



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
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MANAGUA
UNAN - MANAGUA

FACULTAD REGIONAL MULTIDISCIPLINARIA DE MATAGALPA,

UNAN-MANAGUA, FAREM-MATAGALPA

GRADUATION SEMINAR

Submitted to the National Autonomous University of Nicaragua, Managua as a Requirement to obtain bachelor's degree in Teaching English as a Foreign Language (TEFL).

GENERAL TOPIC:

Methodological Strategies that Influence the Development of the English Language Learning during the Second Semester, 2020

SPECIFIC TOPIC:

3Ps Method for the development of speaking skills of students of 8th grade at Eliseo Picado National Institute, afternoon shift, second semester 2020.

AUTHORS:

- ✓ **Kathy Paola Leiva Mendoza**
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TUTOR.

MSc. Mauricio Alvarado

CAREER:

V year English

Matagalpa, January 14th, 2020



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DEDICATION.

We dedicate this research to God for giving us life, strength and wisdom and source of inspiration. We also dedicate this work to our parents who have encouraged us; also, they have supported us throughout this time, during the difficulties in which they have helped us finish our career. Finally, to our tutor: MSc. Mauricio Alvarado, for giving his time, patience, knowledge and experience.

ACKNOWLEDGMENT.

“Commit to the Lord whatever you do, and your plans will succeed.”

To God for the miracle of the life that it was proving us, his mercy, love and blessing to finish our studies.

To parents for their unconditional support, love and faith in us to conclude our career.

To our teachers: MSc. Mauricio Alvarado, MSc. Julio Roa, MSc. Brigida Mendoza, and MSc. Ligia Pineda who have been guiding us through our learning process.

To our University (UNAN FAREM MATAGALPA) for accepting us and it became like a second home throughout of all these years of learning.

TUTOR ASSESSMENT.



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“2020: AÑO DE LA EDUCACIÓN CON CALIDAD Y PERTINENCIA”

VALORACIÓN DEL TUTOR

El trabajo de Seminario de Graduación elaborado por los Bachilleres Kathy Paola Leiva Mendoza carnet número 11062931 y Lilliam Esther Tórrez Reyes carnet número 15065373, para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: “3Ps Method for the development of speaking skills of students of 8th grade at Eliseo Picado National Institute, afternoon shift, second semester 2020.” responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN – Managua (FAREM – Matagalpa), con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

El proceso de análisis y discusión de los resultados se realizó tomando en cuenta las variables del estudio, los instrumentos de recolección de información y la bibliografía consultada. Esto facilitó asimismo la elaboración de la propuesta y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto se considera apto para su defensa.

Ms c. Mauricio Alvarado

Tutor

UNAN – FAREM Matagalpa

ABSTRACT.

Learning a new language like English has represented a challenge for those who are beginners, especially when they want to develop the speaking skills. This inquire involve methodological strategies that Influence the development of the English Language Learning during the Second Semester, 2020 and was focused on the 3Ps Method in the development-speaking skill activities on students of 8th grade at Eliseo Picado National Institute, afternoon shift, the second term 2020 and how it was planned with some modifications in its stages to create more opportunities where students can involve in the different speaking activities.

The benefit of applying this method, it include a great variety of activities in the lesson plans, give students achieve imply into each one of propose to upgrade the speaking skill, insomuch the last years, have been an interest to education enhance the communication oral, the influence of this method can achieve performance in the sub skills, such as fluency, pronunciation and comprehension.

The research use of the different tools as interview found like result that most students increased satisfying their sub-skill, owing to practice and development of communicative activities, such activities were development actively being conducted in tree time in one period of the second semester.

Keywords: 3Ps method, stages, speaking skills, sub skills.

I. INTRODUCTION.

For this research the topic it was chosen Methodological Strategies that influence the development of the English Language Learning during the Second Semester, 2020 and as a specific topic study it was taken the 3Ps Method in the development of speaking skills activities on students of 8th grade at Eliseo Picado National Institute, afternoon shift, the second term 2020.

In the second place, for this study, it was of interest to analyze and apply the 3Ps Method because of the lack of students` involvement in the speaking activities, since during many years, as far as it is known the main problematic has been that the students show difficulties in the Speaking Skills of English; Once, defined the problem the key to introduce the 3Ps Method is to confirm the effectiveness in speaking activities.

In this research, both approaches qualitative and quantitative were employed; it is qualitative because it was described and compared how 3Ps can work to develop to speaking skill during a period and how the student responds; in other hand, it is quantitative because it was applied a survey to students to get a numerical data.

The type of study that was used in this inquiry is quasi experimental since, first it was analyzed and then described the 3Ps method as a new way to develop the speaking skill on students and for that it was compared through observation in some occasions to know how the learners get involved in speaking skills activities.

The population used for this study was 28 students from INEP high school. The sample was selected through Simple random sampling since the students had the

same opportunity to be selected for the study. From 28 students, 12 of them were chosen which 6 were girls and 6 were boys.

