



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“THE PRESENTATION - PRACTICE - PRODUCTION (PPP) ENGLISH
TEACHING METHOD TO PROMOTE SPEAKING SKILLS IN VIRTUAL
ENVIRONMENT.”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

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La Libertad – Ecuador

2023

La Libertad, February 7th, 2023

Advisor's Approval

In my role as advisor of the research paper and title **“The Presentation- Practice- Production (PPP) English Method to Promote Speaking Skills in Virtual Environments”**, prepared by Miguel Angel Maldonado Murillo, an undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely



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DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK NAMED “THE PRESENTATION - PRACTICE - PRODUCTION (PPP) ENGLISH TEACHING METHOD TO PROMOTE SPEAKING SKILLS IN VIRTUAL ENVIRONMENTS” IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA.



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Acknowledgment

I am immensely grateful for the unwavering support of my mother throughout my educational journey. Her encouragement and guidance have been instrumental in helping me overcome obstacles and reach my goals.

I would also like to express my heartfelt appreciation to my fiancée for their invaluable mentorship and support during my professional formation. Their insights and advice have been a source of inspiration and motivation, and I feel blessed to have them by my side.

Last but not least, I extend my sincere thanks to all my teachers, whose wisdom and expertise have helped me grow and develop as a learner. I am deeply grateful for their tireless efforts and commitment to nurturing my intellectual curiosity and passion for learning, which will undoubtedly serve me well in my future activities.

Dedication

I would like to express my deepest gratitude to my beloved family, my mother, grandmother, and fiancée for their unwavering love, encouragement, and support throughout my research project. Your constant faith in me and belief in my abilities have been a source of motivation and inspiration, and I am truly blessed to have you in my life.

I would also like to extend my heartfelt appreciation to my dear friends for their invaluable advice, guidance, and support during the challenging moments of this project. Your unwavering encouragement and positive energy have been instrumental in keeping me focused and motivated.

Without the love, support, and encouragement of my family and friends, this project would not have been possible. Therefore, I dedicate this research project to all of you, as a token of my love and appreciation for everything you have done for me.

With love

Miguel Ángel Maldonado Murillo

Abstract

Speaking skills in English language play an important role in our personal and professional lives. Good communication skills allow us to express our ideas effectively, making us more confident and successful in both our personal and professional lives. It is important to continually work on improving our English-speaking skills to be competitive and successful nowadays. This research project examined the efficiency of the Presentation-Practice-Production (PPP) English teaching method in promoting speaking skills in virtual environments. The study was conducted using the PPP method experiences from Language Center Teachers, this experience involved the presentation of language material, followed by practice opportunities and then production by the students through virtual settings or normal classrooms. Also, the methodology applied in this research was qualitative with a phenomenological study, the questions were executed through interviews to Language Center teachers. The results of the research showed that the PPP method had a practicality on the speaking skills of the learners in virtual setting. The findings have contributed to the understanding of the use of the PPP method in language teaching and its suitability as an effective approach in a virtual environment. The outcomes of the study have provided valuable insights from educators from Language Center in the development of effective language teaching strategies.

Key words: PPP method, Speaking skills, Virtual environment, Language Center, Teachers

Resumen

La expresión oral en lengua inglesa desempeña un papel importante en nuestra vida personal y profesional. Unas buenas habilidades comunicativas nos permiten expresar nuestras ideas con eficacia, lo que nos hace más seguros y exitosos tanto en nuestra vida personal como profesional. Es importante trabajar continuamente en la mejora de nuestras habilidades orales en inglés para ser competitivos y tener éxito hoy en día. En este proyecto de investigación se examinó la eficacia del método de enseñanza del inglés Presentación-Práctica-Producción (PPP) para fomentar las destrezas orales en entornos virtuales. El estudio se llevó a cabo utilizando las experiencias del método PPP de profesores de centros de idiomas, esta experiencia consistió en la presentación de material lingüístico, seguido de oportunidades de práctica y luego la producción por parte de los estudiantes a través de entornos virtuales o aulas normales. Asimismo, la metodología aplicada en esta investigación fue cualitativa con un estudio fenomenológico, las preguntas se ejecutaron en entrevista a los profesores del Centro de Idiomas. Los resultados de la investigación mostraron que el método PPP tuvo una viabilidad en las habilidades de expresión oral de los alumnos en el entorno virtual. Los resultados han contribuido a la comprensión del uso del método PPP en la enseñanza de idiomas y su idoneidad como enfoque eficaz en un entorno virtual. Los resultados del estudio han aportado valiosas ideas a los educadores del Centro de Idiomas para el desarrollo de estrategias eficaces de enseñanza de idiomas.

Palabras Claves: Método PPP, Habilidades de expresión oral, Entorno virtual, Centro de idiomas, Profesores

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Introduction

Over the years, the English language has gained widespread acceptance and has become the most widely spoken language in the world. Its adoption as a lingua franca has facilitated communication globally and many countries have made it an official language in order to maintain their place in the globalized world. The English language serves as a medium for accessing information and interacting with individuals from diverse backgrounds.

The Presentation-Practice-Production (PPP) English Teaching Method has been a popular approach in language education for decades. However, with the widespread use of virtual environments, language teachers face new challenges in adapting this method to online settings. In the context of language education, the ability to communicate fluently and accurately in the target language is a key component of language proficiency; effective communication skills are essential in today's globalized world, and speaking skills play a decisive role in successful communication, as such, promoting speaking skills is a vital objective for language teachers.

The virtual environment can present challenges to developing speaking skills, as students may have limited opportunities for face-to-face interaction and practicing oral communication, that is because the utilization of Presentation, Practice, and Production English teaching method will be vital in fostering speaking skills within a virtual environment.

Chapter I: The Problem

This part outlines the issue being addressed, the goals of the study, the questions being asked, and the reasoning behind the research.

Chapter II: Theoretical Framework

This section covers the background information, educational foundation, theoretical foundation, legal foundation, and the factors being analyzed in the study.

Chapter III: Methodological Framework

This section details the methodology used in the study, the design of the research, the tools used, the methods of collecting and processing data and the resources required, and the target group and the sample size.

Chapter IV: Analysis of Findings

This part explains the analysis of data obtained from the focus group, the comparison and examination of the interview results with the literature review data.

Chapter V: Reflections of the Study

This section reflects on the author's personal experience conducting the research, highlights the benefits and difficulties encountered, and outlines what the author would change in future studies on the same subject.

