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**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS
COMO LENGUA EXTRANJERA**

**Tema: “PROJECT-BASED LEARNING TO DEVELOP THE SPEAKING
SKILL IN ENGLISH”**

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster
en la Enseñanza del Idioma Inglés como Lengua Extranjera

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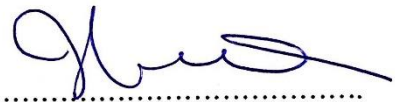
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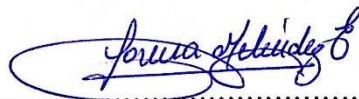
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FECHA: 15 de marzo del 2019

RESUMEN EJECUTIVO

El presente trabajo de investigación tuvo como objetivo principal determinar la efectividad del Aprendizaje Basado en Proyectos (ABP) para mejorar la destreza oral de los estudiantes en el idioma inglés. La población constó de 65 estudiantes de los décimos años de la Unidad Educativa Quisapincha en el año lectivo 2018-2019. La metodología estuvo basada en un enfoque cualitativo-cuantitativo, con un diseño quasi-experimental debido a que se trabajó con dos grupos de estudio. Un grupo de control (décimo paralelo “A”) con 33 estudiantes, y un grupo experimental (décimo paralelo “B”) con 32 estudiantes. El proceso investigativo duró alrededor de 11 semanas en total, debido a que se aplicó la sección oral del Key English Test (KET) de Cambridge del nivel A2 como pre-test una semana antes del proceso investigativo para ambos grupos. Posteriormente, se trabajó en un período de 9 semanas con clases tradicionales para el grupo de control, mientras que el grupo experimental fue expuesto al tratamiento con ABP. Para lo cual, se diseñó un manual del docente con tres proyectos basados en ABP para mejorar la destreza oral de los estudiantes en un tiempo determinado de 3 semanas por cada proyecto. La aplicación de los proyectos se llevó a cabo mediante un proceso continuo: introducción, construcción de conocimiento, desarrollo del producto y crítica, presentación final y evaluación de cada uno de ellos. Cabe recalcar que cada proyecto se realizó mediante el trabajo cooperativo y el uso de recursos multimedia para incrementar el interés de los estudiantes en el aprendizaje del idioma inglés. Una vez concluida la aplicación de la propuesta, se procedió a aplicar el KET test nuevamente como post-test en ambos grupos durante una semana. Continuamente, se procedió a analizar los datos obtenidos en el pre-test y post-test de cada grupo mediante la T de Student. Los resultados del pre-test evidenciaron que ambos grupos tenían un nivel bajo en gramática y vocabulario, pronunciación, y comunicación interactiva, correspondiente a la destreza oral del idioma inglés. Sin embargo, el grupo experimental obtuvo grandes avances después de aplicarse la propuesta a comparación del grupo de control. Razón por la cual se pudo verificar la efectividad de ABP en la mejora de la destreza oral de los estudiantes en el idioma inglés.

Descriptor: aprendizaje basado en proyectos, destreza oral, gramática, vocabulario, pronunciación, comunicación interactiva, proyectos, trabajo cooperativo, recursos multimedia, manual del docente.

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THEME: “PROJECT-BASED LEARNING TO DEVELOP THE SPEAKING SKILL IN ENGLISH”

AUTHOR: Licenciada Vanessa del Pilar Sisalema Sánchez

TUTOR: Doctora Wilma Elizabeth Suárez Mosquera Magíster

DATE: March 15th, 2019

ABSTRACT

The current study aimed to determine the effectiveness of Project-Based Learning (PBL) to develop the students' speaking skill in English. The population was 65 students of tenth year of the Unidad Educativa Quisapincha in the academic year 2018-2019. The methodology was based on a qualitative-quantitative focus within a quasi-experimental design, because the researcher worked with two groups of study. A control group (tenth year “A”) with 33 students, and an experimental group (tenth year “B”) with 32 students. The research lasted about 11 weeks due to the application of the speaking part of the Key English Test (KET) of Cambridge for A2 level as a pre-test for both groups during a week. After that, it was estimated 9 weeks for traditional classes to be held for the control group, while the experimental group had a treatment with PBL. For this group, the researcher designed a teachers' handbook with 3 projects based on PBL to develop the students' speaking skill within 3 weeks for each project. The application of projects was developed through a continuous process such as project launch, knowledge building, product development and critique, and final presentation and evaluation of each project. It is relevant to mention that each project focused on cooperative work and use of multimedia resources within the objective to increase students' interest in learning English. Once the application of the proposal was done, the KET test was applied again as a post-test for a week. Then, data obtained from the pre-test and post-test was analyzed through the T test. The results showed that both groups had a low level in grammar, vocabulary, pronunciation, and interactive communication of the speaking skill. However, the experimental group had a greater advancement than the control group, after applying the proposal. Thus, it could be determined the effectiveness of Project-Based Learning to enhance students' speaking skill in English.

Key words: project-based learning, speaking skill, grammar, vocabulary, pronunciation, interactive communication, projects, cooperative work, multimedia resources, teachers' handbook.

INTRODUCTION

Nowadays, English is the main language source for communication worldwide. It is used in many fields such as medicine, technology, business, and education. In terms of education, it has grown enormously because the majority of countries around the world consider English as the main medium for learning a second or foreign language. Its main purpose is that English learners communicate effectively in any academic or job environment (Howson, 2017).

For this reason, besides of other skills in English such as reading, listening, and writing. Speaking is one of the most difficult skills to manage. Being able to speak in English is not only know the language, but know how to use it (Saville-Troike, 2006). It includes speaking in context by taking into account facts such as the scene, participants, and social factors that go beyond any grammatical competence.

However, English as a Foreign Language (EFL) teachers insist on applying traditional methodology which impedes students learn how to use the language and develop the speaking skill. Most of traditional methodology focuses on the teaching of grammar and vocabulary patterns in isolation by repetition, drilling, and memorization. That is the reason this study was done because it presents PBL as a mechanism to enhance speaking skill in English.

Besides enhancing speaking skill, PBL intends to increase students' independency, confidence, group, and communicative skills. Students also develop a final product or project by engaging them through curiosity, problem solving, investigating, and creativity as part of the "learning by doing" education (Van Lam, 2011).

The structure of this study is divided in six chapters, which are briefly explained below:

CHAPTER I: it introduces the problem and its contextualization. It also states the critical analysis, prognosis, formulation of the problem, research questions, delimitation of the investigation, justification, general and specific objectives.

CHAPTER II: it presents the research background, philosophical, and legal foundations. Moreover, it displays the key categories for the theoretical framework to be done. Theory is established for the dependent and independent variables. Finally, the null and alternative hypothesis are described.

CHAPTER III: this section describes the methodology of this study, and levels or types of research. It also includes the population, and sample, operationalization of variables and the method of data collection.

CHAPTER IV: it shows the results gathered from the pre-test, and post-test for each indicator. Their main analysis, interpretation, and hypothesis verification through the T test.

CHAPTER V: it establishes the conclusions and recommendations suggested by the researcher.

CHAPTER VI: this section contains the proposal which is a handbook for teachers with 12 projects to enhance the speaking skill in English. It includes the index, introduction, definition of PBL, benefits, development of projects, and assessment resources.

CHAPTER I

PROBLEM STATEMENT

1.1 Theme of the Problem

“Project-Based Learning to develop the Speaking Skill in English”.

1.2 Problem Statement

1.2.1 Contextualization of the problem

In today’s world, English has become a primary source in language communication for different fields such as science, technology, industry, business, and education. English, considered as the global language of the 21st century, has been also widely spread in the majority of countries around the world. Consequently, it has turned into a necessary tool for native and more importantly for non-native speakers to comprehend and negotiate meaning in a conversation.

According to the British Council’s statistics by 2013, there were approximately 1.75 billion speakers around the world whose native language was not English; compared to 400 million people whose mother tongue was English. That is to say, English is a language that foreign learners prioritize and envision to manage in order to increase their job opportunities; as well as foster their social communicative skills, education, and culture awareness (Howson, 2017).

However, English as a Foreign Language (EFL) learners have encountered many obstacles for conveying meaning in different places around the world. Cronquist and Fiszbein (2017) in their research paper about English Language Learning in Latin America supported the reasons why English is still difficult to learn in

countries such as Peru, Ecuador, Colombia, Chile, and among other Latin American countries. They stated that English proficiency is low in these regions because of poor educational systems, inadequate English proficiency level of students, and low quality of English classes. They also argued that students in these areas are eager to learn English and improve their language skills, but help from teachers and government policies are necessary to overcome the students' low English level.

In Ecuador, English proficiency evaluation to students showed low results, too. According to Education First (EF) by 2017, Ecuador was placed in the 55th place with a 49,42% competency level over 80 countries evaluated around the world. Likewise, an evaluation made by EF to the public schools of Ecuador showed that 95% of the students achieved only an A1-A2 level (Education First, 2017). Even though, the Ecuadorian Ministry of Education established a new EFL Curriculum in which Common European Framework of Reference for Languages (CEFR) standards have to be met by teachers and students, it has not showed a better advancement in the English Ecuadorian system yet. Teachers are still preparing themselves to reach at least a B2 level, which is a requisite to teach in public schools. Similarly, students need to get a good English proficiency level according to their level of study. However, if teachers are not well prepared and put the EFL curriculum into practice, students could not achieve the standards given by the educational system.

In Tungurahua, students were evaluated with the objective to measure their educational performance in general. Based on the Instituto Nacional de Evaluación Educativa (Ineval) results, Tungurahua excelled a satisfactory level of 46,4% in the education development test for students of Bachillerato. These results showed that they did not reach a satisfactory level in their educational process because of some reasons stated above. Including management of traditional teaching techniques and methods, lack of practice, and demotivation of students' capacity to learn with different types of activities that promote their active participation in the classroom (Ineval, 2017).

Unidad Educativa Quisapincha is located in the rural area of Ambato. It takes part of the most important rural area schools in the city because of the number of students who are interested in becoming part of it every academic year. As the new Ecuadorian EFL curriculum was implemented for all Ecuadorian public schools since 2016. It is a requirement that Ecuadorian teachers apply it in their regular classes. Nevertheless, teachers from Unidad Educativa Quisapincha have not applied it. The majority of teachers have only focused on the use of grammar and vocabulary to teach the language. Moreover, they have not worked with activities that enhance productive skills such as writing and speaking. Students also have not received English classes in a continuous process. That is to say, students have not had English classes since primary school either in high school for some periods of time. The time they were not exposed to English language practice made students lack their ability to use the language. Teachers also have not realized that students need to foster their communicative skills properly. As Quisapincha parish has a commercial area that welcomes foreigners every day, students may have the opportunity to practice English effectively. Therefore, new approaches to teach English such as Project-Based Learning (PBL) should be taken into consideration in terms of improving students' oral skill. Besides that, they could reinforce their social interaction, thinking and language skills in a real environment.

PBL is an innovative approach to overcome traditional activities in the classroom. Therefore, students could work in pairs or groups to manage social interaction and gain confidence when they speak in English. Shyness and boredom are not part of this approach. In addition, students could use their creativity to create oral projects to show their improvement since the beginning of the project, until their final presentations. These projects can vary according to the objective of the class and the final product it is intended to achieve, such as role-plays, multimedia presentations, and videos. As a result, students learn by doing in a learner-centered class rather than in a traditional one (Weatherby, 2007).

