth Elizabeth

Ambato – Ecuador

2023

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I, Mg. Ruth Elizabeth Infante Paredes, holder of the I.D No. 60301610-6, in my capacity as supervisor of the Research dissertation on the topic: “Presentation, Practice and Production Approach and speaking skill.” investigated by Miss Yajaira Melissa Flores Paredes with I.D No. 1805452354, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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## DECLARATION PAGE

I declare this undergraduate dissertation entitled " Presentation, Practice and Production Approach and speaking skill " is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.



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Yajaira Melissa Flores Paredes  
I.D 1805452354

**AUTHOR**

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I.D 1805452354

**AUTHOR**

## DEDICATION

### TO:

God for giving me the necessary wisdom and perseverance to move forward in spite of the difficulties and to be able to complete my studies at this prestigious university.

My dear mother Fabiola for always giving me what I needed not only in economic terms but also in moral support which is the most important aspect as without that I would not have been able to be the professional I am now.

My beloved father, who from heaven knows that without his motivating words that he used to tell me since I was a little girl, I would not be a person focused on my studies.

My beautiful sister, who has always been giving me guidance not to give up and who has helped me in the most difficult moments of my life.

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My beloved friends, because they have been with me since I started this journey of my college life and they have given me their knowledge not only to be useful for my career but also to be a better person in life.

Yajaira.

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**TOPIC:** “PRESENTATION, PRACTICE AND PRODUCTION APPROACH AND SPEAKING SKILL”

**AUTHOR:** Yajaira Melissa Flores Paredes

**TUTOR:** Lcda. Mg. Ruth Elizabeth Infante Paredes.

**ABSTRACT**

This research was conducted for the purpose of analyzing the influence of the presentation, practice, and production (PPP) approach on speaking skill. The researcher used a pre-experimental design to analyze the relationship between the dependent and independent variables. Likewise, this research is characterized by being quantitative because statistical data were collected in order to analyze the effect of the PPP on the speaking skill. The place where this study was developed was the Universidad Tecnica de Ambato, the sample was 29 students of the fourth semester of the Pedagogia de los Idiomas Nacionales y Extranjeros major, of whom 22 were women and 7 were men. The age of the participants ranged from 19 to 24 years. The speaking skill of the students was tested through a test appropriate to their level, which was a Cambridge B1 PET speaking test. The same instrument was used to measure their speaking skill after treatment. The results indicated that the PPP approach had a positive impact on the students' speaking skill as in the post-test their scores showed a significant progress. The PPP contributed to the improvement of the elements of speaking presented in the Cambridge B1 rubric, especially those related to discourse management and interactive communication. The findings proved that the stages of PPP really impacted positively on the students' speaking ability as well as on the criteria shown in the rubric, such as pronunciation and grammar and vocabulary.

**Keywords:** Teaching Approaches, PPP Approach, control and free activities, speaking skill, speaking elements, interactive communication.

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#### RESUMEN

Esta investigación fue realizada con el propósito de analizar la influencia del enfoque presentación, práctica, y producción (PPP) en la habilidad de hablar. El investigador utilizó un diseño Pre-experimental para analizar la relación que tiene la variable dependiente e independiente. Del mismo modo, esta investigación se caracteriza por ser cuantitativa debido a que se recolectó datos estadísticos precisos los cuales permiten analizar la influencia del PPP. El lugar donde se realizó este estudio fue en la Universidad Técnica de Ambato, la muestra fueron 29 estudiantes de cuarto semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de los cuales 22 eran mujeres y 7 eran hombres. La edad de los participantes oscilaba de los 19 a 24 años. La habilidad de hablar de los estudiantes fue examinada a través de un examen adecuado para su nivel, el cual fue un Cambridge B1 PET speaking test, el cual fue utilizado para medir su habilidad de hablar después de aplicar el tratamiento. Los resultados evidenciaron que el PPP enfoque tuvo un impacto positivo ya que en el post-test sus resultados mostraron un avance significativo. El PPP ayudó a mejorar los elementos de hablar presentados en la rúbrica B1 de Cambridge, especialmente los que se refieren al manejo del discurso y comunicación interactiva. Los resultados demostraron que el PPP realmente impactó de manera positiva a los criterios mostrados en la rúbrica, tales como pronunciación y gramática y vocabulario.

**Palabras clave:** Enfoques pedagógicos, enfoque PPP, actividades de control y libres, destreza oral, elementos del discurso, comunicación interactiva.

# CHAPTER I

## THEORETICAL FRAMEWORK

### 1.1 Research background

To develop this research project on presentation, practice and production approach and speaking skill, previous studies on the same topic, studies such as academic sites, books, articles, and theses, have been relevant. Additionally, these same studies have allowed a deeper analysis of the categories of the independent variable: Language teaching, Language methodology, Student-centered methodology, and PPP approach. In the same way with the categories of the dependent variable: English language, English language skills, Productive skills, Speaking skill. To conclude, previous research has been a valuable support for the development of this research.

To begin with, the study developed by Agustina (2018) aims to analyze the effect of the PPP approach on the speaking skill of the students. The research had an experimental and a quasi-experimental research. The population was the eighth grade, with a total of 58 students. The researcher used 2 eighth grades, one to be in the experimental group with 28 people and the other to be the control group with 30 people. The instrument was an oral performance test for the 2 groups to measure their oral proficiency before and after the treatment. Data were analyzed using Lilliefors formula and the homogeneity test by using F test formula. The results were that in the experimental group the value t-calculated in pretest and post-test was higher than t-table ( $2.97 > 2.00$ ). Additionally, the results in the pre-test of the control group had an average of 75.42, and the control group achieved an average of 69.63. Finally, the post-test results of the experimental group got an average of 82.85, while the control group obtained a final average of 77.20. The conclusion was that there was a significant advance in the speaking skill of the eighth grade students.

Secondly, Elpin et al. (2018) in her research which the author's aim is to improve the speaking skill of students using the PPP approach. The researcher used the Classroom Action Research approach (CAR), in which the researcher seeks to solve a problem through the direct application of the PPP approach in the student learning process. Additionally, this CAR approach allowed the researcher to know exactly the problems that students face with respect to speaking skill. The sample was 35 eleventh grade students. As an instrument, a speaking

test was used before and after the interventions which was called *Kriteria Ketuntasan Minimum (KKK)*. The results showed that the mean score in the pretest was 58.37, while in the post test the mean score was 77.31. The finding of the researcher was that the PPP approach was able to improve the speaking skill of eleventh grade students.

Similarly, the research of Budiyanto (2019) aims to analyze if there is a significant advance in the speaking skill between students who are taught with presentation, practice, and production approach, and students who are not taught with the PPP approach. This study used a quantitative method and a quasi-experimental design. The sample consisted of 66 eighth-year students, who were divided into two groups: the experimental group and the control group, with 33 students in each group. The experimental group was taught using the PPP approach while the control group was taught using the Discussion strategy. The instruments used to measure the level of English before and after applying the treatment was a speaking test. As findings, students who were taught with the PPP approach made a great improvement in their speaking skill compared to those who were not taught with the PPP approach. Additionally, the mean results in the experimental group increased from 68.182 in pretest to 81,515 in post-test. The study concludes that the alternative hypothesis is accepted, which establishes that eighth grade students who were taught with the PPP approach show a great development in their speaking skill.

Along the same lines, the research study developed by Sahabuddin (2019) which the author's objective is to find out whether or not students' speaking ability can be improved using the PPP approach. The researcher used a quasi-experimental design and worked with two groups, the control class and the experimental class. The population of this study was the seventh grade of SMP Negeri 9 Parepare, with a total of 191 students. The sample was 55 students. The instrument was a pretest where students describe images and the researcher record their utterances. The data were analyzed by using t-test formula. The results showed that the mean in the pretest was 45.33 and the post-test was 72.83. Additionally, the t-test value is (2.102) which is higher than the t-table value (2.004). The researcher concluded that the PPP approach really improves the speaking skill of seventh grade students.

In the same line, the study carried out by Hutasoit (2020) aims to identify whether or not there is an effect of using the PPP approach on the speaking skill of students. The method

was quasi-experimental where there is a control group and an experimental group. The population was all eighth grade students. The sample was 60 students, of which 30 were part of the control group and 30 were part of the experimental group. The experimental group was taught with the PPP approach, while the control group used the grammar translation method. The instrument was an oral test that was applied before and after applying the treatment. Data were analyzed by using t-test by using Minitab17. The results showed that in the experimental class the average of the pretest was 41.33 and post-test was 77.33. While in the control group the pretest was 40.66 and the post-test was 67.33. The researcher concluded that the PPP approach positively affects the speaking skill of eighth grade students.

Moreover, the research work developed by Lakuana (2020) aims to identify the effectiveness of using the PPP approach for the development of the speaking skill in students. The design of this work is pre-experimental, having 2 groups, the experimental group and the control group. The population was eleventh grade students of MA Al-khairaat Luwuk, in which there were 2 groups, the first was the religion class with 20 students, and the second was the science class with 12 students. The researcher took as a sample the religion class made up of 20 students. The instruments were a pre-test and a post-test. The data after being collected were analyzed statistically and the t-test was used. The results showed that the t-counted was (9.87), with a significance level of 0.05. On the other hand, t-table was (1.72913). The results of the t-table were lower than those of the t-test. The researcher concluded that there is a significant effect in the application of the PPP approach to develop the speaking skill of eleventh grade students.

Finally, the study carried out by Mubarak (2022) which the author's aim is to know the effect of the PPP approach in the fluency and accuracy in the speaking skill of students. The design of this research was pre-experimental, therefore it was worked only with a group called experimental class, with which it worked during 8 meetings. The sample was the tenth grade students of SMA Muhammadiyah Boarding School. For the development of this research, instruments such as pre-test and post-test were needed. The results showed that in accuracy students got 59.9 in the pretest and in the post test they got 77.2. While in the pretest in fluency they got 61.1 and in the post-test they got 76.8. Finally, in self-confidence in the

pretest they got 61.3 and in the post-test they got 77.6. The researcher concluded that the PPP approach helps to considerably improve the speaking skill of the students.

All these previous studies support the development of this research, because they show that the PPP approach positively affects the speaking skill of students. Additionally, the PPP approach allows students to communicatively use in a real context any grammar or vocabulary they have learned in the lesson.

### **Independent variable**

#### **Language teaching**

According to Anderson and Larsen (2011), the teaching of a language is a very broad field because it encompasses all the resources, methodologies, activities, techniques, methods, strategies, and approaches that teacher use in the classroom to teach the different aspects that learning a foreign language entails, such as the four skills, in addition to grammar and vocabulary. Teaching approach helps teachers to make decisions about how to guide the class or how to teach, what activities to choose or what procedure to follow in order to help students to learn the new topic in its entirety. The teacher must choose the teaching approach that allows students to achieve the established goals at the end of the class, otherwise students develop activities that will not lead them to achieve anything.

Language teaching according to Klippel (1984) implies choosing different activities for each stage of the class, which in the end help students to carry out a larger activity that involves more complexity and require the use of the target language in a communicative way. Each activity carried out in class has an objective. To begin, a warm-up is used so that students are motivated to learn and break the monotony. After this short initial activity, other activities are developed that go from the simple focused on accuracy to the more complex focused on fluency. Most of the time, in speaking activities fluency is the most essential part to develop, for that certain activities are presented for students to interact and speak as much as possible, for instance interviews, jigsaw activities, role plays, presentations, and so on. In each lesson activity the teacher takes different roles.

The purpose of the different roles teachers play in the classroom is to meet the needs of the students. For instance, facilitator, explainer, language modeler, and evaluator are roles that most teachers take on. The roles teachers adopt as the class progresses vary according to the level and age of their students. According to Khusnul et al. (2019), there are two vital roles that a foreign language teacher should take. The first is as a facilitator who provides opportunities for students to be the protagonists of the class and demonstrate or practice what they have learned, in other words, when the teacher plays this role, he/she should maintain silence and not interfere in the activities of the students unless necessary. The second role is as evaluator, which requires the teacher to create activities to analyze the strengths and weaknesses of the students. Based on this analysis, the teacher will provide feedback or develop activities based on the topics in which the students are having the most problems.

Oliver and Poedjiastutie (2017) states that the purpose of the activities in class is to remove any misunderstanding with the grammatical structures or vocabulary in such a way that the student understands the present topic and is prepared to understand the next one which will be more complex. The topics that the teacher introduces in the class are systematic, that is to say, they start from the simplest and progress to the most challenging, therefore it is crucial that the student understands the whole topic before moving on to the next one which will have a higher level of difficulty. If the student has doubts about a topic that the teacher taught, unfortunately the learner will not be able to understand the next one because the topics are connected and he/she needs to comprehend the prior topic in order to be capable of understanding the next one. The activities that the teacher develops in class depend on the methodology that is being used for the student to demonstrate what he/she has learned.

### **Language methodology**

Around the sixteenth century it was believed that the best way to acquire a second language was through approaches that promoted translation from L2 to L1. Authors like Karl Plotz supported this theory. Later it was argued that to acquire an L2 it was necessary to learn all its grammatical rules. However, Krajnovic (2006) argues that at present the best way to acquire or learn L2 is through communicative approaches (CLT), which are based on using



the target language to create meaning. There is a big gap between knowing the L2 rules perfectly and knowing how to use them communicatively. Advocates of CLT like Noam Chomsky and Michael Halliday consider that the focus on meaning rather than on form facilitates the automatic acquisition of language structures or rules. Also, CLT approaches value form-focus activities.

Ellis (2015) states that form-focused activities allows students to take "time out" from L2 message construction and focus on understanding the meaning of the specific forms before using them. They help students to become aware of the different forms and linguistic elements of the target language, therefore they help to develop accuracy. FonF are done before a communicative activity in which productive skills are used. FonF activities allow the teacher to correct any error before moving on to a more cooperative task and consequently more interactive. Teachers correct errors through feedback. Some examples of form-focused activities are drills, multiple choice activities, gap filling exercises, or activities that prepare students for activities where authenticity is emphasized.

