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**PPP AS A METHOD TO DEVELOP LINGUISTIC COMPETENCE AND TO BUILD
THE NOVICE IN - SERVICE ENGLISH TEACHER'S KNOWLEDGE OF TEYL**

TESIS

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Presenta:

José Luis Dionicio Santos

Director de Tesis:

Mtra. Elba Méndez García

Asesores:

Mtra. Georgina Aguilar González

Mtra. Rosalba Leticia Olguín Díaz

Puebla, Pue.

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This thesis has been read by the members of the thesis committee of

JOSE LUIS DIONICIO SANTOS

And is considered worthy of approval in partial fulfillment of the requirement for the

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Thesis director



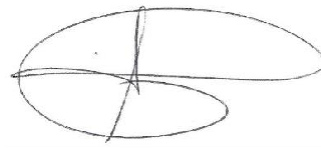
Mtra. Elba Méndez García

Committee Member



Mtra. Rosalba Leticia Olguín Díaz

Committee Member



Mtra. Georgina Aguilar González

Benémrita Universidad Autónoma de Puebla

Puebla

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Abstract

In Mexico's public elementary schools, English language teaching is becoming more common. According to PRONi, (National English Program) English should be taught from the 3rd grade of preschool to the 3rd grade of middle school as a subject. During this time, students are engaged in four cycles that should help them develop their social and basic competencies. This research was carried out in cycle 2, which acknowledges the improvement of language skills as the basis for the next cycles. To achieve these goals, the in-service novice teacher research used PPP method in each class. The sample population consisted of 31 students from an elementary public school. At the time of the study, most of the participants were at the same proficiency level. The analysis was carried out using a descriptive and reflective teaching to identify the usefulness of PPP as a method and the attitudes and performances of children. The data was obtained by means of a journal and observations. The instrument was composed by a description and a reflection of five selected classes that were taken from 16 classes and one for each month according to their progress performance, providing details on the implementation of the PPP method in the English class.

Chapter I: Introduction

1.0 Introduction

Now with the technological advances and the cultural globalization, basic education in Mexico acknowledges the need to include English as a subject in the syllabus of elementary education; this aims to have better prepared citizens to face the challenges of life. For this reason, basic education is importantly focused on the adoption of an educational model based on competencies to the developmental needs in Mexico in the XXI century.

Based on the above, the National English Program in Basic Education (NEPBE) known today as PRONi (National English Program) emphasizes teaching English as a Foreign Language by competencies in elementary education. These competencies encompass specific competencies and social practices. The former competency has the aim of helping students develop their linguistic competence, for example, grammar, phonology, syntax, and lexis. So, students will know how language works and how it is formed or constructed. The latter, social practices, enhances the previous one because students will be able to interact and to satisfy basic communication needs in different every day, familiar and unknown situations.

The education reform in elementary schools 2009-2010 provides English teaching through four cycles that are integrated by different grades. Cycle one contains third grade-preschool, first and second grades of elementary school; cycle two includes third and fourth grades of elementary; cycle three encompasses fifth and sixth grades while cycle four comprises first, second, and third grades of secondary school. As can be seen, each cycle is related to another following a sequence and making the organization flexible.

Additionally, this implementation in early language education has different aims. Firstly, it is expected that children strengthen their specific competence. As it was explained previously, this competence refers to the purpose of learning more about grammar and increasing vocabulary to improve the students' four skills, which must be enriched through the support of positive motivation towards learning a foreign language. Secondly, it is required to raise children's interest and provide opportunities to share children's experiences and knowledge about reading, writing and oral exchanges in English within a different culture producing a helpful effect in its learning. Besides these, it is expected that children develop an analytical and responsible attitude to face those problems that affect our world. Thus, an approach based on competences does not mean that the student has to be competitive, but with the ability to retrieve their knowledge and experiences through the interaction with others while achieving a complete education.

As it is stated above, the curricula for basic education in Mexico sets out the importance that students familiarize, recognize, understand and develop their linguistic competence, attitudes, interest, and language skills by focusing on the four important cycles for English language teaching. Regarding cycle two, which is divided into two levels: 3rd and 4th students are expected to express simple opinions, recognize basic instructions, identify basic aspects of pronunciation and expand their vocabulary used in everyday life context and use different strategies to solve everyday problems. Consequently, it is essential that the teacher has a plan for the class that integrates, suits, and promotes linguistic competence along with the social practices. To complete all this, the students must be guided and provided with useful activities, tools, strategies, techniques and a suitable method that allow them to build their knowledge and achieve the purpose that is set out in cycle two.

There has been a great deal of research carried out by linguists from all over the world and many theories and methods about how language is best learned. Several considerations must be made when deciding which approach is the best for teaching in a specific context. As stated by Richards and Rodgers (2007), the very concept of the method involves the notion of a systematic set of teaching or practices based on a particular theory or principles of language and language learning. Moreover, according to Piaget (1959), during the application of the any kind of lesson, the teacher should adapt the material, observe students' behavior, check the way that students learn, the age, grade, social status, and of course, previous knowledge. Having these characteristics, teachers will know what methodology will be useful and appropriate in the English class.

Indeed, the methodology that a teacher uses in each class takes an important part in the learning of English as a foreign language. In this case, it can help to determine the activities and their sequence in the learning and teaching process and to reach the teaching goals. For that reason, it is important that a novice teacher knows there are different methods, approaches, and techniques that can help in the development and meaningful use of the foreign language in young students such as communicative approach, task-based language learning, Total Physical Response (TPR), Audio-lingual, the PPP (presentation, practice, and production), among others.

PPP is a common teaching method used in teaching a foreign language. PPP method is based on a sequence that allows the teacher to assist students in order to improve grammatical and vocabulary proficiency. In PPP method, teacher introduces and reinforces student's learning process through aural exposure, teacher modeling, repetition drills, controlled practice, and targeted structures. For the teacher, it is easier to monitor student's behavior and linguistic competence development. As mentioned before, the class can be planned and applied by a teacher

because of the combination of its three steps that support the acquisition of structures, vocabulary, and pronunciation.

As a novice in-service English teacher, it is very common to encounter some challenges when teaching. These challenges include problems of discipline, lack of students' interest, lesson planning, classroom management, and teaching methodology. Regarding the last three challenges, the PPP offers novice teachers a possibility to teach English at elementary school because it is adaptable to learners' needs. Harmer (2009) states that PPP is a useful method and is widely used throughout the world by many teachers of English as a foreign language. Also, Carless (2009) argues that not only the PPP can be applied to teach grammar, but it can also be used to teach functions, vocabulary and even pronunciation. In Harmer's point of view (2001), the PPP is a method that is commonly used for teaching language at lower levels in a simple way. To give an example, PPP is best frequently used by Swedish Schools today. In words of Shehadeh (2005, cited in Hellström, 2016), the method of PPP is a well-recognized pedagogical method or approach.

As stated before, Education in Mexico (SEP, 2011) is attempting to impulse English as a subject in the three levels of basic education. For this, the educational model is based on four cycles. During this transition teachers must teach the language by competencies in order to have students acquire and develop language skills and sub skills. Then, it is vital to motivate students to practice their language skills and to make decisions in real everyday life situations. Consequently, teachers should use an adequate methodology that includes a variety of activities that make the learning objectives and tasks of the class possible to achieve by taking into account child's interests and needs to make it easier for the child to absorb the new language.

1.1 Purpose of the study

The methodology is essential to have a good effect on students learning process. PPP method is easy to follow because it offers a systematic sequence to develop topics and activities in the lesson. As a novice teacher, it is important to have a method that allows to plan the class in a practical way, guide students and create opportunities to practice the English language. This study aims to explore the experiences of a novice in service English teacher applying the PPP as a method for teaching in the 3rd grade of elementary school to find out to what extent this method enables a novice teacher to attain the aim of the National English Program (PRONi), which is the development of students' linguistic competence regarding his students' needs and interest.

1.2 Research Questions

This study aims to answer the following research questions:

1. What are third grade student's attitudes towards the PPP teaching method?
2. How do third grade students perform linguistically with the use of the PPP teaching method?
3. How does PPP teaching method contribute to build the novice in-service English teachers' confidence, knowledge and understanding in his TEYL discipline?

1.3 Significance of the study

In this study, the researcher explores PPP method as a possibility in the initial development of teaching methodology to help other novice in-service-English teachers to work with children by emphasizing the linguistic competence. Although the PPP method is traditional, it can be seen as practical and flexible, especially for novice in-service-teachers. As a final point, there is little research about this approach. Therefore, the proposed study could contribute to the area of English teaching since the initial grades in Public basic education in Mexico are to strengthen linguistic competence on students, so they can achieve effective communicative competence entailed in the PRONi curricula.

Finally, it is vital teachers design a good plan and provides students with an effective methodology to enable them to expand their linguistic competence, interest, enthusiasm, and acquire valuable learning from their own experiences and prior knowledge to participate in different social learning environments to rich the aims of cycle 2. Therefore, the novice in-service English teacher proposes PPP as a method as a possibility to teach English at 3rd-grade elementary school, this method is very practical to follow and is very useful to those teachers with little experience in teaching.

1.4 Chapter conclusions

This chapter presented an introduction to the teaching of English in elementary education in Mexico. It discussed how it is organized and that it focuses on the development of competencies and communication skills. Some teaching methods were briefly discussed, and PPP was chosen for this research. Then, the purpose of the study was described and justified. Finally, three research questions were listed.

Chapter II: Literature Review

2.0 The National English Program

Learning English at an early age can contribute to cognitive development, mental structure, cultural values and for a wider view of the world. Currently, the number of English speakers has increased all over the world, and of course, it has received a special status in almost all countries and Mexico is no exception as this language is used for different purposes such as business, tourism, science and diplomacy.

Nowadays, English has taken an important role in people's lives, especially in the area of education. Brumfit (1991, cited in Sepyanda, 2017, p. 209) stated that young children experiment their first contact with learning since elementary school; to illustrate this, children possess great enthusiasm, curiosity, creativity and interest. So, it is easier for the teacher to motivate and immerse children in a new language. So that, the importance to introduce English language teaching in the curricula of elementary public schools.