Chapter I: The Problem

The first chapter is formed by the research topic, the title, the problem, the questions, objectives, and the justification, those will be useful to reflect the scope of the investigation, and to develop this research project into a systematic basis.

Research Topic

Strategies and Speaking skills.

Research Title

The Presentation - Practice - Production (PPP) English teaching method to promote speaking skills in virtual environments.

The Research Problem

Problem Statement

In today's interconnected world, effective communication is a vital aspect of developing social skills and is a determining factor for success in a variety of fields. Language serves as a means of exchanging information and ideas among individuals. Inadequate communication can lead to misunderstandings and the failure to effectively convey ideas, resulting in ineffective interpersonal interactions.

According to Harmer (2009) English Language is formed by skills such as: reading, writing, speaking, and listening. In the other hand, sub-skills include vocabulary, grammar, and collocation. These factors are really important for learners, every skill and sub skill must be train in the same way of others without dismissing any skill.

According to Parupalli, (2019) Speaking skills is the one of the essential skills to acquire into a English learning framework. Among the key language skills, speaking skill is considered as the prime skills in language learning. However, speaking skill have been unrated and put

aside, students are private of expanding their communicative competences which is not beneficial for English learning,

In the field of English language teaching, it is imperative for teachers to continually update and refine their teaching methods and techniques. English teaching is facilitated by the availability of a multitude of pedagogical approaches, which can be tailored to meet the needs of students in different settings and with varying skill levels. Effective English language instruction requires teachers to be flexible and adapt their methods to ensure that students receive a comprehensive education that addresses their individual needs. In this regard, it is important for teachers to be well-versed in the range of available teaching methods and to use this knowledge to provide students with the best possible education. Ultimately, the goal of English language instruction is to provide students with the necessary skills and knowledge to effectively communicate and understand information in English, and this requires a well-rounded approach that takes into account the unique needs and abilities of each student.

According to Harmer (2009), The PPP approach is commonly utilized in teaching basic language at beginner levels. Additionally, contemporary course materials often incorporate PPP lessons that incorporate elements from the structural-situation and audio-linguistic methodologies. PPP is a paradigm or model used to describe typical stages of a presentation of new language. It means presentation, production, and practice. The practice stage aims to provide opportunities for learners to use the target structure (British Council, 2023).

This method has been modeling in the past and current century, it has been upgraded and adapted to technology by employing interactive activities that Online learning offers. Jumaat (2019) establishes that there were recent changes in the educational environment, the most relevant is access to available technology to explore information. English language has set into a virtual environment withing an educational purpose, providing countries improvements in L2 learning, and offering devices such as computers, tablets, etc.

Certainly, Educational environments allowed learners to develop their skills and abilities into a virtual modality regardless situations. Mystakidis (2019) established the benefits of using virtual spaces are countless, the aspect of using virtual environments is numerous, its impact on economy and opportunities for people that are willing to study L2 and its accessibility make virtual environments a great choice. Nevertheless, virtual settings have become well-known for allowing people to study no matter situation or place, even its price accommodates to our budgets.

Language Center imparts English modules to all the careers that the university offer, the students have different backgrounds and English language level. These peers have to take a short course of English in order to meet the requirements to get their mayors, the author could address a lack of verbal communication provoking demotivation to train speech, this carries to a skills stagnation.

During pre-professional practicum service, it was noticing a lack of verbal communication in L2 at the classrooms because of previous experiences. The author was on charge of various modules where PPP method was adapted to virtual setting, the improvements in oral communication along with proper grammar. After those experiences, the improvements were noticeable up to the point of the module works for developing extracurricular activities such as embassy interviews and daily life.

For that reason, a phenomenological study of the use of The Presentation, Practice, and Production as an adequate method for developing speaking skills within a virtual environment must be studied. By the previous knowledge acquired of various subjects such Teaching English as a Foreign Language (TEFL), Educational Psychology, and Teaching Adults, the author could canalize the data collected by having learn the basis of teaching English Language.

The aim of this paper is to demonstrate the feasibility of the Presentation, Practice, Production (PPP) method in virtual learning environments for enhancing speaking skills. The PPP method is a well-established traditional approach that provides a cognitive experience that encompasses the presentation, practice, and production of knowledge. When implemented in a virtual context, this method can provide students dynamic and interactive learning experience that engages them in practical speaking activities guided by the teacher. Through this approach, students can develop their speaking skills in a virtual environment that mimics real-life scenarios, making it easier for them to transfer their learning to real-life situations. The PPP method is a valuable tool for promoting speaking skills in virtual learning environments and should be considered by educators when designing online language courses as Language Center has been doing.

Research question

Problem question

How Presentation-Practice-Production (PPP) method can promote speaking skills in virtual environments?

Specific questions

- How viable is Presentation-Practice-Production (PPP) method in a virtual setting?
- How speaking skills can be developed by running Presentation-Practice-Production method (PPP) in virtual classes?
- How could teachers integrate the PPP method in virtual Environments to foster speaking skills learning?

Objectives of the research

General objective

To explain the influence of Presentation - Practice - Production (PPP) English teaching method for promoting speaking skills in virtual environments.

Specific objectives

- To explore the Presentation - Practice - Production (PPP) method principles and its development throughout the time.
- To analyze how Presentation-Practice-Production (PPP) method promotes speaking skills development in virtual environments.
- To infer on experiences from Language Center teachers about Presentation - Practice - Production (PPP) English teaching method and its adaptation and post application in virtual environment.

Justification

With the implementation of new Regulations for the course of English and the UPSE Language Center. According to Consejo Superior (2021) English language is a mandatory subject for all careers offered by the University, the students must achieve B1 level in order to graduate. Students have the obligation of study English language through modules in charge of Language Center. The importance of speaking skills learning is vital for conveying ideas in verbal speech. Oral expression always has become a tough skill creating uprisings from students creating difficultness in oral communication, which is a mainstream in social interaction.

The PPP method is particularly useful for promoting speaking skills in virtual environments, as it allows students to practice their speaking skills in a safe and controlled environment. This is particularly important for students who may be hesitant to speak in front

of others, as virtual environments provide a sense of anonymity and safety. Additionally, virtual environments allow for flexibility and convenience, as students can access the materials and practice their speaking skills at their own pace and at a time that is convenient for them.

The Presentation - Practice - Production (PPP) English teaching method offers the promotion speaking skills by using virtual environments, these configurations will provide Language center students a manner to finally learn English language. More than a few investigations relied in Presentation- Practice – Production method to foster speaking skills development which is translated in effective communication.