According to Brown (2001), authenticity in the activities developed in CLT approaches refers to use the target language in the real world. Additionally, it is closely related to communicative competence. CLT activities promote fluency and accuracy through tasks where writing and speaking are used due to the fact that these are productive language skills. Students takes the lead in creating or producing the language, while the teacher becomes a facilitator. Learners have to focus on creating meaning by speaking through the target language. Students must convey information fluently and accurately because the previous activities based on the language form prepared them for interactive activities. CLT-based approaches promote student motivation thence their learning as well.

Belchamber (2007) claims that motivation refers to engage students and build confidence. To achieve a trusting environment, the teacher can create a pair-checking before reviewing the answers with the whole class. Similarly, students can have a small group discussion before a presentation to the whole class. Another activity that teachers can do to promote motivation to use L2 is to generate a context for students to interact and develop different tasks in a realistic way. In addition, the teacher should encourage the use of the target language and provide limited support. If the class environment generates trust, students

will be willing to participate more regularly. The activities in which the student has the leading role belong to a methodology called Student – Centered methodology.

### **Student – Centered methodology**

Poudel and Bahadur (2014) explain that methodologies focus on students is an instructional philosophy that involves a more modern pedagogical approach, therefore it is totally opposed to the teacher-center approach or any other traditional methodology in which the teacher is the one who speaks the most in the class while the student is passive who only listens the language that is produced by the teacher. The student-center methodology aims to use activities that are mostly developed by the student, that is, the students will take the lead in the class instead of the teacher. Student-centered methodology creates an environment of interaction among students, who become active participants in the class considering that students have opportunities to demonstrate their knowledge.

Weimer (2002) mentions that this type of methodology allows to create an environment of opportunities for students to demonstrate what they learned in the classroom. Such opportunities are constructed through group activities where students work together to achieve a common goal. On this wise, it is set an environment of cooperation and trust between students and teacher, because not only the teacher is the one who help the students, but also learners can help each other, in such a way that peer feedback is created, which helps to develop critical thinking in students as they reflect on the response of another classmate and make value judgments. Student-centered methodology presents benefits for both, teacher and students.

According to Rao (2020), student-centered teaching is good for teachers and students alike. Firstly, students can gain more knowledge because they are more involved in the activities that the teacher develops in the classroom. Moreover, students feel more motivated to learn because they feel that they are the owners of their own learning. On the other hand, it is beneficial for the teachers as well as they have less traditional work, instead teachers can create activities that are mainly developed by students. Finally, teachers assume the role of facilitator who must enable students to use the language, as facilitator teachers give limited support if students require it or to eliminate errors of form. The principles of the student-centered methodology help teachers and students to enjoy these benefits.

Brussels (2010) states that the core principles concern a continuous reflective process, the diverse needs of students, and the control that students should have over their own learning. To begin with, teachers and students need to reflect on their respective teaching and learning processes, thereby increasingly improving the activities or methodologies used in class. Secondly, by addressing the interests of the students, lessons that they enjoy can be created which are more useful to their needs. Finally, in order for students to have the power to manage their learning, teachers should allow them to help in the designing of lesson plans for students to be able to choose the activities they would like to perform. Lastly, these fundamental principles must be considered in any learner-centered methodology that is used.

### **PPP approach**

Harmer (2005) mentions that PPP approach allows to systematize the lesson of a class in a foreign language classroom, which is carried out through 3 phases, called presentation, practice, and production. The objective is to prepare students for the last phase where they can use all the knowledge learned in phase 1 and 2 in a communicative and interactive way among their classmates. Additionally, PPP approach permits students to produce the language spontaneously because before producing it they have controlled practice. The three phases go from the simplest to the most complicated, which allows the learners to polish their mistakes and develop simple activities that advance in degree of complexity until they reach a productive activity with a high level of authenticity.

Thornbury and Harmer (2005) state that in phase 1 the teacher presents the new language through visual aids or through audios. It is key that the teacher contextualize the language so that students can relate it to real life and therefore understand it better. Additionally, it is recommended that the TTT (teacher talking time) does not last long because students get bored and tend to lose concentration because they are easily distracted. In the second phase, it is where the student's practice begins, but it is a controlled practice with a limited grammatical structure and vocabulary. This phase is carried out through activities that prepared them for more productive activities. The teacher provides feedback to eliminate any mistakes before moving on to the production phase. Finally, in phase 3 the

practice is free. Students use the target language in interactive activities. The teacher no longer corrects errors in phase 3 because they were corrected in phase 2.

According to Newton and Bui (2021), in controlled practice, the emphasis is placed on linguistic features which must be correctly constructed by students. PPP approach is effective when teaching grammatical structures. For most students of any level, grammar is extremely complicated because it has precise rules that must be met in order to create meaning with the new language. PPP enables to clarify the main points of a grammatical structure because it gives students time to practice. This is where students put into practice what they have learned and do a self-analysis of what they know to perfection or what they need to reinforce, which is why at this stage many mistakes are expected. The teacher corrects all mistakes before moving on to the real communicative activity.

Rahab et al. (2020) states that there are two main types of feedback which are immediate and delayed feedback. Immediate feedback allows students to remove their problems with a particular topic as quickly as possible and prevents errors from fossilizing. This feedback occurs when the teacher hears or sees a mistake made by the student and corrects it right at that precise moment. The teacher provides immediate feedback in the practice phase because in the in that stage students focus on eliminating errors related to accuracy so that students do not advance to the production phase with the same errors. On the other hand, delayed feedback is provided in the production phase but only if it is necessary as interrupting students may affect their willingness to continue developing the activity set by the teacher. In this feedback the teacher waits for the students to finish their activity to generally correct the mistakes they made.

### **Dependent variable**

#### **English language**

According to Vodopija-Krstanović and Marinac (2019), more than 1.5 billion people have English as their L1 or L2, which make it one of the most predominant languages in the world. English is spoken in more than 104 countries, making it a global language. The need to communicate with other people around the world who do not share the same mother tongue

has made more people learn this language. The motivation to learn a language is essential to master it. People may have different intrinsic motivations to learn the English language, for instance, to travel to other countries, for business, or simply because the characteristics of English language appeals to them and they want to learn it and become fluent in it.

Macias (2020) argues that English language has different characteristics. To begin with, English is full of fixed expression, collocations, idioms, and phrasal verbs. This type of vocabulary makes understanding the language difficult because these expressions have a figurative rather than a literal meaning. Secondly, English is a language of simple inflection as to change a word to another part of speech it is needed to add a morpheme that changes the form and the meaning of a word. Finally, it has different dialects, which is how people speak English according to where they are from. For instance, the most recognized dialects are British English, and American English. Dialects change the pronunciation, the vocabulary, semantics, syntax, and so on.

According to Rohr (1930), there are 5 components of language or also called domains of language development, which are: phonology, morphology, syntax, semantics, and pragmatics. To begin with, phonology is related to the sounds, it means with phonemes, which are the smallest unit of sound of a language. Secondly, morphology refers to the construction of words, it involves the rules to change the meaning of words, for instance, affixation process. Third, syntax refers to how people organize words to form sentences with meaning. Then, semantics associated with the meaning of the words, for example, synonyms, antonyms, literal and figurative meaning, etc. Finally, pragmatics refers to how people use the social aspects of language. It involves the verbal and nonverbal interaction. Pragmatics focuses on how language is used and not on its structure.

### **English language skills**

According to Parrot (1993), there are 4 language skills, 2 are receptive skills that, as their name indicates, allow people to receive information, which are listening and reading. Generally, when acquiring a foreign language, receptive skills are required in the silent period, which consists of a period of time where the person only receives the language

through listening or reading in the target language. The silent period allows to accumulate knowledge of the L2 before producing it. On the other hand, there are 2 productive skills that are speaking and writing that allow the language to be produced orally or in writing. The combination of all these 4 skills allow us to understand the language and use it fluently.

The first receptive skill is listening, it involves paying attention to the surrounded sounds and interpreting them by giving them meaning, in order to understand them. Listening has subskills and this refers to the reason why people listen. The subskills are: listening for global understanding, listening for specific information, listening for detail, and listening to infer the attitude. There are also two types of listening, the first one is extensive which consists of listening to long texts which are typically characterized by a high level of comprehension. The second one is intensive listening which is concerned with listening to analyze how language is used in the text, this type of listening is the most widely used in language teaching.

The second receptive skill is reading, it requires to comprehend written text rather than producing it. It is related to understanding any type of written text. Reading has subskills such as reading for specific information or scanning, reading for gist or skimming, reading for detail, inferring, and predicting. There are also 2 types of reading, extensive where people read mostly for pleasure different types of text that catch their attention such as poems, science fiction novels, etc. Also, there is intensive reading where a written text is used in order to study the language in a deep way. Learners analyze the structures that the text has, the type of vocabulary, the tense in which the sentences are presented, and so on.

The third skill is speaking, which is a productive skill, this means that speaking allows to produce information rather than receive it. It is to use speech to communicate what people want to convey. Speaking has subskills, which are to use the correct register that is related to the level of formality, to use grammatical structures accurately, to produce different types of oral texts, and to have oral fluency. Interactive strategies are vital parts of speaking skill. They mean to use intonation, specific language, and body language to show that a person wants to join a conversation, invite someone into it, or end it. Speaking also includes intonation, sentence stress, and connected speech.

The fourth skill is writing, which is also a productive skill because people convey meaning through symbols written in a sheet of paper which create meaning. The writing subskills are related to accuracy and communicating ideas correctly. The subskills related to accuracy are using the correct language form, writing legibly, using punctuation symbols correctly, correct spelling, forming sentences, etc. On the other hand, the subskills related to communicating ideas are style and appropriate register, features of the different text types, and using functions appropriately. Writing is all about cohesion which implies that in a text all paragraphs should be connected harmoniously in such a way that the reader does not find it complicated to understand the main idea of the text. To achieve this, it must use cohesive devices which are words that help to link the ideas of a text.

According to Brown (2019), the 4 English language skills allow students to demonstrate their knowledge so that the teacher can assess them both in producing the language and understanding it. First of all, the student can perform different types of activities in each of the skills which can be subjective or objective. Most objective activities are located in reading and listening, while speaking and writing promote subjective activities where the subject provides a free response. When the teacher performs these activities in each skill the teacher can evaluate and evidence in which ability the students have more problems and develop activities focused on improving that particular skill. The activities for each of the skills improve the student's confidence as they will be practicing until they fully understand the topic. This also encourages students to become more active in class and begin to participate through the productive skills.

### **Productive skills**

Golkova (2014) says that productive skills would not exist without receptive skills. Receptive skills and productive skills are closely related because students would not be able to start producing the language if they do not have a written or oral input. When students begin to learn a language, it takes a while for them to begin to produce it, as they must first listen or read information in the target language and then they begin to use the grammatical structures and vocabulary through the speaking and writing skill that allow students to

express meaning. When students start to use language it is crucial that the student conveys meaning through the new language that is presented in class.

Speaking and writing are productive skills therefore they focus not only in form but also in meaning ( Hubackova 2014). When students create oral or written texts there are certain grammatical rules that must be followed. In the classroom, teachers must create activities focused not only on the form of language but also on its meaning, which focus on communication, that is the main objective of learning any language. Additionally, activities that only focus on form are tedious and tend to stress students. Meanwhile, activities where students can use all their knowledge to convey a specific meaning allow students to make more effort in using the target language. For optimal learning, first, the teacher could make students to perform activities focused on form, and then move on to activities centered on meaning which allow teacher to know more about the students' learning process.

Hossain (2015) mentions that the productive skills are essential because they provide the opportunity for students to use what they have learned in real-life activities. These activities not only allow the students to practice with the new language but also allow the teacher to know how much the students have learned, what their weaknesses are, in which part of the topic they need reinforcement, etc. When the students communicate through the productive skills, the teacher has a broad view of what needs to be reinforced in the following classes, or the topic or topics that the students master perfectly. It also gives them a broad view of the criteria or speaking elements that they need support or guidance in improving.

## **Speaking skill**

According to Cambridge English Qualifications (2020) in the PET B1 speaking exam students must satisfy four main criteria in order to master the speaking skill:

### **1. Grammar and vocabulary.**

The first criterion concerns the grammatical structures and vocabulary that students use. To begin with, students should be able to master the basic or most common grammatical structures and demonstrate that they can use them in a meaningful context without any difficulties. In addition, they should attempt to use more complex grammatical structures by



showing diversity in sentence construction through the use of a variety of grammar. Similarly, they should possess a wide vocabulary that allows them to express their opinion on any topic by making use of correct and accurate vocabulary. The mixture of a variety of grammatical structures and a vast vocabulary reflect that the student is able to discuss any familiar topic.

## **2. Discourse management**

This criterion focuses on two main aspects, long stretches of language, and the use of various cohesive devices. First, the student must be capable of producing extended stretches of language through which he/she provides relevant information on the topic of discussion. It should be noted that hesitation on the part of the learner may occur, but it is characterized as minimal. Moreover, the use of cohesive devices allows the student to organize the ideas and speak in an organized manner so that the oral discourse is very fluent and easy to comprehend. The student should have a speech that is characterized by being supported by arguments, it should not be a short answer but a long response with reasons.

## **3. Pronunciation**

This criterion emphasizes that the student's pronunciation must be intelligible in order for the message to be understood. Pronunciation also entails correct intonation, for instance, it enables a sentence to be differentiated from a question. Additionally, the stress in sentences must be placed in the correct place. Not only the joined sounds are taken into account as in sentences, but also the individual sounds must be clear. Pronunciation is essential in order to be able to make use of different vocabulary to refer to a topic of discussion. Pronunciation gives intelligibility to the oral text that the student produces, allowing to be understood by another person.