Three types of tools were implemented to reach the objectives of the research; the first one was an interview to the teacher which was focused especially in the first variable of the study: The “3Ps Method”, then the method was administered and led by observation guides and finally, a survey was conducted for the chosen students who had been selected, focused on the second variable. The results obtained from this research will be provided to help future students or teachers interested in the subject.

II. JUSTIFICATION.

This research is about the 3Ps Method and its application to develop speaking skills activities during class sessions with students of 8th grade at Eliseo Picado National Institute, afternoon shift, the second semester 2020.

Within the educational area, particularly the foreign language class in secondary school, there are still difficulties in the development of the target language, especially the speaking skills. It has been a challenge to develop both, for teachers who strive to teach it and also for students who attempt to learn and understand during English as a second language which is developed during the class sessions, in a short time over the week.

The purpose of this application is to confirm its helpfulness, unit suggests the 3Ps Method to analyze a new structure in the activities to develop the speaking skill and get a student, so in that way they can involve during the foreign language class. This study will be useful for people who work in the educational field in secondary school level like English teacher and universities students who want to know about other way to make easier learning process.

Within the structure of the progress of this document described the principal problematic that refer to how could the 3Ps method develop the Speaking Skills activities on students of 8th grade at Eliseo Picado National Institute, afternoon shift, second semester 2020.

III. OBJECTIVES.

General objective:

- To analyze the implementation of 3Ps method to improve students speaking skills during the development of English classes with students of 8th grade, at Eliseo Picado National Institute, the afternoon shift, the second 2020.

Specific Objectives:

- To describe the 3Ps lesson-planning method for improving students speaking skills.
- To identify how the 3Ps lesson-planning method improves students' speaking skills during the development of English classes.
- To suggest a strategy to put into practice the 3Ps method to improve students' speaking skills.

IV. DEVELOPMENT.

Significantly in the educational area there are many methods or approaches that have been created for decades, with the purpose of improving the quality of teaching and learning of those who are involved in formal education.

Undoubtedly, that is, it has been a known teaching method, which has also been practiced universally, to obtain better results in education.

4.1. PPP Method:

4.1.1. Definition:

According to Harmer (2007) expresses that:

“The PPP method is a variation of Audiolingualism and a traditional method of language teaching”. (cited in Saroh, 2014).

Considering what the authors said, the PPP method is a mingle between other known methods and it has been created in this way to enhance the learning process, specifically in English as a Second Language.

Besides, Saroh (2014) adds that:

“Presentation – Practice – Production or PPP is a method for teaching structures (e.g. grammar and vocabulary) in a foreign language and it can stimulate the students can speak”. (n.p).

Assuming that, the 3Ps method can also work as a lesson plan structure where the teacher can include different activities to make students able to speak. In a previous interview with the teacher of the study group, she commented that she knew the method, but that the order of its structure is not taken specifically. She

also added that she even considers the method to be effective for developing speaking skills of the students. However, she uses mixed methods to develop certain classes based on their content. (see in annex: 2)

At this point, it is important to highlight that within this research, the method before mentioned was used but, a small modification was made in its stages as part of a suggestion to improve the learning strategy. Such modification consisted of applying the same 3 steps of the method in a short way but in each stage, carrying it out in three class sessions in a period of 90 min.

4.1.2. Stages:

4.1.2.1. Presentation:

As Willis and Willis (1996, specified in Richards & Rodgers, 2001) state a lesson plan based on PPP should have three phases as follows: The presentation stage: The teacher begins the lesson by setting up a situation either eliciting or modeling some languages that the situation calls for. The presentation may consist of model sentences, short dialogues illustrating target items, either read from the textbook, heard on the tape or acted out by the teacher. (cited in Matfoon and Sarem, 2012).

This is the first stage proposed by the method, it focuses on how the teachers introduce the content to the students and for this, they can use real materials, audiovisual or other things they consider appropriate, all this to capture the student's attention and make them understand the topic. That is why during the interview the teacher expressed that, within the initial activities; she makes use of reviews of previous topics and then introduces the theory of the new topic as a basis for development (see in annex: 2). Referring to the lesson plans that were written to apply to the students on the 3 occasions, in presentation stages, activities were conducted such as: Pin Pon ball game, dangerous marker,

flashcard and gestures, this also as part of the modification that was done at this stage. (See annexes: 3, 4 and 5).

4.1.2.2. Practice:

The following part of the lesson plan of this method described by Maftoon and Sarem is (2012):

Practice stage: Students practice the new language in a controlled way. They drill sentences or dialogues repeatedly after the teacher or tape in chorus and individually, until they can tell them correctly. Other practice activities are matching parts of sentences, completing sentences or dialogues and asking and answering questions using the target language. (p.32).

This stage focuses more on the exchange of exercises through practical activities between students with the help of the teacher. For instance, at this stage, activities were conducted such as guessing gestures, board games "Snakes and ladders," group readings and doing examples with the structures of the work chart with the teacher shared. (see in the annexes: 9, 10).

