

Effectiveness of presentation, practice, and production method on the development of speaking fluency

Eficacia de la presentación, la práctica y el método de producción en el desarrollo de la fluidez del habla

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RESUMEN

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

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

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ABSTRACT

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

Keywords: PPP method; speaking fluency; stages; prosody; speed.

1. Introduction

Learning a foreign language is relevant in the world we live in today. No matter what profession a person may have, English improves the opportunities to succeed in any field. Newton and point out that when someone is learning a language it is imperative to focus on fluency when speaking it (Alreshoud & Abdelhalim, 2022) two intact classes of first-year EFL English majors at the college of languages and Translation, Imam University, were randomly assigned into two groups (control and experimental. For instance, it is vital to manage meaningful input and output in the English learning classrooms to acquire a good level of fluency from the beginning.

A long time ago, language study had as a main goal reading comprehension. However, communication is now the aim when teaching English as a second language. This new objective affected the ways of learning and teaching, causing innovative teaching to happen (Ahmadovna et al., 2021). Therefore, an appropriate methodology must be applied considering the characteristics of the group of students. The teacher must know the needs of the student to choose a suitable method whether it is a new or old one. Since a language is taught to be used the method must focus on oral skills.

One of the methodologies that have emerged from the communicative approach is Presentation, practice, and production method. According to Alreshoud & Abdelhalim (2022) two intact classes of first-year EFL English majors at the college of languages and Translation, Imam University, were randomly assigned into two groups (control and experimental, this method has a basic sequence that helps students to concentrate and acquire knowledge since the first stage. That's why in this presentation stage many activities such as gestures, audio, and drawing are included. Therefore, all concepts and words must also be used in a specific context. In this method, the teacher's talk time is high at the first stage, and it is relevant to make sure students grasp the meaning of them.

Many students achieve grammar and vocabulary proficiency. Nevertheless, students are not able to domain the language (Arias et al., 2022). For instance, they are not able to express themselves freely and effectively. In other words, the proficiency level in speaking English as a Foreign is a great challenge for students from different contexts. The lack of exposure to it makes it even more difficult. There are more reasons why learners find it difficult to reach this stage. Even teachers are looking for answers to solve this reality in their contexts. However, it is the teachers' work to help them in this area because meaningful communications are the main goal while learning EFL. Consequently, helping students to develop their fluency is very challenging in many schools.

Furthermore, it is necessary to be aware of the different components to reach oral fluency. Then, each of them can be developed appropriately (Carcary, 2020). Speed is the first aspect that comes to our mind when talking about fluency. However, prosody and coherence are also important.

The number of words that are considered slow rate is 157 words per minute. While a faster speed is 200 per minute in second language learners in the ESL classroom. During the dialogue, the average of words per minute is around 188. It also depends on the task that the student is performing. This vital information about the number of words per minute by an English learner guide the teachers to set goals according to the student's level. It is necessary to take into account that the average number will vary depending on the task required to be performed by the pupils in the class (Lucas & Chancay, 2022).

In view of the foregoing, the objective of the research is to evaluate the effects of presentation, practice, and production method in the development of speaking fluency among seventh-year students from Santa Marianita de Jesus School.

1.1. State of art and practice

Different approaches to teach English have emerged over time. Today's society demands more people to speak a foreign language with high management of oral skills. This was caused by the massive migrations that occurred a long time ago. Nowadays, the internet has helped globalization to be greatly expanded. The reasons why people need to learn a foreign language are numerous. Therefore, many approaches have appeared. One of the most used nowadays is the communicative approach. This implies plenty of interactions among students. Therefore, it is the most used in English teaching. Communication in the classrooms is its final aim considering the qualified environment for achieving it (Domínguez et al., 2023).

Communicative approach

The communicative approach is one of the most common ones used to teach English. Its main objective is to create an environment of meaningful communication. When students get involved in real communication, this allows their innate skills to emerge. Therefore, the acquisition

of English as a Second language or as a second language occurs successfully (Stevani & Erikson, 2022). Communicative ability is greatly emphasized in this approach (Fabricio, 2023). This refers to the appropriate use of grammatical rules to produce understandable sentences according to the context. This way of teaching has gained a lot of popularity later because it focuses on teaching students how to use the language in a meaningful context.