## **4. Interactive communication**

Finally, the last criterion is based on the student's ability to maintain a fluent interactive communication with another person or people. The student should use sentences or questions that prompt the other person to express an opinion. Additionally, the student must give an opinion on the arguments that the other person makes, with the objective of reaching a consensus or a conclusion on the topic under discussion. In this part the

negotiation is crucial between the students who must give opinions but also give the opportunity for the other person to speak in such a way that a conversation is created in a natural way. Finally, it is essential that the learner uses interactive strategies to use the language for the reason for which it was learned, which is to communicate with other people.

According to Spratt et al. (2011) the objective of speaking is that other people understand what we want to convey, otherwise speaking without anyone understanding would be useless. To achieve this, it is necessary to use interactive strategies. There are different interactive strategies, this includes facial expressions and body language. These two are relevant factors because they allow the receiver to detect the feelings when people give some information. Secondly, clarifying is also an interactive strategy, as people use sentences that make it easier for other people to understand the message, sentences like "What I mean is..." or "What I'm trying to say is...". Finally, Turn-taking is another strategy, which implies that the person who speaks must take the role of sender and receiver.

### **1.3 Objectives**

#### **1.3.1 General objective**

To analyze how presentation, practice and production approach influences on the speaking skill of the students of fourth semester of PINE.

#### **1.3.2 Specific objectives**

To describe the stages of presentation, practice and production approach that enable students to develop their speaking skill.

To evaluate the level of speaking skill of students at the beginning and after the interventions to see how affect the PPP approach to the speaking skill.

To apply the elements of presentation, practice and production approach to improve the speaking skill.

#### **1.3.3 Description of achievements of the objectives**

First, in order to accomplish the initial objective, the researcher conducted a search for several authors who explain the elements of the PPP approach as well as exemplify the activities that are performed in each of its stages. This was done in order to be clear about

what students should be able to do in each stage of the approach. In the same way, several authors focused on the speaking skill were mentioned to define the elements or criteria that need to be handled to perfect the speaking ability.

Secondly, to meet the second objective, the researcher sought a standardized speaking test at B1 level, which is the corresponding level for fourth semester students. This speaking test was administered to the students to assess their speaking ability before the treatment, also the same test was applied after the treatment to analyze how the PPP approach influenced their speaking skill.

Finally, to achieve the third objective, 6 lesson plans were developed which used the elements of the PPP approach. The elements of the PPP approach were employed in each session with the objective of improving the students' speaking skills. Each intervention lasted 1 hour.

## CHAPTER II METHODOLOGY

### 2.1 Materials

To develop this research project, two main types of resources were considered. The first is the human resources who were the students of fourth semester of the Pedagogía de los Idiomas Nacionales y Extranjeros major at the Technical University of Ambato. Second, material resources were used such as books, scientific articles, previous investigations related to the research topic, TV, laptop, and print.

#### Types of resources

**Table 1**

*Resources*

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**Resources**

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<b>Human</b>	Researcher Teacher Students
<b>Physical</b>	Collage supplies such as: Board, markets. Worksheets
<b>Technological</b>	Internet Laptop Canva Youtube Television

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*Note.* Different resources employed by the researcher during the interventions elaborated by Flores, Y. (2022)

### 2.2 Methods

#### Research approach

The author Bryman and Bell (2007) mentions that quantitative research allows the researcher to obtain the reality of what is going to be investigated instead of abstract information. This research was quantitative because numerical information was collected and data were obtained through the pretest and post-test, which will help to determine if there is a positive or negative influence of the PPP approach on the speaking skill. The numerical data gathered was placed in tables for easy apprehension of the influence of PPP on speaking

ability. Additionally, other numerical information that is used is the rubric for level B1, which has a scale of 1 to 5.

### **Pre-experimental design**

It is a research design where only one experimental group is needed in which the influence of the independent variable on the dependent variable is analyzed. It is expected that the independent variable may bring about some changes in the dependent variable (Rogers & Revesz, 2019). It was pre-experimental because the independent variable is PPP approach and the dependent variable is speaking skill, this means that the PPP approach must influence or create a change in speaking skill. The PPP approach should lead to an improvement in each of the items on the Cambridge rubric so that students' overall speaking ability improves considerably. Additionally, this research was carried out with only an experimental group, which means that there was not a control group.

### **Research modality**

#### **Field research**

The author Muller (2021) states that field research involves investigating a particular group through first-hand observations in its natural environment. This research project was categorized as field research, due to the fact that the data were collected directly from the source where the events occur, without manipulating or altering any variable. The author collected different numerical data on the basis that the PPP approach has a relationship with the development of students' speaking skill. The research was carried out in a face-to-face modality because the interventions were applied during the presential classes as well as the pre-test and post-test.

#### **Bibliographic and documentary**

The author Pereira (2020) mentions that bibliographic and documentary research involves using information from previously conducted research to support a new research on a related topic. This investigation was based on the bibliographic-documentary because the information has been taken from technological sources. For instance, it has been used primary resources such as digital books, and secondary resources such as papers. Previous findings on the topic of the current study were used to support how PPP influences the speaking

ability. All of them belong to a wide variety of authors who had the objective of further investigating factors related to the problem to be studied.

## **Level or type of research**

### **Exploratory research**

Exploratory research is carried out with a problem which has not been investigated in depth and is investigated in order to understand it better (Kothari 1990). The present research was exploratory because it described the features related to PPP approach including its stages that this approach involves. In addition, the data obtained helped to establish the relationship between the two variables to be studied, PPP approach and speaking skill. In addition, the problem that the present research addresses has not been fully investigated before in a way that would allow a better understanding of it.

### **Instruments**

In order to collect the information, it was necessary to apply a pre-test and a post-test, through which accurate and reliable information could be collected to be analyzed. These tests were applied before and after the treatment with the objective of knowing how the speaking skill of the students was before and after the interventions. The instrument was a Preliminary English Test speaking test level B1 (PET) from Cambridge. It was carefully selected according to the level of English that students should have in the fourth semester of higher education. This test is made up of 4 parts which were applied to the participants in pairs.

Part 1 involves personal questions (4 questions for each student). Part 2 contains an image for each student which they each have to describe for about a minute. Part 3 presents a situation with a visual input through which students must develop a conversation for about 2 minutes, the students must come to an agreement. Finally, part 4 contains a series of questions related to the image or situation of part 3 (4 questions in total). Additionally, the exam has a total of 20 points, with an estimated time of maximum 12 minutes per pair of students. Each of these parts assesses different criteria established in the Cambridge rubric, namely: grammar and vocabulary, discourse management, pronunciation, and interactive communication.

It is worth mentioning that all parts of this PET speaking test were considered for the application. The pretest was made up of 4 parts in total: part 1 (questions of a personal nature), part 2 (describing an image), part 3 (conversation between students with a visual input), part 4 (questions related to the visual input from part 3). All these parts were applied because they helped to identify relevant speaking elements. In addition, the PET speaking test has its own rubric that measures four main elements of speaking: grammar and vocabulary, pronunciation, discourse management, and interactive communication. This rubric grades through bands that go from 1 to 5, with 1 being the lowest and 5 being the highest.

The grades were presented in different ways. The first one was presented over 20 points because each criterion of the rubric was worth 5 points. The second way was analyzing the results of each criterion of the rubric to have an average, which were out of 5, with the aim of identifying in which speaking element the students presented more weaknesses with the objective of making lesson plans focused on the elements of speaking that students had the most problems with. The same rubric was used for both, pre-test and post-test to measure the progress of the students after the interventions.

### **Data collection procedure**

First of all, the researcher introduced herself and likewise presented the research topic by explaining in detail the process in which the students were involved during the interventions and the pre- and post-test. Then the pretest was taken to students two by two because in part 3 of the pretest the students must interact between them. Each pair of students should last approximately 12 minutes. The application time of the instrument was three days a week. Moreover, for the application of the treatment six lessons were developed to integrate the PPP approach in order to improve the speaking skill of the students by providing them with opportunities to use the target language.

The treatment started with teaching lessons focused on the speaking elements presented in the rubric, emphasizing in those ones in which students presented problems in the pretest, which are discourse management and interactive communication. Each lesson was designed based on the PPP approach format. First with the presentation stage the teacher presented the topic through a visual input such as a power point presentation. After that, in

the second stage called practice teacher allowed students to have a controlled practice with the target language. Finally, the production stage, where students could practice with the target language in a free way through using the L2 in a communicative and interactive way. Some of the activities used in this stage were discussions, interviews, jigsaw activity, board game, and a role play.

Furthermore, in the presentation stage, the researcher used questions and images about the topic to help students to predict what they would learn. It also permitted to create an oral practice before introducing the topic. In the same way, the students received as a homework to create oral presentations with the aim that they practice fluency as well as the speaking elements in which they had more problems. At the end of the interventions, the same pretest of PET level B1 of Cambridge was considered as a post-test in order to measure the improvement with the same questions previously taken to students. This was done with the aim of analyzing the effect of the PPP approach on the speaking skill of the students.

The first lesson lasted 1 hour. The objectives were the following: to talk about language and dialects considering speaking elements like interactive communication, and grammar and vocabulary. In the presentation stage students answered some questions related to the topic of the lesson to allow them to predict the topic. Then the teacher taught the topic Language and Dialect through a power point presentation. Secondly, in the practice stage the teacher showed a video of different dialects for the students to develop a controlled practice. Finally, in the production stage, the students developed an interview. As homework, the students had to make an oral presentation on the most important points of the class, which they presented the next class.

The second intervention lasted 1 hour. The objectives achieved were: to talk about regional dialects considering speaking elements like discourse management and interactive communication. In the presentation stage, the teacher showed a video to students for they could listen to different accents of English and guess which country each one belongs to. Then, the teacher explained the topic Regional Dialects with a power point presentation and short videos. In the practice stage, the students carried out a flow-diagram conversation, in which they had to use different functions such as greeting their partner, asking questions about the topic, and saying goodbye. In the production stage, students did a role play in pairs.



To consolidate the knowledge, the students carried out a role play as homework, with a different pair, they had to create a new context for the role play which was about the topic discussed in class.

The third application had a duration of 1 hour. The objectives were: to talk about Social Dialects considering speaking elements like discourse management and pronunciation. In the presentation stage students played tick tack toe regarding the topic of the class to allow them to predict what they learned. After that, the teacher explained the topic through a power point presentation. In the practice stage students worked on a worksheet with a find someone who activity that contained 5 questions. Finally, in the production stage students were divided into 3 groups to develop a discussion. To conclude, the students had to create a summary about the most important parts of the class, which they had to give orally the next class.

The fourth application lasted 1 hour. The objectives established were: to talk about Styles, Registers, and Beliefs considering speaking elements like discourse management and interactive communication. In the presentation stage, students carried out an activity called Yes, No, Stand up, with the aim of knowing their knowledge about the topic. Afterwards, the teacher presented the topic of Styles, Registers, and Beliefs through a power point presentation. In the practice stage, students did a rewriting activity. In the production stage students developed an opinion gap activity in pairs. The students' homework was to interview one of their parents and ask them situations in which they would use formal and informal language. Students reported their results the following class.

The fifth lesson plan had a duration of 1 hour. The objectives that students achieved were: to talk about Lingua Francas considering speaking elements like discourse management and grammar and vocabulary. In the presentation stage students developed an activity called write the most words in which two groups were made, students should have written as many words as they can, related to the images presented for each group. Next, the teacher taught the topic about Lingua Francas through a power point presentation. In the practice stage, students carried out an activity called disappearing dialogue. In the production stage, students played a board game in groups of 5 with questions related to the topic learned.

To consolidate the knowledge of the students, the homework was to think on 5 questions about the topic which they asked their classmates in the following class in a mingle activity.

The sixth lesson had a duration of 1 hour. The established objectives were: to talk about Pidgin and Creoles considering speaking elements like pronunciation and interactive communication. In the presentation stage students developed an activity called Hot seat. In the practice stage students in pairs carried out an information gap called “Describe and Draw”. In the production stage students developed a Jigsaw activity. The teacher divided the class into 4 groups and gave each group a subtopic so they could become experts on it. Finally, the teacher formed new groups of 4 people, with one student from each previous group. As homework, the students made a complete oral summary joining all the information that their classmates presented in the jigsaw activity.

In the end, the data were coded using the software SPSS (Statistical Package for Social Sciences) with the purpose of obtaining a specific statistical analysis of the data obtained in the pre-test and post-test of the experimental group. The results were shown through tables. Besides, it was vital to indicate whether there is a positive or negative influence of the PPP approach on the speaking skill.

### **Population and sample**

Human resources were vital to develop this research successfully. It was developed at the Technical University of Ambato. The participants were the students of fourth semester of the Pedagogia de los Idiomas Nacionales y Extranjeros training program. The average age of the participants was between 19 and 22 years old.

**Table 2**

*Population*

<b>Population</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Male</b>	7	24,1%
<b>Female</b>	22	75,9%
<b>Total</b>	29	100%

*Note.* Information taken from students 04th semester of PINE major at Technical University of Ambato elaborated by Flores, Y. (2022)

## **Hypothesis**

### **Null hypothesis**

The use of PPP Approach does not affect positively in the speaking skill of students of the Technical University of Ambato.

### **Alternative hypothesis**

The use of PPP Approach affects positively in the speaking skill of students of the Technical University of Ambato.

### **2.3.1 Variable identification**

PPP Approach (Independent Variable)

Speaking skill (Dependent Variable)

## **CHAPTER III**

### **RESULTS AND DISCUSSION**

#### **3.1 Analysis and interpretation of the results**

The purpose of this chapter is to report all the data collected during the process of applying the treatment to the fourth semester students of the "Pedagogía de los Idiomas Nacionales y Extranjeros" training program at the Technical University of Ambato. This chapter is organized in three principal aspects.