1.2.2 Critical Analysis

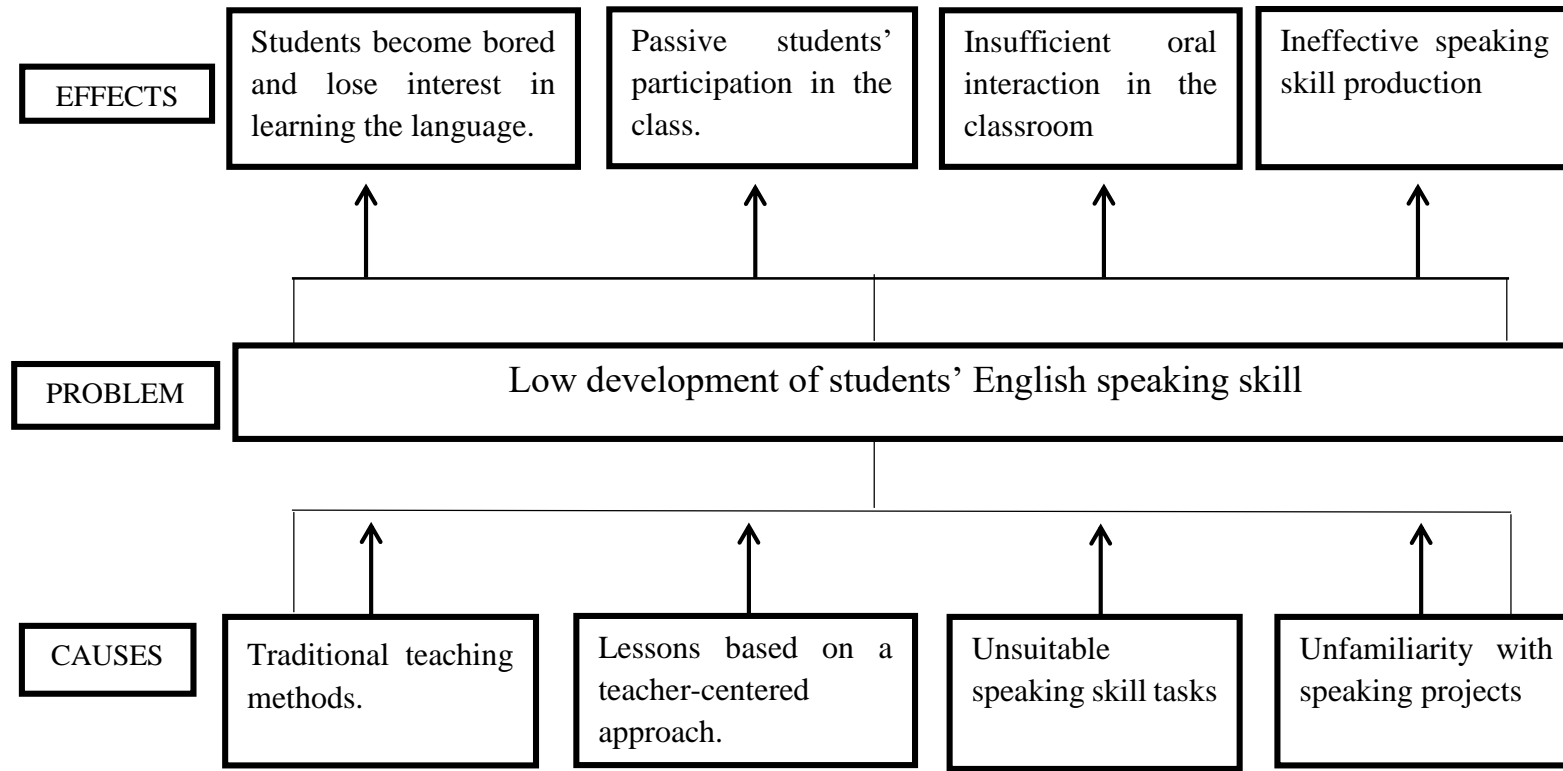


Figure 1. Problem Scheme
Source: Contextualization of the problem
Author: Sisalema, V. (2018)

Speaking English is one of the most important skills for students to manage and develop. However, there are causes and effects that lower the development of effective communication in the classroom. The first cause is the overuse of traditional teaching methods. Traditional teaching is still used in the English class nowadays. Students are required to learn grammar and vocabulary by using repetition and memorization techniques as part of their learning process. Therefore, students become bored and lose interest in learning English. Teachers focus on Grammar-Translation Method and vocabulary repetition because they assume students do not have the capacity to work on different activities that develop their productive skills.

The second reason that affects the under development of English speaking skill is teacher-centered classes. The only protagonist of the class is the teacher, who is in charge of giving commands and exercises for students to practice the language in written form. However, this kind of behavior makes students become passive in the classroom. They do not have the opportunity to talk and interact freely, and their knowledge fossilizes throughout the time.

The third reason for students to have a low English speaking level is the use of unsuitable speaking skill tasks. When there is a speaking activity to do in the classroom, students are ordered to follow and read a simple conversation from the book. Then, students repeat the conversation but they do not do it in a meaningful way, so students do not produce it. This situation creates confusion, demotivation and blocks creativity from the student. As a consequence, students are not able to interact in the class and perform real conversation tasks.

The last reason that causes low speaking development in English is the unfamiliarity with speaking projects. Students do not have the opportunity to show what is learned in the classroom through different oral activities. Projects are a relevant source for showing development of the speaking skill through presentations, videos, plays, and among others. However, students have not

participated in such activities. For this reason, there is an ineffective speaking skill production in the class.

1.2.3 Prognosis

If the problem found could not be solved, there is the possibility that students do not develop their English speaking skill. Their learning process would be affected by the lack of practice in terms of real communication-based activities.

Once a change is made, there will be an opportunity to foster interest in the classroom, and motivation for both teachers and students to work with speaking skill tasks. Consequently, the whole educational community could also benefit from education that fulfills the current necessities of the society; considering that English is the universal language worldwide.

1.2.4 Research problem formulation

How effective is Project-Based Learning to enhance the English speaking skill at Unidad Educativa Quisapincha?

1.2.5 Research questions

- What types of Project-Based Learning activities improve the speaking skill?
- What speaking subskills are most developed through the use of Project-Based Learning activities?
- How do students react to the implementation of Project-Based Learning in the English lessons?

1.2.6 Delimitation of the research problem

Content Delimitation

Field: Teaching and Learning English

Area: Language skills

Aspect: Project-Based Learning and Speaking skill

Spatial Delimitation

Unidad Educativa Quisapincha.

Temporal Delimitation

Academic year 2018-2019.

1.3 Justification

This project is **important** to be applied because PBL (Project-Based Learning) is a learner-centered approach which focuses on developing 21st century skills, that is to say, students develop activities through critical thinking, analysis of different situations, planning, investigation, cooperation, creativity and creation of different products that prepare them for their future academic and personal lives. Its main purpose is that students follow a process to create a project at the end of a school term or cycle that demonstrates their speaking skill development. PBL has given a broad perspective in the “learning by doing” instruction in education. Countries such as the United States, the United Kingdom, Finland, Indonesia, Greece, and New Zealand have been using this approach to give the students the opportunity to be the own managers of their learning process. According to Weatherby (2007), PBL has been used in Denmark for almost 15 years as a multidisciplinary approach

that integrates science, social studies, math, history and other subjects with great results in their students' evaluations. That means PBL has had a great effect on the Danish education system in which teachers and students had had the access to work with a different approach that is learner-centered.

PBL has also turned into an important teaching approach in South America. Countries like Peru, Chile, Argentina, Ecuador, and Colombia have started using it. In the case of Colombia, students are working on projects that make their country solve their social, language, and economic problems. The new educational system of this country is proposing students and teachers change the traditional way of teaching and learning. It is also looking for new approaches in which creativity and critical thinking can make students be the first and main participants of their learning process. As a result, they could bring positive ideas to the future of their country throughout the creation of projects in different areas (Boss, Project-Based Learning in Colombia, 2017).

The research problem emerges from the investigator's **interest** to help this public high school. It is necessary that teachers from this institution know and manage new teaching approaches in English. PBL offers a non-traditional environment in which students can learn from new interactive activities. Solidarity and fraternity to create new projects that help to improve English language education is also a fundamental key to work on this research. Therefore, people **beneficiating** from this project will be students, parents and teachers.

The project is also **original** since there has not been a study on PBL using English to improve speaking skills in the Unidad Educativa Quisapincha. Also, it is novel because by working with projects students feel motivated and interested in learning something new that can benefit their language skills. Likewise, there has not been any project focused on developing speaking skill inside the high school and the local community. For this reason, it will be new that students from rural areas could manage their communication skills, and grow more as individuals.

Furthermore, this study is **useful** for students' future lives since they are going to learn how English is used in context and develop new ideas which can solve problems they could face in the future such as communicating with foreign people, providing information of Ecuador in English, or giving solutions to current social problems.

It also has a huge **impact** since PBL has been already applied in different countries such as the United States, the United Kingdom, Finland and other countries within good results. That is why, this study done in Ecuador could help other ones in the country to apply PBL and English speaking skill. Finally, this study is also **feasible** since there is support of all the educational community and authorities to apply PBL at the high school.

1.4 Objectives

1.4.1 General Objective

- To determine the effectiveness of Project-Based Learning to enhance the English speaking skill of students from 10th grade at Unidad Educativa Quisapincha in the academic year 2017-2018.

1.4.2 Specific Objectives

- To identify the types of Project-Based Learning activities to improve the speaking skill
- To establish the speaking subskills that are most developed through the use of Project-Based Learning activities
- To detect the students' reaction to the implementation of Project-Based Learning in the English lessons.
- To propose the use of Project-Based Learning to develop the English speaking skill in the teaching-learning process.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research Background

It is relevant to reinforce this research about PBL (Project-Based Learning) and their impact on English speaking skill development by citing some previous studies made in some countries around the world. The papers found display positive outcomes regarding the improvement of the speaking skill through PBL, as described below.

Permatasari (2013) researched about the improvement of students' speaking skill through Project Based Learning for second graders. Her main objective was to find out how PBL could improve the speaking skill of students. The research questions she wanted to analyze were about students' participation, students' performance, and students' projects. She conducted a classroom action research with 24 second graders, which consisted in four different stages: plan, action, observation, and reflection. She also worked in two different cycles. The first one to diagnose the problem itself, and the other cycle to support the first one, so there was an improvement on speaking. In addition, she applied surveys, questionnaires, field notes, observation sheets, and student's worksheets. As a result, she pointed out that Project-Based Learning helped students to develop their speaking skills through group discussions. She also drew some conclusions as follows: Project-Based Learning increase students' participation, performance in the classroom, and presentations of projects at the end of a period of time successfully. Students feel more confident through continuous interaction with their friends. Working in groups is better because the activity is carried out first with a small group

interaction, and later more students are added in a big group, so they lose the fear to socialize with others. Finally, students enjoy speaking in English by making projects about interesting topics such as local tourism.

Another research related to this topic was proposed by Maulany (2013). She studied the use of Project-Based Learning to improve the students' speaking skill. The objective of this study was to determine the effectiveness of PBL on students' speaking skill improvement. She established research questions regarding the speaking aspects that are improved through PBL, and what speaking activities are used within the same approach. Continuously, she applied a two-cycle action research within participatory observation in eight meetings. Students from primary school were also assessed in speaking skill three times (pre-test, post-test 1, and post-test 2). This qualitative investigation led to conclusions that indicate that PBL improves how students speak in English taking into practice a good level of comprehension, vocabulary, grammar, and pronunciation. Activities in PBL such as storytelling, question and answer, discussions, role-plays and games improve students' speaking skill. Lastly, variation of activities and active participation allow students increase their language skills.

Moreover, Rochmahwati (2015) developed an investigation about Project-Based Learning to raise students' speaking ability: its effect and implementation. Her main objective was to determine the effect of PBL with speaking skill learning and its appropriate implementation. She used a quanti-qualitative design with questionnaires, tests, observation, and interviews as data collection. The 70 sample students were part of a casual comparative method. Therefore, PBL had a significant effect on students' speaking skill. The research lead to some conclusions which show that PBL has a significant influence on students' development of speaking skill at working with interesting topics such as legend, local stories, or typical food. The correct process to implement PBL to improve speaking skill is to divide the class, then explain the project, and finally present the project. As a last point, there are three main characteristics for the implementation of PBL in the

classroom: making groups in a fair number, explaining the topic very clear, and perform the project in a positive environment.

Additionally, Dewi (2016) researched about Project Based Learning techniques to improve eleventh year students' speaking skills. The main objectives of this study were to determine the application of PBL focused on the speaking skill, to check the improvement of score results after applying PBL, and to know the correct process to teach speaking through PBL. The research questions she analyzed were about the improvement of speaking skill, results, teaching effectively, and students' responses towards the topic. She also developed a two-cycle research within six steps such as preparation, planning, action, observation, reflection and evaluation. She also worked with observation sheets, students' worksheets, and tests. As a result, she concluded that PBL is highly recommended to teach English in the class because it motivates students to work in groups and socialize among them. They feel more positive and engaging in the classroom. However, she suggested that teachers need to have more training about certain aspects when they work with PBL like classroom management, time, control of the class, use of technology, and assessment procedures.