Some time ago, English was taught in Mexico just at the university or in private schools, but in the last decade, the government has implemented a new program that states English should also be imparted at elementary schools because children can learn English more easily. Learning English can be very useful for children because they have the advantage of interacting with others or even getting a better job in their future professional life.

The National English Program establishes the importance of improving students' English level by connecting preschool, elementary and secondary public school. This implementation is expected to provide every child in Mexico with the chance to learn English at the three levels of basic public education to face the new challenges in a globalized world. In order to give public schools 'students opportunities' the elementary school reform came into effect during the school year 2009-2010. For this reason, in 2011 the curricular map for basic education opened two new spaces for the teaching of English at preschool and at elementary education (SEP, 2011).

In order to ensure that students obtain the expected competency level of development and complete the cycles proposed in the curricula by the Secretaría de Educación Pública (SEP), the standards of The Common European Framework of Reference for Languages (CEFR) are taken into account. As it was stated before, PRONi considers four cycles in its organization, which are open and flexible. The 1st cycle, includes 3rd preschool to 2nd grade elementary school; the 2nd cycle contains 3rd and 4th grades of elementary school; the 3rd cycle comprises 5th and 6th grade of elementary school while 4th cycle includes 1st, 2nd and 3rd grades of secondary school. Based on the previous classification, for this study, cycle 2 was considered to do the research, specifically on 3rd grade.

According to this distribution, it is expected that learners develop their linguistic competence through the exposure to different resources, real situations, and teachers' domain of English proficiency that support their learning process, then, students will be able to use the language properly, generate ideas and interact with their teachers, peers, and others. At the end of cycle 2, students will be able to express, recognize, identify and differentiate familiar vocabulary and pronunciation, as well as respond to familiar questions (SEP, 2011).

2.1 Teaching at Elementary School in Mexico

The elementary school in Mexico includes a wide variety of grade levels; it goes from the first to sixth grade. During this period, elementary school teachers interact with students from different age groups, ranging from five to twelve years old. Students in elementary school are all at different phases of development, and their needs differ greatly. It is difficult to provide absolute descriptions of the differences among each grade of elementary school but here are some general characteristics to consider: (Khristianawati, 2009)

1st and 2nd grade: They love to be active and often enjoy doing the same thing over and over again with just a few variations to the activity but making sure these are related.

3rd and 4th grade: Pupils have strong energy, and they can understand the activities better than in the two first levels, their natural curiosity is the greatest at this period. Also, students show great motivation.

5th and 6th grade: More complicated games can be understood, they can listen to longer, and can handle, more abstract ideas but may be less willing to speak, sing or move. Personalities also become noticeable, and there will be noisy or quiet classes. They should be encouraged, but not pushed if they are reluctant to come to the front or sing. They often enjoy doing research on their own.

Most Mexican elementary teachers focus on a specific school grade, teaching one class of students who are in the same age group. Indeed, some states require teachers to be certified to teach a particular grade. Also, elementary school teachers are expected to be hands-on, creating fun and enthusiastic atmospheres within their classrooms and adapting to meet the needs of their students.

There is little doubt that young children learn a second language more easily than adults. This happens because young children have a good brain condition to naturally absorb what is taught. Also, they tend to be very interested and enthusiastic in new things. Brumfit, Moon, and Tongue (1991) point out that there are some advantages to teaching English at elementary school. Firstly, the acquisition of a foreign language is part of the introduction, social and cultural growth of the student's education. Secondly, they are strongly motivated when the learning context is supported by second language speakers. Thirdly, learners have a great attitude which facilitates their learning as they do not have the worries and responsibilities as adults do.

2.2 Piaget's Developmental Theory

Piaget's theory focuses mainly on the way that children acquire the knowledge meanwhile they are growing and interacting with their surroundings and how they think about the problems and solutions. He also states the process that children follow during the different developmental stages and how they reorganize and adapt the previous information to the new one (Cameron, 2001).

The intellectual development of the child consists of two essential elements according to Piaget (1959, cited in Pinter, 2006, p. 6-7). The first element, organization, happens during the children's development when they integrate the simple physical patterns or mental schemes to more complex systems. While the second element, adaptation, refers to the ability to adapt children's mental structures to the requirements of the environment. In the adaptation, Piaget refers to two processes which are assimilation and accommodation. During the assimilation, the child transforms the previous information and adapts it to the existing schemes whereas accommodation is the

process of modifying the existing schemes to fit the new information that does not have sense to the child.

Moreover, Piaget classifies children's cognitive development into four stages in which cognitive structures become more and more complex. These four stages are described below Piaget (1959, cited in Pinter, 2006, p. 7; McLeod, 2018).

1) **Sensory-motor stage** (from birth to two years of age): During this stage, the child begins to build an understanding of the world by touching, grasping, watching and listening.

2) **Pre-operational stage** (from two to seven year of age): At this stage, the child begins to develop the ability to represent objects with images and words, language skills and imagination. Children learn through imitation and play during this stage

3) **Concrete-operational stage** (from seven to eleven year of age): The child begins to use the mental operations and the logic to reflect on the facts and the objects that are in the media. This capacity helps them to solve problems in a better systematic way than a child that is in the preoperational stage.

4) **Formal-operational** (from eleven years onwards): At this stage, the child gets the cognitive tools that let him/her solve different kinds of logic problems, comprehend, order, and classify their knowledge.

Piaget's theory provides a rich description of how children' mind work and the processes they follow to understand and construct knowledge. It can be seen that children experience a monumental change in every single aspect of their lives as they make the transition from childhood into maturity as it was explained in the different learning stages.

2.2.1 Vygotsky's Developmental Theory

Vygotsky proposes that an adult's knowledge and experiences have an important role to play in the child's learning process. At the same time, the child's history and his/her experiences are also important to comprehend the cognitive development; this process relates to what a learner can do with the language as he interacts with a more experienced peer, adult, or teacher. Thus, knowledge is built through people's interaction which helps to the developmental processes of the child as remembering, analyzing or planning (Pinter, 2006).

Vygotsky emphasizes that the development of the child is intimately related to the culture, peers and adults, what is more, he says the social activities are important too because children learn how to integrate into their thinking culture tools such as language, counting systems, writing, art, and other social inventions. On the other hand, the teacher also has a direct influence on students' learning through a shared activity. That is why Vygotsky claims the child is an active learner surrounded by people. These people play an important role in helping children to learn by bringing objects and ideas to children's attention like talking, playing, reading stories, asking questions and so on. Thus, adults facilitate the environment for children by making it accessible to them (Cameron, 2001).

Vygotsky defines The Zone of Proximal Development (ZPD) as "the distance between the actual development and determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky 1978, p. 86) In other words, it is the range of abilities that a person can perform with assistance, but cannot yet perform independently. This theory emphasizes the effectiveness of working in small groups when there is at least one student who is more capable of communicating in the language.

Vygotsky (1980, cited in Bodrova & Deborah, 2007, p. 40) suggests the concept of ZPD essentially to expose the relationship between learning and development, but also to explain that this connection maybe differs for each child and for different areas of development. Therefore, the teacher needs to regularly modify their methods to accommodate the learning and teaching process for each learner.

As it can be seen, the theories of Piaget and Vygotsky give an enormous interpretation of how young learners learn. They emphasize different aspects of children's cognitive development. On one hand, Piaget focused on the way learning becomes more significant from a child when she/he is in contact with objects. That is, a pupil can build mental models of the way the world works. On the other hand, Vygotsky centers on the way children get knowledge through interaction with others and the role that it plays in the learning process.

2.3 Communicative Competence

According to Ellis (1994), communicative competence is the knowledge that language users have internalized that enables them to understand and produce a message in the language. This means that communicative competence is basic for having effective communication as in the use of communicative abilities of students-teachers at school. Besides, Richards (2012) says that communicative competence is the ability to use language in different situations. That is, how people use the language in ways that are appropriate for the context, for instance how people give instructions, commands, suggestions or complain.

Similarly, Brown (2000) reports communicative competence as the ability to produce a word or sentence. In this case, when speakers are able to express their feelings and thoughts with the right words. Therefore, all the forms of language activity (speaking, listening, reading, and

writing) depend on the knowledge learned. Hence, a teacher should create accurate activities and use the appropriate approach that can facilitate communicative competence improvement. That is, if students develop English through competences, they will be able to solve problems that arise during their academic preparation and social life.

In addition, communicative competence is compound of five strengths which are summarized by Richards (2012) as follows:

- **Accuracy:** It is the use of the correct grammar, syntax, and pronunciation.
- **Fluency:** The ability to keep fluent communication going; to use the language resources to avoid communication break downs.
- **Complexity:** The extent language has been developing and the knowledge of grammar expanding.
- **Appropriacy:** The use of the language according to the context reflecting different situations where language is used.
- **Capacity:** It refers to how many concepts and ideas can be expressed.

It has been mentioned that the preview five strengths are essential in the development of communicative competence, but it is necessary to emphasize that both fluency and accuracy should be considered equally important in a second language learning classroom. Also, they are complementary (Brown, 1994, p. 245). Consequently, students have to use their target language, productively and receptively, in unrehearsed contexts under proper guidance, but not under the control of a teacher.

As it was mentioned previously, communicative competence is essential to the users because it allows them to speak and understand a language in a particular context and situation. According to Canal and Swain (1980 and 1983 cited in Mizne, 1997 p. 12) communicative competence is divided into four parts

1. Linguistic competence: it refers to the ability of producing utterances in an efficient way in all its grammatical levels. It is formed by these competencies: lexical, grammatical, semantic, phonologic, and orthographic competence.
2. Sociolinguistic competence: it is the ability of understanding and producing different utterances in different contexts, some aspects considered are politeness norms, popular wisdom expressions, dialect and accent differences, etc.
3. Pragmatic competence: it makes reference to the ability of acting efficiently in a language taking into account grammatical forms and meaning to complete a text in different communicative events, it includes, student's mastery of texts, discursive genres and communicative speech interpretation.
4. Strategic competence: it is the use of the language by means of the capacity for using verbal and no verbal resources. To fix errors that can be produced when communicating due to different events that may limit the communicative process. (Communicative competence in language teaching UK Essays November 2018).