The objective of the project is to examine the benefits of the Presentation – Practice – Production (PPP) method in virtual environments for communicative competences by using oral communication. The project focuses on promoting (PPP) method in a virtual environment to effectively engage communication. The method is based on the idea that students will learn more effectively when they are actively involved in the learning process, rather than simply listening to a teacher.

CHAPTER II

THEORICAL FRAMEWORK

Background

To start with, the Presentation, Practice, Production (PPP) method is a method that has been integrated to ELT for a long time in classrooms. Delima and Siregar (2021) state One of the technique and media can be used to solutions problem in teaching English is by using Presentation-Practice-Production (PPP).

Scientific community have been studying PPP method in order to develop skills, reviewing its effectivity, critics, so on and so forth. Consequently, several resources of previous studies can describe and support this thesis project. PPP is very useful to complete these objectives, since it has been well adapted for teaching structures namely P1; aural exposure and teacher modeling, P2; drills or controller practice in, and last is P3; transfer of structures that have been studied previously to different situations (Willis,J and Willis,D 1996).

According to Apriliadi (2020), the implementation of the PPP methodology facilitates the acquisition and appropriate utilization of languages by students, while preserving their cognitive faculties. This methodology aims to enhance students' linguistic abilities, as well as to direct them in obtaining new vocabulary through the phases of presentation and prior practice.

Apriliadi (2020) concludes in this work that acquiring language proficiency through speaking not only enables students to develop effective communication abilities, but also to engage in ethical communication practices, encompassing the ability to articulate ideas politely, truthfully, and in accordance with the contextual and situational context.

Based on Lakuana & Siojam (2020) The researchers used the presentation, practice, production (PPP) method to effectively teach students speaking skills in a controlled, creative environment. This method allows students to confidently demonstrate their speaking abilities.

Pedagogical Basis

Behaviorism philosophy

Behaviorism is a philosophy of psychology that focuses on the study of observable behaviors, rather than subjective mental states. It suggests that all behaviors are learned through conditioning and reinforcement, and that it is possible to predict and control behavior through the use of rewards and punishments. This approach has had a significant impact on the field of psychology and has influenced the development of various psychological theories and therapies.

As specified by Brau et al. (2020) the behaviorism is a branch of psychology that focuses on how behavior is affected by alterations to the environment. Teachers' role is to influence the atmosphere to promote the necessary changes in behavior. In fact, the foundational ideas of behaviorism did not emerge immediately but rather over time due to the efforts of numerous 25 psychologists.

According to Wiyanah (2021) centered on behavioural philosophy, PPP suggests that learning a language is appears performing very well other function. Additionally, Jackson Jr and White (2020) states by it is necessary to implement behavioral techniques in the classroom to upgrade learners' involvement, execution, and exposure to a foreign language. Behaviorists believe that the best way to understand and change behavior is through the scientific study of observable behaviors. To put it differently, by applying behavioral methods based on student's needs, the entire learning process is likely to improve; therefore, they will obtain better outcomes (Brau, 2020). Based on this text, it can be concluded that using behavioral methods

that are tailored to the needs of students can improve the overall learning process and lead to better outcomes

Cognitive process

Cherukunnath and Singh, (2022) state that the cognitive processes involved in the formation of academic concepts encompass the acquisition, assimilation, generalization, and association of information. The adaptive aspects crucial to academic learning involve the integration of sensory-motor information, encoding of spatial information, and linking to existing cognitive networks.

Thomas et al. (2019) highlights eight distinct cognitive systems that are involved in the process of learning within the brain. These systems include the recollection of episodic and autobiographical memories, the perception-motor areas responsible for spatial and temporal pattern recognition, classical conditioning associations, the integration of planning and emotions, reward-based systems, systems for acquiring procedural knowledge, learning through observation and imitation, and language construction systems.

Community Language Learning

The basic principle of Community Language Learning (CLL) is to consider each learner as an absolute individual. This approach was created to shift from a traditional way of providing the class to an approach where students' learning process is the most important. In order to succeed in it, both teacher and students should be engaged in a sociable interaction (Ali, 2018). One way that the CLL method can be used in conjunction with the PPP method is by incorporating elements of community interaction and collaboration into the practice and production stages of the PPP method. For example, during the practice stage, students could work in pairs or small groups to engage in conversation and practice their speaking skills using authentic language. In the production stage, students could work on collaborative projects or

participate in role-plays or debates, further developing their speaking skills in a more authentic and interactive way.

Theoretical Basis

English as a Foreign Language

According to Dewita and Amri (2020), the effectiveness of the teaching and learning process can be improved by using techniques and materials that engage teachers and support their ability to teach effectively.

Munna and Kalam (2021) argue that the teaching and learning process can be considered as a complex and dynamic system that requires a significant level of expertise and experience from the educators involved. It is a continuous cycle of planning, delivery, assessment, and evaluation, where the educator is responsible for creating a supportive and inclusive learning environment for students.

This process is critical for the growth and development of students, as it helps to transfer knowledge and skills that are essential for success in their future academic and professional pursuits. The learning objectives, which are the outcomes that students are expected to achieve, form the foundation of the teaching and learning process. Effective educators are skilled in selecting appropriate teaching resources and materials, such as textbooks, multimedia presentations, and hands-on activities, that support student learning and engagement.

Núñez (2019) argues that it is vital for educators to facilitate the enhancement of linguistic abilities among their students, as this skill involves the active generation of language rather than merely passive receipt of linguistic inputs.

The Presentation, Practice and Production.

According to Harmer (2009) the PPP is a method that is widely used in teaching simple language at lower levels. Furthermore, many modern course books contain examples of PPP lessons which have retained elements of structural-situation methodology and audio-linguicism.

Harmer (2009) adds that there is a general consensus that PPP is just one method among many, not taking into consideration other ways of learning. PPP (presentation, practice, production) is just one of several methods for learning, and that it may not take into account other ways of learning. Additionally, the use of the phrase "general consensus" suggests that there is a widely held belief among people that PPP is not the only method of learning. It is possible that the author, Harmer, is implying that there are other approaches to learning that should also be considered, and that PPP should not be seen as the only option.