Lastly, Vaca and Gómez (2017) developed a research about the increase of EFL learners' oral production at a public school through Project-Based Learning. Their main objective was to enhance the English speaking skill in an EFL through implementation of projects. The leading research question was how PBL could influence in the English speaking development of ninth graders. They applied an action research study which consisted in the implementation of four cycles like: planning, action, observation, and reflection. The researchers also used different resources to support the investigation as field notes, transcripts, and an interview. They established three main conclusions: first, implementation of PBL helped students enhance their communicative competence. Second, students decrease their level of insecurity, and anxiety. On the contrary, they feel more compromised for

researching through PBL. Third, PBL is an opportunity for students to develop oral production because they do not live in an English speaking country.

2.2 Philosophical Foundations

The philosophical foundation for this study is based on the Critical-Propositional Paradigm because teachers are asked to identify educational problems found in the institutions. The main objective to solve these problems is to make a deep analysis, and recommend possible solutions by following the Ministry of Education requirements as well as the National Plan for Good Living. As educators, it is impossible to be part of the problem, it is necessary to offer suggestions, and proposals to improve the Ecuadorian educational system.

The research also focuses on the constructivist paradigm. Richardson (2005) pointed out that constructivism is a theory in which an individual learns by their background knowledge together with experiences from the outside world. She also argued that constructivism is a descriptive theory focused on the way people learn, and develop their skills. She also disagreed with the majority of constructivists, who think constructivism is a prescriptive theory which means the way people should learn.

In fact, constructivism is the main part of this study because through PBL students are able to construct and develop their own learning process by solving problems in an interactive, and dynamic environment. They can also develop their own critical thinking, analysis of information, and proposal of various products. These final products show the collaborative work during the learning process as well as the use of speaking English with other people. It also demonstrates students working on real life situations and simulating scenarios, which can help them to realize future challenges when they use this language (Wang, Teng, & Lin, 2015). In addition, students scaffold previous content learned and they put into practice ideas, information, opinions, and comments. Students also feel important as being

part of a group. Hence, their self-esteem and motivation to speak in English increase.

2.3 Legal Basis

Legal basis for this research is stated on the Ecuadorian Constitution (2008), and the Organic Law of Intercultural Education (2011).

The following articles of the Ecuadorian Constitution support this study:

The article 26 of the Ecuadorian Constitution states that every person has the right to study during all his life and it is a mandatory duty of the nation. It mainly constitutes a main priority on public politics and national investment. Besides that, this article looks to guarantee equality, social inclusion, and good living. Ecuadorian people, families, and society has the right and the responsibility to participate in the educational process (Ecuadorian Constituent Assembly 2008).

The article 27 of the Ecuadorian Constitution also states that education will focus on the human being and guarantee their holistic development, based on human rights' respect, sustainable environment, and the democracy. Education will be participatory, compulsory, intercultural, democratic, inclusive and diverse, within good quality. It will also develop the gender equality, justice, solidarity and peace among Ecuadorians. Moreover, it will promote critical awareness, art and physical education, individual and collaborative initiative, and development of skills for creating and working. Education is fundamental for acquiring knowledge, applying duties and building a sovereign country within national development (Ecuadorian Constituent Assembly 2008).

These articles portray how important education in Ecuador is. As an established law, Ecuadorian education seeks to integrate human beings competent enough to take part of a society. The present study is supported by the mentioned articles because of the interest to improve students' participation, solidarity, holistic

integration, and development of competencies and abilities in the learning process. Likely, PBL looks for active students' participation, and collaborative work for students to become innovators in the Ecuadorian society.

In addition, the Organic Law of Intercultural Education (2011) supports the present study:

The article 343 establishes a national educational system that will have as a purpose to develop peoples' individual and collaborative skills, which allows the learning process, knowledge acquisition, techniques, arts and culture. This system will focus on the learner, and will work in a flexible, inclusive, efficient, and dynamic way. The national system will envision an intercultural perspective within different geographical, cultural, and linguistic diversity in the country; also the respect of the communities, towns, and nationalities.(Ministry of Education of Ecuador 2011).

This article aims to propose an educational system in which capacities and potentialities will be developed by individuals. It intends that students become able to exploit their abilities, knowledge, and intercultural participation in today's society.

2.4 Key Categories

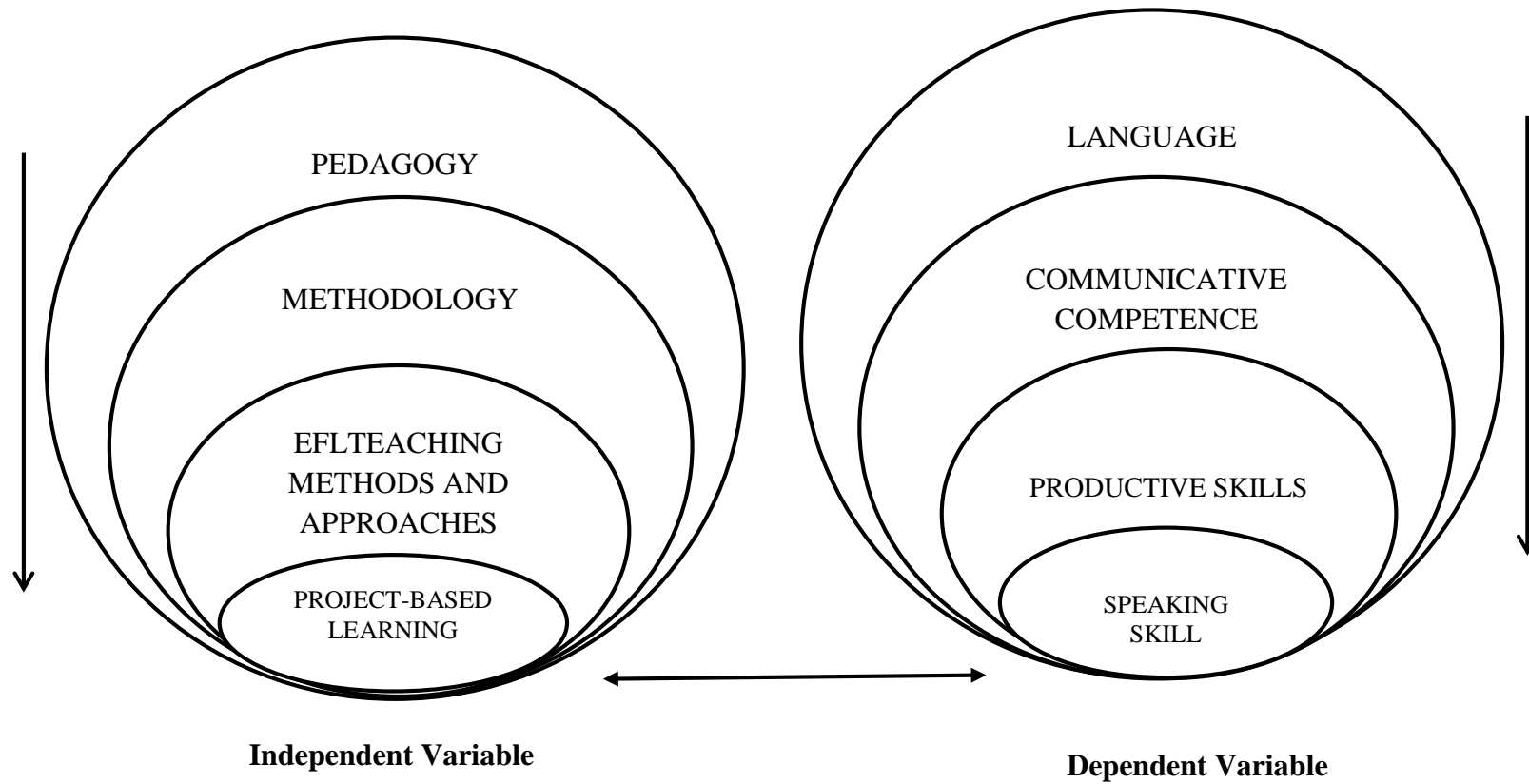


Figure 2. Key Categories

Source: Research data

Author: Sisalema, V. (2018)

2.4.1 Independent variable theoretical foundation

2.4.1.1 Pedagogy

Going back to the roots of the term pedagogy, it is stated that this word comes from the Greek words “paid” that means child, and “agogus” that means leader of (Holmes & Abington-Cooper, 2000). Thus, pedagogy could be defined as the art and science of teaching children (Knowles, 1973). According to Hall (1905), many years ago pedagogy was considered as a non-academic term for referring to education, and if it was used it regarded to “taking care” of children in primary schools. He also added that nowadays this perspective has changed because didactics and methods are used, as well as knowledge and instruction are taught as part of an individual evolution.

Pedagogy has evolved throughout time because focus on society and culture has raised in the current days. For instance, Vygotsky (1985 as cited in Daniels 2016) argued that pedagogy has to do with sociocultural aspects. As the human being starts to interact with the external world and to establish relationships with others, behavior and communication are shaped. Therefore, the individual passes through a process of internalization to learn from himself and others. In addition, pedagogy is not seen only as a way of instruction, it is a way of constructing knowledge by social and cultural means.

Besides theories on pedagogy, there are two different types of pedagogies that have influenced 21st century education: constructivist and critical pedagogy. Based on Richardson (2003), constructivist pedagogy belongs to the constructivist theory. Its main objectives are individuals to create their own understanding, interact, and learn by experience. The main characteristics of this type of pedagogy are described below:

- Learning is student-centered. Paying attention to individuals’ needs and respecting their background are essential.

- Working in groups lead to construction of knowledge, understanding and interaction.
- Knowledge is introduced by different sources such as exploring a website or referring to a text.
- Opportunities for students to add or change information build up their own understanding and criteria through tasks.
- Awareness of self-understanding and self-learning are developed by students.

On the other hand, critical pedagogy refers to a person reflecting or questioning about certain topics. It makes human beings more curious about their surroundings; getting answers to what they want to know or learn. Critical pedagogy relates also with change, from individualistic to collaborative, from passive to active and from powerless to strengthen. Thus, individuals are active participants in today's society (Wink, 2010).

Project-Based Learning belongs to critical pedagogy. Maida (2011) claimed that PBL was the result of the industrialization era in the United States, in which "schooling for life" appeared. As education was gradually changing, students were educated according to current necessities, such as participating actively, exploring, negotiating, interpreting and creating knowledge. Therefore, PBL became part of critical pedagogy because potential for students to develop their personal skills, creativity, and social interaction increased.

Scott (2015) supported that PBL is linked to critical pedagogy since students take responsibility of their own learning process, and face challenges for real world problems. She also argued PBL fits into 21st century education, meaning that, it follows the 4Cs principle: critical thinking, communication, collaboration and creativity. While students work in projects, they develop this principle continuously. One of the main goals of 21st century education is students adapt

sufficient skills and knowledge, so they will be able to apply them in their future workplaces, communities, and studies.

2.4.1.2 Methodology

Methodology is a process that follows a specific method to achieve a successful teaching-learning process. Meanwhile, a method is a set of instructions that indicates how a teacher should teach and how a learner should learn based on a theory. It also points out activities, material, ways of using material in class, and roles of the teacher. Likewise, methods include approaches to learning and roles of students.

However, Brown (1994 as cited in Richards and Renandya 2002) expressed that “methodology” is a prescriptive process which is not fulfilled completely. Teachers adapt a theory to their own way of teaching, meaning that a method is imposed by theorists, so the role of the teacher is minimized. Brown also stated that methods decrease the learning effectiveness because it is impossible for teachers to carry out all the elements a method implies. He preferred to use a “curriculum development” which is compiled into three different stages such as diagnosis, treatment and assessment.

Similarly, Nunan (1991) mentioned that methodology and syllabus work together. Syllabus responds to what, why, and when to teach, meanwhile methodology refers to how to teach. Nevertheless, as traditional methodology has changed throughout the time, syllabus has also got into communicative-oriented. The teaching learning is focused on the communication capacity a learner develops rather than only knows a communication repertoire. In other words, methodology is the connection of theory and practice and the correct comprehension of a method in the English teaching field (Chaves & Hernández, 2013).

Richards (2002) stated three main features of methodology that are important to take into account at the moment of teaching, and they are the ones described below.

- Methodology includes the teaching of natural language skills such as writing, reading, listening, and speaking. It also states the main procedures to teach each skill.
- Studying how to prepare lesson plans, textbooks, and materials to teach language skills is also another important part of methodology.
- Evaluation and differentiation of different methods are also part of methodology characteristics. It is relevant teachers establish difference among different methods, and choose an appropriate methodology for their teaching performance.