Language teaching methods

A long time ago, language study has as a main goal reading comprehension. However, oral proficiency is now the aim when teaching English as a second language. Those reasons affected the ways of learning and teaching, causing innovative teaching to happen (Hameed, 2020) Reading is an important and effective skill in the learning and teaching process. Therefore, teachers should focus on and teach strategies to help learners cope with the text. Subsequently, it is important to investigate teacher techniques in the classroom as they teach reading. This study was designed to investigate the teaching techniques of reading comprehension among Iraqi EFL teachers in Iraqi universities. The study used a fully quantitative research design to collect data through a survey questionnaire from 34 lecturers. The findings showed that teachers used various strategies which are divided into three categorizations namely; pre-reading, while-reading, and post-reading. Strategies of previewing and vocabulary technique, Question-Answering Technique, vocabulary instruction technique, recitation and reading aloud reviewing technique and follow up strategy. An implication was drawn at the end of the study. INTRODUCTION Reading is an important skill in foreign language learning and teaching process. It provides important linguistic input for foreign language learners; moreover, it helps for further development in listening, speaking, and writing. Since reading is an important skill in language teaching and learning process, it has been investigated from different perspectives and reading comprehension gained importance. The consensus among reading educators and experts is that reading is a complex, interactive process that involves features of readers, texts and tasks (Bernhardt and Kamil, 1995; Grabe & Stoller, 2005. Even though new methods are emerging regarding teaching English, it has to be taken into account by the audience. It must be applied to the right approach depending on the group of students. The teacher must know the needs of the student to choose a suitable method whether it is a new or old one. Since a language is taught to be used, then the method must focus on oral skills.

Moreover, there are their main methods that come from the communicative approach such as communicative language teaching, situational language teaching, and presentation, practice, and production method. A method refers to the procedure to follow to teach English (Isaqjon, 2022). Many times, the terms approach and method are used simultaneously referring to the same thing. For example, communicative language teaching is considered as an approach by most authors. However, in this study, it is used as a method as well as the Situational language teaching and the PPP method.

The PPP method

English teachers might be familiarized with the Presentation Practice and Production method, although this has also been used while teaching other school subjects. It is important to mention that PPP whether is called approach or method it is a clear and well-established method in terms of pedagogy. The first stage involves introducing the grammar topic. Therefore, the teacher has total control of the class. Practice is the second step, where students can repeat what the teacher has stated at the beginning and practice it. The last stage is production when the learner applies individually what has been already presented and practiced. The learner expresses and produce the language freely. This method is very practical. It is easy to follow and to be understood regarding the teacher and Student's role (Maldonado et al., 2023).

Something compelling regarding the PPP method is the order that this method introduces a new topic is the following, presentation, practice, and production. In the last stage, the language is not just in the classroom but in other contexts as well. Through engaging activities, students are given opportunities to produce after they have practiced the grammar or vocabulary learned (Arias et al., 2022). On the other hand, even though there are advantages in the use of this method, according to (Wahyuni et al., 2022) it has not sufficient theoretical bases. The last stage which is production does not occur nor will happen in the future in a real context. Students are unable to use the language appropriately. Therefore, he disagrees about the benefits of the use of it and claims that this method has numerous limitations.

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

Presentation stage

The first stage is presentation, where new vocabulary and concepts are introduced. Students acquire knowledge in different ways. That's why in this stage many activities such as gestures, audio, drawing is included. By doing this, learners get engaged from the beginning of the class. All concepts and words must also be used in a specific context. The teacher's talk time is high at this stage and it's his responsibility to make sure students have grasped the meaning of them (Shaturaev, 2023). Some other strategies like songs, games, stories. Are also used to introduce the new language units. Students are engaged by those activities where they can find help and support by the fun activities introduced.

It is important to remember that the learning process enhances with the use of the sequence that becomes a habit. Students easily understand the relevance of this stage and grasp the new concepts and words easily in a familiar context for students (Maldonado et al., 2023). The main idea is

not to fill students with complicated grammar, rather it focuses just on a specific chunk of the language that eventually produced in different contexts. Language chunks are phrases, expressions, and multi-word items. By introducing the language in small units, students can benefit from it in their learning process because chunks of language facilitate the fluent process.