PPP method stages

PPP is a three-part learning paradigm: Presentation, Practice and Production. The first step, which is Presentation, enables learners to acquire new linguistic information or to restructure information that has been wrongly portrayed (Wiyannah & Irawan, 2021). In the first stage of the PPP method, known as Presentation, learners are exposed to new linguistic information or have the opportunity to correct any misunderstandings they may have had about previously presented material.

According to Wiyannah and Irawan (2021) the practice stage of the PPP method is typically divided into two parts: supervised practice and free practice. During supervised practice, students repeat the target language mechanically, without having to consider its proper use. In free practice, students are given more freedom to use the target language and may be required to pay attention to its form.

The practice stage of the PPP method is based on the assumption that learners already have an understanding of the target language, but that repetition is necessary for them to fully internalize and master it. This approach to learning is focused on the process of mastering the language through repetition, rather than just acquiring knowledge about it.

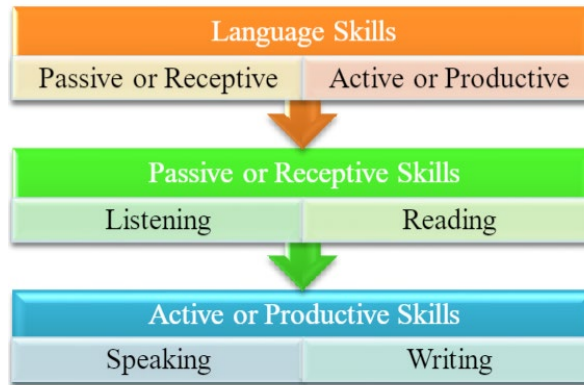
The stage of production is when the student has to decide if and when to use the 'learning' system (Wiyannah & Irawan, 2021). According to Wiyannah & Irawan (2021) There is debate about whether the final stage of the PPP method, in which students use the target language in more open-ended and creative ways, is truly communicative. However, it is important for the teacher to assess whether students have mastered the language unit being taught by observing their use of it in a more natural context or action.

Receptive and productive English skills

According to Parupalli (2019) listening and reading are referred to as passive or receptive skills because they do not require learners to actively produce language. Instead, learners simply listen to or read the language without producing any output. On the other hand, speaking and writing are considered active or productive skills because they require learners to generate language themselves, which involves a great deal of practice and learning in areas such as grammar, vocabulary, sentence structure, and usage.

Table 1:

The basic language skill of English



Source: (Parupalli, 2019, 52p)

Speaking Skills

According to Brown (2009), the speaking process involves a complex interaction of social, cultural, and linguistic factors that influence the creation, reception, and interpretation of messages; The one-on-one speaking program is designed to promote the development of listening and speaking skills in a collaborative context.

Harris (1974) indicates the components of speaking skill such as: comprehension, Grammar, vocabulary, pronunciation, and fluency. In educational settings, speaking skills are crucial for effective communication and are often the focus of language acquisition programs. During these interactions, students have the opportunity to practice their language skills by engaging in conversation with their peers or instructors. This provides a dynamic and supportive environment for students to develop their communicative competence, enhance their vocabulary and grammar, and refine their ability to understand and express meaning effectively. Bottom of Form

Learning to speak in a foreign language can be one of the most challenging aspects of language learning. It is supported by Brown and Yule (1983) that one of the most challenging components of acquiring a second language is the development of oral proficiency in the

target language. This necessitates a thorough grasp of both grammatical structures and vocabulary, as well as the capacity to articulate one's thoughts precisely and effortlessly. This can pose a significant hindrance for individuals who are not habituated to employing the target language frequently or who have limited prior exposure to it.

Stages of speaking skill

1. The pre-stage allows us **time to prepare** learners for the final speaking task. The pre-stages often include some kind of reading or listening.
2. The while-stage is the speaking task itself. It allows learners to actually **practice speaking** (or a specific feature of speaking/writing).
3. The post-stages allow learners to **get feedback on their performance** and conclusion to the task. This often includes some reading or writing as well. Many speaking and writing lessons in coursebooks follow this kind of format (Emma, 2018).

Approaches to Teaching Speaking

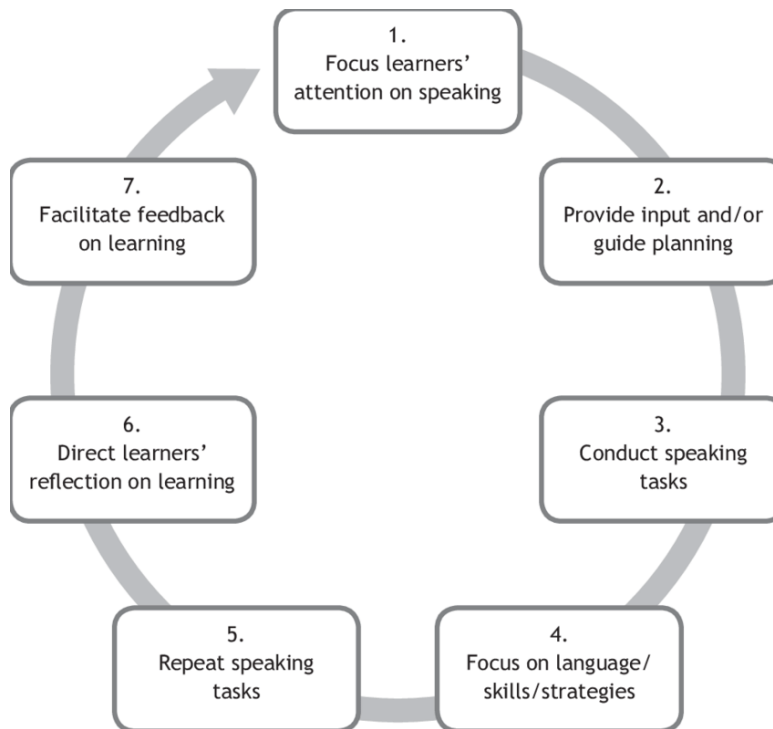
According to Bygate (2010) cited by Chou (2021) during the latter half of the 1900s, various teaching methods, including audiolingual, situational, and functional approaches, emerged and placed a significant emphasis on teaching pronunciation and grammatical correctness. However, they overlooked the importance of the interactive discourse pattern and the level of understanding involved in real-life communication.

Teaching-Speaking Cycle

The Teaching-Speaking Cycle is a cyclical process that involves both the teacher and the student in a collaborative effort to enhance language learning and speaking skills. The cycle is comprised of four stages: planning, teaching, evaluating, and refining.