Methodology to teach English has to be careful adapted since problems to teach a foreign or second language could carry out difficulties. According to Taralunga (2006) teachers applying methodology in English should take these considerations into account:

- The appropriate extent of abilities, knowledge, and habits a student should learn within the language learning.
- The objectives to be fulfilled as a teacher who is compromised with student's learning of the language.
- The correct process to teach English (methods, resources, and techniques) that match students' needs.

Besides theory of methodology, the role of teachers is also fundamental for the learning process to be successful. For instance, the teacher has to help students develop their abilities to study, to teach habits for a good environment in class, to inspire and get the interest of students to study, and lastly to consider activities from the easiest one to the most difficult according to students' necessities and development of language skills in English. The teacher also has to consider some methodology principles such as habits practice, speech before writing, and appreciation of different cultures (Taralunga, 2006).

2.4.1.3 EFL Teaching Methods and Approaches

Before going back to the history of methods and approaches to teach English as a Foreign Language (EFL), it is relevant to study concepts of teaching, method and approach.

According to Pumilia-Gnarini et al (2013) teaching is the mutual action of sharing knowledge and experience throughout a discipline, and more importantly the provision of intellectual, and psychological support from another person. Likewise, effective teaching is to ensure the development of students' progress by getting proposed outcomes at the beginning of the learning process. Teachers try to improve their teaching skills by executing quality of instruction, great classroom environment, and appropriate classroom management (Westwood, 1996).

Another important concept to mention is about what a method is. Edward Anthony (1963 as cited in Brown 2001) defined method as a plan for language presentation within a certain approach. Whereas, Richards and Rogers redefined the term method by suggesting it is the direct interrelation of theory and practice in the teaching-learning process. They integrate a set of procedures such as objectives, syllabus, activities, teacher and students' roles as vital part of what a method constitutes (Brown, 2001).

The ultimate concept to be studied is approach. Richards and Rodgers (2001) established that an approach is the theory of language learning which is employed as a guide for teaching principles, and practices. It reflects a theory or paradigm that needs to be practiced in the pedagogical field.

Methods and approaches to teach English as a Foreign Language (EFL) have changed throughout the years. The main methods to teach English as EFL are suggested by Celce-Murcia (2001). In the Pre-Twentieth Century, on one hand, there were two different types of methods: the first that focused on using the language by understanding and speaking it. On the other hand, methods to analyze

the language, or learning grammar rules. As grammar and translation was in vogue to teach and learn English, methods such as Grammar-Translation Method, Direct Method and Audiolingual Method were considered. However, in the Twentieth Century six approaches emerged such as Reading Approach, Oral-Situational Approach, Cognitive Approach, Affective-Humanistic Approach, Comprehension Approach and the most important for this research that is Communicative Language Teaching Approach.

As the first methods and approaches were not very effective, there was a need to think of other ways to teach English. Therefore, Communicative Language Teaching (CLT) appeared in the late 1980s and it was developed in the 1990s as the perfect communicative tool for real-word simulation as well as authenticity in significant tasks in the classroom (Brown, 2001). According to Harmer (2001), CLT is a set of beliefs which includes not only what to teach but also how to teach. In the “what to teach” section he remarked language used in context within different contexts and purposes. While in the “how to teach” he emphasized in the real exposure of communicative activities to students for them to be engaged into the language. Harmer also pointed out that CLT does not focus on accuracy, on the contrary, it means students use the language to communicate by focusing on an objective or purpose such as buying an airline ticket, or making an appointment.

Richards (2006) mentioned the main principles of CLT. These principles include: real communication as the main focus of language learning; give students the opportunity to experiment what they desire to learn; accept learners’ errors as part of their communicative competence development; give learners the right chance to develop accuracy and fluency through communicative activities; provide learners activities that integrate the main four skills as they are used in the real world; let learners discover grammar rules by their selves. Teachers applying CLT provide learners the opportunity to work in effective communicative activities.

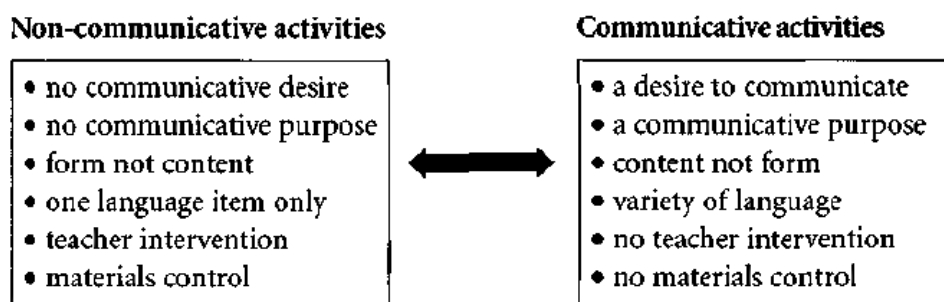


Figure 3. The communication continuum

Source: The Practice of English Language Teaching

Author: Harmer, J. (2001)

Harmer (2001) emphasized that for having success in CLT, students need to feel the desire to communicate and have a purpose to work on an activity. Thus, learners take the advantages to develop fluency skills rather than accuracy ones, and they also have the advantage to learn language through content. It is also relevant that the teacher provides various topics to talk about, as well as the teacher needs to take the role of facilitator rather than being the main participant of the learning process. Intervention and too much control of materials by the teacher do not allow CLT to follow their natural process.

2.4.1.4 Project-Based Learning

Thomas (2000) defined Project-Based Learning (PBL) as a model that organizes learning through the creation of projects. He added that PBL focuses primarily in a challenge, problem or question that draw students' attention, decision-making, investigating, and making a realistic project at the end of the learning process.

Bell (2010) supported the previous theory by stating that PBL apart from picking up students' curiosity to learning, they follow a student-centered approach. That is to say, students conduct their own way of learning, and collaborate with each other within the purpose of producing their own knowledge through the creation of a project. She also stated that PBL enhances 21st century skills since students learn how to be proficient communicators, and problem solvers in the real world.

PBL is also a dynamic approach that engages students to real-world issues through which they deepen their knowledge. The intended purpose is that learners retain what they have already studied by making projects, feel free to give opinions, build up confidence, and independency, and also to improve their group and communicative skills. PBL was designed for students to learn in a different environment that is not book-centered or teacher-centered (Van Lam, 2011).

Sometimes, PBL is confused with Problem-Based Learning due to its acronym. However, Problem-Based learning only focuses on a problem itself, it looks for a way to solve it through research of theories and information. Meanwhile, Project-Based Learning follows a continuous process in which learning is shown by a final product or project (Walker, Leary, Hmelo-Silver, & Ertmer, 2015)

In other words, Project-Based Learning is a student-centered approach focused on the development of skills at oral and written exposure of language, problem solving, planning, investigating, collaborating, and reporting which are used for the fulfillment of various projects or tasks. That, includes multimedia presentations, interviews, documentaries, musical and theatrical performances, research papers, and other kinds of interactive activities. It looks for getting specific objectives such as students' construction of knowledge, exploration of challenges and real-world problems based on twenty-first century skills.

According to Krajcik and Blumenfeld (2006), Project-Based Learning started in the 1990's as an innovative approach due to the boredom students got when they had to work in the same traditional activities in the classroom. Research about PBL showed that students used to get good grades in standardized tests, but their understanding and learning lasted for a very short period of time. That is how the idea of "learning by doing" emerged from John Dewy, who argued that students were capable to engage in meaningful activities, similar to what adult professional did at work. Consequently, learners became active participants, critical thinkers, collaborative, and social people.

Nowadays, PBL provides students the opportunity to interact in a different classroom environment within meaningful activities to enhance their communicative competence. They do not follow steps as in a traditional lesson plan. Hence, students find out solutions to problems or produce a project by following a main purpose. Students also become autonomous building up their own knowledge through tasks or projects. In this way constructivism which is part of the 21st century skills is applied. Moreover, teachers who apply PBL play the role of guides and facilitators of the learning process. They tend to monitor and facilitate the activities with little help to students. Therefore, students are the main participants in the learning process (Grant, 2002).

PBL Criteria

Thomas (2000) proposed five criteria for PBL to be applied. Thus, the learning process using this approach can be successful.

First, PBL focuses on centrality in the learning process. Working with projects is the core of the curriculum. This means, the knowledge and content to be studied should be done through projects. Otherwise, projects are peripheral to the curriculum, similar to extra activities after teaching with other approaches.

Second, PBL starts from a driving question. It is necessary to bring up a central question, challenge, or problem to the class. This way, students feel curiosity and struggle to find a solution to the requested statement.

Third, PBL establishes constructive investigation. Students need to meet various way of researching such as decision-making, problem-solving, and discovery. These forms of constructive investigation need to represent a challenge for students. If not, projects are not considered as part of the approach.

Fourth, PBL projects are student-driven to a significant degree. Students need to commit their selves with the production of projects. They are autonomous and responsible for the results of their learning process through Project-Based Learning, with little help from teachers.

Fifth, PBL projects are realistic, not school-like. Students work on real-life issues, they need to be the most authentic possible, so solutions to problems can be implemented potentially.

Likewise, Larmer and Mergendoller (2015 as cited in Condliffe et al 2017) provided eight essential elements for applying PBL, described as follows: Key Knowledge, Understanding and Success Skills is the main element of PBL. This approach stated to teach only the necessary knowledge to students, so they understand the main teaching standards. Once students manage knowledge and understanding, they are capable to lead success skills such as cooperation, problem-solving, critical thinking, and self-management.

Setting a challenging problem or question in class is the second element of PBL. It is relevant to formulate either a problem for students to solve it, or a question to answer. Teachers need to know the level of students' proficiency to challenge them with an adequate driving question.

Sustained inquiry is the third element of PBL. Students get involved in an active process in which they formulate questions, get answers, find out resources to work with, and develop their own understanding.

Authenticity is the fourth element of PBL. The projects comprise real task activities throughout real processes, and tools. They are also connected with student's needs, interests, and identities.

Student voice and choice is the fifth element of PBL. This approach allows students to have a voice for taking decisions and making choices about how they work, how they use their time, and what product they create. Teachers' monitoring and guidance is also necessary.

Students' reflection is the sixth element of PBL. Students are allowed to make and give reflections on their learning process, what and how they learn. They also reflect on how the design and implementation of the project should be carried out.

Critique and revision is also another element of PBL. The implementation of projects need also some feedback from teachers, so ideas and products can be checked, and revised before the final presentation.

The final element of PBL is the public product. Students present the final product as a demonstration of what they have learned. This information could be presented beyond the classroom. That means, to other audience such as students from other institutions, parents, or the whole educational community.

PBL Advantages

Advantages and benefits in PBL are stronger in education rather than its drawbacks. According to Van Lam (2011) some advantages to use PBL are described as follows: 1) PBL enhances autonomy since learners have the opportunity to have a voice in the learning process, especially at the moment they choose a topic, or plan something. They feel part of their own learning by fostering their confidence, independence, self-esteem, and responsibility as the project is being carried out. 2) PBL increases the development of language skills. While students are making a project, they communicate with other people of the group. As the other members of the group give their opinion, new perspectives flourish in every students' mind. Besides, students can also improve their integrated skills such as listening, reading, writing, and speaking. 3) PBL produces motivation. Students are engaged in a task, and they enjoy what they do because the project meets students' needs as it is

implemented. Students are highly motivated when they participate actively in the process. Real world connections such as working outside school or participating with their community motivate them to take part on a project. 4) PBL permits students to increase their collaborative skills. Team cooperation is improved by exchanging opinions, knowledge, decisions, and feedback among peers. Therefore, they speak more, and one communicate with each other better. 5) PBL increases high-order thinking skills. While students work on projects, they decide how to design, produce, or present a project. Thus, they are applying thinking skills which are not just part of their school process, they are adapting life-long learning skills to be used in their future lives. 6) PBL also enhances reflective skills. At the moment the project ends, students are capable of reflecting, and analyzing the possible positive, and negative points done in the process.

Similarly, Larmer et al (2015) also established some benefits for students, teachers, and schools through the implementation of PBL, described as follows:

First, PBL motivates students. Students most of the time get tired of completing assignments, do homework, or study for a test to please their teachers and parents. Even, model students find classes boring and they become less interested in learning. On the contrary, students get more engaged in activities such as discussions, group projects, projects that involves technology and presentations. These PBL activities help students learn by having fun through the implementation of projects.