Lastly, the main objective in this stage is that the students build the new language accurately. For instance, students need to pay attention and not get distracted by anything. This is difficult because the student's role is quite passive. However, the engaging activities and exercises in class help to keep the language learners focused (Domínguez et al., 2023). The teacher is the facilitator of the language and at this stage this method is teacher centered. On the other hand, when the 2 stages are finished then the roles change. It might not sound difficult to apply this method nevertheless it requires a detailed job to accomplish the goals established for the lesson.

Practice stage

The second phase of the PPP method is practice. In this stage, the target language is strengthened using activities and games. Drills give students the hint to participate actively in the activities. Student's talk increases meaningfully in this phase. On the other hand, the teacher's role is to correct every mistake and error. At this stage, there are plenty of opportunities to practice. Students use the target language and structures in different activities that are guided by the teacher. One of the main focuses is form, thus students use the language with no mistakes and are monitored all the time. Finally, the activities can be oral or written (Ahmadovna et al., 2021).

This stage consists of 2 parts controlled and freer practice. In the controlled practice, student's responses are mechanical. They repeat the target language, and it does not require them to reflect on it. Nevertheless, in the freer practice, students make sessions about what target language to use. In addition to what was stated before, students practice the structure and the lexical sent in a controlled activity. The teacher as was mentioned before, concentrates on correcting errors to keep the accuracy when speaking.

Production stage

The last phase of the PPP method is production. Once learners clearly understand the target language that was presented at the beginning of the lesson, students also can practice it with minimal errors since the professor was there to correct them. Independent production of the language happens in this last stage. The activities use for this stage should be closely related to the topic presented. Students need to reproduce what was taught.

1.2. Language skills

Before proceeding to examine speaking fluency skills as the dependent variable it is necessary to go over language skills. First, the acquisition of any language depends on the development of 4 skills: listening, speaking, reading, and writing. Furthermore, the four skills in a language are divi-

ded into 2 subcategories called receptive and productive skills. Listening and reading are receptive skill. These are also known as passive skills because there is no need to produce language rather understand the information perceived and processed in our minds.

Productive skills

Speaking and writing are the productive skills of the language. Those skills are more difficult to develop, and they require a lot of practice inside and outside the classroom. According to (Ali & Razali, 2019), productive skills face a lot of challenges due to the anxiety of students for producing them. Speaking is considered harder to develop it takes because learners are afraid of making mistakes. This causes negative perceptions when they must speak in class. Therefore, there are a lot of new methodologies that try to deal with it. Furthermore, speaking skills can be divided in subcategories: oral production and oral interaction

Speaking skills

In second language acquisition, speaking is considered vital as it is in anybody's mother tongue. This skill can be developed by interacting with other people. It involves understanding, processing, producing, and other skills are used like listening. Language use is the best term to define speaking fluency and accuracy, which is considered as the goal of studying EFL.

Besides, speaking skills have four main components: grammar, vocabulary, pronunciation, and fluency. Grammar refers to the correct grammatical structure when producing the language (Wahyuni et al., 2022). This helps the sentences to have a coherent order. Vocabulary is relevant to express information, opinions, or feeling in an effective way. Pronunciation involves a clear production of language in an oral way. Its base is the phonemes. Its application according to the language used.

Speaking fluency

One of the goals as a second language learner is to be able to become fluent. The language use is vital. This allows teachers to manage meaningful input and output. Then, students can share their needs, thoughts, feelings, emotions etcetera. According to what was stated before, appropriate fluency while learning a language must be considered a fundamental part of speaking skills. This is a subcategory of speaking skills besides accuracy, and it could be reached in any level of English acquisition from beginners to proficiency level. It is necessary to be aware of the different components of oral fluency.

1.3. Speaking fluency components

Speed

One of the principles of speaking fluency is speed. It is facilitated with good articulation, and it includes minimum hesitation. This influences the speech rate that measures oral fluency (Mano-

haran & Ramachandran, 2023). Therefore, oral production includes pauses and a flow where the message is clearly understood.