2.4 Linguistic Competence

As it is known, the language is acquired during the first stages of a child's life. In this period, the child learns vocabulary, phrases, sounds, and so on. Then, the child starts developing his/her linguistic competence which improves through time. Ellis (1994) explained that pupils pass through a sequence of developmental steps in the acquisition of specific syntactical features. That is, children follow a model that helps them to produce short statements that the teacher provides in English classes such as *what is your name? Open the door*. Consequently, they begin to build their own utterances that can range from short phrases to more complex by adding more words to the utterances that were given before and making them more creative. This also implies that a child should develop and enhance skills such as eye contact, tone of voice, body language, use of space, vocabulary, intonation, conflict resolution and empathic ability to put yourself in other people's shoes.

It is important to be clear about the definition of linguistic competence. Chomsky (1965) refers to linguistic competence as the ability posed by a native speaker to produce and understand sentences. Similarly, linguistic competence is defined as the particular language knowledge that speakers have, and are able to produce, as well as understand utterances in different languages (Brown, et al., 1996, p. 9)

To recap, linguistic competence involves knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sense structures, and linguistic semantics. It can be judged, then, that a learner who is able to list orally and write the name of objects in a bowl such as those as an apple, an orange, two bananas and a bunch of grapes, is developing the ability to select specific vocabulary and knows its pronunciation and graphic forms. However, Gass and Selinker

(2008) said “It is important to recognize that some individuals are better than others in certain language skills” (p. 397). In other words, these abilities only represent what people can do with the language, not what one knows about that language. In conclusion, people are able to communicate effectively and appropriately if they use the correct linguistic tools when using English as a second language into a group or in society.

2.5 Methodology for Teaching English to Children

Methodology is the pedagogical practices in general (Brown, 2000). The task of the methodology is to enhance the process of teaching to positively impact on students’ learning (Tamura, 2006). Then, when teaching a Second Language (ESL), a teacher must consider different aspects to improve teaching but also to solve problems and challenges that students may face. Tamura mentions three important aspects teachers must think when planning their language teaching lessons, which are:

1. **What to teach?** That means the amount of knowledge, skills, and habits that students have to obtain within the process of learning the language.
2. **What are the aims of teaching?** When a teacher is sure of the aim of teaching, she/he will have the easiness of reaching the intended goal.
3. **How to teach?** In this case, one can call to mind the principles upon which teaching of English is based, the means, methods, design, and tactics used in teaching in order to achieve the required final completion.

Consequently, the teacher should know that there are a number of methods and techniques used to teach English as a Second Language (ESL). Various considerations should be taken into account when deciding which approach is best for the teaching context, as well as the different

methods that can be considered depending on the aspects that a teacher is going to work in class, the aims of the syllabus and students' needs.

2.5.1 Lesson sequencing

As a teacher, it is essential to have a lesson plan that supports children's learning process. Bilash (2011) explains that a lesson sequencing establishes the instruction of different sessions that will be performed consecutively to attain optimal knowledge. Additionally, Richards & Farrell (2011) state that the purposes of the sequence are: First, to have a better order in the materials to be presented. Then, to reach the lesson objective and avoid improvisation during the class. Next, to provide the teacher with the time he needs to cover the content and material. Also, if it is necessary modify strategies or techniques that were not useful during class in order to improve teacher's teaching practice. Last, to verify students' understanding of the contents and get children's significance advance at the end of the unit plans. Finally, it is required to plan a class based on student's reaction and not in teacher's previous intentions, that is, a lesson plan can vary due to the content of the lesson, the teacher's style, the class size, the student's proficiency level and the teaching situation. (Richard and Farrell, 2011)

2.5.2 Method

It is necessary to know children's interests and needs for teachers to guide and support the class with different activities that help them to develop the English language, but also to keep their interest in learning. Knowing these aspects, teachers will be able to implement a teaching method in the classroom. Regarding this, Harmer (2015) suggests that a method is a plan that helps to present the language and manage the classroom in a systematic way. Similarly, Richards and

Rodgers (2001) say that the objective of the method is the direct interaction between teachers, students and materials in the classroom by means of the instructional process.

2.5.3 PPP Method

The PPP is the most traditional and common method for young learners with a helpful sequence for teachers to follow. It is employed by professional schools all over the world. This is a very useful tool for teaching English and structuring the lesson (Richards, 2006). For this, it is important to understand what “Presentation”, “Practice” and “Production” stages imply, and how they work in combination for creating effective communicative learning as reported by Richards (2006).

This sequencing of PPP method is presented in Figure 1 as follows:

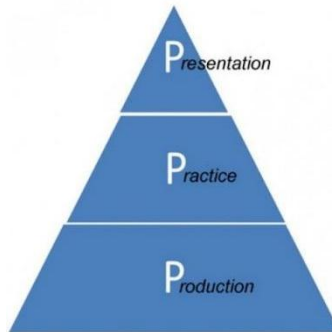


Figure 1: PPP method

Presentation: The first stage is important because the teacher is going to introduce a new language to students. So, presentation involves practically the construction of the topic that will be developed in a particular class. Also, in this stage, pupils get pronunciation, meaning and form. These elements are very important for children to understand properly to know

what the language means and how the language works (vocabulary, grammar rules, and pronunciation.)

Practice: In this stage, the teacher monitors the way students use the previous information they have learned. Also, it is essential that activities are related to the language learned and the level and competence of students. Practice activities need to be clear and understandable and generate a level of self-confidence. Generally, it is necessary to bring diverse attractive materials to promote student's motivation. Pupils most of the times need to be challenged, usually, this point includes moving students from the individual drills stage into pair work or team groups. Then, it leads the way toward production.

Production: This stage takes the major role of communicative language teaching. Students use the knowledge they have learned in the previous stage. One of the most important things to remember is that production activities do not tell students what to say. Whereas, in practice, the students have most or all the information required during the production, they do not have the information and must think. Then, classroom activities require a certain level of cognitive ability, production activities for young learners in particular need to be carefully thought out and prepared. For instance, a teacher can use new activities such as role plays, debates, discussions, problem-solving, narratives, descriptions, quizzes, and games.

2.4.3 Teacher's Role

The teacher can take different roles in a single class. In order to investigate the role, it is important to establish what it means. In the point of view of Hedge (2000, p. 26), the role "is a term in common usage to denote the function that teachers and learners perform during the course of a

lesson.” The majority of teachers perceive a need to achieve the general roles of instructor, organizer, counselor, and helper. For instance, as a controller: in eliciting national words; as an assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions for pair work: initiating it, monitoring it and organizing feedback; as prompter while students are working together and as a resource if learners need help with words and commands during the pair work.

As mentioned above, teachers have different roles in a lesson, this ranges from helping a pupil to remember something he/she has already seen in previous classes to convey an idea, as well as, motivating them and guiding when it is needed. Similarly, Richards (2012) suggests that teachers “now have to assume the role of facilitators and monitor, rather than being model for correct speech and writing”, the teacher has to develop a different view of learner’s errors and of his/her own role in facilitating English language (Richards, 2006, p. 5). So, it is important that the teacher promotes effective strategies for students, for planning, performing, monitoring, and developing autonomous learning.

The teacher plays an important role during the three different stages in the PPP method. It is the teacher who presents the language in a creative way by choosing the topic and the activities, and models the new materials, making it meaningful, memorable and realistic (Richards & Rodgers, 2001 cited in Vystavělová, 2009, p. 21). Moreover, these authors state that the teacher controls and assists the class by repeating the instructions, words, sentences or even the conversation. Consequently, the teacher has the responsibility of providing activities or drills to practice the language or additional support as required. Finally, these authors consider crucial that the teacher facilitates and encourages students to use the language in a freer way. It can be a role play, simulation activity or a communicative activity.

2.5.4 Learner's Role

The role of a student in the classroom implies to be part of a range activities where he or she can have an active participation that allows them to build their own knowledge. Hedge (2000, p. 34) argues “learners can design, learners can research their needs, learners can negotiate content and help to monitor the progress of the course”. This means that learners can explore, experiment, and contribute to classroom discussions, by asking questions posed by their peers or expressing their own thoughts about a theme with their classmates and not only with their teacher.

Learners in the PPP method have the primary roles of listener and performer (Richards & Rodgers, 2001 cited in Marfoon, p. 32). According to these authors, learners are alert and focus their attention on the new language. Moreover, students are required to pay attention to the materials, ideas, and new vocabulary. Thus, it is expected that students can recognize and retain the information in order to produce it on their own

2.5.5 Previous research on the implementation of the PPP Method in Elementary school

There have been some studies carried out to identify the possible outcomes of PPP as a method in other countries at some schools. English is an important subject taught at different levels. The PPP method is used to learn English in the classroom because it is more organized, and its diverse stages allow teachers to keep students' attention and introduce them to the new language.

The implementation of PPP as a technique in teaching English at an Indonesian school was conducted by Asri (2016). The study provided a description of using this procedure in developing learner's knowledge and to help the teacher to solve the problem in teaching technique. The participants were learners and the English teacher of the eleventh grade. It was a qualitative

applied descriptive research design. The data was collected by observation, interviews, and documentation.

The researcher found that the implementation of this technique gives both a positive and a negative impact on the students and teacher, as well. The positive impact is that learners understand the structure without difficulty and can develop their ability in speaking and writing, and in the teacher, it facilitates the preparation of materials and evaluation of students. Whereas the negative aspect is that some students lost concentration, and they needed more time to do the activities.

Additionally, Saroh (2014) showed the result of his research in using the PPP method to improve students' speaking ability in an Indonesian school. The population of this research are students on the eighth-grade of middle school which consists of 35 students. In this research, it was used an observation checklist to assess researcher's activities in teaching- learning during the class. Learners were tested by asking to retell a story by using their own words individually; the aspects that were scored covered fluency, grammar, pronunciation and vocabulary. The outcome was that this method could improve such skill by giving the learners some clues and translation of difficult words.