Figure. 1

Teaching -Speaking cycle



Source: (Goh & Burns, 2012, pp. 151-152)

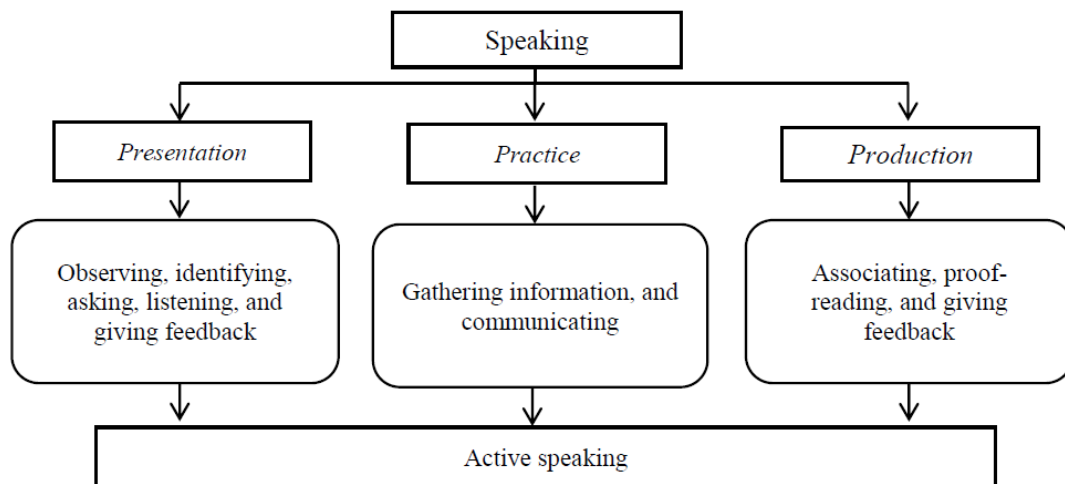
- Use a wide range of speech enabling skills
- Develop fluency in expression of meaning.
- Use grammar flexibly to produce a wide range of utterances that can express meaning precisely
- Use appropriate vocabulary and accurate language forms relevant to their speaking needs
- Understand and use social and linguistic conventions of speech for various contexts
- Employ appropriate oral communication and discourse strategies
- Increase awareness of genre and genre structures
- Increase metacognitive awareness about L2 speaking
- Manage and self-regulate their own speaking development. (Goh & Burns, 2012, pp. 151-152)

Speaking through PPP method

(Apriliadi, 2020) describes the three stages of PPP in order to learn speaking skills. In the following figure there are adjustments in resources used during a class.

Figure 2.

Speaking through PPP method



Source: (Apriliadi, 2020)

Virtual Environment in EFL

The new millennium has blurred the conventional boundaries of English language instruction in that English lessons are no longer taught solely by means of printed books and chalk and blackboard, but via electronic learning management systems (e.g., Blackboard, Moodle) or digital tools (e.g., Skype, wikis), which extend learning beyond the classroom (Barreno & Egüez, 2020).

In online learning, teachers need to balance between delivering content to meet the course objectives and to get the learners to participate in the learning activities (Ariffina et al , 2022). The integration of technology, such as computers, into language teaching has enhanced the multidimensional nature of classroom activities. This is just one example of how the field of language teaching has been impacted by recent technological advances.

Legal Basis

The articles that are mentioned above highlight the importance of education for every human being, as well as the way English should be carried out in academic environments.

Constitution of the Republic of Ecuador

Art. 26.- Education is a right of people throughout their lives and an inescapable and inexcusable duty of the State. It constitutes a priority area of public policy and state investment, a guarantee of equality and social inclusion and an indispensable condition for a good life. Individuals, families, and society have the right and responsibility to participate in the educational process (CRE., 2008, Art 26).

Art. 27.- Education will be centered on the human being and will guarantee his or her holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it will be participatory, compulsory, intercultural, democratic, inclusive and diverse, of quality and warmth; it will promote gender equity, justice, solidarity and peace; it will stimulate a critical sense, art and physical culture, individual and community initiative, and the development of competencies and capacities to create and work. Education is indispensable for knowledge, the exercise of rights and the construction of a sovereign country and constitutes a strategic axis for national development (CRE., 2008, Art 27).

Art. 343.- The national education system shall have as its purpose the development of individual and collective capacities and potentialities of the population, enabling learning, and the generation and use of knowledge, techniques, know-how, arts and culture. The system shall be centered on the learner, and shall operate in a flexible and dynamic, inclusive, effective and efficient manner. The national education system will integrate an intercultural

vision in accordance with the geographic, cultural and linguistic diversity of the country, and respect for the rights of communities, peoples and nationalities (CRE., 2008, Art 343).

Council of Higher Education (CES) Academic Regime Regulations

Article 57.- Online modality: The online modality is that in which the learning components are mediated entirely by the use of interactive multimedia technologies and virtual learning environments (Council of Higher Education, 2021, Art 57).

Article 61.- Learning resources and technological platforms: For the execution of their academic offerings, IES shall guarantee the learning resources detailed in their project of creation, according to the modality of studies, with control mechanisms to combat fraud and academic dishonesty (Higher Education Council., 2021, art 61).

Article 64.- Learning a second language: The learning of a second language shall be a requirement for graduation in third level careers, according to the following levels of proficiency, taking as a reference the Common European Framework, or its equivalent, for languages:

(a) For the third technical level, at least level A1 shall be required and for the technological level, at least level A2 shall be required.

b) For the third degree level, at least level B1 shall be required. In postgraduate programs, the EIS will define, according to the development of the area of knowledge, the level of proficiency in the second language, if required.

Each IES will decide whether or not to integrate the learning of a second language in the curriculum of the degree or program. In order for regular students enrolled in a degree program to meet the requirement of proficiency in a foreign language, the IES, if required, may enter into agreements with other IES or institutions that, although not part of the Higher Education System, offer language programs or courses, provided that they issue proficiency

certificates through internationally recognized exams. This provision shall not apply to language programs (Consejo de Educacion Superior., 2021, art 64).

Regulations for the course of English and the UPSE Language Center

Art. 1.- Purpose. - The main purpose of these regulations is to establish the norms for the teaching of the English language as a graduation requirement for the third level courses offered by the UPSE and to regulate the activities and processes that are carried out in the Language Center of the UPSE (Higher Education Council, 2021).

Art. 2.- Scope. - The norms of the present regulations are of obligatory application for the students who study third level courses at the UPSE (The Higher University Council, 2021).