To begin with, the results of the pre-test which was applied to 29 fourth semester students are provided. The pre-test was taken from the speaking part of the PET Cambridge test at B1 level. This pre-test consists of 4 parts. The first part of the exam focused on a number of everyday questions. In the second part of the test the students had to describe a picture for one minute. Then, in part 3, the pair of students were given a picture where they had to engage in a conversation with each other based on the visual input they were presented with. Finally, in part 4 the students had to answer different questions related to the topic of conversation in part 3. This pre-test was scored with a Cambridge rubric which has 4 criteria, each of which is valued at 5 points for a total of 20 points.

Secondly, the investigator presents the post-test data which were collected through the application of the same pre-test and post-test. The purpose of this chapter is to clearly and precisely explain the difference between the results of the pre-test and the post-test for the reader to easily understand how the PPP approach influenced the speaking skill of each student. For a better comprehension of this chapter, it is worth noting that the results of each criterion of the rubric were averaged out of 5, and the average of the sum of all criteria out of 20 points is also indicated.

Finally, the process through which the hypothesis was verified is detailed, this verification and all the statistical processes developed in the current research were useful to analyze how the PPP approach impacted in the speaking skill of the students.

##### **3.1.1 Pre-test results**

###### **Table 3**

*Pre-test results*

<b>Pretest</b>	
<b>Speaking criteria</b>	<b>Average</b>
Grammar and Vocabulary	2.5
Discourse Management	2.2
Pronunciation	2.9
Interactive Communication	2.3
<b>General</b>	<b>9.9</b>

*Note.* Information taken from students o4th semester of PINE major at Technical University of Ambato elaborated by Flores, Y. (2022)

**Analysis and interpretation.**

Table 3 shows the scores of the population in the pre-test. The table is divided into 4 parts according to the 4 criteria that the B1 level rubric has. The criteria of the Cambridge PET B1 level rubric are grammar and vocabulary, discourse management, pronunciation and interactive communication. Each of these criteria is scored on a scale of 0 to 5, with 5 being the highest score. This rubric provides a score out of 20 points. The table 3 shows that the population of 29 students had a score of 9.9 out of 20 which evidences a lack in the development of the elements of speaking that the students need to master in order to have a speaking of level B1.

Furthermore, table 3 shows students' performance on the different speaking criteria. It can be observed that the lowest scores of the students are located in the criteria of discourse management and interactive communication. In the second criterion of the rubric which is discourse management the students obtained an average of 2.2 out of 5 which is not even the half of the total grade. While in the last criterion of the rubric that refers to interactive communication the students achieved an average of 2.3 out of 5. Additionally, in the criterion of grammar and vocabulary the students got an average of 2.5 out of 5. Finally, in the pronunciation criterion the population obtained an average of 2.9 out of 5 points.

Pretest results reveal that students have difficulties with discourse management. Students are not able to produce long stretches of language, most of them produce short sentences that are sometimes incomplete and lack coherence. In addition, they hesitated a lot because they do not have enough knowledge to express their ideas through the target language. Similarly, learners present problems with interactive communication as they do not know how to maintain interaction in a conversation and are unable to negotiate in order to reach an agreement. On the other hand, the learners' performance in pronunciation and grammar and vocabulary is above half of the score, which leads to the conclusion that the learners are slightly more proficient in these criteria.

### 3.1.2 Post-test results

**Table 4**

*Post-test results*

<b>Post-test</b>	
<b>Speaking criteria</b>	<b>Average</b>
Grammar and Vocabulary	3.3
Discourse Management	3.4
Pronunciation	3.6
Interactive Communication	3.7
<b>General</b>	<b>14.0</b>

*Note.* Information taken from students 04th semester of PINE major at Technical University of Ambato elaborated by Flores, Y. (2022)

### **Analysis and interpretation.**

The table 4 presents the scores obtained by the students after the interventions developed following the PPP approach in order to improve the different elements of speaking skill. The post-test was taken from the same number of students, in this case 29. The table number 4 shows how PPP affected the speaking skill, it can be appreciated the difference

when comparing with the table 4 in which the students obtained low scores in each of the criteria. After applying the PPP approach in the classroom interventions, the students obtained an average of 14.0 out of 20 points.

The table 4 illustrates a significant difference in the development of each element of the speaking skill. To begin with, discourse management, the criterion on which students performed poorly on the pre-test, on the post-test students reached an average of 3.4 out of 5. The second criterion in which the students had a lot of difficulty as well was interactive communication, however after the intervention there was also a big difference in the average achieved in the post-test with a score of 3.7 out of 5. Then, in the grammar and vocabulary criterion the students also showed an improvement achieving an average of 3.3 out of 5. Finally, the students developed their pronunciation reaching an average of 3.6 out of 5.

From the table 4 it can be clearly seen that the students presented a great improvement in all the speaking elements present in the rubric, especially in those in which they obtained very low scores, which were discourse management and interactive communication. This improvement, especially in the elements in which the students were weaker, is due to the fact that in the interventions the activities were focused on improving the aspects in which the students presented more problems, without neglecting the other elements with the objective that the students showed an overall improvement in all the elements. In this way, it can be seen that the elements of grammar and vocabulary and pronunciation also improved. It can be concluded that the criterion that was most improved by the students was interactive communication.

### **3.1.3 Pre-test results and post-test results**

#### **Table 5**

*Pre-test results and post-test results*

<b>Pres-test and post-test results</b>		
<b>Speaking criteria</b>	<b>Initial average</b>	<b>Final average</b>
Grammar and vocabulary	2,5	3,3
Discourse management	2.2	3,4
Pronunciation	2,9	3,6
Interactive communication	2,3	3,7

*Note.* Information taken from students o4th semester of PINE major at Technical University of Ambato elaborated by Flores, Y. (2022)

**Analysis and interpretation.**

The table 5 allows to compare the performance of the students before and after of applying the treatment. It is noteworthy that the population was the same, 29 students. The positive change that the students underwent is noticeable, as in the first column of the table 5 the students obtained very low scores in the pre-test, so much that in most of the criteria the students did not even reach half of each score. On the other hand, in the second column it can clearly distinguish the improvement that PPP approach made to the speaking skill of each student because unlike the pre-test, in the post-test the average of each criterion exceeds half of the score.

Subsequently, the table 5 proofs that the treatments using the PPP approach did affect speaking skill positively because remarkable changes are evident. First, discourse management, the criterion that the students did not manage at all before the treatment, had a great improvement because it went from an average of 2.2 in the pre-test to 3.4 out of 5 in the post-test. In the same way, the students achieved an average of 3.6 out of 5 in pronunciation, surpassing the previous low average of 2.9 that they obtained before the interventions. The interactive skills of the students showed a great improvement as well, going from 2.3 to 3.7, being the criterion that the students dominate the best now. Finally, the students improved the forms of the language too because PPP allows for practices focused



on the form of the language. In the grammar and vocabulary criteria, students increased from 2.5 to 3.3.

Through the table 5 which shows the improvement of the students in the post-test compared to the pre-test, it can be confirmed that the PPP approach influenced the students' speaking skill positively which enabled them to better meet the standards presented by the PET Cambridge Speaking Test at B1 level. The change shown by the students is quite evident because in the pre-test the students did not even reach half of the score for some criteria, which would be 2.5, however in the post-test they managed to exceed half of the score with intentions of reaching 4 points in each criterion. The students' speaking skill was improved because they now use more appropriate vocabulary, form sentences with more complex and correct grammatical structures, and especially maintain interaction in conversations as well as longer discourse management characterized by longer sentences and less hesitation.

### 3.2 Difference and average of the pre-test and post-test

**Table 6**

*Difference and average of the pre-test and post-test*

<b>Results</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Difference</b>
<b>Average</b>	9.9	14.0	4.1

*Note.* Information taken from students o4th semester of PINE major at Technical University of Ambato elaborated by Flores, Y. (2022)

#### **Analysis and interpretation.**

Table 6 shows that the PET speaking test score on the post-test increased substantially proving that the PPP helped to enhance it. First, it can be observed that the average of all students in the pre-test was 9.9 out of 20 points, relatively a very low score as the students did not even reach half of the score. However, after applying the treatment, the improvement can be discerned because the students obtained an average of 14.0 out of 20 points. Therefore,

it can be established that the difference between the two grades is 4.1, which denotes a significant change.

Table 6 shows that the students are now very confident in their speaking skill because of the practice and new knowledge they gained through using the PPP in the classroom. Their speaking skill is improved and so are the components involved in the same rubric. This allows the students to use their speaking skill in a communicative and interactive way from now on thanks to the systematic stages of the PPP that were followed in the series of interventions.

### 3.3 Hypothesis verification

As the present research is pre-experimental, SPSS software was required to determine the hypotheses that reflect the results previously shown. First, a normality test was conducted in SPSS software, and according to the result of this test it was decided whether to apply a T-test or a Wilcoxon statistic. In this research, it is established that the use of PPP Approach affects positively in the speaking skill of students of fourth semester of "Pedagogia de los Idiomas Nacionales y Extranjeros" major.

#### 3.3.1 Test of Normality

**Table 7**

*Test of Normality*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<b>Pretest</b>	,136	29	,182	,930	29	,055
<b>Posttest</b>	,117	29	,200*	,955	29	,250

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

*Note.* Shapiro Wilk normality test (2022)

#### **Analysis and interpretation.**

Table 7 shows the normality test of the pre-test and post-test. Due to the fact that the present investigation worked with a sample of 29 students, the use of Shapiro Wilk was adopted. Table 7 indicates that the significance in the pre-test is 0,055 while in the post-test

the significance is 0,250. Therefore, it can be inferred that the data do not present normality because there is evidence of dispersion in the data, consequently a non-parametric test is applied which is denominated Wilcoxon statistic.

### 3.3.2 Descriptive Statistics

**Table 8**

*Descriptive statistics*

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Pretest</b>	29	4,0	16,0	9,92	3,9128
<b>Posttest</b>	29	6,0	19,0	14,03	3,4172
<b>Valid N (listwise)</b>	29				

*Note.* Values of descriptive statistics test (2022)

#### **Analysis and interpretation.**

Table 8 shows the descriptive statistics of the pre-test and post-test. Firstly, table 8 illustrates that the population in both tests was the same, 29 students. Besides, the table reveals the minimum of the pre-test which was 4.0 points out of 20. On the other hand, the progress of the students can be appreciated because in the post-test the lowest score was 6.0 points out of 20. In addition, the maximum score in the pre-test was 16 out of 20 points, while in the post-test a great progress can be noticed, due to the fact that the highest score was 19. Table 8 also states that the pre-test average was of 9,92, which is a very weak average as they did not even reach half of the score. However, in the post-test the average of all students was 14,03 out of 20, which leads to deduce that there was a huge change in all the elements of speaking, which permitted the students to raise each one of their respective previous scores.

### 3.3.3 Wilcoxon Rank Test

**Table 9**

*Ranks of the pre-test and post-test*

		<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>
<b>Posttest</b>	Negative Ranks	0 <sup>a</sup>	,00	,00
<b>Pretest</b>	Positive Ranks	29 <sup>b</sup>	15,00	435,00
	Ties	0 <sup>c</sup>		
	Total	29		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

*Note.* Values of Wilcoxon Ranks (2022)

**Analysis and interpretation.**

Table 9 entitled Wilcoxon ranks was generated for the different speaking criteria or elements that were tested during the pre-test and post-test. The Wilcoxon ranks analyze 3 ranks, which are negative ranks, positive ranks, and ties. To begin with, in the negative ranks the value is 0, which reflects that no student's scores dropped after applying the treatment. To begin with, the positive ranks reveal that all 29 students obtained better grades than the ones they got in the pre-test. Afterwards, the table demonstrates that there were no ties. Finally, the sum of the negative ranks produces a result of 0.00, and the sum of the positive ranks gives the result of 435.00. It can be concluded that the interventions gave a positive result.

**3.3.4 Test statistics<sup>a</sup>**

**Table 10**

*Test statistics<sup>a</sup>*

<b>Posttest – Pretest</b>	
<b>Z</b>	-4,739 <sup>b</sup>
<b>Asymp. Sig. (2-tailed)</b>	,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

*Note.* Statistics and asymptotic values (2022)

### Analysis and interpretation.

Table 10 sets out 2 different Wilcoxon statistical analyses which are Z-value and asymptotic value. Firstly, P-value is (-4,739) and asymptotic value is (0.000) which is less than ( $<0.05$ ), through these data it is concluded that the null hypothesis is rejected and the alternative hypothesis is accepted because it represents the different values obtained in the present investigation. Therefore, the following hypothesis is accepted, PPP Approach affects positively in the speaking skill of students of fourth semester of "Pedagogia de los Idiomas Nacionales y Extranjeros" major.

### 3.3.5 Hypothesis test summary

**Table 11**

#### *Hypothesis Test Summary*

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences Between Pretest and Posttest equals 0.	Related-Samples Wilcoxon Signed Rank Test	,000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,050.

*Note.* Hypothesis Test summary (2022)

### Analysis and interpretation.

Table 11 presents the hypothesis test that decides which hypothesis is accepted according to the data presented above. Therefore, if p-value is  $< 0,05$ , the alternative hypothesis is accepted which refers to PPP Approach does have a positive impact in the speaking skill.

### 3.4 Discussion

The main purpose of the present research was to demonstrate the positive influence that the PPP approach has on the development of the speaking skill in contrast to other approaches that teachers use to teaching. The findings showed that PPP contributed to the enhancement of the speaking skill criteria set out in the Cambridge B1 rubric. The results found by Elpin et al (2018) indicate that students feel more motivated and interested in the

lessons and even those students who are more shy, timid and afraid to speak in class started to speak through the target language which demonstrates the effectiveness of the PPP approach in teaching an L2. Similarly, Agustina's (2018) research states that students' responses improve considerably as they respond through giving their opinion and justifying.