Second, PBL prepares students for school, careers, citizen, and life. There is concern from parents and teachers on how to educate students without traditional methods such as lectures, and note-taking. These activities could be done through PBL application. By working with projects students learn academic stuff by taking initiative, and independency. Thus, they are part of their daily lives at college. Now, beyond academic knowledge, students prepare themselves to interact with future deals at work. Students learn abilities to use critical thinking, analyze problems, and

solve them. They become open-minded to possible job failures by using written and oral expression in real world settings. They also become innovative and creative by developing team skills, collaboration, and time management. Working with projects help students to prepare their selves for life by becoming better citizens, take better decisions, and tolerate other peoples' opinions.

Third, PBL helps students to meet standards and do well in rigorous tests. Education nowadays emphasizes on the idea of helping students gain a deeper understanding, and know how to apply their knowledge. Today, tests are focus on testing on inquiry, reasoning and communication skills. For example, the international exam Programme for International Student Assessment (PISA) evaluates the application of math, science, and reading in real world contexts. Thus, PBL fulfills the students' ability to solve problems for any situation given.

Fourth, PBL allows teachers to teach in a satisfying environment. Giving lesson plans for teachers, or following traditional planning make teaching structured and inefficient. However, PBL depends on the desire of teachers to go beyond of only meeting standards and covering a program. Traditional teachers will not leave their comfort zone because they might find difficult that learns have their own voice in their learning process. Even thought, the process seems unreliable for some teachers, as they apply projects continuously, they realize PBL is a matter of getting experience, and trust in the process. Focusing on learning itself rather into academic discipline is a recommendation for teachers to apply PBL.

Fifth, PBL provides schools and districts a new way to connect with the whole community such as parents, community members and the world itself. PBL is not an isolated approach that is applied and assessed in class. On the contrary, most of the time students have the chance to show their final projects to the whole community. Parents feel satisfied to watch their children presenting evidence of how much knowledge they have acquired through PBL.

Types of PBL

Van Lam (2011) also proposed some types of Project-Based Learning activities that can be implemented in the classroom according to the needs of the students. For instance:

- Speaking projects: they include speeches, presentations, picture talks, talk journals, debates, discussions, drama, plays, reports, contests, newscasts, and among others. These activities can be recorded or videotaped as an extra option for using technology.
- Listening projects: news, summarized scenarios, summaries, and transcripts. These activities could be adapted to any English accent.
- Reading projects: reports, advertisement, letters, papers, reviews of stories, movies, novels, or articles.
- Writing projects: journals, entries, diaries, e-mail, brochures, reports, essays, etc.
- Others: culture portfolio projects, standardized tests, quizzes, self-assessment records, and others.
- Projects and CLIL: There are other types of PBL projects that include interdisciplinary subjects such as History or Math. Some of them are the Chicken or the Egg, Natural Environment, A Heart left Need or Concern (Moursund, 1999).

PBL Methodology

According to Tsiplakides (2009) there are four stages to implement PBL in the classroom which are the following:

- a) Speculation: it starts with the selection of a topic to work in the project. The teacher acts as a guide for students to choose a topic to work with. The teacher also sets an environment to spark curiosity, interest, and speculation in the

- classroom. After discussing and arriving to a consensus of either a topic from students' interest or curriculum-based, students are ready to go to the next step.
- b) Designing the project activities: This stage has to do with assigning roles to students as well as forming groups. It is recommended to choose an appropriate methodology, resources, information sources, and places to work with the projects. As easier activities are, research will be manageable.
 - c) Conducting the project activities: The execution of activities comes in this stage. Students apply what they have planned beforehand. Even though, certain problems such as unwanted cooperation, bad relationships among students, or group change happen, the teacher should give some time and feedback to continue with the activities. Once, they fulfill the proposed activities, they present them to either the whole community or just in the school.
 - d) Evaluation: The whole process is assessed in this stage, as well as fulfillment of objectives proposed at the beginning of the project. Individual and group evaluation are also relevant for the successful evaluation of a project. The most important is to evaluate the quality of learning through PBL. Moreover, problems found in the project are evaluated in this stage since improvement in the application of projects should be done as soon as the project ends.

Likewise, Patton (2012) referred to Project-Based Learning methodology as first to get an idea, later design the project, then tune the project, do the project and finally exhibit the project.

The first stage is to get an idea. Ideas can come from students' passions, or likes, or even teacher's suggestions. However, Larmer et al (2015) suggested that teachers can design the key pieces of the projects first, and later on when students know how to start with a project, they will have a total voice and choice in choosing the topics. To get an idea of a project teacher must ask himself or herself questions like: Will this project engage my students? Will this project engage me as a teacher? Will my students learn something meaningful from this project? Later on, an essential question should be asked. There are some criteria for making a good essential

question. First, an essential question should be one that is asked in the real world. Second, it must not be easy because it intends to challenge students. Third, it should be a question that increases students' imagination.

The second stage proposed by Patton is to design the project. Once students know which topic they are working on. It is the moment to start planning and fulfilling learning expectations. To design the project there are some facts to take into account like: knowledge of a specific content, and collaborative skills. Then, learning goals are set. Teachers can start doing the project and present it to the class, but it depends on the topic that is going to be taught. Then, teachers can follow a lesson template, plan the activities, set a timeline, and plan the project's assessment.

The third stage is to tune the project. This stage is for experts since teachers can share their projects to colleagues not just from the same school, but from other institutions with the purpose of giving some feedback in case the project lacks something important. In this stage, the teacher can share the planning, model project, and possible questions to discuss with experts.

The fourth stage is to do the project. It starts with the introduction of the project and possible discussions before start doing it. While students do the projects, the teacher takes the role of a monitor. The teacher has to make sure students keep all the evidence for the project as well as make changes to the projects if they are necessary.

The final stage is to exhibit the project. Once the product of the project is ready, it is necessary the teacher assigns roles for the day of the presentation. Members of the group will work as part of an organizational team, presenters and students front-of-house. It is also relevant to archive students 'projects either digital or physical. Thus, examples of model projects can be used in the future.

Boss (2015) also refers to the same methodology. However, he refers to the process as the following:

- 1) Project launch: it is the first stage in which the teacher introduces a driving question. Thus, students start to feel curiosity and start to engage in the project.
- 2) Knowledge building: in the second stage, students start to research for information that helps them reach the solution for the driving question.
- 3) Product development and critique: in the third stage, students apply what they have already learned by creating a product. They also give solutions and recommendations for the product to be done successfully.
- 4) Final presentation and reflection: in the last stage, students share the final work to an authentic audience, and reflect about the whole process of the project.

PBL Assessment

Before assessing the projects, teachers should consider the following criteria which entails the main principles for the project process to be assessed (Condliffe et al, 2017):

- a) To create a project that answers the inquiry question. It is necessary that students develop a tangible product for assessing the project. It has to be focused on answering the question asked at the beginning of the project execution. Thus, learning can be demonstrated through a physical presentation.
- b) To set up time to feedback and reflection. It is important to give time for students to reflect on the work they are doing during the process of the project, and the teacher should give feedback to reinforce what is needed.

- c) To present the projects to public audiences. The idea of presenting the projects in front of public gives students the opportunity to be in a real-world environment, enhance motivation, and deliver feedback.

Moss and Van Duzer (1998) supported the criteria for assessment in Project-Based Learning by stating that PBL is focused on two aspects such as employability and language skills. As well as motivation, time, team work, types of tasks, and attitude are part of the main facts to assess in PBL. They recommend that PBL can be assessed with the main participants of the project through self-evaluation and peer evaluation. It is advisable that students participate in evaluation with a variety of tools such as role-plays, interviews, and weekly journals. By working with weekly journals students can reflect and write what they feel, what improvements should be done, and forms of evaluation, too. Another type of assessing PBL is to form a group discussion through guided questions to get more information about the real process. Checklist, questionnaires, journals, and portfolios are also other ways to assess PBL.

Patton (2012) pointed out some relevant resources for assessing Project-Based Learning. The first one is self-assessment in which students are evaluated by their self-reflection on how well they have worked during the implementation of projects. The second one is peer assessment through which students can assess other peers from their own group, or from others. The third one is teacher assessment in which teachers assess students' work during the project elaboration. The last one is outside expert or audience. During a presentation or exhibition, the main participants to become the evaluators are the audience or people attending these events. However, in a more organized event, some panelists could be invited to evaluate a group of students by using a rubric.

Moreover, Davis (2016 as cited in Rodríguez 2016) proposed some tools to assess Project-Based Learning:

- a) Examinations: these examinations can be written inside traditional assessment through which students apply content or knowledge acquired. Also, practical examinations to assess students' skills acquired during the elaboration of projects can be used.
- b) Oral presentations: assessing students through oral presentations turns into a great opportunity for them to practice their communication skills. They are able to demonstrate what they have learned and experienced with their peers into the project.
- c) Students' portfolios: this tool is appropriate for compelling all evidence during the projects' elaboration.
- d) Rubrics: working with rubrics for self, peer or tutor assessment guides the evaluation process, as well as to be clear on the parameters students will be evaluated.

Students and Teachers' Roles

According to Stivers (2010) roles for teachers and students change in Project-Based Learning. Students participate as teachers while teachers participate as coaches.

Students participate as teachers because information available on Internet permits them to research information by themselves, rather than receiving input from teachers. Technology allows students be the main participants of their own learning process. Stivers also mentioned a new approach that breaks down all traditional approaches, and one is more approximate to PBL, called "Side-by-side learning". In this way of learning students take the role of teachers for their own peers or younger students.

Besides students' roles, teachers also assume the new role of being "coaches". The traditional role of teachers of just dispensing knowledge disappeared. PBL teachers

take the role of guiders, coaches, and mentors. Teachers help students to make questions, set hypotheses, and find out strategies to solve problems. Coaches become co-learners in the process while doing the projects. They also benefit from students' presentations because their teaching experience develops continuously.

According to Rodríguez (2016), the role of teachers is described as follows:

- 1) Teachers become guides and give feedback when it is necessary.
- 2) Teachers explain and give directions on how the project should be implemented.
- 3) Teachers facilitate students' work by clarifying doubts, and motivating them.
- 4) Teachers must be flexible to adapt activities in unexpected situations.
- 5) Teachers must regulate students' improvement by setting aims for the project process to make sure they understand and learn every step.
- 6) Teachers at the end of the project, evaluates it.

She also described the roles of students in Project-Based Learning.

- 1) Students become active participants of their learning process, and start taking responsibilities.
- 2) Students work with their peers by helping each other.
- 3) Students find out useful information for their investigation by following teachers' directions.
- 4) Students assume the role of asking questions, and find out solutions for problems or for a situation they were set at the beginning of the process.

Rodríguez (2016) also stated that Project-Based Learning it is not similar as doing projects in isolation. She projected their ideas with the following image.

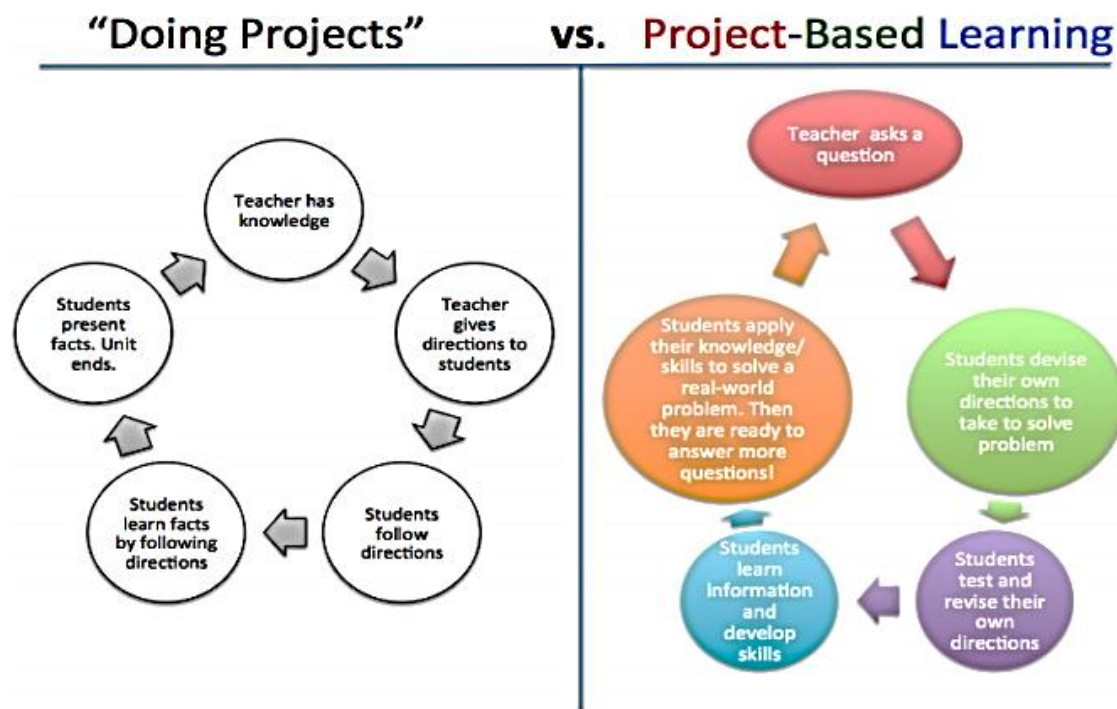


Figure 4. Difference between Doing Projects and Project-Based Learning

Source: Project-Based Learning

Author: Rodríguez, M. (2016)

2.4.2 Dependent variable theoretical foundation

2.4.2.1 Language

Language is defined as the primary mean of communication. It is a system of symbols, not only written but oral within delivery of expressions, feelings, and opinions, which are part of non-linguistic communication. On the contrary, linguistic communication refers to words joint into sentences to express meaning (Amberg & Vause, 2009).