Art. 26.- Objectives. - The objectives of the Language Center are:

a. To develop in UPSE students' communicative skills and abilities in a foreign language in order to obtain international certifications to facilitate student mobility that will allow access to other programs of study.

b. To offer continuing education courses in the different levels of languages, directed to society, as a mechanism of self-management (The Higher University Council, 2021).

Art. 27.- Functions. - The functions of the Language Center are the following:

a. To prepare professionals capable of using a second foreign language for a better performance in the different work areas they may find themselves in.

b. To guarantee the teaching of a second language to the different careers existing in the Peninsula Santa Elena State University with certified teachers.

c. Conduct preparation courses aimed at the university community and the general public to obtain international certifications in a second language.

d. To organize conferences, seminars, workshops, and congresses that help to generate resources for the self-management of the Language Center (The Higher University Council, 2021).

Variables of the study

According to Shukla (2018) a variable is any characteristic of a living or non-living unit or thing that can vary in value. This characteristic is called a variable characteristic in research studies.

Dependent and Independent Variable

There are different types of variables, including independent variables, dependent variables, and control variables.

Independent Variable

Shukla (2018) established, the independent variable is the variable whose value can affect the value of another variable. It is a key element in scientific research because it represents a factor that the researcher can manipulate or control in order to study its effect on the dependent variable. In an experiment, the independent variable is the variable that the researcher manipulates or changes in order to observe its effect on the dependent variable.

Dependent variable

According to Shukla (2018), dependent variables are the variables that are measured or observed in an experiment and are believed to be influenced by the independent variable. They represent the outcomes or responses that are being studied in an experiment. Researchers measure or observe the dependent variables in order to see how they are affected by changes in the independent variable.

Dependent Variable***Speaking skills***

According to Lakuana & Siojam (2020), the process of learning English at school should receive more focus in order to be effective and help students develop their abilities. Speaking skills, in particular, can have many benefits for the student's language development.

Independent Variable***The Presentation Practice Production (PPP) English Teaching Method***

According to Lukuana and Siojam (2020), to address the identified problem, the researcher employed a method that is clearly explained to students, allows for creativity under the teacher's guidance, and builds students' confidence in speaking, called the presentation, practice, production (PPP) method.

CHAPTER III: METHODOLOGICAL FRAMEWORK

Methods

Qualitative Method

Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure (Creswell., 2009).

Qualitative inquirers use theory in their studies in several ways. First, much like in quantitative research, it is used as a broad explanation for behavior and attitudes, and it may be complete with variables, constructs, and hypotheses.

Type of Research

Bibliographic Research

The purpose of bibliographic research is to collect reliable and relevant information that can be used to support the goals of the investigation. It is an important aspect of many research projects, as it helps to ensure that the findings and conclusions are based on accurate and up-to-date information.

Boon (2017) stated, Bibliographic research involves gathering information from published sources such as books, articles, and online materials like websites and databases. These sources can be in physical or electronic formats, including audio and video recordings, and may include traditional materials like print newspapers and reports as well as newer forms of media like blogs.

Phenomenological Study

Neubauer et al. (2019) stated, Phenomenological research can provide a more comprehensive understanding of the complex phenomena related to learning, behavior, and communication that are relevant to our field.

By exploring the essential qualities of these phenomena as described by those who have experienced them, we can gain a deeper insight into the complexities of these phenomena and how they relate to our field. According to Creswell (2009), phenomenological research involves exploring and understanding the essential qualities of human experiences related to a particular phenomenon, as described by those who have experienced it.

Phenomenological research can also help us identify and understand the subjective experiences and perspectives of individuals, which can be valuable in understanding how these phenomena manifest in different contexts and situations.

Data Collection Techniques

Interview

According to George (2022) the interviewer and the interviewee have a face-to-face interaction, either in person or through technology such as video conferencing. The purpose of an interview is to gather information about the interviewee's thoughts, feelings, experiences, and behaviors.

Semi-structured interview

A structured interview is a data collection method that relies on asking questions in a set order to collect data on a topic. It is one of four types of interviews (George & Merkus , 2022). This type of interview was helpful to develop the interview, the participants were explained the PPP method to remind backgrounds about the application or notions.

Instruments

Questionnaire

The questionnaire could be used to gather both quantitative and qualitative data from the participants, depending on the types of questions it includes.

Bhandari (2023) establishes Questionnaires as a bank of inquiries or items utilized to obtain information from individuals regarding their beliefs, experiences, or viewpoints. They can be utilized to gather both quantitative and qualitative data and are frequently utilized in market research and the social and health sciences.

The use of a questionnaire allowed the researcher to organize inquiries and extract the information in a qualitative manner, the questions made were driven to know arguments and experiences from Language Center Teachers.

Types of questions

Open-ended

Weller et al (2018) Open-ended questions are a type of interviewing technique that can be used to explore deeper into a topic, understand how things work, and identify possible explanations for observed connections. These types of questions can be used on their own or in combination with other interviewing methods.

Data Collection Processing and Resources

Table 2.

Basic Questions and Explanation

1. What?	To obtain information to infer data.
2. Where?	Language Center
3. When?	12 th January 2022
4. How?	Opened-ended Questionnaire.
5. What for?	To determine Teacher's experience and sight about The Presentation, Practice and Production (PPP) English Method and its application in virtual environments for improving Speaking skills

Source: Miguel Ángel Maldonado Murillo

Sample

The purpose of sampling in qualitative research is to identify and understand the experiences, perspectives, and phenomena being studied, rather than to generalize findings to a larger population. For gathering the information, the sample will be selected 5 teachers from Language Center, they were interviewed by using a questionnaire that was previous accepted to being executed in field. Sampling allows researchers to study a manageable number of individuals or items and make inferences about the larger population based on the characteristics of the sample.

Question 2: How would you adapt the PPP method in virtual learning teaching environment?

Figure 4.

Frequent words question 2.



Source: nubedepalabras.es

Author: Miguel Ángel Maldonado Murillo

Note: Illustration of the most repeated words

In second question the focus was on adaptation of PPP method in virtual environment, the participants mentioned that presentation and practice can be adapted by using apps and tools, which can have a focus on interaction and monitoring the activities. The most frequent word mentioned were Present and Practice, other words said were exercises, adapt, face, vocabulary, environment, and so forth.

Question 3: How would you encourage student's interaction and collaboration in a virtual setting using the PPP method?