The positive impact of the PPP approach on students' speaking ability can be evidenced in the pre-test and post-test scores presented previously. Budiyanto (2019) who used an experimental model in his research, he used two groups one that was taught with PPP and one that was not. In the results of his research students share their ideas through the target language with more self-assurance and confidence. In addition, he found that the learners' entire speaking skill was improved as each of its sub-elements were enhanced, such as: grammar, vocabulary, pronunciation, and fluency. Also, students deliver their ideas more. This leads to the conclusion that PPP is more effective than other approaches. Along the same lines, Sahabuddin (2019) who worked with an experimental design, in which he employed two groups as well. He states that in the pre-test results both groups scored very poorly, however only the experimental group after receiving the treatment using the PPP approach managed to improve their scores significantly. The control group was taught with the Discovery Learning Model which did not perform better than the PPP approach in the post-test which leads to the deduction of the large positive difference that the PPP provided. This author also highlights the importance of practice before learners use the new language.

This encourages educators to adopt student-centered teaching approaches, in order for students to feel ownership of their own learning which makes them to be more motivated to learn. Mubarak (2022) states that through PPP students can use the new vocabulary and grammatical structures they learn in class confidently. Besides they are not afraid to speak in front of the class in oral activities. This makes it easier for students to use English and eliminates the negative thinking that English is torture which prevents them from using it in class. Lakuana (2020) indicates in her study that doing interactive activities enables students to use the target language in an authentic way which lets them see that it is useful for real-life situations. In addition, interactive activities not only improve grammar and pronunciation but also the interactive strategies that students must use to have a fluent conversation.

## **CHAPTER IV**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **4.1. Conclusions**

- The theoretical framework describes the different stages of the PPP approach. First of all, the teacher introduces the topic quickly in order to keep the TTT brief so that the students do not get overwhelmed and to take advantage of the time for them to practice in a controlled and free manner. The practice phase aims not only to offer controlled practice for students to eliminate accuracy errors, but also to provide immediate feedback. Finally, the production phase focuses on fluency where the emphasis is on free activities that enable the student to use the language to communicate meaning.
- The level of the 29 fourth semester students of the PINE training program was evaluated before applying the treatment through a PET speaking test at B1 level in which they obtained an average of 9.9 demonstrating a low level of proficiency in the elements presented by the Cambridge rubric. However, through the use of free and controlled activities which are the ones that the PPP approach involves, a change in each of the criteria of the rubric was evident, such as grammar and vocabulary, discourse management, pronunciation and even the students improved in their interactive strategies which allow them to maintain a more fluent conversation. As a result, the students scored 14.0 points on the post-test which demonstrates a difference and progress in each of the elements of the speaking skill.
- In each of the interventions, the 3 elements of the PPP approach were applied to help improve the elements of the speaking skill, emphasizing those that the students developed more poorly, which were discourse management and interactive communication. After the teacher presented the topic, controlled and free activities were the protagonists in the interventions which systematically allowed students to improve the speaking skill criteria established by Cambridge. The controlled and then free activities were applied with the objective that first the student has the opportunity to understand and practice with the new language through which later in the production stage, they shared meaning by interacting and sharing opinions or ideas with their classmates.

## **4.2. Recommendations**

- It is of relevance that teachers use controlled and fluency activities for students to put their knowledge into practice in a systematized way. First, students should practice what they have learned with the teacher's help and with limited structures and vocabulary, this type of activities will prepare them for more complex activities and with less teacher support in which they will use what they have learned but in a communicative and freeway. It should be noted that the stages of the PPP can be applied to instruct students of different levels because it prepares them for an activity where the purpose is fluency.
- In the case of university students, it is imperative that teachers develop interactive activities where students can use the target language in a communicative and authentic way. If students perform more fluency activities at the end of the lesson to demonstrate what they have learned, they will improve their speaking skill even more meaningfully because they carry out these types of activities on a more continuous basis.
- Teaching interactive strategies will help students to have a fluid conversation where their ideas and opinions are based on what the other person said. In this way, students' conversations will be longer and more meaningful for each opinion they express. In the same way, the teaching of connectors that allow students to order their discourse will create oral texts that are easy to understand.



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## ANNEXES

### Annex 1: Research approval



**UNIVERSIDAD TÉCNICA DE AMBATO**  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
UNIDAD DE INTEGRACIÓN CURRICULAR  
Av. Los Chacuales y Río Guayllabamba (Campus Huachi) | Teléfono (03) 2 990-261/Casilla 334  
Ambato-Ecuador

Ambato 30 de septiembre 2022  
FCHE-UIC-784-2022 Acuer.

Doctor Mg.  
Victor Hernández Del Salto  
PRESIDENTE  
CONSEJO DIRECTIVO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
Presente

De mi consideración:

Unidad de Integración Curricular de la Carrera Pedagogía de los Idiomas Nacionales y Extranjeros modalidad presencial de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 30 de septiembre, visto oficio sin número de 26 de agosto 2022 suscrito por **FLORES PAREDES YAJAIRA MELISSA** estudiante, Acuerda:

SUGERIR A CONSEJO DIRECTIVO

APRUEBE LA MODALIDAD DE TITULACIÓN **TRABAJO DE INTEGRACIÓN CURRICULAR (PROYECTO DE INVESTIGACIÓN)** LA SEÑORITA **FLORES PAREDES YAJAIRA MELISSA**, ESTUDIANTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON EL TEMA PRELIMINAR **“PRESENTATION, PRACTICE AND PRODUCTION APPROACH AND SPEAKING SKILL”** Y SE DESIGNE COMO TUTOR SUGERIDO A LA MG. **RUTH INFANTE**, DEL PERÍODO ACADÉMICO **OCTUBRE 2022– MARZO 2023**.

Atentamente,



DR. MG. MARCELO NÚÑEZ ESPINOZA  
Presidente



anexo: lo indicado (1 hoja)

## Annex 2: Approval

**ANEXO 3**  
**FORMATO DE LA CARTA DE COMPROMISO**  
**CARTA DE COMPROMISO**

Ambato, 14 de octubre de 2022

Doctor,  
Marcelo Núñez  
Presidente  
Unidad de Integración Curricular  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de Ciencias Humanas y de la Educación

Yo Mg. Sarah Jacqueline Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Presentation. Practice and Production Approach and speaking skill" propuesto por la estudiante Yajaira Melissa Flores Paredes, portadora de la Cédula de Ciudadanía 1805452354, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto. Particular que comunico a usted para los fines pertinentes.

Atentamente



.....  
Lic. Mg. Sarah Jacqueline Iza Pazmiño  
Coordinadora de la carrera  
0501741060  
032818175  
0984060528  
sj.iza@uta.edu.ec

### Annex 3: Pre-test and post-test

<b>B1 Preliminary for Schools Speaking Test</b>															
<b>Part 1 (2–3 minutes)</b>															
<p><b>Phase 1</b> <b>Interlocutor</b></p> <p><i>To both candidates</i>      Good morning/afternoon/evening. Can I have your mark sheets, please?</p> <p style="text-align: center;"><i>Hand over the mark sheets to the Assessor:</i></p> <p style="text-align: center;">I'm ..... and this is .....</p> <p><i>To Candidate A</i>      What's your name? How old are you? Thank you.</p> <p><i>To Candidate B</i>      And what's your name? How old are you? Thank you.</p>															
<table style="width: 100%;"><tr><td style="width: 50%;"></td><td style="text-align: center;"><b>Back-up prompts</b></td></tr><tr><td><b>B</b>, where do you live?</td><td>Do you live in <i>name of town, city or region</i>?</td></tr><tr><td>Who do you live with?</td><td>Do you live with your family?</td></tr><tr><td>Thank you.</td><td></td></tr><tr><td>And <b>A</b>, where do you live?</td><td>Do you live in <i>name of town, city or region</i>?</td></tr><tr><td>Who do you live with?</td><td>Do you live with your family?</td></tr><tr><td>Thank you.</td><td></td></tr></table>			<b>Back-up prompts</b>	<b>B</b> , where do you live?	Do you live in <i>name of town, city or region</i> ?	Who do you live with?	Do you live with your family?	Thank you.		And <b>A</b> , where do you live?	Do you live in <i>name of town, city or region</i> ?	Who do you live with?	Do you live with your family?	Thank you.	
	<b>Back-up prompts</b>														
<b>B</b> , where do you live?	Do you live in <i>name of town, city or region</i> ?														
Who do you live with?	Do you live with your family?														
Thank you.															
And <b>A</b> , where do you live?	Do you live in <i>name of town, city or region</i> ?														
Who do you live with?	Do you live with your family?														
Thank you.															
<p><b>Phase 2</b> <b>Interlocutor</b></p> <p><i>Select one or more questions from the list to ask each candidate. Ask Candidate A first.</i></p> <table style="width: 100%;"><tr><td style="width: 50%;"></td><td style="text-align: center;"><b>Back-up prompts</b></td></tr><tr><td>Tell us about a teacher you like.</td><td>Which teacher do you like? (Why?)</td></tr><tr><td>How often do you use a mobile phone?</td><td>Do you often use a mobile phone?</td></tr><tr><td>How do you get to school every day?</td><td>Do you walk to school every day?</td></tr><tr><td>Which do you like best, the morning or the afternoon? (Why?)</td><td>Which is better, morning or afternoon? (Why?)</td></tr><tr><td>Thank you.</td><td></td></tr></table>			<b>Back-up prompts</b>	Tell us about a teacher you like.	Which teacher do you like? (Why?)	How often do you use a mobile phone?	Do you often use a mobile phone?	How do you get to school every day?	Do you walk to school every day?	Which do you like best, the morning or the afternoon? (Why?)	Which is better, morning or afternoon? (Why?)	Thank you.			
	<b>Back-up prompts</b>														
Tell us about a teacher you like.	Which teacher do you like? (Why?)														
How often do you use a mobile phone?	Do you often use a mobile phone?														
How do you get to school every day?	Do you walk to school every day?														
Which do you like best, the morning or the afternoon? (Why?)	Which is better, morning or afternoon? (Why?)														
Thank you.															

**Source:** <https://www.cambridgeenglish.org/Images/168143-cambridge-english-preliminary-for-schools-teachers-handbook.pdf>

Speaking Test 1

Part 2 (2–3 minutes)

1A Learning a new skill

**Interlocutor** Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

**A**, here is your photograph. It shows **someone learning how to do something**.

Place **Part 2** booklet, open at **Task 1A**, in front of candidate.

**B**, you just listen.

**A**, please tell us what you can see in the photograph.

**Candidate A**

⌚ approx. 1 minute

**Back-up prompts**

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

**Interlocutor** Thank you. (Can I have the booklet please?) Retrieve **Part 2** booklet.

1B At home after school

**Interlocutor** **B**, here is your photograph. It shows **someone at home after school**.

Place **Part 2** booklet, open at **Task 1B**, in front of candidate.

**A**, you just listen.

**B**, please tell us what you can see in the photograph.

**Candidate B**

⌚ approx. 1 minute

**Back-up prompts**

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

**Interlocutor** Thank you. (Can I have the booklet please?) Retrieve **Part 2** booklet.

Source: <https://www.cambridgeenglish.org/Images/168143-cambridge-english-preliminary-for-schools-teachers-handbook.pdf>



1A



1B



Source: <https://www.cambridgeenglish.org/Images/168143-cambridge-english-preliminary-for-schools-teachers-handbook.pdf>

**Speaking Test 1 (School visit to a capital city)**

**Parts 3 and 4 (6 minutes)**

**Part 3**

**Interlocutor** Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

*Place Part 3 booklet, open at Task 1, in front of the candidates.*

**Some students from a small village school are going on a trip to their capital city.**

**Here are some activities they could do there.**

**Talk together about the different activities they could do in their capital city, and say which would be most interesting.**

All right? Now, talk together.

**Candidates**

 *approx. 2-3 minutes*

**Interlocutor** Thank you. (Can I have the booklet please?) *Retrieve Part 3 booklet.*

**Part 4**

**Interlocutor** *Use the following questions, as appropriate:*

- **Would you like to have more school trips? (Where would you like to go?)**
- **What do you need to take when you go on a trip?**
- **Do you prefer to go on trips with your friends or your family? (Why?)**
- **What do you think is the best time of year to visit a city? (Why?)**
- **Which do you think is more interesting: visiting the countryside or visiting a city? (Why?)**

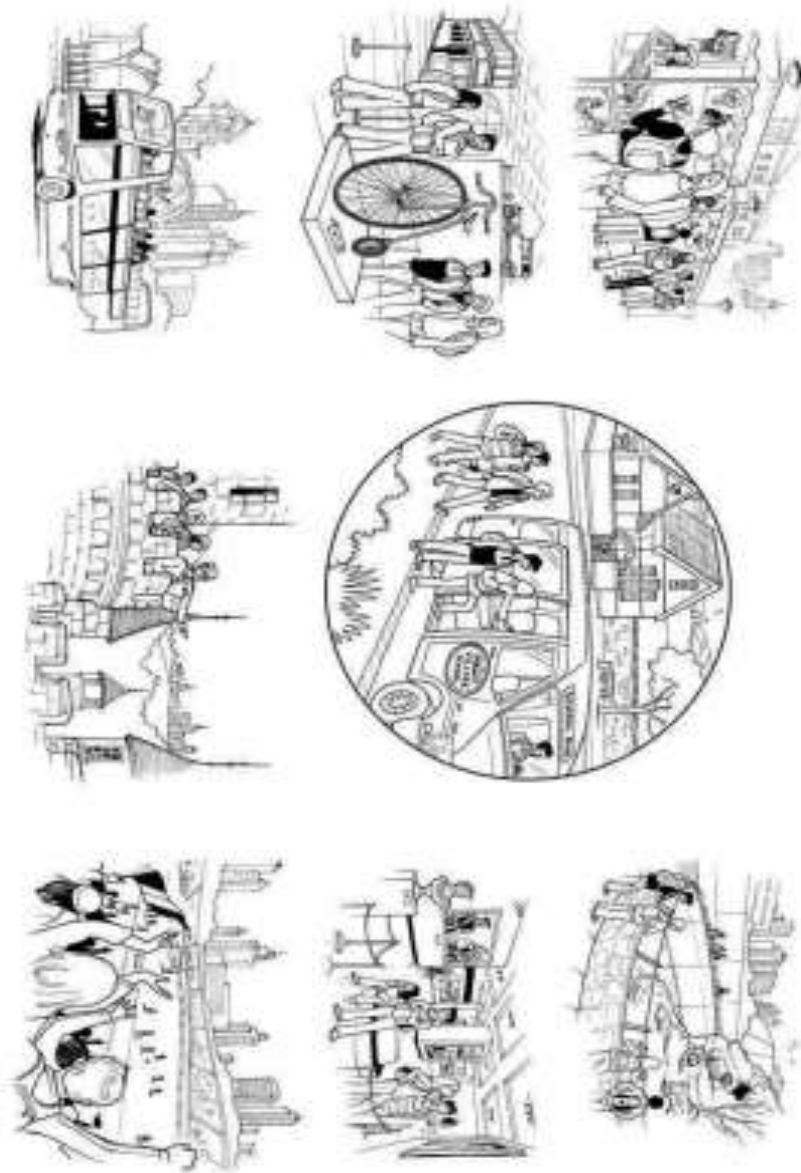
*Select any of the following prompts, as appropriate:*

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

**Source:** <https://www.cambridgeenglish.org/Images/168143-cambridge-english-preliminary-for-schools-teachers-handbook.pdf>

## A school visit to a capital city



Source: <https://www.cambridgeenglish.org/Images/168143-cambridge-english-preliminary-for-schools-teachers-handbook.pdf>

## Annex 4: Rubric for the pre-test and post-test

B1 Preliminary for Schools Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 63.