Another study was developed in Peru by Carrion (2012), the present research compared and contrasted PPP model and Task-Based Learning Method to see how homogeneous the language skills are developed plus their level of achievement. For this, there were explored two groups of 23 and 24 students from an elementary level at the university. This research followed a mixed approach and the instruments used to gather information were observation and questionnaires. The results of the current research showed that TBL was useful to start making classes more student-

centered instead of being teacher-centered as PPP model promotes. However, using both teaching models allow preparing activities focused on the students' needs, abilities, interests, individual factors, and learning styles.

Hence, the PPP method, despite having some limitations, could be practical for teaching English at elementary levels. This allows novice teachers to grasp and prepare a lesson plan and apply different activities during the learning process.

2.5.6 Disadvantages and Advantages of PPP Method

There are some disadvantages and advantages to consider in this research. Firstly, it will discuss the downside of teaching English by using PPP method in the classroom. Secondly, the positive effects that PPP method has in the learning process.

On the one hand, according to Maftoon & Sarem (December 2012), research on developmental sequences has shown that learners pass through a series of traditional stages when the PPP method is used, so students acquire a specific grammatical feature which is not positive in their learning and it can take months or even a year in getting the target language. This means that students tend to be passive relatively in all the parts of the class when the PPP model is used. Another disadvantage is that students do not learn in the way they are supposed to, some factors can make students lose their concentration while class is presented, for instance, there can be interruption with peers, noise, and little interest for the class.

On the other hand, Carless (2009, cited in Hellstrom, 2016, p.7) states three advantages. The first one is that the role of the teacher is very clear, and the teacher can control the pace of the lesson easily. An example of this is that the teacher decides the time limit for the activities, this includes a range of activities and gives feedback if notices that one student is having a problem

during the task, not at the end of the lesson. A second advantage is that this method supports the novice teacher's instructional role. For instance, the teacher makes sure the students know what is going to be taught, uses suitable materials, and monitors the class. The third advantage is that this is quite easy for beginner students and leads to effective communication among students. Another positive aspect is that this method exposes the learner to the target structure and to teamwork.

In conclusion, there are both negative and positive criticism regarding the use of the PPP method for English language teaching. Despite of this, teachers still use this method in their classes in some contexts. It is indicated that PPP method steps are traditional and, as a consequence, learners become a passive agent of the class, so that, at one point students can lose attention in class. However, PPP method is described as a useful method because the teacher can teach grammar, vocabulary and functions while using different activities that allow learners to express their thoughts and interact with their classmates and teacher in different learning situations. In addition, teachers can control the class, review student's understanding and give feedback in each step to the class, if necessary. Hence, PPP method can be suitable for a novice teacher since it lets him/her organize and plan a class when there is little experience in the teaching practice.

Chapter III: Methodology

3.0 Introduction

The chapter provides a description of the methodology design used to conduct the study. This chapter also contains details of the participants, the instruments, and the procedures to gather and analyze the information.

3.1 Research Design

Creswell (2009) says that qualitative research is a situational activity that locates the observer in the world. It consists of a set of interpretive material practices that make the world visible. Similarly, Mason (2002) shows that through this research it can be explored a diversity of dimensions of the social world including the understandings, experiences, and thoughts of the research participants.

Regarding qualitative research, Shank (2002, cited in Ospina, 2004, p. 2) indicates it has a focus on the human experience through systematic and interactive methods. This approach is generally used when little is known about the topic as well as it allows the investigator to explore meanings and interpretations. The present study explores whether PPP as a method helps to accomplish the aims of the National English program and to develop adequately students' English language learning on the basis of their needs and interests through the experiences of a novice in-service teacher, qualitative research will be used.

In this research, observation allows to explore the process of the PPP as a method in developing a child's linguistic competence. As Mackey & Gass (2005) noted, observation usually refers to notice ongoing behavior, interaction, relationship, actions, and events in which the

students are engaged. Moreover, these authors claim that observation gives the observer an idea about the course materials the teacher is using; the teaching methods and strategies, how he or she interacts with students, how learners interact and respond to the teacher and to their peers, and the kind of language students understand and produce.

In this descriptive study, a participant observation was conducted by the novice in-service teacher-and also researcher-to gather information sequentially from different classes every each month. (Cohen, Manion and Morrison, 2007) explain that the purpose of a participant observation is to identify the situation, the process and the interaction and to obtain preliminary information, to validate other information and to understand something in its general context. The data was obtained in the shape of written notes in a teacher's journal. Wiegerová (2013) points out that in pedagogy research a teacher journal is used mainly as an instrument to investigate student's practices. A teacher journal also helps to analyze and learn from mistakes of the teaching process to modify the teaching practice. For this reason, writing a journal was useful to materialize, feelings, opinions, situations or challenges emerged during the class.



Figure 2: Participant observation design

As it can be seen from Figure 2 above, the researcher is the participant of this study, then in the first phase of gathering information the novice in-service teacher did not video record himself. He only taught the lesson and while teaching he tried to be as receptive as possible of his surroundings to explain it in the journal format at the end of every lesson.

Reflective teaching was also used to reinforce and adjust the training and execution of the teaching process. Murray (2015) states that a reflective teaching is more than just thinking about one's teaching, it is a determined act that begins with an issue, context or episode, defines / redefines the problem, finds possible solutions, experiments with solutions, and finally evaluates the outcomes. Similarly, reflective teaching implemented in the classroom generates an important understanding of how language education can be improved. (Olaya 2018, p. 152). This allows the teacher to focus on his teaching practice and students' attitudes and performance while applying PPP method during his everyday classes.

3.2 Participants

This study was carried out at an Elementary Public School in Puebla. The total students involved in this research were 31, 15 boys and 16 girls. The participants were students from third grade at this elementary school. Most of the students were between 8 to 9 years old with a middle-class socioeconomic level. It should be noted that the novice in service - teacher had the opportunity to begin his teaching practice with this group when they were in second grade, but it was until third grade when he began to implement the PPP method with the children. The novice in-service teacher also was the primary research instrument. As a researcher I bring my personal and work background and teaching experience.

The choice of participants was based on convenience sampling regarding the teacher researcher situation. Convenience sampling is described as a form of gathering information from a selected population. That is to say, participants are accessible to the researcher (Etikan, 2016). Similarly, convenience sampling is understood as the selections of participants that are available to be studied (Creswell, 2012). This is an option to determine who the participants are because they

were the first students with whom the teacher researcher had his first teaching experience. Additionally, it can be used to gain initial primary data on particular issues such as, attitudes, performance and the English teaching process in relation to the use of the PPP method.

Participants	
Children Students	<ul style="list-style-type: none"> • 3rd grade students at elementary school • Average age: 8 to 9
Novice in- service Teacher	Observer: Teacher researcher

Figure 3: Participants in this study

3.3 Instruments

In this stage, the findings obtained from the primary instrument used will be discussed. Firstly, the data was collected by writing a teacher journal. The instrument used to carry out this study was a journal. Richards & Lockhart (2007) declare that a journal is the written response to teaching events of a teacher or student teacher, and it often serves two purposes; the purpose of later reflection and the development of teaching ideas. In addition, Wisker (2001), claims that journals are a very useful way of capturing the changing decisions and reflections involved in the research. Some advantages are that journals can help to capture moments when you are asking questions, developing reflections about experiences, and developing a solution.

A journal format (see Appendix D) was designed for the teacher researcher to reflect and take notes at the end of every lesson. The content of the Journal Format that was used by the teacher included two parts: description and reflection. Firstly, the descriptive part involved some basic information such as where the observations took place, a picture of the physical setting, the

participants' attitude, spoken interaction, and facial expression. Secondly, the reflective part of the field notes included the novice in-service English teacher feelings, ideas, concerns, and comments and opinions on what was happening. Additionally, the novice in-service English teacher took photographs which focused on students' attitude and spatial position. These photographs could provide extra data and factual information, if necessary, for the research results. A sample picture can be seen in Appendix A.

Through the research process, journal formats were kept from each class given to the group. These notes were particularly important to give factual evidence for this study, that is, the journal described the story or objective and set of experiences placed in chronologically. The journal formats contributed to make reflections about the helpfulness of the PPP method and students' attitudes and performance. The analysis of every journal format intended to explore more deeply the students' attitude after five English classes to 31 participants that were selected in a range of sixteen classes. For this, it was taken into account the improvements that learners had from the first to the last class.

3.3.1 Materials

A lesson plan format was designed and used by the researcher. The lesson plan was developed by considering the Presentation, Practice, and Production sequence and the PRONi's syllabus. Thus, sixteen lesson plans were developed and applied to help the design of classes and facilitate the development of the classes. However, only five lesson plans and the journal formats corresponding to those same lessons were considered for this study. These formats were chosen for analysis because, first, they were the most relevant in terms of progress from one class to

another, and second, it was selected according to the topics. A sample lesson plan can be seen in Appendix B.

3.4 Data collection procedure

To begin, the principal of the school was asked to grant permission to carry out the research with the third-year English learners. Having received permission, pupils were identified for participation from the third-grade group. Every class was given at the very beginning of the day according to the schedule, every class lasted one hour, three times a week. For this, a lesson plan format was designed by the researcher by taking into account the method used and student’s interest and needs. After every single lesson, the journal was written by the teacher-researcher. A sample journal format can be seen in Appendix D.

Data collection procedure	
May	Social Service
June	Social Service
July	Social Service
August	Authorization request
September	
October	Intervention From the first to the last class: 16 classes 1,2,3,4,5 classes were analyzed
November	
December	

Figure 4: Time distribution of data collection procedure

3.4.1 Data Analysis

This study used Grounded Theory because it allows the analysis of the field notes from the journal formats. Using GT, the researcher can identify the situated nature of knowledge as well as the contingent nature of the practice. It allows the researcher to evaluate the information step by step to analyze each of the categories during the process. (Chen, 2005). The analysis of these categories are communicated as a set of concepts that are relevant to the study and that relate to each other.