Source: nubedepalabras.es

Author: Miguel Ángel Maldonado Murillo

Note: Illustration of the most repeated words

The item number four was about modifications of PPP method in virtual environments, also how to overcome troubles. The participants expressed that there are certain challenges to face during virtual, they mentioned the distractors, and technical issues as troubles to overcome through the use of other applications or plan autonomous works. The most frequent word mentioned were Virtual and challenges; likewise, students, mistakes, experiences, hard, and so on.

Question 5: Do you relate viable the use of PPP method in a virtual setting for developing speaking skills?

Figure 6.

method back in time during their school teaching period; furthermore, its development during virtual classes in their current position as collage teachers.

The first question What do you know about PPP (Presentation, Practice, Production) Method? was related to discover background of PPP method application during their professional experience. According to the first question, the PPP method is broadly used by participants, they highlighted the simplicity of applying this method because it helps to organize the class by following the three phases. In addition, a couple of teachers manifested the implementation of feedback in the third phase (Production). Hammer manifested that PPP method is used by most of teacher because of its easy execution, this was noticeable by Language center teachers. Because of this, it can be considered that most of teachers have used and model PPP method by adding activities and feedbacks.

In the second question, how would you adapt the PPP method in virtual environment? was in regard to PPP method and adaptation in virtual settings. Ariffina and others manifested their focus on stablish a balance between content delivering and objectives to be fulfilled to make peers to participate in activities over a virtual environment. The Language teachers pointed various factors to take into account when PPP method is run in virtual classes, however, they highlighted the adaptation of presentation and practice which shows the importance of engagement and make students volunteer during activities at online surface.

Over the third question, how would you encourage student's interaction and collaboration in a virtual setting using the PPP method? was driven to discover positions about how to promote students' interaction and collaboration by settings previous mentioned. According to Ali social interaction is the key to succeed that gives Community Language Learning which is connected to PPP method basis. Teachers manifested their strategies to

engage students by applying collaboration at class and activities that involve communication and teamwork.

During the fourth question, what challenges would you encounter implementing the PPP method in a virtual setting and how could you overcome them? it was mentioned the challenges during PPP method execution in virtual environment and how adapt them to overcome troubles. Language teachers argued about challenges such as connection issues and distractors that can be overcome by using applications and mixing method that aim to collaborative work of students, also the planification plays an important role to prevent problems in virtual environments.

In the fifth question, do you relate viable the use of PPP method in a virtual setting for developing speaking skills? was in regard to PPP method viability for developing Speaking skill into a virtual frame. The Language Teachers expressed their ideas about the viability of applying this method, they make observations in regard to the strategies and stimulus given by the teacher to reach a balance. According to Aprilidi's chart about how to apply Speaking through PPP method there are certain factors to take into account. In presentation the activities are based on observing, identifying, asking, listening, and giving feedback, which are part of the stimulus mentioned by Language teacher. On the other hand, practice and production parts of gathering information, associating, and having interaction, which was emphasized by some participants. All these parts are attached to active speaking the clue for a speaking skill development.

In the last question, what advice would you tell language teachers to implement the PPP method in a virtual classroom? was in regard to analyze advice for future teachers when implementing PPP method in virtual classroom. The Language Teachers put emphasis on the practicality adaptation of the method in virtual setting, without dismissing classroom

management through tools that app offers, also the consistency in planning and class configuration.

From one to six question are associated to PPP method and its application for promote speaking skill development within a virtual environment. The questions had emphasis on background of PPP method application in class and its adaption to virtual classes, the arguments reflected the feasibility of the execute the method by following a framework of stimulus and interaction by students and teacher.

CHAPTER V: REFLECTIONS OF THE STUDY

The Presentation-Practice-Production (PPP) method is a broadly employed teaching method for fostering speaking skills in English language learners. The method is based on the principle that students need to be exposed to the target language before they are able to produce it themselves. This reflection study aims to evaluate the effectiveness of the PPP method in promoting speaking skills in a virtual environment.

In this study, the PPP method was examined in a virtual setting for fostering speech. It was examined every part of the method and its variation in every phase such as: presentation phase, where the teacher presented new vocabulary and grammatical structures, a practice phase, where the students engaged in controlled activities to practice the new language, and a production phase, where the students used the language in a more open-ended, communicative task.

Overall, the results of the study indicate that the PPP method is an efficient way to promote speaking skills in a virtual environment. The Language teachers reported their position and experiences with regard to PPP method and its speaking English techniques that can be adapted to the present method and environment. Additionally, the use of virtual tools such as breakout rooms and voice recordings task allowed for more opportunities for speaking practice and individual feedback.

One limitation of this study is that it was based on a small sample size, so further research with larger groups is needed to verify the findings to elaborate their perceptions about the project. Another limitation is that it was conducted in a short period of time, so the long-term retention of the language by the students is still uncertain.

The PPP method proved to be an effective way to promote speaking skills in a virtual environment. The use of virtual tools and activities allows for more opportunities for

speaking practice and individual feedback, which can help improve students' confidence and fluency in English. However, further research is needed to confirm the findings and to evaluate the long-term retention of the language by the students.

Developing the Presentation-Practice-Production (PPP) English teaching method to promote speaking skills in a virtual environment was a challenging yet rewarding experience. The project required extensive planning and organization, as well as a thorough understanding of the PPP method and its application in a virtual setting. One of the key challenges faced during the project was adapting the PPP method to a virtual environment. This required finding new ways to present, practice, and produce language in an online setting, as well as finding ways to engage students and provide feedback. Additionally, it was important to ensure that the virtual tools and activities used were appropriate for the level and needs of the students.

Another challenge was time management, as the project required a significant amount of time and effort to develop and implement. This required careful planning and organization to ensure that all tasks were completed on schedule.

Despite these challenges, the project was a valuable and rewarding experience. Developing the PPP method for a virtual environment allowed me to apply my knowledge and skills in a practical setting, while also providing the opportunity to learn and grow as a teacher. Additionally, seeing the positive results from the students, in terms of their improvement in speaking skills, made it all worth it.

One area for improvement in future projects would be to include a larger sample size of Language Center Teacher to evaluate the effectiveness of the PPP method in a virtual environment more accurately. Also, it would be beneficial to have a more extended period of

time to observe the retention of the language by the students in a classroom in order to sustain the research project.