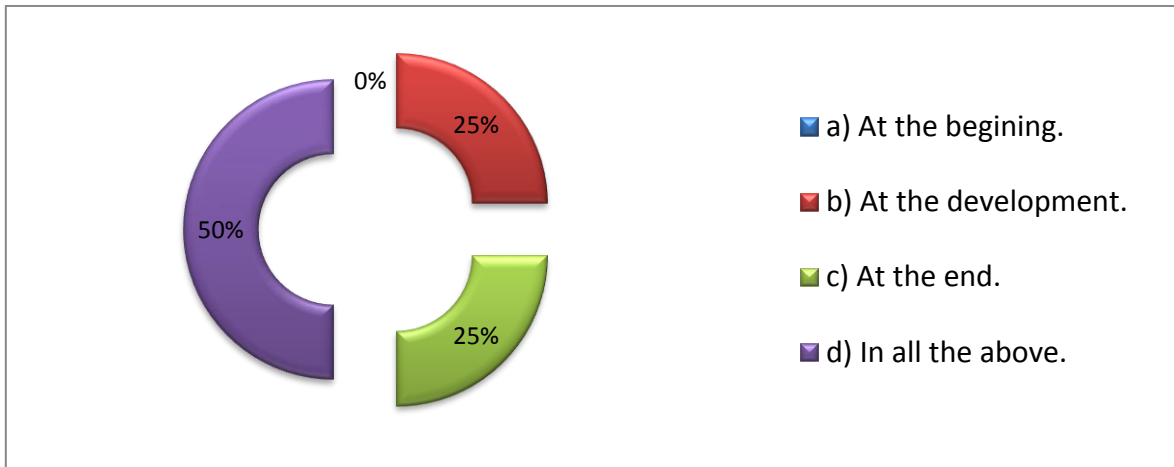


Figure 1. At what moment of the class would you like to participate more in the speaking activities? Source: survey applied to the students.

As seen in the first graphic, 6 students (50%) expressed they like to be involved in all stages. Second, a percentage divided into 25%, where 3 of the students accepted that they prefer to participate more during the developmental activities of the class and the other 3 learners (25%) chose the final stage to participate. As compelling evidence, in the observation, the researchers achieved to notice that there is greater involvement of the students the speaking skills in all the phases of the lesson plan, but it is also due to the modifications that were made in the method, where from the beginning students have the chance to do even little Speaking exercises (See annex: 6).

4.1.2.3. Production:

Last but not least phase mentioned by same authors is:

Production stage: Students are encouraged to use the new language in a freer way, either for their own purposes or meanings or in a similar context introduced by the teacher. It can be a role play, a simulation activity or a communication task. (Maftoon and Sarem, 2012).

As the end of this phase, it is focused on the students being able to express with their own ideas and creativity examples about the developed content, also considering their context. In the lesson plans that were conducted as part of the method, activities such as vocabulary consolidation using reading practices with momentary modifications, in addition, automatic responses using a piece of paper, and conversations were conducted. (See in annex 8). However, in the observation process, the researchers took notes where the students showed they had difficulty expressing their own ideas (see in annex 6).

4.2. Speaking skills:

4.2.1. Definition:

Certainly, another important point of this research is the ability to speak in English, which represents a challenge to develop for both students and educators.

Brown (1994) Burns and Joyce (1997) point out that: “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking” (as cited in Khosravani, Khosravani and Hoof, 2014. p.332).

Indeed, speaking represents a set of things to consider. To achieve this, it is not only about expressing simple words through our mouths, but they must represent the interaction between people who are in tune to exchange their ideas or communicate something.