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			

Source: <https://www.cambridgeenglish.org/Images/168143-cambridge-english-preliminary-for-schools-teachers-handbook.pdf>

## Annex 5: Lesson plan

**Resource 8**  
**LESSON A**

**Class:** Beginners

**Time:** 1hr

**Timetable 'fit':**

(c.50 hours). Eight men, seven women, all Chinese (not all from Taiwan). They are all professional people and they get on well together as a class. Most of them had actually studied some English at school or university, but were classed as 'beginners' when they came to the institute.

**AIMS:**

The class is using Opening Strategies<sup>1</sup> as their coursebook and syllabus. At the moment we are on Unit 7 (introduction of present continuous & revision of present simple). They 'met' the present continuous for the first time in the last lesson but one.

To encourage students to feel confident about their ability to understand and to speak English by setting a task within their capability.  
To provide students with the opportunity to develop their oral fluency.  
To focus students' attention on the form of the present simple (affirmative, interrogative & negative).

**Assumed knowledge:**

Use of present simple for routines.  
Ways of telling the time.  
Some familiarity with the British Royal Family.

**Anticipated problems:**

Confusion with present continuous (ask: 'Is this now or every day?' - if necessary write up the following on the board and get the students to explain the difference to each other in Chinese: 'Li speaks Chinese. She is speaking English.').  
Reluctance to speak in the role play (give them as much time as they want to prepare and let them learn some 'chunks' off by heart if this helps their confidence).  
'Foreign-ness' of the subject matter (but actually I find that Taiwanese students develop a passionate interest in British Royalty over a period of time).

**Materials:**

Streamline Departures<sup>2</sup> Unit 32 (Worksheet 1, tape, page of book, and worksheet 2)

<sup>1</sup> Abbs, B. & Freebairn, I. (1982). *Opening Strategies*, Longman.  
<sup>2</sup> Hartley, B. & Viney, P. (1978). *Streamline English: Departures*, Oxford University Press.

Cambridge University Press 1993 Martin Parrott: *Tasks for Language Teachers* Scanned by TapScanner

Source: Parrot, M. (1993). *Task for Language Teachers*. Cambridge University Press .

Resource 8

Content: STAGE	PROCEDURE	AIMS
Pre-listening	1 Oral practice. T asks sts: 'What time do you wake up/get up/have breakfast/lunch/dinner/go to bed?' 'What do you do before/after lunch?'	To get sts talking To allow late sts to settle
T - S S - T		
T - S	2 Pre-teach <u>Duchess</u> (pictures of Royal Family & family tree).	To enable sts to predict her routine
S - S	3 In groups of three sts predict answers to Qs on worksheet 1. T collates predictions on board.	To arouse interest & focus attention
T - S		
Listening	1 T plays tape. Sts listen to confirm/reject predictions. Sts discuss answers in groups of three. Repeat if necessary.	Practice in listening for detail
T - S S - S		
S - S	2 Sts listen and fill in gaps (worksheet 2). Repeat as often as necessary. Read complete transcript for sts to check answers.	Practice in closer listening
Grammar	1 In pairs, sts underline examples of simple present. T checks by walking round - OHT with correct underlinings.	Attention to form of simple present
S - S		
T - S	2 T deals with any problems.	
Role play	1 Divide class into two groups of interviewers & two groups of interviewees. Each group brainstorms & 'rehearses' Qs (interviewers) or answers.	Opportunity to use structure to talk about routines
S - S		
S - S	2 Reorganise class into pairs: interviewer/interviewee.	Practice
S - S	3 Plenary - interviewers report back to class one aspect of interviewee's routine.	Further practice 'Rounding off'
Homework	Ask students to write an interview with a member of their family (routines).	Consolidation
T - S		

## **Annex 6: Experiment design**



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Proyecto de Investigación de Titulación previo a la obtención del Título de  
Licenciado/a en Pedagogía del Idioma Inglés.**

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Theme: Presentation, Practice and Production Approach and speaking skill

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**Author:** Flores Paredes Yajaira Melissa

**Tutor:** Lcda. Mg. Infante Paredes Ruth Elizabeth

Ambato – Ecuador

2023

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## **Introduction**

Ilkhomova (2022) states that the PPP approach has three stages which allow the lesson to be systematized, from starting the class with activities that are strictly controlled by the teacher to activities that provide total freedom to the students. It is essential not only that the teacher's lesson follows a structure, but also that structure enables the teacher to start with simple activities and work up to more challenging activities which the students must be able to complete. The activities prior to the activities that give students freedom should prepare them for fluency activities, in other words, these activities should focus on correcting or eliminating any errors that the student has with respect to the target language. Afterwards, when the learner polishes his or her errors, he or she will be able to perform the fluency activities without any problems.

Being clear about the concept of PPP, it can be deduced that PPP offers the practical steps that the teacher needs to implement in the classroom in order to promote the learning of a foreign language. Considering the complexity of learning a foreign language, a structure is required for students to learn the new language and put it into practice in both form-focused and fluency-promoting activities that are characterized by autonomy. Additionally, PPP facilitates the acquisition of vocabulary and the understanding of different grammatical structures more easily by providing practice to test learners' acquired knowledge.

To conclude, the PPP approach and the speaking skill are closely related because students' speaking ability is affected in a positive way due to the systematized steps that the PPP possesses. If the teacher uses the PPP in the classroom, students will improve their speaking skill due to the fact that their mistakes are eliminated in the practice stage, and then they apply their knowledge in the production stage by focusing on the interactivity with their peers.

### **General objective**

- To design lesson plans with the PPP approach that help improve students' speaking skills.

### **Specific objectives**

- To create each lesson plan focusing on two elements of the speaking skill.
- To develop controlled and free activities for students to put into practice what they have learned.
- To assess students after the interventions to analyze their progress.

**Scope of the experiment**

<b>NUMBER OF LESSON PLAN</b>	<b>TOPIC</b>	<b>CONTENTS</b>	<b>NUMBER OF HOURS</b>	<b>CONNECTED SPEECH FEATURE</b>	<b>ACTIVITIES</b>
N.- 1	Languages, Dialects, and Varieties: Language and dialect	Information on dialects and the process of standardization of a language.	1	Speaking Skill Elements: Interactive Communication, Grammar and Vocabulary.	<ul style="list-style-type: none"> <li>• Warm-up</li> <li>• Canva Presentation</li> <li>• Control activity with a video</li> <li>• Interview</li> </ul>
N.- 2	Languages, Dialects, and Varieties: Regional Dialects	Information on dialect continuum and the difference between dialect and accent.	1	Speaking Skill Elements: Discourse Management, and Interactive Communication.	<ul style="list-style-type: none"> <li>• Warm-up</li> <li>• Canva Presentation</li> <li>• Control activity with a Flow-diagram conversation</li> <li>• Role-play</li> </ul>
N.- 3	Languages, Dialects, and Varieties: Social Dialects	Information different aspects that can determine social dialects.	1	Speaking Skill Elements: Discourse Management, and Pronunciation.	<ul style="list-style-type: none"> <li>• Warm-up</li> <li>• Canva Presentation</li> <li>• Control activity with a Find someone who handout</li> <li>• Discussion</li> </ul>

N.- 4	Languages, Dialects, and Varieties: Styles, Registers and Beliefs.	Information on different registers of vocabulary, and formal and informal speaking.	1	Speaking Skill Elements: Discourse Management, and Interactive Communication.	<ul style="list-style-type: none"> <li>• Warm-up</li> <li>• Canva Presentation</li> <li>• Control activity with a Rewriting dialogue activity.</li> <li>• Opinion gap activity.</li> </ul>
N.- 5	Languages, Dialects, and Varieties: Lingua Francas	Information on English as a Lingua Franca	1	Speaking Skill Elements: Discourse Management, and Grammar and Vocabulary.	<ul style="list-style-type: none"> <li>• Warm-up</li> <li>• Canva Presentation</li> <li>• Control activity with a disappearing dialogue activity.</li> <li>• Board Game</li> </ul>
N.- 6	Languages, Dialects, and Varieties: Pidgins and Creoles	Information on when Pidgins become Creoles.	1	Speaking Skill Elements: Pronunciation, and Interactive Communication.	<ul style="list-style-type: none"> <li>• Warm-up</li> <li>• Canva Presentation</li> <li>• Describe and Draw activity</li> <li>• Jigsaw activity</li> </ul>

## **LESSON PLAN 1: LANGUAGE AND DIALECT**

Universidad Tecnica de Ambato

Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros

**“PRESENTATION, PRACTICE AND PRODUCTION APPROACH AND SPEAKING  
SKILL.”**

Lesson Plan 1

Flores Paredes Yajaira Melissa

## LESSON PLAN 1: LANGUAGE AND DIALECT

<b>Class:</b> Intermediate	Seven men and twenty-three women. They are all Ecuadorians. They are all students and they get on well together as a class. Only a minority of the students have a good use of the English language, while the majority have problems when trying to communicate in the target language.
<b>Topic:</b> <b>Time:</b> 1 hour	Language and dialect
<b>Timetable 'fit ':</b>	In the previous semesters the students received knowledge about linguistics. Currently they already know what a language and its variations are. We are on Unit 1 (Language and Dialect – Regional Dialects – Social Dialects –Styles, Registers, and Beliefs).
<b>Aims:</b>	To talk about language and dialects considering speaking elements like interactive communication, and grammar and vocabulary.  To describe the difference between language and dialect.  To develop the oral fluency of students by answering a survey about language and dialect.
<b>Speaking elements to develop:</b>	Interactive Communication Grammar and vocabulary
<b>Assumed knowledge:</b>	Knowledge of Language Competence and performance
<b>Anticipated problems:</b>	Confusion between language and dialect (teacher will give more examples, such as English is a language, but Australian English is a dialect)  Students may not feel motivated to answer the question that the teacher ask them. (Teacher will nominate a student to answer a question)

**Materials:**

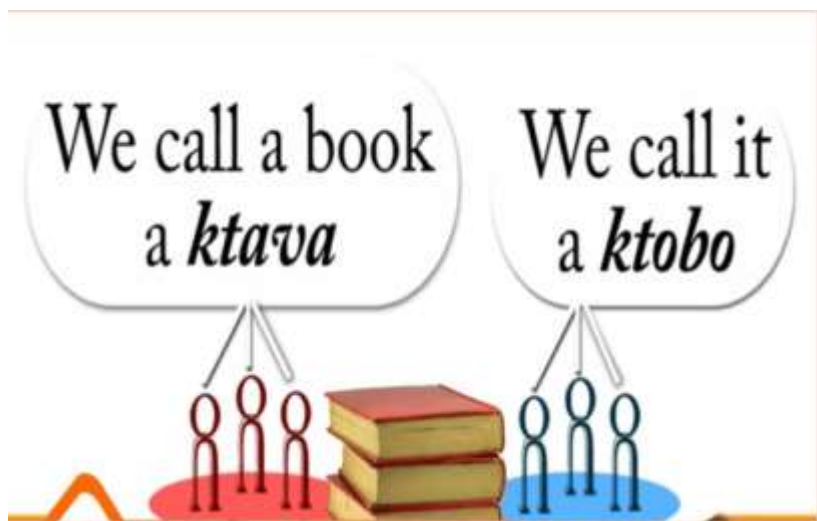
[https://www.canva.com/design/DAFQVa88dng/kPLP\\_C9tLngBGEFK\\_RvTTQ/view?utm\\_content=DAFQVa88dng&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFQVa88dng/kPLP_C9tLngBGEFK_RvTTQ/view?utm_content=DAFQVa88dng&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

<https://www.youtube.com/watch?v=IITC82DbhrY&t=89s>

Content STAGE		
<b>Presentation</b>	<b>PROCEDURE</b>	<b>AIMS</b>
T-S	1. Oral practice. T asks sts: What is ethnicity? What is language? What is dialect? What is a standardized language?	To get sts talking.
S-T		
	2. Pre-teaching (one picture of flags that represent different language, and one picture with an example of a dialect in vocabulary)	To enable sts to predict what they will learn.
T-S		
T-S	3. T explains more about the topic through a power point presentation.	To define the different terms of the topic.
<b>Practice</b>	1. T shows a video to the sts about how the vocabulary changes according to the dialect of each person of the English language.	To illustrate how dialects can affect the vocabulary.
T-S	2. T asks sts to take notes about the vocabulary/ word that each person use to refer to the same thing.	To identify specific examples of vocabulary that differ from one dialect to another.
S-S	3. In pairs sts check their answers.	
T-S	4. T monitors to deal with any problem.	To provide control practice.
		To avoid problems in accuracy.
<b>Production</b>	1. T divides the class into two groups, one of interviewers and another of interviewees. The group of interviewers rehearses the questions, and the interviewees think about and organize their response.	To provide an opportunity for sts to use the language in a freeway.
S-S		
	2. T reorganizes the class into pairs: interviewer/interviewee.	Practice
S-S		To improve the discourse