The following lines identify the various categories that have been followed. The first category includes, accommodation; at this first stage, what was done was to make a first reading of the data obtained from field notes from each journal, with the objective to find aspects that will relate to the purpose and the research questions. Then, after the first analysis of the initial open coding, a number of pre-patterns were chosen to minimize the number of data to obtain key elements to address the research questions. After the corresponding categories were identified, the integration comes, the connections between the field notes from each lesson on the teacher's journal were analyzed to determine the central ideas raised in the research questions. Finally the data were classified according to a number of categories and subcategories, the following categories resulted in: Students Attitudes, Students performance in the activities and Teacher's awareness in practice.

This chapter described the methodology and research design used for this study. In addition, it described the participants, materials and instruments used to collect the data, the instrument was a teacher's journal. Finally, data collection procedures and analysis of data were explained.

Chapter IV: Findings

4.0 Introduction

In this chapter the findings of the study and the interpretation are provided. First, it is presented with a little description about the linguistic competence that learners would reach in relation to the PRONI's syllabus and aims of the program by applying the PPP method on 3rd grade of elementary school. Second, the process of each step and the results are presented. Finally, it is reported the students' needs and performance and the teacher's reflections.

4.1 Developing Child's linguistic competence through PPP Method

PRONI's program points out the importance to develop English skills and subs skills since elementary school. For this, it was proposed by the novice in-service English teacher-researcher to include the PPP method in his classes. The PPP method was targeted at developing children 'linguistic competence through the second cycle; consequently, the students would show an improvement in their linguistic competence and achieve the following syllabus' aims. (SEP, 2011).

- a. Students would recognize basic instructions.
- b. Identify basic aspects of pronunciation and vocabulary used in everyday life contexts.
- c. Use expressions to refer to personal aspects and needs.
- d. Respond to spoken and written language in different linguistic and non- linguistic ways.
- e. Identify similarities and differences between their own cultural expressions and those of the English language.

Using the PPP method was fundamental to improve a child's linguistic competence. As it was indicated in Chapter II, PPP, as a method, provides a sequence of steps that leads students to engage with the lesson from the beginning to the end. In other words, it is possible to integrate different activities, materials, and strategies to promote the practice and development of language skills and sub skills. At the same time, the teacher could control and organize the lesson and detect if students have understood what it has been taught in class.

4.1.1 Development of the Presentation Stage in the PPP as a Method

Before implementing the PPP method in the five lessons, the teacher provided different warm-up activities. These dynamics generated confidence and increased motivation from the beginning of the class. Also, these warm-up activities helped to revise students' previous knowledge, share students' personal experiences with their peers and introduce the new topic for the lesson.

In the presentation stage, the teacher used activities such as games, brainstorming, formulation of questions and listening activities, as well as materials related to the topics, for example, flash cards, videos and objects. These activities were focused on increasing linguistic competence and getting students involved in the language English teaching process.

In the presentation stage, games are present. In class 1, a game, *Fruit Basket*, was used, learners could move around when one player standing in the center calls out one of the fruits names. The game could run well and every student had the opportunity to practice and review previous knowledge. In lesson 3, *Simon Says*, was used to introduce some vocabulary related to *Adventure Sports*, so at first, the teacher explained the activity by giving some instructions for example, *Simon says: go swimming or go climbing* which should be followed by students. Then, students

performed the commands. This activity could raise student's interest and their concentration to feel confident in class. It is reflected in the field note on below.

“First, to introduce the class we played a game called fruit basket. I intended with this game that students could remember the fruit vocabulary from the previous class.”

“We played a game as a warm-up to introduce the new vocabulary. It was “Simon says”. To start the class, I asked students to look at me to follow and repeat what I did, for example go swimming, go climbing etc.”

For class 4 and 5, the teacher began the lesson with a brainstorming to review previous vocabulary and pronunciation. Then, some formulations of questions were asked to address the topic, it was *Toys and prepositions*, students could express whatever came to their mind. Similarly, in class 5, the learners responded some questions related to new topic *Objects of the class*, as well as in class 2, questions were used to share personal experiences about *zoo animals*, this helped them to generate their own ideas, and the speaking skill. This issue is supported by the following quotes.

“I wrote the question on the board, Where is the ball? And I told them how to reply, for example, the car is on the box. One girl said is in box. I try to encourage her to use the pronoun, preposition and the complement”

“The lesson started with a brainstorm: I asked students, what object can you see in the classroom? For example, I can see an eraser or a marker, here, students mentioned objects there were in the classroom using the sentence modeling.”

Additionally, the teacher also used visual resources to support his explanations and make students familiar with the new topic. In class 1 flashcards were used to introduce personal pronouns, in class 2, to talk about zoo animals and in class 4, to present toys. In this case, learners could guess the meaning of the pictures or remember the word by looking at them during or in the next class. Moreover, using these images could draw student's interest, participation and increase

their motivation. In the next pieces of data, it can be seen that students understand the familiar word with visual support.

“The lesson started with the presentation of the personal pronouns. For this class I used Flash cards to introduce the topic.”

“Next, I focused on learning the zoo animals’ vocabulary. I brought to class some pictures, students looked at the pictures that I showed them, so they listened to and repeated the new words after me, several times.”

“Then, I pasted some pictures of boxes on the board, and some flashcards with different toys around the board, I could see that the learners were observing anxiously, suddenly, one student asked me for the topic of the class. I told him that we were going to learn prepositions of place.”

Although, in class 2 and 3, the teacher writes the topic of the lesson on the board and asks questions to anticipate what the theme will be about, the content material offers a great understanding of the language. In addition, it is inferred that students showed positive attitudes that support their attitudinal and personal development.

“Then, the class continued by presenting the topic. I wrote the topic of the day on the board and some questions related to animals. For example, do you like animals? What is your favorite animal? Have you ever visited a zoo? What animals do you find in a zoo? Students took their time and shared their ideas and their experienced about visiting a zoo”

“Then, I wrote the topic of the class on the board, it was adventure sports. Next, I wrote some questions on the board to get some ideas from the students: Do you do any sport? What is your favorite sport? We read the questions and practice pronunciation.”

The teacher used a listening exercise in class 2, for practicing pronunciation of zoo animals, while in class 5, it was intended to practice demonstrative pronouns by using classroom objects, in this activity, the teacher provided a sentences, for example, *There are two notebooks on the chair*, the students listened carefully and wrote the sentence on the board. The students became interested and active in learning English.

“I presented the new topic I used real objects to catch student’s interest. But they looked a little tired, perhaps because it was their last class. I explained the demonstrative pronouns

when to use there is and there are. I pointed out one object, for example, there is a marker on the board or there are two books on the chair.”

As seen in the extracts, through the activities that are used at this stage, it can be inferred that the teacher is attempting to develop linguistic competence in students as vocabulary and pronunciation are present in the lessons.

4.1.2 Development of the Practice Stage of the PPP as a Method

In the Practice Stage of the method, different positive and negative aspects that affect the child's linguistic development emerged. It was observed that there was positive progress in the students' knowledge during the five classes. During the practice stage the teacher focused on grammar, listening, and speaking, even vocabulary and pronunciation of the new words.

It seems that, in the practice stage, games are the type of technique used by the teacher. First, in lesson 1, it was a game about shouting personal pronouns which raise the interest of the class and improve their understanding, while in lesson 3, students played bingo to familiarize with vocabulary sports. It is shown in the following passage

“Next, we played other game to practice the topic. I shouted out a personal pronoun and they had to make a team. Now the activity had positive reactions, they performed fast and got fun.”

“They played bingo to practice the new vocabulary. I choose some students to say the words out loud, they took turns to do it. It was a humorous activity.”

In lesson 1 and 2 activities were similar, listening and associations are present. The whole class showed great interest, students looked for some specific information by listening to an audio about zoo animals, and by observing pictures about personal pronouns, they could move around the class and get fun.

“Students should be ready to listen to the audio about animals’ sounds and they should look it up around and put it with the correct name on the board. It was a fun activity; they were very active and paying attention.”

“Students practiced personal pronouns but this time I asked them to pay attention to the images on the flashcards and they had to tell me the personal pronouns that each picture represented.”

In lesson 3, students practiced the vocabulary list in teams by making questions related to their favorite sport, and in lesson 4, students worked on a dialogue by including the making of questions related to vocabulary of toys and prepositions. In both lessons, group work is present, students could interact with one another, and some could share their ideas, however, it was observed that some students were afraid of making mistakes.

“I asked one student a question, it was, what is your favorite sport? Then, students work in teams and make the same question to each other. Some students helped their partners to speak in English by helping with pronunciation or with new vocabulary. Some students were excited they wanted to participate more times, however there was not enough time. Others, simply did not participate, they were in shock, perhaps very afraid to speak and made mistakes.”

“The students were actively working on their examples. Then, students worked in pairs and tried to write a short dialogue by making questions related to the toys and using the prepositions of the place”

In lesson 5, students just worked on their own by completing a worksheet, the vocabulary of objects of the classroom is present in this activity. In addition, in class 1, learners watched a video about personal pronouns, this video could help them to listen to and practice pronunciation of the personal pronouns’ words.

“Students built sentences using “there is and there are” worksheet, they had to use the objects vocabulary list.”

“Students watched “the personal pronouns for kids’ video” They could reinforce the pronunciation of the words by listening to them at least three times.”

Finally, it can be said that the practice stage is the most productive in terms of attitudes and performance. Students were easily engaged with the activities which helped to finish on time, also, students were strongly motivated to interact with their peers. These different classes were communicative and were based on games and playful activities. As seen above, linguistic competence seems to be promoted as attention is given to pronunciation and vocabulary, it can be seen that the teacher guides, supports and gives repetition of the utterances by using flash cards, games, videos and questions.

4.1.3 Development of the production stage of the PPP as a method

In the production stage, it was shown different aspects of how this step worked on in the five lessons. It was observed that during each lesson the teacher used some meaningful activities to promote a great opportunity to practice the language, for instance, worksheets, dialogues, modeling sentences, and questions. Also, the teacher could notice if the student showed improvement in their learning, or if he or she still had problems in the content presented during the whole session.