According to Sapir (2008) language is an innate capacity of the human being who is predestinated to talk. However, language is really developed through external exposure to society. He argued that language is not only a system of symbols or

speech production. Instead, it is nonsymbolic because the human being expresses emotions to communicate.

In other words, language compiles linguistic communication, and nonlinguistic communication. Some features as laughing, smiling, yelling and other types of expressions are part of non-linguistic communication because they express meaning. Meanwhile linguistic communication is part of the formality of language because it focuses on syntax and double articulation. By using syntax humans are able to produce and understand many sentences built up by many blocks of words which conveys meaning. Furthermore, by using double articulation the joint of sounds allows an individual to produce meaning (Armstrong & Ferguson, 2010).

Broughton et al (2003) stated the two main features of language productivity and structural complexity. They argue productivity is merely humanistic. Humans were born with the capacity of producing the language, so they communicate naturally. Part of this productivity is because all human beings were born with the Language Acquisition Device called LAD. This gives humans the ability to produce language in any context or environment. However, language has also to do with structure and semantics which make meaning coherent. To give examples: ordering of words, sounds range, grammar, intonation, rhythm, and others play a vital role in language, too.

Furthermore, Amberg and Vause (2009) established some language characteristics as follows:

- 1) language is learned either learned as structure or naturally.
- 2) language is a system in which words, structures, sounds and others are joined together to convey meaning.
- 3) language is a system of symbols where symbols are shared and known by people.

- 4) language is social since an individual faces external and cultural experiences.
- 5) language changes constantly as the human being also develops in society.

Armstrong and Ferguson (2010) also stated that either language is spoken, written, or produced by gestures, it is relevant to mention the main characteristics for human communication, which are described below:

- Language is social because as human beings are surrounded by a community, the necessity to communicate flourishes. Therefore, language becomes the main source for a social group in which rules are set, cooperation occurs, and interaction flows among them. Moreover, language is social because culture and human relationships are developed through it.
- Language is symbolic because every language has sound symbols that denote meaning. Besides that, signs and figures also part of symbols to communicate. However, language is not only structure, it is the appropriate choice of symbols and their interpretation in the communication process.
- Language is systematic because correct word order makes meaning coherent. As every language has a particular system, the English language has some systems and their subsystems. An example is the grammatical system with their syntactic and morphological systems and the subsystems which are mood, tense, aspect, and among others.
- Language is vocal as every language has their own sounds produced by their articulatory system. Even though, writing is important and works as a graphic representation of sounds, it is believed that speech is primary in terms of communicate meaning.
- Language is creative and productive because it changes throughout time. Utterances are also transmitted from one generation to another, or created. New utterances can be produced according to the necessities of a society, so language evolves.

2.4.2.2 Communicative Competence

Hymes (1960 as cited in Rickheit and Strohner 2008) introduced the term communicative competence as a rejection to Chomsky' linguistic competence. He argued that to learn a language is not only knowing grammar rules and managing a perfect linguistic knowledge. He pointed out that speaking and communicating were more effective in real life.

However, there are three aspects that have to be considered before applying the communicative concept itself. They are communication skills, effectiveness, and appropriateness (Rickheit & Strohner, 2008). They are described below:

Communication skills: In order to communicate, individuals should take into consideration that conveying a message goes deeper than a simple thought. Individuals should manage different skills such as nonverbal skills, discourse, conversation skills, and context of the message.

Effectiveness: Communication becomes effective by inferring what the speaker wants to transmit or the objective he wants to reach with the message.

Appropriateness: To communicate is appropriate when social factors are considered at the moment of speaking and also depending on the situation. The politeness and norms have to be respected when communication happens.

Savignon (1972 as cited in Celce-Murcia 2001) referred to communicative competence as the appropriate channel for learners to expand their communication skills. She stated that by practicing and experiencing communicative skills, learners improve their communicative competence gradually. Savignon created the "inverted pyramid" to enhance the communicative competence that consists on grammatical competence, discourse competence, sociocultural competence, and strategic competence.

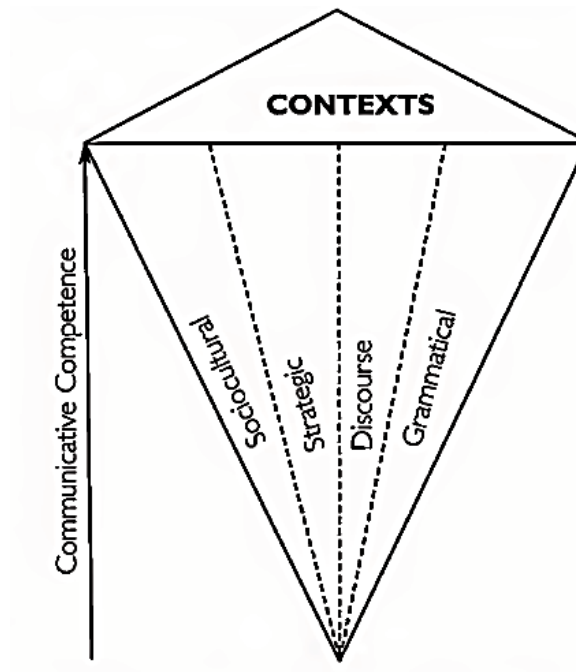


Figure 5. Components of Communicative Competence

Source: Teaching English as a Second or Foreign Language

Author: Celce-Murcia, M. (2001)

Sociocultural competence: it refers to the understanding of the social context in which language is being used. It includes appropriate information to share, roles of the participants, and interaction functions.

Strategic competence: it refers to the ability of leading with unexpected issues within a conversation.

Discourse competence: it refers to interconnection of words, and phrases to convey meaning. It is relevant to manage top-down processing as well as bottom-up processing in this competence, besides coherence and cohesion need to be met.

Grammatical competence: it refers to the ability to identify grammatical forms such as lexical, syntactic, and morphological features of language. It does not mean learners need to know the rules of grammar, but to know how to use them for interpreting meaning.

2.4.2.3 Productive Skills

According to Golkova and Hubackova (2014) productive skills also called active skills, are the ones in charge of the production of the language. They mean producing the language either written or orally. In terms of written language “writing” and in oral language “speaking. In addition, they argued that productive skills could not exist if receptive skills such as “listening” and “reading” complement them. They pointed out that grammar, vocabulary, pronunciation and other subskills are also prioritized in speaking skill production.

They also referred to productive skills as oral skills to teach in the classroom. Students do not get bored when they speak or write in English. On the contrary, they actively participate in speaking activities such as role-plays, conversations, dialogues, pictures descriptions, and among others. While in writing, they start from completing a text until writing a journal (Golkova & Hubackova, 2014).

Mundhe (2015) also defined productive skills as fundamental language skills in English. Both reading and writing has an intended goal which is to produce language. They are not only considered as necessary forms of expressions to share ideas, feeling, thoughts, etc., but to persuade other people through oral communication. This author also stated the importance of interrelation among the four main skills (writing, listening, reading, and speaking) because they integrate each other. Therefore, an overview of both speaking and reading are detailed as follows:

Speaking: it is a productive skill that consists on producing utterances to convey meaning. It has some components that are relevant at the moment of speaking, which are grammar, strategy, discourse and sociolinguistics. Speaking differs from writing since it is done in real time which includes a speaker and a listener who interact face-to-face. Speaking is also a spontaneous process that is accompanied by body language and gestures (Hossain, 2015).

Writing: it is also a productive skill that intends to convey meaning or messages in a written mode. It is one of the most difficult skills even for native speakers because it is systematic. Writing is different from speaking because its process does not occur face-to-face with interlocutors, it intends to express ideas from writers to readers as the main audience. Its process is separated by time and space, that is why, the message to be written needs to include a good orthography, vocabulary, formality, vocabulary, and other features for the writing to be clear and comprehensive (Bashrin, 2013).

Likewise, Harmer (2001) stated that teaching productive skills involve receptive skills, as if they were bounded within the same purpose. These bring some advantages in the learning process. When receptive and productive skills are joined, output converts into input. Learners who produce a piece of language and look how it works, get more knowledge than learners memorizing structures. Moreover, receptive skills are great stimulus for productive skills. For example, listening to a recorded story may provoke learners to tell their own stories. Besides, it is necessary to mention how to teach speaking and writing described as follows:

Teaching speaking as a productive skill requires confidence and competence from teachers to carry out oral activities in the English. Sometimes, spoken production is avoided because the teacher does not feel enough confident to give students the opportunity to develop their speaking performance. Therefore, teaching speaking can be done by speaking and interacting in the target language within different enjoyable activities such as free role-plays, debates, dialogues, and among others, that draw students' attention and encourage them to use English primarily (Mundhe, 2015).

On the other hand, teaching writing as a productive skill needs a lot of practice because sometimes students just copy what they find in the textbook. However, the role of the teacher is to motivate students to write by themselves. Students produce writing only when they create their own pieces of writing. The key for teaching

writing is to follow a previous practice and process. Students need to learn how to make a draft until revise the final writing (Hossain, 2015).

2.4.2.4 Speaking Skill

Thornbury (2005) defined speaking as an integral and natural ability of the human being to produce language as part of his daily life. Whereas Burns and Joyce (1997) defined speaking as an interactive process in which information is received, processed, and produced to convey meaning. Its correct use depends on facts such as environment, participants, and purposes of speaking. Likewise, Saville-Troike (2006) stated that speaking is not just knowing the language but knowing how to use the language.

In other words, speaking is a productive skill that follows the process of receiving, processing, and transmitting information represented as the delivery of different ideas, thoughts, feelings, opinions, knowledge, and interests to the listener. It is used with the purpose of communicating efficiently and interactively by leaving behind the continuous use of grammar and vocabulary in isolation. On the contrary, speaking is to produce the language according to peoples' experiences, environment, situations, and reasons of speaking (Kurum, 2016).

Likewise, speaking is considered more than a linguistic skill. It is an ability that each individual owns because of the capacity of communication. Cognition, comprehension, and acquisition of content are part of speaking as well. Other elements such as phonology, pragmatics, syntax, and phonetics are part of developing speaking skills. However, it depends on the point of view it is studied; socially, linguistically or psychologically (Levelt, 1993).

Nazara (2011) stated that speaking skills is social because it looks for people's agreement in a conversation, and maintains a social identity. It also allows individuals to express feelings, attitudes, and opinions when they interact with

somebody else. Cooperation is also an important element for speaking skill itself, and also for the English learning-teaching process.

Besides, speaking definitions and uses. Hymes (1972 as cited by Johnstone and Marcellino 2010) defined eight main component for speaking skill production, described below as a mnemonic:

S (Setting and Scene) refers to the time and place to produce the speaking skill, while scene refers to the environment, or physical aspects for the skill to be produced.

P (Participants) states to people who are involved in the speech. It also refers to the participants' identity, sex, gender, social status, and other personal features. This element also includes the speaker and audience characteristics of the speaking process.

E (Ends) refers to the goals or purposes the participants want to achieve in terms of speaking. As well as the outcomes to be achieved at the end of the speaking activity.

A (Act sequence) refers to the organization of order of events, speech acts, and addressed topics during a speaking activity.

K (Key) denotes the tone or mode that something is said.