<p><b>S-S</b></p>	<p>3. After the interview, the interviewer reports to the rest of the class what the interviewee answered in a quick and summarized way.</p>	<p>management of sts as well as their grammar and vocabulary about the topic.</p>
<p><b>Homework</b></p> <p>T-S</p>	<p>T asks sts to create an oral presentation summarizing the main point of the class about language and dialects.</p>	<p>Consolidation</p>

**Presentation phase resources**





## **LESSON PLAN 2: REGIONAL DIALECTS**

Universidad Tecnica de Ambato

Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros

**“PRESENTATION, PRACTICE AND PRODUCTION APPROACH AND SPEAKING  
SKILL.”**

Lesson Plan 2

Flores Paredes Yajaira Melissa

## LESSON PLAN 2: REGIONAL DIALECTS

<b>Class:</b> Intermediate	Seven men and twenty-three women. They are all Ecuadorians. They are all students and they get on well together as a class. Only a minority of the students have a good use of the English language, while the majority have problems when trying to communicate in the target language.
<b>Topic:</b> <b>Time:</b> 1 hour	Regional Dialects
<b>Timetable 'fit ':</b>	In the previous semesters the students received knowledge about linguistics. Currently they already know what a language and its variations are. We are on Unit 1 (Language and Dialect – Regional Dialects – Social Dialects –Styles, Registers, and Beliefs). In the previous class they learned about language and dialects and they know all the terms related with that topic.
<b>Aims:</b>	To talk about regional dialects considering speaking elements like discourse management and interactive communication.  To recognize the difference between dialect and accent.  To develop the oral fluency of students by developing a role play about regional dialect.
<b>Speaking elements to develop:</b>	Discourse management Interactive communication
<b>Assumed knowledge:</b>	Knowledge of Language Competence and performance Language and dialect
<b>Anticipated problems:</b>	Confusion between dialect and accent (teacher will give more examples, such as British English is a dialect, but Spanish accent is an example of accent)  Students may not feel motivated to answer the question that the teacher ask them. (teacher will nominate a student to answer a question)

**Materials:**

[https://www.canva.com/design/DAFQeIBFw0M/xmnYfA0hgWfMqMT008X56g/view?utm\\_content=DAFQeIBFw0M&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFQeIBFw0M/xmnYfA0hgWfMqMT008X56g/view?utm_content=DAFQeIBFw0M&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

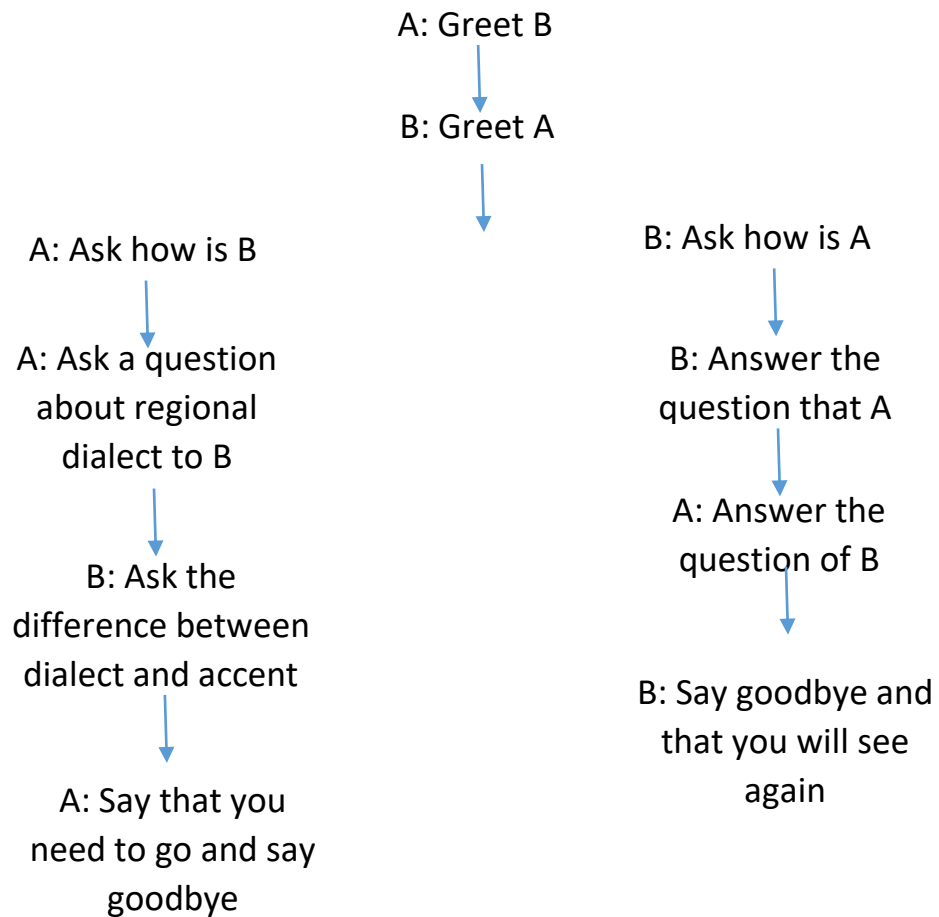
<https://youtu.be/8tR0kK4H94s>

Content STAGE		
<b>Presentation</b>	PROCEDURE	AIMS
T-S	4. Oral practice. T asks sts to watch a video about English accents for sts to guess the country that these different accents belong to.	To enable sts to predict what they will learn.
S-T	5. T explains more about the topic through a power point presentation.	To define the different terms of the topic.
<b>Practice</b>		
T-S	1. T pairs up sts to develop a Flow-diagram conversation.	To provide control practice.
S-S	2. Sts perform the dialogue following the route through the different functions.	Practice
S-T	3. Each couple participate with their Flow-diagram conversation.	To avoid problems in accuracy.
<b>Production</b>		
S-S	4. T asks the sts to get in pairs and prepare a role play about regional dialects. One sts will be the interviewer and the other will be a prestigious sociolinguist who will explain about regional dialects in a TV program.	To provide an opportunity for sts to use the language in a freeway.
S-S	5. T allows students to practice their role play before performing it in front of the whole class.	Practice
S-S	6. Sts perform their role play in front of the whole class.	To improve the discourse management of sts as well as their interactive communication.
<b>Homework</b>		

T-S	T asks sts to make a role play about regional dialect. The role play must be develop with a different person not the same they presented the previous role play in clas.	Consolidation
-----	--	---------------

## Resources

### Flow-diagram conversation



### Indications for the role play

Role play time!!!  
Get together in pairs and do a role play where one will be the interviewer of a television program and the other is a prestigious sociolinguist who will explain the regional dialects.



- 1.- What is a regional dialect ?
- 2.- Can you tell us 3 examples of regional dialects. (Ex: American English says sweater, but British English says jumper)
- 3.- What involves dialect and what involves accent.
- 4.- Which accent do you speak English with? Why?

## **LESSON PLAN 3: SOCIAL DIALECTS**

Universidad Tecnica de Ambato

Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros

**“PRESENTATION, PRACTICE AND PRODUCTION APPROACH AND SPEAKING  
SKILL.”**

Lesson Plan 3

Flores Paredes Yajaira Melissa

### LESSON PLAN 3: SOCIAL DIALECTS

<b>Class:</b> Intermediate	Seven men and twenty-three women. They are all Ecuadorians. They are all students and they get on well together as a class. Only a minority of the students have a good use of the English language, while the majority have problems when trying to communicate in the target language.
<b>Topic:</b>	Social Dialects
<b>Time:</b> 1 hour	
<b>Timetable 'fit ':</b>	In the previous semesters the students received knowledge about linguistics. Currently they already know what a language and its variations are. We are on Unit 1 (Language and Dialect – Regional Dialects – Social Dialects –Styles, Registers, and Beliefs). In the previous class they learned about regional dialects and they know all the terms related with that topic.
<b>Aims:</b>	To talk about social dialects considering speaking elements like discourse management and pronunciation.  To list the factors that determine social dialects  To develop the oral fluency of students by creating a discussion about social dialects.
<b>Speaking elements to develop:</b>	Discourse management  Pronunciation
<b>Assumed knowledge:</b>	Language and dialect  Regional dialects
<b>Anticipated problems:</b>	Confusion understanding what colloquial expression are (teacher will give more examples, such as wanna, gonna, etc)  Students may not feel motivated to answer the question that the teacher ask them. (teacher will nominate a student to answer a question)

**Materials:** [https://www.canva.com/design/DAFQiZ1r\\_bA/U0HwGnEWkRcr7JEz1Bjutg/view?utm\\_content=DAFQiZ1r\\_bA&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFQiZ1r_bA/U0HwGnEWkRcr7JEz1Bjutg/view?utm_content=DAFQiZ1r_bA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

<p>Content STAGE</p>		
<p><b>Presentation</b></p>	<p>PROCEDURE</p>	<p>AIMS</p>
<p>T-S</p>	<p>1. Oral practice. T divides the class into two groups to play tick tack toe. Two student representatives from each group pass to the board and answer the question in the box they choose. If they answer it correctly, they can mark an X or a O.</p>	<p>To allow sts to predict what they will learn.</p>
<p>S-T</p>		
<p>T-S</p>	<p>2. T explains more about the topic through a power point presentation.</p>	<p>To define the different terms of the topic.</p>
<p><b>Practice</b></p>		
<p>T-S</p>	<p>4. T give sts a worksheet with a find someone who activity.</p>	<p>To provide control practice.</p>
<p>S-S</p>	<p>5. Students walk around the class in order to complete the activity.</p>	<p>Practice</p>
<p>S-T</p>	<p>6. Each sts participate with their answers aloud.</p>	<p>To avoid problems in accuracy.</p>
<p>T-S</p>		
<p><b>Production</b></p>		
<p>S-S</p>	<p>1. T divides the class into 3 groups. Group 1 discuss and give opinions about how social class affect the way of speaking. Group 2 discuss and give opinion about how educational background affect the way of speaking. Group 3 discuss and give opinions about how gender affect the way of speaking.</p>	<p>To provide an opportunity for sts to use the language in a freeway.</p>
<p>S-S</p>	<p>2. T allows students to develop their discussion. T monitors the class.</p>	
<p>S-S</p>	<p>3. Each group participate with their opinions according to their assigned</p>	<p>Practice</p>



<p><b>Homework</b></p> <p>T-S</p>	<p>topic and T encourage sts from other groups to ask questions and give opinions about their classmates' opinions.</p> <p>T asks sts to create an oral presentation summarizing the main point of the class about social dialects.</p>	<p>as well as their pronunciation.</p> <p>Consolidation</p>
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## Resources

### Presentation phase -tick tack toe

What is a regional dialect?	What's up?, is an informal or a formal expression?	What is a social group?
What is Educational background?	An upper class person and a lower class person use the same grammatical structures?	Who uses colloquial expressions: well educated people or less educated people?
Does gender affect the way of speaking?	An upper class person and a lower class person have the same vocabulary?	Does the age affect the way of speaking?

## FIND SOMEONE WHO

Name:

Date:

Level:

Walk around the class and find someone who can answer the next questions. YOU CAN NOT ASK THE SAME PERSON TO ANSWER ANOTHER QUESTION.

<b>FIND SOMEONE WHO</b>	<b>NAME</b>	<b>ANSWER</b>
Can answer what is social dialect		
Can give a definition of educational background		
Can mention what is a social group		
Can give two examples of vocabulary that would use the well educated people and the less educated people of English language		
Can mention an example of colloquial expressions of English language		

## **LESSON PLAN 4: STYLES, REGISTERS, AND BELIEFS**

Universidad Tecnica de Ambato

Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros

**“PRESENTATION, PRACTICE AND PRODUCTION APPROACH AND SPEAKING  
SKILL.”**

Lesson Plan 4

Flores Paredes Yajaira Melissa

## LESSON PLAN 4: STYLES, REGISTERS, AND BELIEFS

<b>Class:</b> Intermediate	Seven men and twenty-three women. They are all Ecuadorians. They are all students and they get on well together as a class. Only a minority of the students have a good use of the English language, while the majority have problems when trying to communicate in the target language.
<b>Topic:</b> <b>Time:</b> 40 min	Styles, Registers, and Beliefs
<b>Timetable 'fit ':</b>	In the previous semesters the students received knowledge about linguistics. Currently they already know what a language and its variations are. We are on Unit 1 (Language and Dialect – Regional Dialects – Social Dialects –Styles, Registers, and Beliefs). In the previous class they learned about social dialects and they know all the terms related with that topic.
<b>Aims:</b>	To talk about Styles, Registers, and Beliefs considering speaking elements like discourse management and interactive communication.  To explain what styles and register are.  To develop the oral fluency of students by developing an opinion gap activity.
<b>Speaking elements to develop:</b>	Discourse management Interactive communication
<b>Assumed knowledge:</b>	Language and dialect Regional dialects Social dialects
<b>Anticipated problems:</b>	Confusion between level of formality and register (teacher will give more examples, such the level of formality in a conference is formal, but the register refers to the vocabulary, for example the vocabulary of a doctor and a teacher)  Students may not feel motivated to answer the question that the teacher ask them. (teacher will nominate a student to answer a question)

**Materials:**

[https://www.canva.com/design/DAFQvjPYWXE/WjiKJqN1KUafqhsvX4Y\\_JQ/view?utm\\_content=DAFQvjPYWXE&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFQvjPYWXE/WjiKJqN1KUafqhsvX4Y_JQ/view?utm_content=DAFQvjPYWXE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

<p>Content STAGE <b>Presentation</b> T-S S-T  T-S  T-S</p>	<p>PROCEDURE</p> <p>3. Oral practice. T develops an activity called Yes, No, Stand up. T asks sts various questions related to the topic they are going to learn. T indicates that YES means to stand and NO means to sit.</p> <p>4. T explains more about the topic through a power point presentation.</p>	<p>AIMS</p> <p>To permit sts to predict what they will learn.</p> <p>To define the different terms of the topic.</p>
<p><b>Practice</b> T-S  S-S  S-T</p>	<p>7. T pairs up sts and give to each pair a worksheet with a rewriting activity.</p> <p>8. Sts work with their couple in order to improve, adapt, modify the written dialogue. (Sts can change the level of formality, make it more interactive, change the vocabulary,...)</p> <p>9. Each sts participate with their answers aloud.</p>	<p>To provide control practice.</p> <p>Practice</p> <p>To avoid problems in accuracy.</p>
<p><b>Production</b> S-S  S-S  S-T</p>	<p>4. T divides the class into pairs. T ask sts to develop and opinion gap activity. Sts see different statements that will elicit opinions from students.</p> <p>5. T allows students to develop their opinion gap activity. T monitors the class.</p> <p>6. Some pairs come to the front of the class and share a brief comment about each statement.</p>	<p>To provide an opportunity for sts to use the language in a freeway.</p> <p>Practice</p> <p>To improve the discourse management of sts as well as their</p>

<p><b>Homework</b></p> <p>T-S</p>	<p>T asks sts to develop an interview in which they have to ask their parents examples of situations in which must be used formal or informal language.</p>	<p>interactive communication.</p> <p>Consolidation</p>
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## Resources

### Presentation phase - Yes, No, Stand up

#### Questions

1. Can you speak informally at an international conference?
2. Can you use complex grammar structures with children?
3. Can you tell your boss How you doing instead of How are you?
4. Is the vocabulary of a dentist and a veterinarian the same?