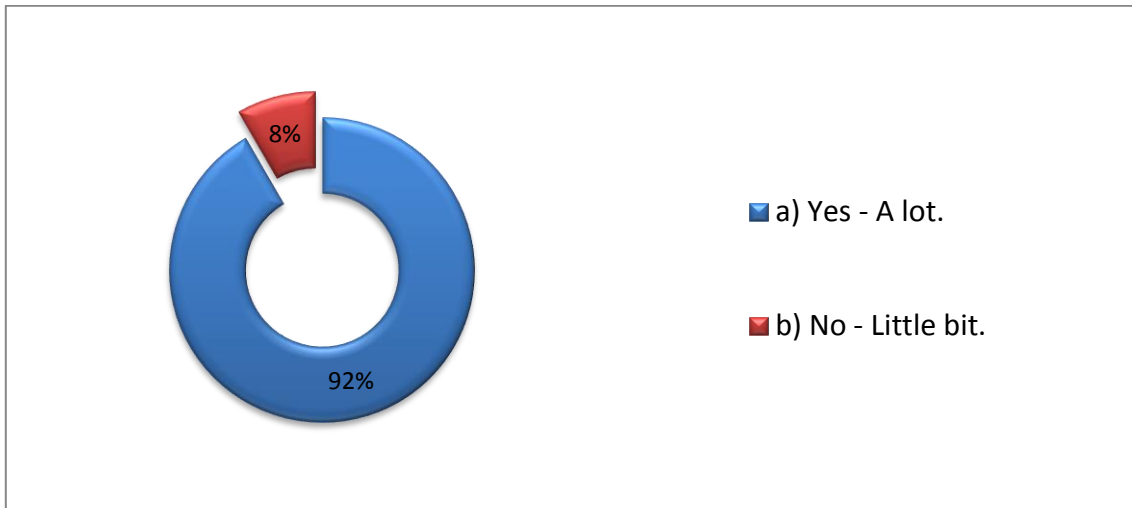


Figure 2. Do you consider that in the last sessions, more speaking activities have been developed? Source: survey applied to the students.

In the subsequent graphic, 11 of the students (92%) reflected that there were more speaking activities during the time the method was applied and only 1 of them (8%) chose the option no - a little bit. It means that according to the lesson plan created, it was possible to have more activities focused in speaking skills.

Nevertheless, in the following graphic related to speaking, it was reflected that:

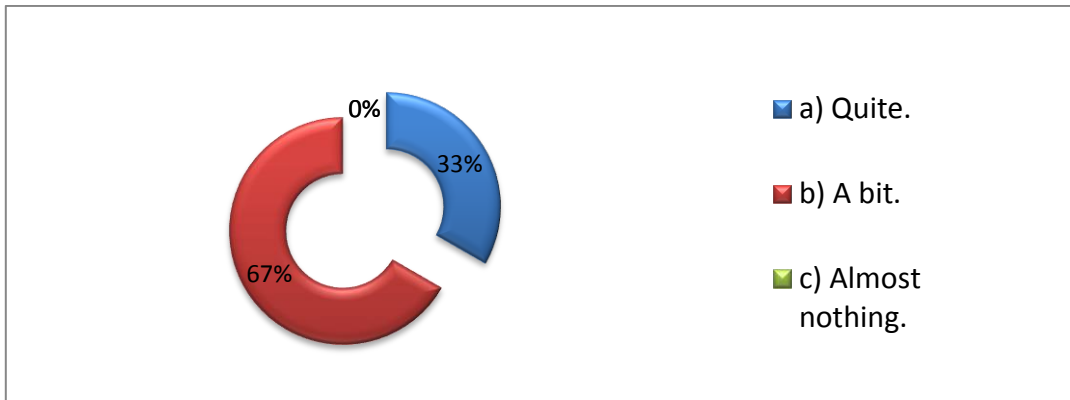


Figure 3. How much do you think you have improved in your speaking skills?
Source: survey applied to the students.

A group of 8 learners (67%) believe that their speaking skills only improved a little however, 4 students (33%) consider that they have improved a lot; the other options were not selected by any student, resulting 0%.

4.2.2. Sub skills:

Coupling with the previous results, it was studied in depth about this language Skill, focusing on specific Speaking sub-skills such as Pronunciation, Fluency and Comprehension.

4.2.2.1. Pronunciation:

According to Fulcher and Davidson (cited in Prima and Br, 2019).

“Pronunciation is the way for students to produce a clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar”. (p.70)

That is to say, this sub-skill focuses on how words are emitted or said, phonetically correct in the language being studied and the fact that the learner has little knowledge in other dimensions of English does not prevent them from having a communication.

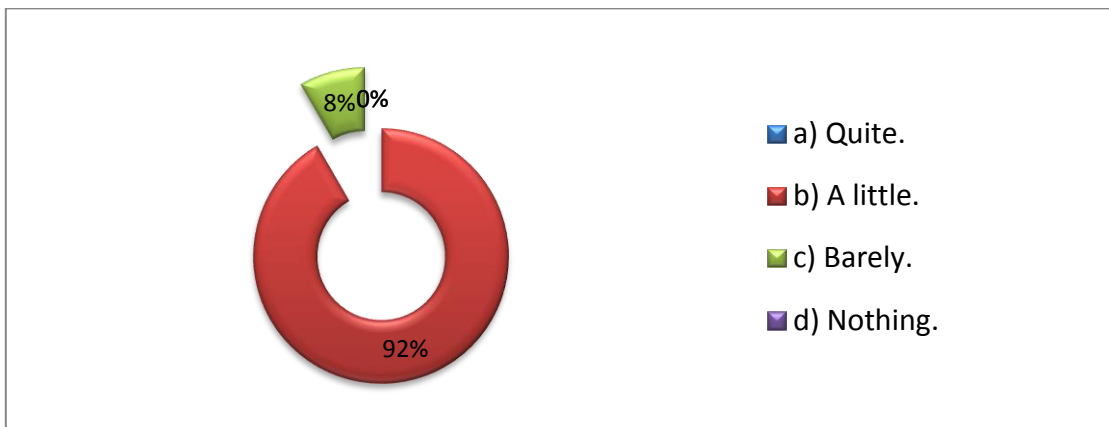


Figure 4. How much do you consider that you have improved your pronunciation in the last few meetings? Source: survey applied to the students.