The experience of developing the PPP method for a virtual environment was a challenging but enriching experience. It allowed me to apply my knowledge and skills in a practical setting, while also providing the opportunity to learn and grow as a English teacher and researcher. It also provided an opportunity to contribute to the field of second language acquisition, by adapting a well-known method to a new technological context to develop oral abilities.

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ANNEXES**Annex 1: Tutor Assignment**

La Libertad, February 7th, 2023

Advisor's Approval

In my role as advisor of the research paper and title **“The Presentation- Practice- Production (PPP) English Method to Promote Speaking Skills in Virtual Environments”**, prepared by Miguel Angel Maldonado Murillo, an undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely



Lcda. Rossana Vera Cruzatti, Msc.

ADVISOR

Annex 2: Anti-plagiarism Report



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La Libertad, 7 de febrero del 2023

En calidad de tutor del trabajo de titulación denominado **“THE PRESENTATION - PRACTICE - PRODUCTION (PPP) ENGLISH TEACHING METHOD TO PROMOTE SPEAKING SKILLS IN VIRTUAL ENVIRONMENT.”** elaborado por el estudiante **Maldonado Murillo Miguel Ángel**, egresado de la Carrera de la Pedagogía de los Idiomas Nacionales Y Extranjeros, de la Facultad de Ciencias de la Educación E Idiomas, de la **Universidad Estatal Península de Santa Elena**, previo a la obtención del título de Licenciado en Pedagogía del idioma inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra en con 1% de valoración permitida, por consiguiente se procede a emitir el presente informe. Adjunto reporte de similitud.

Atentamente,

A handwritten signature in blue ink, which appears to read 'Rossana Vera Cruzati', is written over a horizontal line.

Msc. Rossana Vera Cruzati

Ci: 0907299432

DOCENTE TUTOR



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La Libertad, febrero 7 de 2023

CERTIFICADO ANTIPLAGIO

En calidad de tutor del trabajo de titulación **“The Presentation-Practice-Production (PPP) English Method to Promote Speaking Skills in Virtual Environments”**, La Libertad, Provincia de Santa Elena, año escolar 2022-2, elaborado por el estudiante Miguel Ángel Maldonado Murillo, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, PINE, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que el sistema autoplagio URKUND, señala el 1% de similitud; por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.



Lcda. Rossana Vera Cruzatti, MSc.

Docente Tutor



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Annex 3: Questionnaire for interviews



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
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 PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



“THE PRESENTATION - PRACTICE - PRODUCTION (PPP) ENGLISH TEACHING METHOD TO PROMOTE SPEAKING SKILLS IN VIRTUAL ENVIRONMENTS.”

Aim: to collect data from teachers that develop activities in Language Centre, regarding to the Presentation Practice, Production (PPP) method application for improving oral skill within virtual environment.

1. What do you know about PPP (Presentation, Practice, Production) Method?
Describe your experience?
2. How would you adapt the PPP method in virtual environment?
3. How would you encourage student's interaction and collaboration in a virtual setting using the PPP method?
4. What challenges would you encounter implementing the PPP method in a virtual setting and how could you overcome them?
5. Do you relate viable the use of PPP method in a virtual setting for developing speaking skills?
6. What advice would you tell language teachers to implement the PPP method in a virtual classroom?

Rossana Vera Cruzatti

Docente

Annex 4: Interviews Microsoft Forms

Forms INTERVIEW QUESTIONS - Guardado

Vista previa Tema Recopilar respuestas

Preguntas Respuestas 4

1. What do you know about PPP (Presentation, Practice, Production) Method? Describe your experience? (0 punto)

Más detalles

4 Respuestas

Respuestas más recientes

"As a teacher, I have found the PPP Method to be very effective in promoting..."

"Presentation, Practice and Production is a technique that can be applied to ..."

"In my experience, most of ESL books work under this method. Basically, as a..."

2. How would you adapt the PPP method in virtual learning environment? (0 punto)

Más detalles

4 Respuestas

Respuestas más recientes

"The Presentation-Practice-Production (PPP) Method can be adapted for use..."

"Actually, I apply it in the virtually learning-teaching environment, the first s..."

"Presentation: Present a video / a written conversation / key vocabulary wor..."

Forms INTERVIEW QUESTIONS - Guardado

Vista previa Tema Recopilar respuestas

Preguntas Respuestas 4

3. How would you encourage student's interaction and collaboration in a virtual setting using the PPP method? (0 punto)

Más detalles

4 Respuestas

Respuestas más recientes

"adapting the PPP Method for a virtual learning environment requires a cre..."

"I combine PPP technique with Cooperative Learning strategies and element..."

"Using break-out rooms to interact, asking/answering questions, use Paddlet..."

4. Do you relate viable the use of PPP method in a virtual setting for developing speaking skills? (0 punto)

Más detalles

4 Respuestas

Respuestas más recientes

"I believe that the Presentation-Practice-Production (PPP) Method can be eff..."

"I consider the technique viable as long as the strategies and stimulus are ap..."

"I think that it could be possible if there is a good planning. Also, all stages i..."

Forms INTERVIEW QUESTIONS - Guardado

Vista previa Tema Recopilar respuestas

Preguntas Respuestas 4

5. What challenges would you encounter implementing the PPP method in a virtual setting and how could you overcome them? (0 punto)

[Más detalles](#)

4 Respuestas

Respuestas más recientes

"To overcome these challenges, virtual English teachers can consider the foll...

"The challenges in virtual settings according to my experience are the studen...

"In virtual settings, students would get easily distracted. Or, they might feel L...

6. What advice would you tell language teachers to implement the PPP method in a virtual classroom? (0 punto)

[Más detalles](#)

4 Respuestas

Respuestas más recientes

"To overcome these challenges, virtual English teachers can consider the foll...

"PPP is a good technique, that can be applied also in virtual classrooms. It h...

"I would definitely recommend to work with classroom management tips as ...

File Edit View Window Help

Home Tools ppp.pdf Focus Group-Quest... x Sign In

Aim: to collect data from teachers that develop activities in Language regarding to the Presentation Practice, Production (PPP) method applying improving oral skill within virtual environment.

INTERVIEW QUESTIONS

- 1 What do you know about PPP (Presentation, Practice, Production) Method? Describe your experience?**
- 2 How would you adapt the PPP method in virtual learning teaching environment?**
- 3 Which are the stages of the PPP method to adapt in virtual settings?**
- 4 How would you encourage student's interaction and collaboration in a virtual**

Miguel Maldonado

Glida Rubra G. Arq., MSc. Gldj,arq