Prosody

The last component of fluency is prosody. This is an important aspect regarding fluency in speaking because it covers a wide range of varieties like pitch and duration, which are very often related to it. Besides that, it also involves articulation when pronouncing the vowels and consonants. Facial expressions are also a big part of it when talking. This allows changes in voice quality because affects the intonation, tunes, and duration, Therefore, to achieve a good pronunciation requires good oral articulation, which is as well a prominent component of prosody (Epstein, 2002) several consonants in English have glottal stop allophones that can cause glottalization of the preceding vowel, and there are personal and regional variations in voice quality. In this study, these effects are controlled by obtaining an idiosyncratic baseline value for each measurement for each word of the corpus. Furthermore, voice quality variations are tracked using both quantitative measurements (derived from the Liljencrants/Fant (LF.

Coherence

Coherence is the last element of speaking fluency. It gives to the speaker's words. Thus, a person can be understood because the message makes sense to the people listening. Understanding what the speaker means to communicate (Ahmadovna et al., 2021). This element refers to the correct use of the language regarding grammar rules of it. When producing ideas, the learner with high accuracy expresses them clearly and appropriately according to the context that is being used.

2. Design methodology

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

2.1 The type of research and research approach

Descriptive

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

Explanatory

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

Primary research

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

Quasi-experimental

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

Qualitative

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

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

Quantitative

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

3. Results

Table 1. Operationalization of the independent variable.

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

Our source.

Table 2. Operationalization of the dependent variable.

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

Our source.

Population and sample

This study was conducted with 20 students from seventh level A1 English. They were 10 males and 10 females. Consequently, the population included 20 participants from the 26 students of English as a foreign language from the seventh level in Santa Marianita School. For this research, participants are required to have an electronic device and the internet. Unfortunately, six students did not have access to the internet in the first week of classes and were uncertain about its use therefore, they were excluded from the experiment. Table 3 shows the student’s classification according to their age and sex. Finally, it can be noticed the percentage that each aspect represents.

Table 3. Sample description.

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

Our source.

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

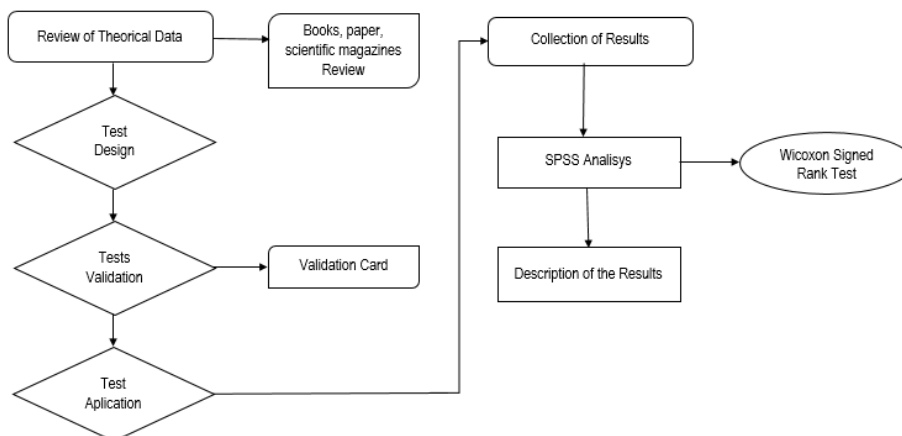
Type of data collection

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

Data processing and analysis

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

Figure 1. Collecting data.



Our source.

Research proposal

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

Table 4. Outline of the lesson plans.

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

No. of lesson plan	Topic	Aim	Time	Materials	Teacher's role	Student's roles
6	Evaluation Unit 1	To demonstrate they can speak, read, and write about the past.	2 hours	Computer Students' s book Workbook CDs	Guide/facilitator	Learner centered
7	Ancient Egypt	To introduce old civilizations. Students will be able talk about what people are doing.	2 hours	Computer Students' s book Workbook CDs	Guide/facilitator	Learner centered
8	They made bread	To introduce Egyptians traditions. Students will be able to talk about what the Ancient Egyptians did.	2 hours	Computer Students' s book Workbook CDs	Guide/facilitator	Learner centered
9	Just ask me	To introduce the simple past yes/no questions. Students will be able to ask and answer about what people did.	2 hours	Computer Students' s book Workbook CDs	Guide/facilitator	Learner centered
10	They lived near the Nile River.	To introduce the simple past open questions. Students will be able to ask specific information about past events.	2 hours	Computer Students' s book Workbook CDs	Guide/facilitator	Learner centered
11	What do you know about Tut-ankhamen?	To introduce the most famous mummy. Students will be able to create a quiz about Tut-ankhamen.	2 hours	Computer Students' s book Workbook CDs	Guide/facilitator	Learner centered
12	Hieroglyphics on the pyramid.	To introduce the simple past verbs. Student will be able to write about the past.	2 hours	Computer Students' s book Work Book CDs	Guide/facilitator	Learner centered
13	Evaluation Unit 2	To learn the value to take care of our past.	2 hours	Computer Students book Workbook CDs	Guide/facilitator	Learner centered
14	Pirates and sailors	To introduce adjectives. Student will be able to describe people.	2 hours	Computer Students' s book Workbook CDs	Guide/facilitator	Learner centered
15	He did not live in Italy.	To talk about the past using negative sentences.	2 hours	Computer Students' s book Workbook CDs	Guide/facilitator	Learner centered
16	I sailed across the Atlantic.	To introduce history using the past form. To read a text Michael Perham.	2 hours	Computer Students' s book Workbook CDs	Guide/facilitator	Learner centered