As can be seen in the 4th graph, 11 of the students (92%) consider that their pronunciation improved in the few weeks while the method was applied, and only 1 (8%) could hardly improve. Assuming that, the teacher in the interview expressed she makes use of repeating vocabulary or words they don't master well when pronouncing and as a result of the observations in the applications of the 3Ps method, it was noticed that the students, upon receiving new vocabulary and repeating it, had a clear and good intonation, in like manner, when they had to read readings in group or individually. However, their pronunciation was less clear when they should to exchange complex ideas, especially among classmates.

4.2.2.2. Fluency:

The second sub-skill observed in this research was Fluency, that according to the same authors:

Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately, whereas the idea being that too much correction interferes with the flow of conversation. (Prima and Br, 2019)

The main idea of this sub-skill is that the students can establish an orally expressed idea for a long time and especially, there are not so many errors when speaking as a sign that it has been developed correctly.

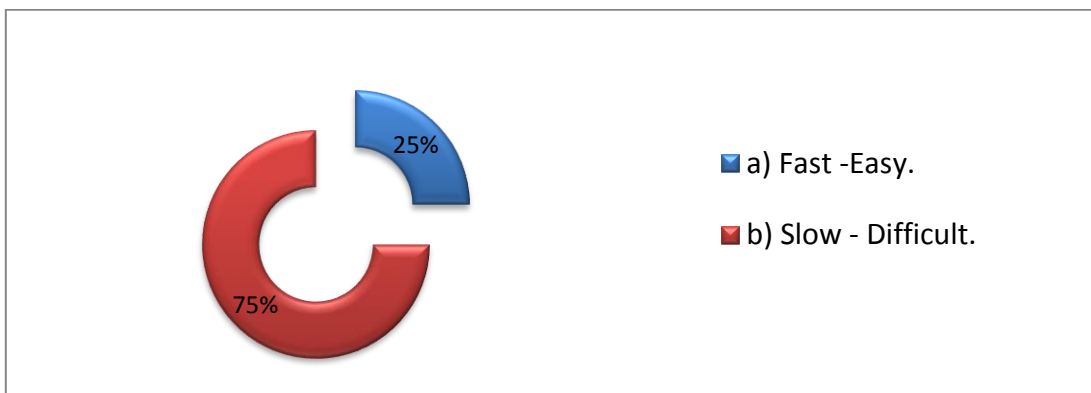


Figure 5. Which of the following options do you think is the way you can usually answer in the speaking activities? Source: survey applied to the students.

In graphic number 5, it is reflected how 9 of the students (75%) think that their way of answering in English is slow and difficult and only 3 of the rest of the learners (25%) consider that they can respond quickly and without difficulty using the target language. As a result of the graphic, this means that expressing a complex idea it's more complicated for most of students.

In the interview, the teacher shared that she usually applies activities such as: roll play, small conversations, among others, but that even in these activities the students show difficulty in being fluent. During the observation, it was noticed that it is quite difficult for students to express their ideas clearly besides, for many of them, they do not show much freedom when speaking since, to express a longer idea, they tend to take long pauses or interruptions. In contrast, when it comes to sharing shorter ideas among classmates, they can do it easier.

4.2.2.3. Comprehension:

In addition, as the last relevant sub-skill studied was Comprehension that in the words of Prima and Br (2019):

Comprehension is an ability to perceive and process stretches of discourse, to devise representations the meaning of sentences. The comprehension of a second language is more difficult to study since it is not directly observable and must be inferred from verbal and non-verbal responses, by artificial instruments or by the intuition of the teacher or researcher. Therefore, in speaking can be concluded that comprehension refers to the speakers 'understanding of what they are saying to the listeners in order avoids misunderstanding information. (p.71).

This means that, to achieve a good understanding, many things must be taken into account, such as the clarity and coherence with which a message is transmitted, particularly if it is in the language of study, whether it is expressed in words or with the help of body language, it should be as understandable as possible for the recipient and thus do not get a wrong idea of what will be shared.