I (Instrumentalities) states the form and style of the speech. For example: language, dialect, and channel.

N (Norm) establishes the norms or rules to interact and interpret speech sociably.

G (Genre) defines the type of event like a lecture or poem.

Features for Language Spoken Production

According to Harmer (2001) features for language spoken production are described as follows:

- 1) connected speech by using sounds appropriateness of language such as assimilation, elision, linking, contractions and stress patterns.
- 2) expressive devices by using correct pitch, stress, volume, speed, physical and non-verbal communications that allows to convey correct meaning.
- 3) grammar and lexis by using appropriate expressions for different function such as agreeing, disagreeing, approval, etc.
- 4) negotiation language as asking for clarification in a conversation.

Similarly, Kurum (2016) pointed out features of speaking skills divided in three aspects:

- 1) mechanics including pronunciation, vocabulary, and grammar, that means using the language with correct words, pronunciation, and order.
- 2) functions such as transaction and interaction which focus on sending the correct message as the other interlocutor understands. Therefore, interaction happens in the speaking process.
- 3) social, pragmatic, and cultural rules and norms such as roles of participants, turn-taking and others. It is relevant to know to whom we are speaking, in which circumstances, what for, and the real purpose of communication.

Speaking Methodology

According to Scrivener (2011) a common lesson to teach speaking is followed by these steps:

First, setting a task to engage students into the topic; second planning the speaking that involves decision on how to organize students into the topic; third rehearsing the speaking in which learners practice, and the teacher comments and give suggestions and improvements; fourth doing the task to make learners perform the task; fifth giving feedback to discuss about the possible drawbacks committed during the oral production; sixth adding, correcting and revising in which learners talk about how they can improve the activities for the next time, and finally redoing the task through which students have the opportunity to perform the task again.

Likewise, Harmer (2007 as cited in Kurum 2016) denoted the following process to teach a speaking lesson.

- 1) Introduction: in this stage the teacher explains the main purpose of the lesson. He also states the topic and possible background knowledge students have about that topic.
- 2) Presentation of the task: in this stage the teacher gives instructions and specifies the activity to be developed. In the case of a dialogue, the teacher must give an example of how to make the dialogue. To make sure the process is being understood, students can repeat the dialogue. In this phase, teachers have to provide students the necessary material for the activity such as cards, pictures, texts, and all the necessary resources for the task.
- 3) Observation: In this stage, the teacher keeps track of the process by observing students. He can intervene whenever it is necessary. However, he does not have to stop the process by correcting errors. The teacher must be sure the speaking process follows the procedure established at the beginning of the lesson.

- 4) Feedback: At the end of the task, it is recommended that teachers give some feedback about the positive aspects of the activity, rather than the negative ones. This positive feedback makes students increase their motivation, self-esteem, and confidence for the next speaking task. Teachers also must concentrate in fluency rather than accuracy.
- 5) Follow up-activity: Besides the speaking activity done in class, teachers do a follow-up activity to reinforce weaknesses in the previous task.

The process above for a speaking lesson is displayed in the following image.

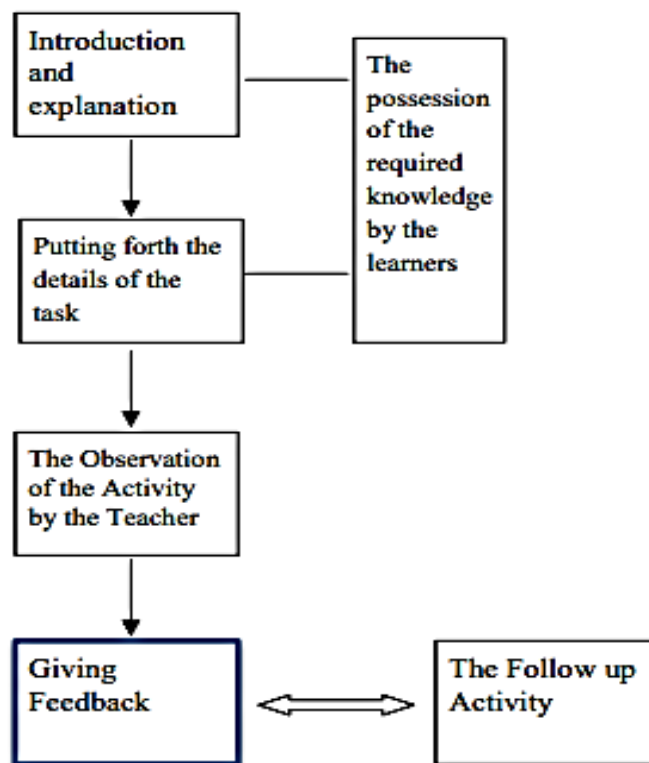


Figure 6. The stages in Speaking Class

Source: The Practice of English Language Teaching

Author: Harmer, J (2007)

Types of Speaking Activities

According to Dendrinos (2015) types of speaking activities are classified as follows: a) Controlled activities: these activities concentrate on accuracy purposes and the teacher is the one who controls them. An example of this activity is drilling which consists on listening and repeating what the teacher says as well as his or her pronunciation. b) Guided activities: these activities are still based on accuracy. However, they are more productive and creative. The teacher guides the activities and controls only the input. Some examples of these activities are model dialogues, and guided role-play. c) Creative communication activities: these activities are focused on fluency. The language content is not guided by the teacher, just its scenario. Examples of these activities are simulations, debates, role-plays, and discussions.

Similarly, Thornbury (2005) proposed three types of speaking activities: awareness raising activities, controlled activities, and autonomous activities. They are described as follows:

Awareness activities that consist on three main aspects. The first one, raising attention and interest of students to make them involve in the activities. The second one, noticing every single detail. And the third one understanding every single instruction for a successful production of activities. Some examples of awareness activities are: daily life conversations, and dialogues.

Controlled activities help students control their speaking skill. Some examples of these activities are drills and chants. A frequent controlled activity is done with a listening track, so students listen, and repeat. The teacher pauses the listening, and students repeat. This way, students learn to manage their control at speaking. However, chants and songs can be another source of drilling in a more dynamic way.

Autonomous activities are the activities that focus on students' fluency. These activities help to increase students' competency on their second or foreign language. Students can produce the language in an autonomous way within productivity, purposefulness, challenge, interaction, safety, challenge, and authenticity. Some examples of these kinds of activities are storytelling, retell, and discussions.

Likewise, Celce-Murcia (2001) established some activities to enhance speaking skills:

Discussions: This is one of the most regular activities in the oral class, since learners are given an introductory listening or reading passage, and then students discuss in order to come up with a response, or solution.

Speeches: According to students' level and the purpose of the class, learners can be asked to follow a format. For avoiding boredom in the class, the other students can be given other roles such as listeners for peer-evaluation.

Role-Plays: role-plays are significant activities to practice sociocultural aspects. They regard to overcome real problems similar as English speakers commit in their daily lives.

Conversations: Besides practicing the language, learners can gain self-confidence and learn that English is not just only a matter of producing language, but being involved more in a metalinguistic process.

Oral presentations: these activities help learners display what they have learned in an oral way, and these also motivate them to talk in front of other people. Thus, they become less shy, and eager to do their best.

Speaking Assessment

It is believed that assessing speaking can be done in an informal or formal way. Thornbury (2005) proposed the following types of spoken tests that are commonly used by teachers:

Interviews: these kinds of activities are based on questions that the interviewer or an expert assessor has to make. Some suggested options for the interview to be successful is to have a small chat with the interviewee for releasing stress, as well as to bring pictures and give time for student to prepare beforehand.

Live monologues: these kinds of tests are for the students to prepare a short talk about a pre-selected topic. After that, it is recommended to have a question-and-answer stage in which the audience asks questions and the presenter shows the ability to respond naturally.

Recorded monologues: learners record themselves talking about a given topic. Then, assessors or teachers assess the final recording. These activities are not so stressful as the live monologues, since learners find a calm place to do it.

Role-plays: these activities are similar to usual role-plays in the classroom. To assess role-plays, it is not necessary to ask sophisticated spoken production either a lot of imagination. Role-plays should focus on every-day life situations.

Collaborative tasks and discussions: These activities are not similar to role-plays since learners do not take any role. On the contrary, they act naturally. What is assessed is the interaction and performance learners use when they talk about real-life situations.

Thornbury (2005) also stated criteria for speaking to be evaluated. According to the CELS Test of Speaking four categories are taken into account:

- 1) Grammar and Vocabulary to assess appropriate and accurate use of syntactic and vocabulary forms.
- 2) Discourse Management to evaluate the ability of the learner to express opinions in a coherent way.
- 3) Pronunciation to assess the correct use of comprehensible utterance including linking, intonation, stress, etc.,
- 4) Interactive Communication to evaluate the correct interaction, responding effectively to each other requests by using correct rhythm and speed.

Teachers' role

Harmer (2001) suggested that teachers who want students to develop their speaking skills and fluency should play the roles of prompter, participant, and feedback provider.

During speaking skill activities, teachers should play the role of a prompter. Students sometimes can get lost on a speaking activity and they do not know what to say. In these moments, teachers can take two options: let students release and continue speaking, or helping them by giving suggestions in a discrete manner. Thus, students avoid feeling frustration.

Teachers also play the role of participants. Teachers should show enthusiasm when they are part of a speaking activity. By doing this, students engage more in the speaking activity and maintain a good atmosphere in the classroom. Nevertheless, teachers should be careful since taking too much part in the activity may end into a confusing situation in which teachers are the main focus.

Teachers are also feedback providers. Feedback from teachers depend on the situations students may encounter. It is advisable to avoid over correction in the middle of speaking activities. However, teachers may give a gentle correct when the speaking process is disrupted. Teachers are able to give feedback at the end of the activity since it is important to say the facts that went well and the improvements that should be made for the next oral activity.

2.5 Hypothesis

Project-Based Learning enhances the English speaking skill development of students from 10th grade at Unidad Educativa Quisapincha in the academic year 2018-2019.

2.6 Pointing of Hypothesis Variables

- **Unit of Analysis**
10th graders from Unidad Educativa Quisapincha
- **Independent Variable**
Project-Based Learning
- **Dependent Variable**
Speaking Skill
- **Relationship term**
Development

CHAPTER III

METHODOLOGY

3.1 Approach

This investigation followed a qualitative-quantitative approach in which data was analyzed and interpreted to solve the educational problem found in the institution.

First, it is qualitative because the research process focused on working with human beings in the educational field, which implied discovering the reality they were facing when they learn and develop skills in their L2. It is also internal because students and teacher interacted directly in the investigation process. The qualitative research also centered on direct observation and active participation in the classroom, which helped the researcher to write and document in detail what the students did in the English class daily. Moreover, it is qualitative since the significant support from the teacher gave an open view of techniques and methods used in speaking skill development. Therefore, solutions to the problem found could be displayed (Hughes, 2012).

Second, it is quantitative since once results were gathered, these were transformed into figures with percentages, which facilitated the analysis and deep research of the problem to prove the hypothesis. It also showed a clear interpretation of results with tables and charts for every indicator of the instruments used. Hence, conclusions and recommendations were suggested to draw a final solution, or proposal.

3.2 Basic method of research

a) Field Research Method

The research was done with a field method because the researcher was in contact with the students at Unidad Educativa Quisapincha, to gather important data; analyze, and observe the English class. During the research process it was known the level of influence PBL had in the English-speaking skill development through the materials and methodology used.

b) Bibliographical Research Method

This research was bibliographical because of the scientific and informative resources that were analyzed such as academic articles, reviews of literature, and projects done by other institutions, which gave a clear view to reinforce the problem formulation.

c) Documentary Research Method

The research was documentary because documents were gathered to make the investigation legal. Documents such as lesson planning, EFL Curriculum and English Area documents were collected to support the research. Ahmed (2010) stated that when doing a documentary research method, it should be taken into account that this method is not just collecting paper or documents but analyzing, appreciating and understanding them deeply. Certainly, the investigator took this fact into consideration for a successful research.

d) Internet Research Method

This research was supported by online information, which was carefully selected from educational libraries, academic and scientific articles, online books and magazines, and government web pages. To search on Internet, it was also necessary

to look for professional, ethic and reliable resources, because of the infinite false data found on certain online sites.