Our source.

4. Analysis of the results of the research

The null hypothesis is rejected when the z-value is higher than the significant level of 0.05. Thus, it indicates that presentation, practice, and production method does not contribute to the

development of speaking fluency effectively among seventh-year students (A1.2 level) from Santa Marianita de Jesus School.

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

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

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

Our source.

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

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

Table 6. Speed test rank.

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

Notes:

^a speed_post_test < speed_pre_test

^b speed_post_test > speed_pre_test

^c speed_post_test = speed_pre_test

Our source.

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

Table 7. Speed test results.

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

Notes:

^a Wilcoxon Signed Ranks Test

^b Based on negative ranks.

Our source.

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

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

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

Our source.

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

Table 9. Ranks of pauses.

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

Notes:

^a pauses_post_test < pauses_pre_test

^b pauses_post_test > pauses_pre_test

^c pauses_post_test = pauses_pre_test

Our source.

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

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

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

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

Our source.

Evidently, the difference between speed scores, regarding pauses made per minute, in the pre-test and post-test are statistically significant. A Wilcoxon Signed Test revealed a statistically significant increase of speed in speaking English, $z=-3,920p- 0.003$ with large effect. Therefore, it can be concluded that students improve their speed because the scores are significantly different.

The observation card was used to record the student's reactions toward the experiment and some issues they faced in the virtual class. Each student reacted differently toward the PPP method. Therefore, there were some key points to highlight in the process of the intervention. For instance, the observation card provided information such as the issues students had with the internet and how appealing the technology was for learners.

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

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

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

5. Conclusions

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

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

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

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

Many speaking fluency activities were developed in class during the proposal implementation. For instance, the Vocaroo activity showed the best results because it required all the students to participate. They recorded their answers and questions in this fun application. After that, they were able to share it with the class by clicking on the link. Besides that, dialogue as a strategy of the PPP method had the greatest impact on the students. All these activities were possible by using the zoom platform. The strategies mentioned before allowed students to share their thoughts, feelings, and emotions with their classmates based on the target language taught in class.

6. Recommendations

The quantitative approach was beneficial for this study. However, it is recommended for future research to use more instruments based on this approach to collect data such as surveys for teachers and students. The researcher can gather more useful information from English teachers who used the methodology. This can contribute to further information on this sort of study. Besides that, students can also provide their opinion about the methodologies that the English teacher uses to teach in class.

It is suggested to make further research regarding new adaptations of the presentation, practice, and production method according to the student's age. Another adaptation can be for students with special needs. Therefore, new studies can bring information about the effectiveness of this approach toward this group of learners. Finally, it is recommended to make a new study about the new methods that have evolved from the presentation, practice, and production method.

The quantitative method that was used for this study required more instruments besides the observation sheet. Therefore, it is recommended to find new techniques that are validated to gather information about the method proposed. The researcher can include interviews with teachers and students then the information can be analyzed. Finally, appropriate validation cards can be designed to validate the instruments by experts on the topic.

The results of fluency leave a void regarding the prosody and coherence aspects. It is suggested to make a deeper study about the new software's that measure the aspect of prosody and coherence because just by listening is hard to measure. The teacher ear can be deceiving at counting the words that are misplaced or mispronounce with a wrong pitch or duration. They are aspects of prosody and coherence that our ears find it difficult to differentiate one from another.

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