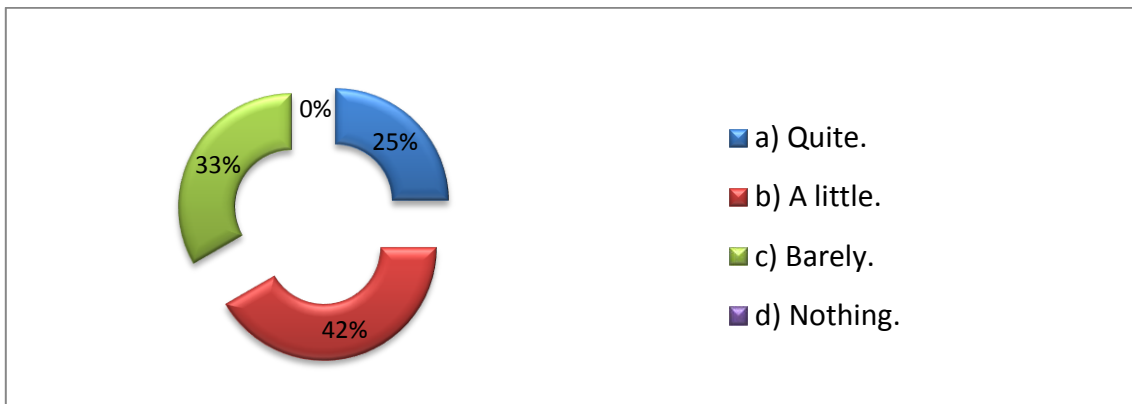


Figure 6. How much do you think you can comprehend when an activity is indicated in English or when you do it with classmates? Source: survey applied to the students.

The participants in the graphic number 6 stated that: 5 of the students (42%) only achieve little understanding; another 4 schoolers of them (33%) said that they can barely understand and finally, a smaller number of 3 of them (25%) opined that they can understand well indications or expressions of their classmates in English. In short, in this graphic, it was reflected that the majority of students have such difficulty in understanding complex orientations.

Likewise, in the interview the teacher commented the students show great difficulty in understanding activities directed entirely English however, she makes use of gestures, visible material and commands so that the students capture precise ideas, just as she does not ignore the use of Spanish language in the event that there are great difficulties. In the same line, it was observed that students have a better understanding when an indication in the target language is small, but certainly, they have greater difficulty understanding large indications or expressions.

v. CONCLUSION:

- 1) It was possible to describe the 3Ps lesson planning method through the theoretical explanation about its stages and its application on three occasions to the study group, where it was also possible to observe how it influences the speaking activities and how the students react to it.

- 2) It was identified that through the observation, survey and application of the 3 lesson plans of the 3Ps method with the modification in its stages that the students obtain more opportunities to put into practice the Speaking Skills.

- 3) The 3Ps method with the modification in its stages is suggested as a strategy own of this research to achieve an improvement in Speaking Skills, since, a greater involvement of the students in the speaking skills was reached, which can eventually have a positive effect even if the students present difficulties to develop some Speaking sub-skills at the beginning.

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ANNEXES.

Annex: 1

TABLE: VARIABLES OPERATIONALIZATION.

VARIABLES	DIMENSION	INDICATORS	QUESTION	ANSWER	INSTRUMENT
3PS METHOD.	PRESENTATION.	Introduce the new topic with demonstration activities.	Do you know about the 3Ps method?	Open.	Interview.
			Do you tend to use some specific method or mix methods to teach?	Open.	Interview.
			Do you consider that this method could be important to develop speaking skills?	Open.	Interview.
			What kind of activity do you use to introduce the topic?	Open.	Interview.
	PRACTICE.	Development the topic with speaking activities.	At what moment of the class would you like to participate more in speaking activities?	CLOSE: a) At the beginning. B) In the development. C) At the end. D) In all the above.	Survey.
			The students show interest in getting involved in participatory activities.	Open.	Observation.
	PRODUCTION.	Finish the topic with speaking activities.	Students express examples of the content learn with their own ideas.	Open.	Observation.

			Do you consider that in the last meetings, more speaking activities have been developed?	Close: a) Yes - A lot. B) No - Little bit.	Survey.
SPEAKING SKILLS	PRONUNCIATION.	Intonation.	How much do you think you have improved in your speaking skills?	Close: a) Quite. B) A bit C) Almost nothing. D) Nothing.	Survey.
			How much do you consider that you have improved your pronunciation in the last sessions?	Close: a) Quite. B) A little. C) Barely. D) Nothing.	Survey.
			Students have a clear intonation when they use vocabulary or express ideas.	Open.	Observation.
		Students properly pronounce words when reading.	Open.	Observation.	
		FLUENCY.	Clear.	Which of the following options do you think is the way you can usually answer in the speaking activities?	Close: a) Fast - Easy. B) Slow - Difficult.
	What kind of activity do you use to stimulate speaking skills in the students?			Open.	Interview.

SPEAKING SKILLS.	FLUENCY.	Clear.	Students can express clear ideas when talking each other or in individual speaking exercises.	Open.	Observation.
			Students are able to express ideas without interruptions or pause when speaking	Open.	Observation.
	COMPREHENSION.	Understanding.	How much do you think you can understand when an activity is indicated in English or when you do it with your classmates?	Close: a) Quite. B) A little. C) Barely. D) Nothing.	Survey.
			How do you work the speaking sub skills as fluency, pronunciation and comprehension among students?	Open.	Interview.
			Students need gestures or body language to understand the teacher`s instructions in English.	Open.	Observation.
			Students can understand and respond when there is a verbal interaction between them.	Open.	Observation.

Annex: 2.