First, it was seen that individual and group participation is fundamental to reflect the students learning process. In this case, worksheets activities were useful to encourage students to write short sentences by using previous vocabulary. For instance, in class 1, learners should write about their likes and dislikes and use vocabulary of fruit. In lesson 2, they had to write sentences of each animal according to the picture found in the worksheet, and in lesson 3, they would write sentences related to sports. Meanwhile, in class 4, and 5 they were more interactive, students practiced with a dialogue and with some questions, with these activities it was intended to motivate learners to speak in pairs or in small groups.

“Next, some volunteers demonstrated in front of the class their model conversation. Generally, the lesson went very well, I feel that the students understood everything that was expected of them, and they really lived up to my expectations. The students worked well with their partners and really enjoyed showing the rest of the group what they have done.”

“After that, students read their sentences aloud, I noticed there were some students faced some problems with the grammatical rules, but they showed confidence.”

It was noticed that in class 1 and 5, positive and negative feelings arise. On one hand, students felt comfortable and motivated because they were able to perform the activities that were assigned in each class. On the other hand, the oral expression caused some difficulties, for example, anxiety, fear of making mistakes, not knowing, or not remembering the proper vocabulary, fear of speaking in public, lack of fluency, bad pronunciation, or intonation. It doesn't mean that students were not learning, but these issues did not allow some of them to show their potential into the class.

“Here I could notice that some students did not understand very well. They got some difficulties building the sentences, they looked frustrated. Just few students finished this activity. The rest did not, there was not more time to explain it for a second time.”

“Whereas others were timid because they feel their classmates will laugh at them, and also they say that they didn't know a lot vocabulary or because they needed more time to finish the activity.”

It is clear the teacher still uses similar activities during the production stage focusing on speaking skill, pronunciation, and simple statements. However, it is noted that at the end of the lesson there is a little chance to speak English, the teacher only elicits some students to give respond about their work because of the time limit. Moreover, some students faced some difficulties in pronunciation when repeating correctly.

4.1.4 Matching PPP steps with PRONi'S syllabus aims.

Reflecting on the findings it can be inferred there was a significant improvement. In this case, the application of the PPP method in the English classes allowed the teacher to include some

techniques, strategies, and activities to stimulate the students' linguistic competence. As well, it was hoped that students will increase certain specific competencies according to the required PRONi'S aims, these are related to what the learner is going to develop during the three steps

a. Recognizing Basic Instructions during PPP Performance.

It was found that the teacher taught some instructions at the beginning of the course. The teacher gave a list of some common instructional commands to students, for example, sit down, stand up, open and close your notebook, open or close the window and door, listen up, write, read, speak aloud, be quiet and so on. Thus, the five lessons selected reported similar results. Through the development of the three stages, instructions were fundamental as whether the class succeeded or failed. In each class the teacher gave the instructions to students in English, some students could understand but others simply did not show a good comprehension, then, it was necessary to explain them in Spanish. Moreover, the teacher used additional visual support while giving instructions such as pictures, gestures, or modeling the instructions with a student, these facilitated students to be engaged in the assigned activity. Using these strategies, some students demonstrated great performance in the activities, while others, were confused about what they were expected to do

b. Identifying Pronunciation and Vocabulary during PPP. Performance.

The teacher was challenged to teach pronunciation and vocabulary. The five lessons indicated that students reviewed and were introduced to new vocabulary related to the following themes: zoo animals, adventure sports, toys, objects in the classroom and personal pronouns. The teacher included activities during the three stages of the PPP

method to promote vocabulary learning by emphasizing words pronunciation practice as well. For instance, in the introductory part, learners were engaged to learn vocabulary by touching real objects and saying their name, looking at a picture and identifying its name, later, they could practice by watching a video and repeating the words, listening to an audio and matching pictures with names, working in pairs and asking questions modeled by the teacher or practicing dialogues. Consequently, it is observed that students learned to produce new sounds or single words, however, they still showed little pronunciation improvement. Some of them had problems when they had to use the words in a conversation, role plays or in single sentences.

c. Using expressions to refer to personal aspects and needs during PPP.

Performance.

During the presentation stage students were encouraged to share their own thoughts by answering questions related to the following topics: adventure sport, fruit, vegetable, and zoo animals. Some students, showed previous knowledge, they said, “me like apples, or me animal favorite is monkey, I am basketball, you are lion, I am finish “Once students learnt and practiced the new vocabulary, they could use it in some tasks, of course they had some problems with the structure of the statements but they tried to remember it in every class and use it. They could convey a message or express ideas about them.

d. Responding to spoken and written language in different linguistic and non-linguistic ways

The study reveals that the third step provides activities to reinforce speaking and writing skills. As students just learnt English at school, and a few of them had some extra classes out of it. Some of them can speak and write but others still faced problems in remembering some vocabulary or phrases. For this, the teacher used some strategies such as, brainstorming, questions, flash cards; games like, fruit basket, Simon says, bingo to generate confidence and participation from the students and make the class meaningful to them.

As for speaking, students went through dialogues, saying likes and dislikes, interviews and role plays. This skill did not improved at all, besides the practice they had during the whole class, most of them did not remember the vocabulary to express their own ideas which caused them frustration and shyness.

For writing, students could practice this ability through different activities such as, drawing words, pictionary matching, order the words to make sentences and dictation. Additionally, there was not enough time to revise their work, this was a disadvantage because it did not help them much in consolidating the knowledge that they learnt in the first and second step.

e. Identify similarities and differences between their own cultural expressions and those of the English language

Students enjoyed listening to the teacher speaking in English which caused a great motivation for the class, but also they were intrigued by knowing the differences of some vocabulary or expressions, for example, why some words were the same in spelling, like “*color*” or “*doctor*” these are called cognates or when the meaning changed, for instance “*embarrassed*” it is known as false cognate, even it was quite difficult to make them

understand when to use “*bathroom*”, “*restroom*”, “*toilet*”; or “*good evening*” and “*good night*” it was explained that it depends on the context, as well as on the meaning of the personal pronoun “*You*” singular and plural, to them there was no difference: also learners got confused that in English there exist just a defined article “*The*” to refer the defined articles such as; *los, les el, la*. In addition, students were interested in knowing the difference between British and American English, this because they have heard this before in a variety of films or TV programs or songs, for example, water, car, mother. Another issue was Mexican food, for example, they said, *torteishon (torta)*, *taqueishon (taco)*, *tortilleishon, (tortilla)* pronounced each one like in an English suffix ending. After each class students could assimilate these differences.

4.2 Teacher’s reflection about using PPP method in the classroom

To answer this question, it was necessary to make a teacher’s reflection about the different classes that were taught before and after using PPP as a method in the classroom.

First, during the analysis of my teacher’s reflection, it was possible to observe that after some classes I started using some warm-up activities, these, most of the time were related to the topic that was going to be presented or only to activate students and prepare them for the introductory class. If we go back to chapter II we can notice that the use of a warm-up as such is not described as part of the PPP method, however, it was applied as a suggestion from one teacher observing my classes at my social service.

“First, the daily lessons did not include a warm-up activity; until the teacher in charge of one group that I used to teach made me notice that it was very useful to use as activation before starting class, thus, when I started using PPP method I decided to include it at the beginning of each class, consequently, I could notice that this kind of activity could activate

students' previous knowledge, motivate and gain confidence to interact with me and their peers."

Another important issue that I could find was that before using PPP as a method I only focused on the grammatical part and vocabulary without adequately following a didactic sequence. Also, I did not take into account the student's previous knowledge and even their participation, in such a way that they felt integrated into the class.

"In fact, I just focused on writing the vocabulary on the board, checked and practiced the pronunciation, then, I tried to make students copy and memorize these words, so, when they had to use any word during the class most of them could not remember them which meant that there was not a meaningful learning."

The selection of activities was another problem I had; I could say that at the beginning students were not interested in class because the activities were not quite related to the topics that were on the syllabus. Besides that, I did not have enough activities or materials to change in case students did not show interests at all. Besides, students used to work by themselves during the whole class.

"Another aspect before using PPP method during the Practice stage was that students used to work alone because I did not use different activities that could promote group work, although the student had a limited knowledge because most of the time the vocabulary and grammar were not understood."

I could observe that it is important to have a variety of activities, strategies, and techniques to guide and promote student's knowledge during the practice of the topic. Moreover, it is relevant to link the activities with the topic by following an appropriate sequence that avoids students' confusion, on this way, students could feel more comfortable and interested in class. Also, the use of a method in class was very helpful to have a better idea about how to present, develop and finish class. Before using the PPP method, the class did not reach the purpose of the lesson.

“I used some strategies, techniques, and materials like brainstorming, asking questions, flash cards, games, funny songs and moving activities which were very useful to encourage students to participate and activate their learning.”

Another aspect I faced was how to control the group. During the presentation phase, students were distracted, were doing other things, and did not pay attention to class, which was a bit frustrating since I did not know what to do. But after applying the PPP method, there were better results because students showed interest in, their participation improved, and the time went by faster.

“Before using PPP method, I did not have a controlled group, during the presentation of the topic I could observe that students were talking to their classmates, looked boring and were not paying attention to me. Because of this, I felt a bit frustrated since I could not get their attention, which made this moment quite long and boring.”

Another issue was that, at the end of the class, students could not finish the activities. This was because, since the beginning of the class, the grammar points and the vocabulary were not clear to them. Also, because the teacher researcher was not focused on these situations. Thus, when the PPP method was used, the teacher could notice when students did not understand and, on this way, he could review the part students still had problems with.

Moreover, before using the PPP method the closing activities regularly were so boring, at this step student didn't show good results, there was a lack of knowledge. But after applying PPP method students heighten their learning, their participation was better.

If I could notice that there were some doubts, I could get back and explained the part of the topic they did not understand well.

In conclusion, I can say that the application of the PPP method in developing child's linguistic competence indicates that each step of the method was very helpful to connect students to the class because this facilitated them to have a better understanding of the grammar points and remember the new vocabulary. Moreover, the use of the PPP method shows the improvement as an English teacher in preparing better lesson plans and having better classroom management. In

addition, the PPP method was very helpful to me, because it helped me to gain confidence and I could enjoy what I was teaching. Thanks to this method I could have better- organized lessons, and I could improve my teaching practice because I learned more about some techniques and strategies that helped me to satisfactorily achieve the lessons' objectives most of the time. Moreover, the recommendations of my teacher-mentor were quite helpful because her observations and comments allowed me to focus on the objective of the class but also to take into account children's interests and needs.