### Rewriting activity

Change the level of formality, make it more interactive, change the vocabulary, make as many changes as you wish to make it appropriate.

<p><b>Dialogue 1</b></p> <p>Employee: Hi dude!</p> <p>Boss: Good morning.</p> <p>Employee: How are you doing?</p> <p>Boss: I'm doing well. Give me the reports I asked you for yesterday.</p> <p>Employee: Sure, here you have them, boss.</p> <p>Boss: Thanks buddy.</p> <p>Employee: Anytime.</p>	<p><b>Rewritten dialogue 1</b></p>
<p><b>Dialogue 2</b></p> <p>A: What is your name?</p> <p>B: My name is Juan</p> <p>A: What is your nationality?</p> <p>B: I am Venezuelan</p> <p>A: What is your job?</p> <p>B: I am a student</p> <p>A: You speak English very well.</p> <p>B: Thank you. I would like to learn it more.</p>	<p><b>Rewritten dialogue 2</b></p>



## Opinion gap activity

Get in pairs  
and share  
what you  
think about  
the  
following  
statements



- people have to speak very formally in all situations
- speak informally in a conference
- the level of formality depends on who we are going to talk to
- age does not matter when choosing the level of formality
- the register of a doctor and a lawyer are different

## **LESSON PLAN 5: LINGUA FRANCAS**

Universidad Tecnica de Ambato

Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros

**“PRESENTATION, PRACTICE AND PRODUCTION APPROACH AND SPEAKING  
SKILL.”**

Lesson Plan 5

Flores Paredes Yajaira Melissa

## LESSON PLAN 5: LINGUA FRANCAS

<b>Class:</b> Intermediate	Seven men and twenty-three women. They are all Ecuadorians. They are all students and they get on well together as a class. Only a minority of the students have a good use of the English language, while the majority have problems when trying to communicate in the target language.
<b>Topic:</b> <b>Time:</b> 1 hour	Lingua Francas
<b>Timetable 'fit ':</b>	In the previous semesters the students received knowledge about linguistics. Currently they already know what a language and its variations are. We are on Unit 1 (Language and Dialect – Regional Dialects – Social Dialects –Styles, Registers, and Beliefs). In the previous class they learned about Styles, registers and beliefs.
<b>Aims:</b>	To talk about Lingua Francas considering speaking elements like discourse management and grammar and vocabulary.  To describe the difference between language and dialect.  To develop the oral fluency of students by answering a survey about language and dialect.
<b>Speaking elements to develop:</b>	Discourse management  Grammar and vocabulary
<b>Assumed knowledge:</b>	Social dialects  Styles, Registers, and Beliefs
<b>Anticipated problems:</b>	Confusion understanding what a lingua franca is (teacher will give more examples, such as English is a lingua franca because more than 65% of the information in the web is in English)  Students may not feel motivated to answer the question that the teacher ask them. (Teacher will nominate a student to answer a question)

**Materials:**

[https://www.canva.com/design/DAFQz1tIAds/whtGLHQYCF5X1qrK5dvU8g/view?utm\\_content=DAFQz1tIAds&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFQz1tIAds/whtGLHQYCF5X1qrK5dvU8g/view?utm_content=DAFQz1tIAds&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

Content STAGE		
<b>Presentation</b>	PROCEDURE	AIMS
T-S	5. Oral practice. T develop an activity called write the most words. T divides sts in two groups and for each group T shows a set of images. The group that writes more words in the board about the images wins.	To enable sts to predict what they will learn.
S-T		
	6. T explains more about the topic through a power point presentation.	To explain the different terms of the topic.
T-S		
<b>Practice</b>		
T-S	10. T presents a dialogue in the screen to develop an activity called disappearing dialogue.	To provide control practice.
S-S	11. T allows time to read the dialogue then, teachers starts to remove word from the dialogue then phrases for students to mention the word or phrase that was removed.	Practice
S-T	12. Sts mentions the majority of the dialogue without reading it in the screen.	To avoid problems in accuracy.
<b>Production</b>		
S-S	7. T divides the class into groups of 5 in order for each group to play a board game.	To provide an opportunity for sts to use the language in a freeway.
S-S	8. Students in each group play the board game that consist of questions about the topic.	Practice
		To improve the discourse management of sts as well as their grammar and vocabulary about the topic.

<p><b>Homework</b></p> <p>T-S</p>	<p>T asks sts to think in another questions to ask to their classmates in a mingle activity for the next class.</p>	<p>Consolidation</p>
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**Resources**

**Presentation phase images**



## Disappearing dialogue

**Paul:** Hi, Lauren. Do you have a minute?

**Laura:** For sure. What's the matter?

**Paul:** I have a very important sociolinguistics exam today and I don't understand what a lingua franca is.

**Laura:** So that's the problem. Look a lingua franca is a language which is used by people whose mother tongues are different in order to facilitate communication between them.

**Paul:** Can you give me an example of lingua franca?

**Lauren:** For example, English is a Lingua Franca because most of the people speak it as their second language.

**Paul:** Oh! that's right I understand it now. Also a synonym of lingua franca is contact language, isn't it?

**Lauren:** Yeah that's correct, now you are ready for your quiz!

**Paul:** Hi, Lauren. 1) \_\_\_\_\_?

**Laura:** For sure. What's the matter?

**Paul:** I have a very important 2) \_\_\_\_\_ today and I don't understand what a lingua franca is.

**Laura:** So that's the problem. Look a lingua franca is a language which is used by people whose mother tongues are different in order to facilitate 3) \_\_\_\_\_ between them.

**Paul:** Can you give me an example of lingua franca?

**Lauren:** For example, English is a Lingua Franca because most of the people speak it as their 4) \_\_\_\_\_.

**Paul:** Oh! that's right I understand it now. Also a synonym of lingua franca is contact language, isn't it?

**Lauren:** Yeah that's correct, now you are ready for your quiz!

Paul: Hi, Lauren. 1) \_\_\_\_\_?

Laura: For sure. What's the matter?

Paul: I have a very important 2) \_\_\_\_\_ today and I don't understand what a lingua franca is.

Laura: So that's the problem. Look a 3) \_\_\_\_\_ is a language which is used by people whose mother tongues are different in order to facilitate 4) \_\_\_\_\_ between them.

Paul: Can you give me 5) \_\_\_\_\_ of lingua franca?

Lauren: For example, English is a Lingua Franca because most of the people speak it as their 6) \_\_\_\_\_.

Paul: Oh! that's right I understand it now. Also a synonym of lingua franca is contact language, isn't it?

Lauren: Yeah that's correct, now you are ready for your quiz!

Paul: Hi, Lauren. 1) \_\_\_\_\_?

Laura: For sure. 2) \_\_\_\_\_?

Paul: I have a very important 3) \_\_\_\_\_ today and I don't understand what a lingua franca is.

Laura: So that's the problem. Look a 4) \_\_\_\_\_ is a 5) \_\_\_\_\_ which is used by people whose mother tongues are different in order to facilitate 6) \_\_\_\_\_ between them.

Paul: Can you give me 7) \_\_\_\_\_ of lingua franca?

Lauren: For example, 8) \_\_\_\_\_ is a Lingua Franca because most of the people speak it as their 9) \_\_\_\_\_.

Paul: Oh! that's right I understand it now. Also a 10) \_\_\_\_\_ of lingua franca is 11) \_\_\_\_\_, isn't it?

Lauren: Yeah that's correct, 12) \_\_\_\_\_!

Board game





## **LESSON PLAN 6: PIDGIN AND CREOLES**

Universidad Tecnica de Ambato

Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros

**“PRESENTATION, PRACTICE AND PRODUCTION APPROACH AND SPEAKING  
SKILL.”**

Lesson Plan 6

Flores Paredes Yajaira Melissa

## LESSON PLAN 6: PIDGIN AND CREOLES

<b>Class:</b> Intermediate	Seven men and twenty-three women. They are all Ecuadorians. They are all students and they get on well together as a class. Only a minority of the students have a good use of the English language, while the majority have problems when trying to communicate in the target language.
<b>Topic:</b>	Pidgin and Creoles
<b>Time:</b> 1 hour	
<b>Timetable 'fit ':</b>	In the previous semesters the students received knowledge about linguistics. Currently they already know what a language and its variations are. We are on Unit 1 (Language and Dialect – Regional Dialects – Social Dialects –Styles, Registers, and Beliefs). In the previous class they learned about Lingua Francas and they know all the terms related with that topic.
<b>Aims:</b>	To talk about Pidgin and Creoles considering speaking elements like pronunciation and interactive communication.  To explain what pidgin and creoles are.  To develop the oral fluency of students by developing a jigsaw activity in pairs.
<b>Speaking elements to develop:</b>	Pronunciation  Interactive communication
<b>Assumed knowledge:</b>	Styles, registers, and beliefs.  Lingua Franca
<b>Anticipated problems:</b>	Confusion between pidgin and creoles (teacher will give more examples, such pidgin doesn't have native speakers, but creoles does)  Students may not feel motivated to answer the question that the teacher ask them. (teacher will nominate a student to answer a question)

**Materials:**

[https://www.canva.com/design/DAFQ5uXVhmA/JzeGYf0CyvTPGuRmcoKPMw/view?utm\\_content=DAFQ5uXVhmA&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFQ5uXVhmA/JzeGYf0CyvTPGuRmcoKPMw/view?utm_content=DAFQ5uXVhmA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

Content STAGE		
<b>Presentation</b>	<b>PROCEDURE</b>	<b>AIMS</b>
T-S	13. Oral practice. T divides the class into	
S-T	two groups in order to develop a game	To get sts talking.
	called hot seat.	
T-S	14. One student of each group come to the	To allow sts to
	front with the board behind him/her.	predict what they
T-S	The other team members of the	will learn.
	student in the hot seat must help the	
	student guess the word by describing	To define the
	it.	different terms of
	15. T explains more about the topic	of the topic.
	through a power point presentation.	
		To give more
<b>Practice</b>	16. T give images to each pair of sts to	explanation about
T-S	develop an information gap called	the topic.
	“Describe and Draw”	
T-S	17. One student of the pair describes the	
	image without allowing the classmate	To provide control
S-S	to see the image. The other student is	practice.
	the “artist” who will draw and ask	
S-T	questions in order to make the draw	To avoid problems
	exactly like the original.	in accuracy.
	18. Each couple of sts participate with	
	their drawing and say what it	
	represents.	
		To provide an
<b>Production</b>	9. T divides the class into 4 groups to	opportunity for sts
S-S	develop a jigsaw activity. Group 1 will	to use the language
	make a summary about pidgins. Group	in a freeway.
	2 will make a summary about the	Practice
	process of pidginization. Group 3 will	
	make a summary of creoles. Group 4	

<p><b>S-S</b></p> <p><b>S-T</b></p> <p><b>Homework</b></p> <p><b>T-S</b></p>	<p>will make a summary of the process of creolization.</p> <p>10. T reorganizes the class into groups of 4: students who made a summary of pidgins/ students who made a summary about creoles/ student who make a summary of the process of pidginization/ student who make a summary of the process of creolization. Sts talk together in their new groups sharing their summaries.</p> <p>11. Each group come to the front of the class and share their summaries.</p> <p>T asks sts to make a complete summary about Pidgin and Creoles with your information and the information that your classmate gave you.</p>	<p>To improve the interactive communication of sts as well as their pronunciation.</p> <p>Consolidation</p>
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Resources

Hot seat



**Masters**



**Slaves**

Describe and draw activity

Image 1



Image 2



## Annex 7: Urkund Report



### Document Information

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Analysis address	rutheinfantep.uta@analysis.orkund.com

### Sources included in the report

<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / BARRAGAN ESTEFANIA_FINAL PROJECT_8A.pdf</b> Document BARRAGAN ESTEFANIA_FINAL PROJECT_BA.pdf (D110939543) Submitted by: ebarragan2299@uta.edu.ec Receiver: wilmaesuareszm.uta@analysis.orkund.com		2
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