Interview:



We are students of the fifth year of the Bachelor of English, from the National Autonomous University of Nicaragua, Farem-Matagalpa, Sabatino shift and the purpose of this interview is to obtain information that may be useful for our university research to develop the Speaking Skills in English of the foreign language class using the 3Ps method in students of eighth grade of evening shift, from the Eliseo Picado National Institute.

- 1) Do you know about the 3Ps method?**
- 2) Do you tend to use some specific method or mix methods to teach?**
- 3) Do you consider that this method could be important to develop speaking skills?**
- 4) What kind of activity do you use to introduce the topic?**
- 5) What kind of activity do you use to stimulate speaking skills in the students?**
- 6) How do you work the speaking sub-skills as fluency, pronunciation and comprehension?**

Annex: 3.

Lesson Plan 1

School: Eliseo Picado National Institute.

Level: 8th grade B.

Unit: Health.

Time: 90 min.

Topic: Healthy habits.

Date: Thursday, October 22th 2020.

Should/ should not.

General objective: The students use appropriate present tenses, using modal to prevent illnesses.

The specific objective: The students practice oral and written the use of modal should.

STAGES	ACTIVITIES	MATERIAL	TIME
PRESENTATION.	<p>(P) Review: With the use of gestures ask the students guess healthy habits.</p> <p>(P) Ask the students use gestures and guess healthy habits among them.</p> <p>(P) Explains the structure of should be/shouldn't. Provide an example and ask one student create another example.</p>	<p>A piece of paper.</p> <p>Whiteboard.</p>	<p>25 min.</p>
PRACTICE.	<p>(P) Present to the Ss. The reading "Going to the Market "with the pictures and read once.</p> <p>(P) Ask the Ss. to read the reading and with pictures about different fruits and series.</p> <p>(P) Change the pictures of reading in different positions and ask the Ss. Read again.</p>	<p>Paper with a reading and pictures about fruits and series.</p>	<p>30 min.</p>
PRODUCTION.	<p>(P) Present and explain the chart to the Ss. about healthy habits, short question and answer and the use of should, shouldn't.</p> <p>(P) Makes an example about the exercises of the chart with some Ss.</p> <p>(P) Ss. Present in pairs and oral way the answer of the exercises in the chart.</p>	<p>Chart.</p> <p>Notebook.</p>	<p>35 min.</p>

Annex: 4.

Lesson Plan 2

School: Eliseo Picado National Institute.

Level: 8th grade

Unit VI: Health.

Time: 90 min.

Topic: Illnesses.

Date: Thursday, October 29th 2020.

Use of have/has.

Should/should not.

General objective: The students use appropriate present tenses, using modal to prevent illnesses.

The specific objective: The students practice oral and written the use of modal should.

STAGES	ACTIVITIES	MATERIAL	TIME
PRESENTATION.	<p>(P) (Review) Student says the previous vocabulary that they know.</p> <p>(P) Then one Ss. take a piece of paper and show what part of the body is.</p> <p>(P) Ss. practice in pairs vocabulary about part of the body</p>	Pieces of paper	20 min.
PRACTICE.	<p>(P) Introduce of new vocabulary.</p> <p>(P) Game (dangerous marker) Ss. say one part of the body or about health.</p> <p>(P) Ss. per group completes the letter.</p>	Marker.	40 min.
PRODUCTION.	<p>(P) Ask Ss. about the medicine that comments what they know.</p> <p>(P) Ss. answer question about recommendation of treatment.</p> <p>(P) In pairs Ss. simulate a conversation about illness.</p>	Real objects.	30 min.

Annex: 5.

Lesson plan 3

School: Eliseo Picado National Institute.

Level: 8th grade Unit: Health.

Time: 90 min.

Topic: Wh- Questions.

Date: Thursday, November 05th 2020.

Illnesses.

Use of have/has.

Should/shouldn't.

General objective: The students use appropriate present tenses, using modal to prevent illnesses.

The specific objective: The students practice oral and written the use of modal should.

STAGES	ACTIVITIES	MATERIAL	TIME
PRESENTATION	<p>Review: Ss. play pin on ball to express vocabulary about illness. Using have/has.</p> <p>(P) With the use of gestures show the illnesses.</p> <p>(P) Ask the Ss. to guess the illnesses the teacher is showing with gestures.</p> <p>(P) Ask the Ss. to use should/shouldn't to give advice to the illnesses before.</p>	Ball.	20 min.
PRACTICE.	<p>(P) Show to the Ss. the Game board "Snakes and ladders and explain the rules.</p> <p>(P) Give to the Ss. Per group of 5 a game board about "snakes and ladders"</p> <p>(P) Ask the students to answer the question in the piece of paper of the game about healthy habits using should be/shouldn't.</p>	The game board impressed: snakes and ladders. A piece of papers. Dice. Game token.	40 min.
PRODUCTION.	<p>(P) Present to the Ss. The reading "A visit to the doctor."</p> <p>(P) Split the Ss. in 2 groups and practice reading.</p> <p>(P) Ask the Ss. choose and complete reading with the correct answer in the parentheses.</p>	Whiteboard. Notebook.	30 min.