Chapter V: Conclusions

5.0 Introduction

In this chapter, the results of implementing the PPP method in 3rd grade public elementary school are discussed. This chapter provides a summary of the study and the main conclusions, limitations and recommendations based on the data discussed in the previous chapter. The outcomes of this study, the analysis of the journal's entries, the goals of the syllabus, the attitudes and performances of the learner, as well as the teacher's insights and reflection about the method chosen.

5.1 Summary of the study

Being a novice in- service teacher this experience was a huge challenge, when there is little teaching experience it can be complicated because there are some points to consider before teaching a lesson or a course. For example, it was essential to know learner's prior knowledge, the context, needs an interest. Once I got this background, I looked for an appropriate method that allowed me to understand the material easily, create an enjoyable environment in every single lesson and reach objectives in PRONi.

From every lesson's performance, I found that PPP method enabled me to provide my young learners with tools to develop some competencies stated by PRONi. On one side, during each activity I was able to understand that the students identified what they had to do. The method gave me the guidelines to motivate student's understanding of the topics to be developed in each class. Most importantly, this method allowed me to discover that a novice in- service teacher has to know and be clear about what he wants students to learn. The way in which vocabulary should

be introduced and the various tools that I should use to facilitate effective learning was another important topic, in addition, the methodology allows applying different activities to encourage my students to practice and communicate with each other.

I found that PPP method was quite easy to understand and follow. Since this method has a sequence, it helped me recognize the moment in my lesson planning that I should shift to the next task, solve doubts, revise previous knowledge, as well as use relevant tasks, tools, strategies and techniques. Knowing the context of my group and having their trust was extremely important for my class, but having a method such as the PPP method helped me to build greater confidence, this is because I felt that I knew how to carry out the development of my class and to be sure that my students would understand me better.

5.2 Summary of findings

Main findings showed that a few learners changed their attitude while using various activities, materials and techniques along the chosen teaching method, PPP (RQ1). The findings also revealed that third-grade students were conducted to improve their linguistic competence (RQ2). Finally, the teaching praxis of a novice in – service English teacher in his TEYL was examined (RQ3).

Regarding RQ1, results demonstrated that third grade learners seemed interested, motivated and felt confident in participating from the beginning to the end of the lesson. For RQ1 the findings are as follows:

- Although warm- up is not included in the PPP teaching method, the study suggests that students, in general, showed a positive awareness in the class. Warm- up activities were

included at the beginning to introduce the lesson in order to capture student's attention, generate confidence and communication between their partners and with the teacher.

- The results also indicated that when the lesson caught their attention, a great number of learners were involved in class. It was reflected in some of the classes the following: greetings, colors, zoo animals, fruits, transportation.
- From the results, it is clear that students were highly motivated by humorous and attractive activities that helped them to connect their learning such as, visual materials support, games and listening activities while allowing them to build experiences, express new ideas and gain knowledge. As Brumfit, Moon and Tongue (1991) argued, students often need to be in contact with real language to maintain their interest in learning. Students expressed positive attitudes towards their learning process, and students liked their work as active learners. Most of the time, they communicated with one or two classmates to overcome the class's challenge, using short phrases and using the English language, students asked among themselves. As it can be seen, this group showed greater energy, excitement, when implementing the PPP method.

The results of RQ2 revealed that most of learners were able to develop their skills, such as the ability to use vocabulary in simple speech, and the ability to use simple grammatical structures correctly.

- On the themes that emerged from the analysis of the PPP method was that students need to be connected and attracted to the topic with classroom activities according to student's learning needs. As a teacher, it is also important to gain knowledge of various strategies and techniques that can be used to generate better attention and interaction between students, such as brainstorming, games, triggering questions, photos, videos, group work

and so on. These findings are consistent with previous research. Piaget (1959), emphasized significant aspects that should be taken into account by the teacher before starting a class for instance: adapt real materials, use fun activities and encourage students to share their ideas. What I found was that these statements took an important role when planning a lesson. Once these features were analyzed, I could plan a meaningful lesson by using the PPP method.

- The findings indicated students' positive learning through the lesson. The connection between each step that the PPP method provides, allowed students to work with different tasks and activities, as well as handle authentic materials. To give more details about how it was determined, it is explained as follows. It was detected that during the presentation stage the novice in-service English teacher could revise students understanding and focused on students' progress about vocabulary and grammar structure, pronunciation, and spelling of words. Presentation step was crucial because if students get and use new knowledge with fewer problems, they will be able to continue working on the following activities. But if learners still showed weak learning outcomes, vocabulary and grammar could be presented once more to those who did not fully understand the topic. Then, during the Practice step, it was observed that the activities were useful because they allowed reinforcement and practice with the vocabulary and grammar. Finally, in the Production stage, it was decided if students showed learning English language improvement. It was concluded that some learners could build their knowledge because as a teacher I provided the conditions by controlling through a systematic and flexible sequence that PPP method gives. For example, creating an appropriate environment where students feel confident, creating positive relationships between students and teacher, using tools that provide significant learning and the interest to learn the English language.

Before moving on to findings that relate to RQ3, I would like to say that before using the PPP method, the classes were not meaningful nor significant to my students. It is also clear that, in addition to devoting time to designing a lesson plan, it was not correctly implemented, so students were not interested in class at all, and therefore I witnessed monotonous lessons. I, therefore, needed to find a method that helped me organize, guide and monitor my group, but also bring activities that could be relevant to students and activate their knowledge, in this case, their linguistic competencies. Now, I proceed to provide my personal reflection on what I was able to achieve by using the PPP method. This will include a detailed description about my personal learning process as a novice in-service teacher.

On one hand, regarding RQ3, I was really concerned that my students would learn to write their own sentences but also expand their vocabulary and communicate with their peers. Therefore, main findings about using the PPP method in my classes start with that concern. Comparing the English lessons I used to teach with the lessons I worked with PPP method, I feel that I was more skillful to select suitable materials, dynamics, strategies and techniques to support the topic. In addition, learners were able to complete their activities in less time, understand short familiar phrases, write simple sentences and recognize vocabulary and gain self-confidence. Personally speaking, I would say that it was not easy, as a novice teacher, to teach English to young learners. Fortunately, main findings related to RQ3 also indicate that I obtained good results with PPP method because I understood that it was necessary to have a good level of English proficiency, so I tried to practice and learn what I was going to teach. I have found that if I was uninterested or bored in the class, the students would be too, which is why it is important to work in a warm environment full of excitement and motivation to achieve interest from students as well as their attention and trust. I also could improve my teaching practice through some guidance given by the

teacher observer but overall I could comprehend that the PPP method can be applied in one class or even to organize classes for two days or for a week, this depends on the theme and student's needs.

5.3 Significance of the study and implications

The findings of the study showed that PPP as a method is appropriate to teach young learners in elementary school because it lets these learners develop their skills through fun activities that allow them to interact with their peers in a comfortable environment. Although it is important to mention that this method can be adapted not just in the basic levels of elementary school but also it can be used by novice teachers because of the three steps included in the PPP method. The teacher can organize the class, since each step is related to the next one, in addition to supporting the activities suggested by the method, it helps achieving a better control of the group and allowing the students to better understand the content.

It is obvious that the success in developing children's linguistic competence in a second language, in this case, English, comes with the use of an appropriate approach or method, besides this, teachers should also increase their knowledge of different instructional strategies, and implement techniques and authentic materials to improve the learning-teaching process. That is to say, it is important that students are exposed to an environment where students can practice their skills in an integral way.

5.4 Limitations of the study

The most notable set of limitations is related to the time and the application of few lesson plans, as these have only shown a little bit about the performance of the PPP as a method. I had a variety of lesson but only five of them could be examined. Perhaps it could be interesting to add another form of instrument, in this case, a questionnaire. The teacher's journal tried to be specific and representative, but in regard to students' learning it may be necessary to know about their expectations or opinions, parents views on their children's improvement may also be significant, as well as, another person's analysis may allow to have a different perspective on the teaching-learning process.

5.5 Suggestions for further research

First of all, the study was conducted at an Elementary public school, participants had the same proficiency level. A possible study can be done at different course levels, in this research all the participants were children were of the same class level and age; a further study should compare other age groups in terms of the findings of the current study.

Other factors such as student's perceptions, learning styles, economic situation, and social background could be involved in further research. The elements in this research should be reinvestigated with a larger number of participants from a different background, so as to be able to facilitate the use of the PPP as a method to develop children's linguistic competence. As well as it would be interesting to compare the PPP method with Task-Based or a mixed PPP method with other teaching methods that help to promote activities where students can practice speaking in low levels at elementary school. This is relevant because according to the SEP's program, the students must know English, speak about the grammatical part and expand their vocabulary, but also must

know how to do it, that is, how to use the language effectively, practicing and interacting with classmates but also outside the classroom , in a more real-life context.

Conclusions

It indicated, the PPP method was useful to have a meaningful, structured lesson. From the findings, I can summarize some points about PPP as a method to develop a child's linguistic competence in the classroom. First, PPP, as a method, assisted a novice in-service English teacher to better organize class, and materials could be properly adapted and used. Second, students' knowledge improved regarding specific competencies such as grammar, vocabulary. Also, young learners and the novice teacher developed their confidence, to achieve this, it was necessary to build an environment where children could interact with their peers. It was observed that when they worked in pairs or groups, they worked without fear. However, it does not mean that this method works completely on the development of the child's linguistic competence. Finally, the study shows that the PPP method could work well because other tools and mentor teacher's recommendations were included.