Annex: 6.



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OBSERVATION SHEET.

This observation sheet was conducted with the objective to confirm if the 3Ps Method can improve the development of speaking skills, especially pronunciation, fluency and comprehension sub skills to the 8th grade study group of the evening shift of the Institute National Eliseo Picado.

EVALUATION CRITERIA.	DESCRIPTIONS.	OPEN ANSWER.
PRACTICE.	The students show interest in getting involved in participatory activities	
PRODUCTION.	The students express examples of the content learn with their own ideas.	
PRONUNCIATION.	The students have a clear intonation when they use vocabulary or express ideas.	
	Students properly pronounce words when reading.	
FLUENCY.	Students are able to express ideas without interruptions or pause when speaking	
	Students can express clear ideas when talking each other or in individual speaking exercises	
COMPRENHENSION.	Students need gestures or body language to understand the teacher`s instructions in English.	
	Students can understand and respond when there is a verbal interaction between them.	

Annex: 7.



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We are students of the fifth year of the Bachelor of English, from the National Autonomous University of Nicaragua, Farem-Matagalpa, Sabatino shift and the purpose of this interview is to obtain information that may be useful for our university research to develop the Speaking Skills in English of the foreign language class of the eighth grade of evening shift, from the Eliseo Picado National Institute.

1) At what moment of the class would you like to participate more in speaking activities?

- a) At the beginning.
- b) In the development.
- c) At the end.
- d) In all the above.

2) Do you consider that in the last sessions, more speaking activities have been developed?

- a) Yes – a lot.
- b) No – Little bit.

3) With one of the following options define how much do you think you have improved in your speaking skills?

- a) Quite.
- b) A bit.
- c) Almost nothing.
- d) Nothing.

4) How much do you think you can understand when an activity is indicated in English or when you do it with classmates?

- a) Quite.
- b) A little.

- c) Barely.
- d) Nothing

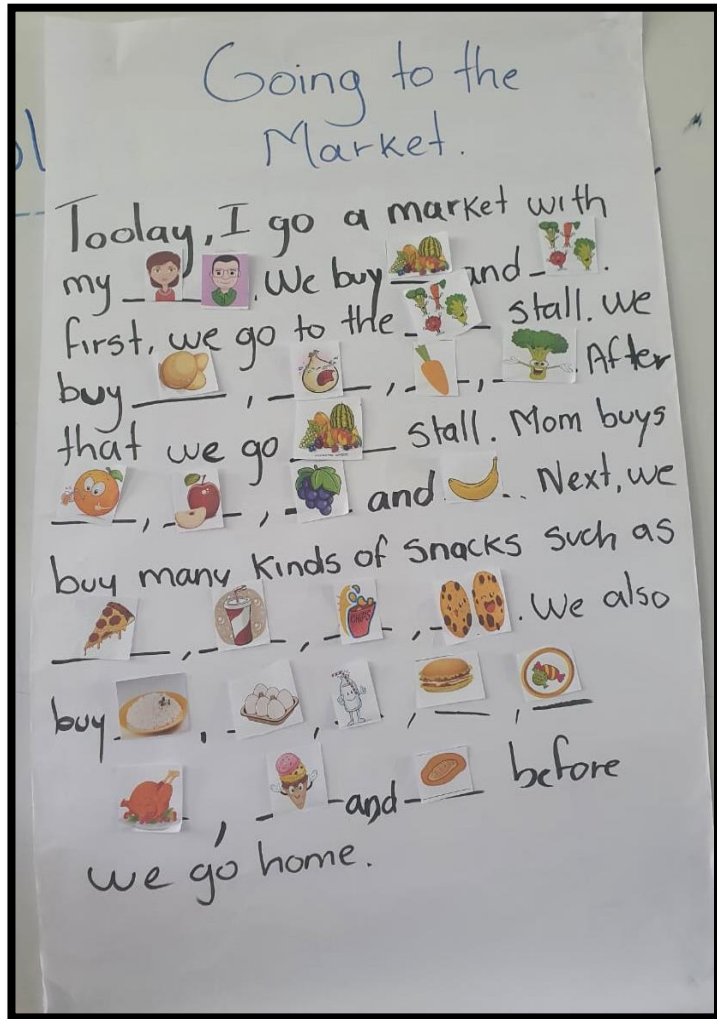
5) How much do you consider that you have improved your pronunciation in the last few meetings?

- a) Quite.
- b) A little.
- c) Barely.
- d) Nothing.

6) Which of the following options do you think is the way you can usually answer in the speaking activities?

- a) Fast – easy.
- b) Slow – difficult.

Annex: 8: Reading: "Going to the market".



Annex: 9: Game board: Snakes and Ladders.



Annex: 10: Game board: Snakes and Ladders.