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Appendix A: Pictures



Appendix B: Lesson Plan

INSTITUCION:	GRADE:	GROUP:	DATE:
TEACHER'S NAME :	NUMBER OF STUDENTS:		
TOPIC:	OBJECTIVE :		

TIME		ACTIVITY AND PROCEDURE	SET UP	SKILLS AND SUB-SKILLS	MATERIAL	EVALUATION
	Warm-up					
	Presentation					
	Practice					
	Production					

Appendix C: Teacher Journal Entries

JOURNAL ENTRY FORMAT	
NAME OF THE RESEARCHER:	JOSE LUIS DIONICIO SANTOS
LESSON No:	
DATE:	
TOPIC:	
OBJECTIVE OF THE CLASS:	
DESCRIPTION	

Appendix D Teacher Journal Entries

JOURNAL FORMAT	
NAME OF THE RESEARCHER:	JOSE LUIS DIONICIO SANTOS
LESSON No:	2
DATE:	18/06/2014
TOPIC:	Personal Pronouns
OBJECTIVE OF THE CLASS:	<i>Using subjects pronouns to practice saying dislikes and likes about fruit.</i>
DESCRIPTION	
<p><u>There were 31 students in the class. I started by greeting the class saying to them hello and How are you? So, I noticed there were some students that were very enthusiastic to start the class, but others were just distracted, they seemed not interested a lot.</u></p> <p>First, to introduce the class we played a <u>game called fruit basket</u>. I intended with this <u>game</u> that students could remember the fruit vocabulary from the previous class. Then, I asked to the students made a circle and I gave them the name of a fruit and I started the <u>game</u> by giving them an example. The <u>game continued</u> and most of the students participated taking turns, except a group of students that were sitting next to the window, they did not want to participate, they were not paying attention, and they were talking about other things, despite of these I tried to catch their attention by asking them to participate. Finally they did it, and the rest of the group seemed to enjoy the activity, they were smiling and more motivated. Then, the lesson started with the presentation of the personal pronouns. For this class I used <u>Flash cards</u> to introduce the topic. First, learners listen to me and repeated the pronunciation of each pronoun, while we were practicing I could notice that some students that were back to the classroom couldn't see very well, I thought I was better to go around the classroom so they can see better. Then, I showed them again the <u>flashcards</u> and I asked them for their participation, suddenly some boys and girls raised their hand and participated at the same moment. It was clear that they were understanding the topic and I had another review with the whole class. Next, students <u>practiced the personal pronouns</u> but this time I asked them to pay attention in <u>the images on the flashcards</u> and they had to tell me the personal pronouns that each picture represented. Some students recognized at the first time while others got confused and changed the meaning of the word. After that, <u>students watched "the personal pronouns for kids video"</u> They could <u>reinforce the pronunciation of the words by listening at least three times</u>. They wanted to watch it again but the class should continue.. Next, <u>We played other game to practice the topic</u> I shouted up a personal pronoun and they had to make</p>	

a team. Now the activity had positive reactions, they performed fast and got fun. Finally, students got back to their sits. I handed out a worksheet to each one so they could work on their own. The class continued by listening to the instructions to do the task. Learners should choose a different color and matched the personal pronoun with the correct picture. This activity was completed on time. In the end, I asked them to write short sentences using all the pronouns, fruit vocabulary and expressed their like *or dislike* of any fruit. It was modeling an example, I like apples or I dislike pears. Here I could noticed that some students did not understand very well. They got some difficulties building the sentences, they looked frustrated. Just few students finished this activity. The rest did not, there was not more time to explain it for a second time. The class was over.

JOURNAL FORMAT

NAME OF THE RESEARCHER: JOSE LUIS DIONICIO SANTOS

LESSON No: 4

DATE: 29/08/2014

TOPIC: Zoo animals

OBJECTIVE OF THE CLASS: *Saying zoo animals and animal noises*

DESCRIPTION

First, The class started by saying, Good morning kids! Then It was using a warm up to activate the class, I asked students to stand up, clap, jump, drive, and walk to remember some verbs of the some previous lessons. I noticed that some students could remember the commands despite the fact others were just following their classmates. Then, the class continued by presenting the topic. I wrote the topic of the day on the board and some questions related to animals. For example, Do you like animals? What is your favorite animal? Have you ever visited a zoo? What animals do you find in a zoo? Students took their time and shared their ideas and their experienced about visiting a zoo. Most of them knew the animals but in Spanish. Meanwhile students mentioned different animals I wrote the vocabulary on the board and helped them to say the name of each animal in English. Next, I focused on learning the zoo animals 'vocabulary. I brought to the class some pictures, students looked at the pictures that I showed them so they listened to and repeated the new words after me several times. There were some learners that were very shy, others seemed bored and having problems with the pronunciation. After that, some volunteer students assisted me to stick pictures around the classroom while I was writing the animal's name on the board. Later, Students should be ready to listen to the audio about animals 'sounds and they should looked it up around and put it with the correct name on the board. It was a funny activity, they were very active and paying attention. Everybody wanted to get the correct picture. They interacted and lost a little fear. Finally I handed out a zoo animal's worksheet to each student. The student cut each zoo animal and stuck it on their notebook and colored them. I also encouraged them to write a short sentence for each picture, for example; *It is a monkey and It is a lion.* To revise the activity I asked them to read their sentences, most of them wanted to participated, some did quite good whereas others got some pronunciation and spelling mistakes. I motivated them to practice more by themselves and not give up. The activity went well, it kept their attention and I could see that they were entertained how ever there was not more time to revise the rest of the students.

JOURNAL FORMAT

NAME OF THE RESEARCHER: JOSE LUIS DIONICIO SANTOS

LESSON No: 7

DATE: 24/09/2014

TOPIC: Adventure Sports

OBJECTIVE OF THE CLASS:

-Asking and answering questions about adventure sports.

DESCRIPTION

There were 25 students in the class, we played a game as a warm up to introduce the new vocabulary. It was "Simon says". To start the class I asked the students to look at me to follow and repeat what I did, for example go swimming, go climbing etc. They looked very fascinated with the game. They wanted to do it several times. Then, I wrote the topic of the class on the board, it was adventure sports. *Next*, I wrote some questions on the board to get some ideas from the students: Do you do any sport? What is your favorite sport? We read the questions and practice pronunciation. After that, I asked them to make a circle and make questions to each other by throwing a ball and giving their answer. They tried to remember the words that were used in the warm-up activity so each student mentioned their favorite sport. I tried to encourage to use the phrase: My favorite sport is or are ... I supported them with the pronunciation again and while they were saying the sport they like I was writing each one on the board. Next I asked students to copy the vocabulary on their notebooks. They practiced pronunciation and get familiar with the meaning of the words. Once they finished, I made the question to one student, it was, What is your favorite sport? Then, students work in teams and make the same question to each one. Some students helped their partners to speak in English helping with the pronunciation or with the new vocabulary. Some students were excited they wanted to participate more times, however there was not enough time. Others simply did not participate, they were in shock, perhaps very afraid to speak and made mistakes. After that, the teacher made teams of 6 participants, learners listen to the instructions, and they played bingo to practice the new vocabulary. I choose some students to say the words aloud, they took turns to do it. It was a humorous activity. Finally, I asked them to draw a table with two columns, in one Colum should write Partners name and in the second one Sports. They had to use the question they learned during the class and interviewed five partners and write their answers. They should share their answers to the class by forming a sentence, for example, she likes swimming

JOURNAL FORMAT

NAME OF THE RESEARCHER: JOSE LUIS DIONICIO SANTOS

LESSON No: 9

DATE: 17/10/2014

TOPIC: Toys and Prepositions

OBJECTIVE OF THE CLASS:

-Identifying and saying different toys.

-Asking and answering questions about locations of toys

DESCRIPTION

Class started by reviewing adventure sports vocabulary. First, some students that wanted to participate went to the board and write words they remembered from the last class. We reviewed word's pronunciation. Then, I pasted some pictures of boxes on the board, and some flashcards with different toys around the board, I could see that the learners were observing anxiously, Suddenly, one student asked me for the topic of the class. I told him that we were going to learn prepositions of place. Then, we reviewed the name of the toys that were on the flashcards. After that, they practice the prepositions of the place and practice their pronunciation, next I wrote the question on the board, *Where is the ball?* And I told them how to reply, for example The car is on the box. One girl said *is in box*. I try to encourage her to use *the pronoun, preposition and the complement* ... they did it again, this time make it better, This part of the lesson took some minutes which allowed plenty of time to show the class the use of prepositions and pronunciation and give them time to create their own examples. The students were actively working on their examples. Then, students worked on in pairs and tried to write a short dialogue by making questions related with the toys and using the prepositions of the place, overall the class seemed student-centered and I just acted mainly as a facilitator among them. Classmates looked engaged in the activity. I told them what they have to do but they seemed no to understand so I asked one student to explain to the others what they had to do. Next, some volunteers demonstrated in front of the class their model conversation. Generally, the lesson went very well, I feel that the students understood everything that was expected of them, and they really lived up to my expectations. The students worked well with their partners and really enjoyed showing the rest of the group what they have done.

JOURNAL FORMAT

NAME OF THE RESEARCHER: JOSE LUIS DIONICIO SANTOS

LESSON No: 14

DATE: 28/11/2014

TOPIC: Objects of the class using there is and there are.

OBJECTIVE OF THE CLASS:

DESCRIPTION

There were 27 students in the fifth class. I greeted students by saying: *How are you?* Then, the lesson started with a brainstorm: I asked to the students *what object can you see in the classroom?* For example *I can see an eraser or a marker* here students mentioned objects there were in the classroom using the sentence modeling. Then, I presented the new topic I used real objects to catch student's interest. But, they looked a little tired, perhaps because it was their last class. I explained to them the demonstrative pronouns when to use there is and there are. I pointed out one object for example *there is a marker on the board or there are two books on the chair*. I called one student to pass to the board and wrote the sentence that was mentioned before, he did with a little difficult but his partners tried to help him. This example seemed to help as a way for students to practice and produce sentences while not being afraid of making mistakes. Next, students built sentences using "there is and there are" worksheet, they had to use the vocabulary objects list. Some students were very motivated to develop the activity; also I noticed that others were not able to complete and participate actively. After that, students read aloud their sentences, I noticed there were some students faced some problems with the grammatical rules, but they showed confidence. Whereas Others were timid because they feel their classmates will laugh at them, and also they say that they didn't know a lot vocabulary or because they needed more time to finish the activity.