3.3 Level or type of research

a) Exploratory

The research was exploratory because the problem emerged from the situational diagnostic previously made. Data was collected from different academic resources as well as from students and teachers' information. By working with exploratory research, the tree problem was analyzed, then the causes of the problem were identified, later on the objectives to find solutions to the problem were set and the theory was supported to get more knowledge on the topic and variables.

b) Quasi-Experimental

The research followed a quasi-experimental approach that intervened as a treatment for testing how well objectives were met. It mainly focused on a comparison group, and treatment group. Thus, both groups made a difference between application and non-application of a research (White & Sabarwal, 2014). The present study applied a quasi-experimental design since two groups were considered: a control and an experimental group, to prove that PBL improved speaking skill in English.

c) Correlational

The research was correlational because it examined how variables were associated. This was effective because results were gathered as the instruments of investigation were applied and statistics data were done. There the hypothesis could be approved.

3.4. Population and sample

Based on teachers' interest, the students who had more difficulty in speaking English were the ones from 10th grade because they had to be prepared for the Bachillerato stage, in which English is more complex and advanced. The number of students to work with were 64 students. As the population was low, the sample was the same number and it did not need to be calculated.

Table 1. Population sample

Groups	Courses	Total	Percentage
Experimental	10 th "B"	32	49 %
Control	10 th "A"	33	51%
Total		65	100%

Source: Research data

Author: Sisalema, Vanessa. (2018)

3.5 Operationalization of variables

Table 2. Variable Operationalization

Independent Variable	Dimensions	Indicators	Tech	Ins.
<p>PROJECT-BASED LEARNING CHARACTERIZATION Student-centered approach focused on the development of skills at oral exposure of language, problem solving, planning, investigating, collaborating, and reporting which are used for the fulfillment of projects or tasks that includes multimedia presentations, interviews, documentaries, musical and theatrical performances, and research papers, getting specific objectives such as students' construction of knowledge, exploration of challenges and real-world problems based on twenty-first century skills.</p>	Student-centered approach	<ul style="list-style-type: none"> • Development of skills • Exposure of language • Problem Solving • Planning • Investigating • Collaborating • Reporting 	Observation	<ul style="list-style-type: none"> • Pre-test • Post-test • Cambridge Key Test (KET-Speaking part) that includes grammar and vocabulary, pronunciation, and interactive communication
	Projects/tasks production	<ul style="list-style-type: none"> • Multimedia Presentations • Interviews • Documentaries • Musical/theatrical Performances • Research papers 		
	Real-world problems	<ul style="list-style-type: none"> • Spontaneous situations • Challenges exploration • Knowledge construction 		
<p>SPEAKING SKILL CHARACTERIZATION Productive skill that follows the process of receiving, processing and transmitting information represented as the delivery of different ideas, thoughts, feelings, opinions, knowledge, and interests to the listener with the purpose of communicating efficiently and interactively, leaving behind the continuous use of grammar and vocabulary in isolation and on the contrary producing the language according to peoples' experiences, environment, situations and reasons of speaking.</p>	Productive Skill	<ul style="list-style-type: none"> • Receiving • Processing • Transmitting information 	Standardized test	<ul style="list-style-type: none"> • Cambridge Key Test (KET-Speaking part) that includes grammar and vocabulary, pronunciation, and interactive communication
	Efficient communication	<ul style="list-style-type: none"> • Ideas • Thoughts • Interests • Opinions • Knowledge 		
	Language production factors	<ul style="list-style-type: none"> • Experience • Environment • Reasons 		

Source: Research data

Author: Sisalema, V.(2018)

3.6 Data collection plan

Data collection was gathered through a pre-test and post-test to an experimental and control groups.

Table 3. Data Collection

BASIC QUESTIONS	REASON
1.- Why do I investigate?	To get the objectives of the research and verify the hypothesis.
2.- Which is the object of the investigation?	Tenth graders from Unidad Educativa Quisapincha
3.- What are the main aspects of the research?	Project-Based Learning Speaking Skill
4.- Who?	Lic. Vanessa Sisalema
5.- When?	Academic Year 2018 - 2019
6.- Where?	At Unidad Educativa Quisapincha
7.- How often?	Pre-test (once) Post-test (once) Project-Based Learning implementation (nine weeks)
8.- What are the collection data techniques?	Testing and strategy implementation
9.- What are the instruments?	Pre-test, Post-test Cambridge Key Test (KET-Speaking part) including grammar and vocabulary, pronunciation, and Interactive Communication
10.- In which situation?	During English classes.

Source: Research data

Author: Sisalema, V. (2018)

3.7 Data collection and analysis

Once review of literature about Project-Based Learning and its impact on speaking skill was done, there were some steps to collect, analyze and process data about this research, described as follows.

First, students were divided in two groups: a control group and an experimental group. Later, a pre-test for both groups was applied based on a Cambridge KET test for Level A2. This test perfectly fitted research outcomes since it was appropriate for students' age and level due to its simplicity and effectiveness. These tests followed three main parameters of assessment such as grammar and vocabulary, pronunciation, and interactive communication.

After that, three projects were developed only with the experimental group to confirm PBL influenced students' speaking skill development. Each one of these projects was implemented during three weeks. The total duration of projects' implementation was 9 weeks.

Students worked on every activity assigned for every English class, as well as the teacher wrote down notes based on a rubric to assess the process.

At the end of each project, the teacher assessed students' presentation with the same rubric as the one of the process. The students also made a self-evaluation and peer-evaluation.

Then, students were assessed with a post-test for both the experimental and control group with the same Cambridge KET Test for speaking level A2.

Later on, the researcher used the T-Test to compare the results for the control and experimental group by approving or rejecting the hypothesis.

Moreover, projects that were developed in nine weeks are described in the following table.

Table 4. Methodology Implementation

IMPLEMENTATION OF PROJECTS	
PROJECT #1	LOCAL TOURISM
MATERIALS AND RESOURCES	<ul style="list-style-type: none"> • Markers • Board • Internet • Google • Webcam/ cellphone cam • WordReference online dictionary • Students' notebook. • Vivavideo app • Overhead Projector
TIME	Three weeks (15 class hours)
PROJECT #2	HOBBIES
MATERIALS AND RESOURCES	<ul style="list-style-type: none"> • Markers • Board • Internet • Google • Gmail • WordReference online dictionary • Students' notebook. • Canva Website • Overhead Projector
TIME	Three weeks (15 class hours)
PROJECT #3	SOCIAL NETWORKS
MATERIALS AND RESOURCES	<ul style="list-style-type: none"> • Markers • Board • Internet • Google • Power Point • WordReference online dictionary. • Students' notebook. • Overhead Projector
TIME	Three weeks (15 class hours)

Source: Research data

Author: Sisalema, V. (2018)

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1 Analysis of results and data interpretation

The results gathered for the investigation based on three main aspects: Grammar and Vocabulary, Pronunciation, and Interactive Communication. There were two groups to study: an experimental group with 32 students and a control group with 33 students. For both groups, a pre-test and post-test were implemented. The results are the following:

4.1.1 Grammar and Vocabulary Results

Table 5. Grammar and Vocabulary

Grammar and Vocabulary Results	
Pre-test Control group	2,97
Pre-test Experimental group	2,94
Post-test Control group	3,24
Post-test Experimental group	3,72

Source: Direct research

Author: Sisalema, V. (2019)

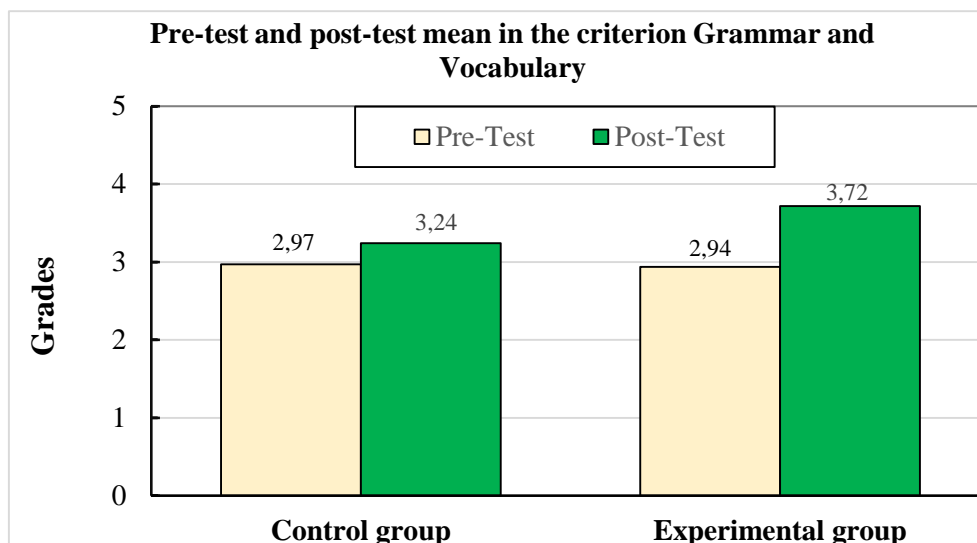


Figure 7. Pre-test and Post-test Grammar and Vocabulary

Source: Grammar and Vocabulary

Author: Sisalema, V. (2019)

Analysis: As each indicator is over 5 points, the previous graph shows that the pre-test in the control group has a value of 2,97 (59,39 %), while in the post test there is a value of 3,24 (64,85 %). It shows there was an average improvement in this skill. While in the experimental group in the pre-test there is a value of 2,94 (58,75%), and in the pre-test a value of 3,72 (74,38 %). The experimental group showed a better increase than the control group in grammar and vocabulary proficiency.

Interpretation: It could be interpreted that in both groups there was an increase of vocabulary and grammar skills. Even though, the experimental group had less proficiency of these subskills at the beginning, they showed a higher improvement because they were exposed to the proposal with Project-Based Learning. As they interacted in the activities to develop the projects step by step they were inductively learning grammar and vocabulary through research.

4.1.2 Pronunciation Results

Table 6. Pronunciation

Pronunciation Results	
Pre-test Control group	2,48
Pre-test Experimental group	2,19
Post-test Control group	2,64
Post-test Experimental group	2,84

Source: Direct research

Author: Sisalema, V. (2019)

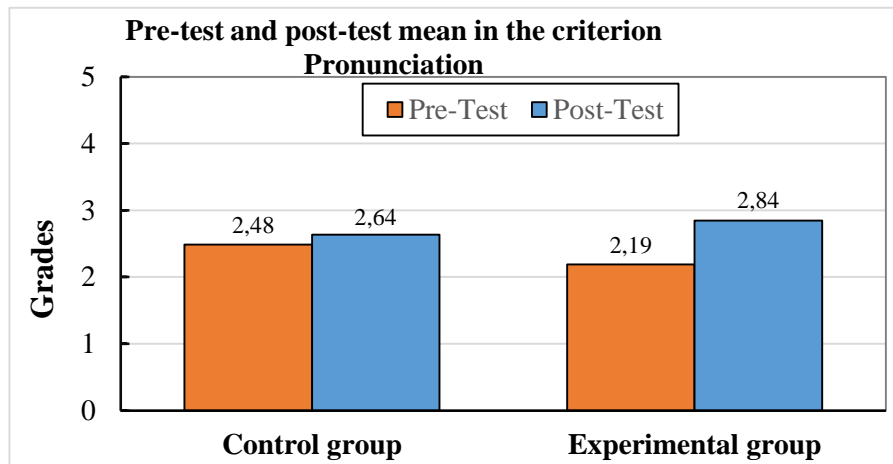


Figure 8. Pre-test and Post-test Pronunciation

Source: Pronunciation

Author: Sisalema, V. (2019)

Analysis: The graph above shows that the pre-test in the control group concerning pronunciation has a value of 2,48 (49,70 %), while in the post test there is a value of 2,64 (52,73 %). Meanwhile in the pre-test of the experimental group there is a value of 2,19 (43,75%), and in the pre-test a value of 2,84 (56,88 %). The control group displayed little improvement on pronunciation, while the experimental group had a better increase on this criterion.

Interpretation: Based on the pronunciation criterion, the experimental and control group showed an improvement. However, the experimental group as exposed to the proposal, pronunciation developed more. Throughout the implementation of Project-Based Learning, the students' pronunciation were more intelligible and phonological features were more advanced because of the continuous practice of words and utterances throughout speaking.

4.1.3 Interactive Communication

Table 7 Interactive Communication results

Interactive Communication Results	
Pre-test Control group	2,70
Pre-test Experimental group	3,09
Post-test Control group	3,03
Post-test Experimental group	3,97

Source: Direct research

Author: Sisalema, V. (2019)

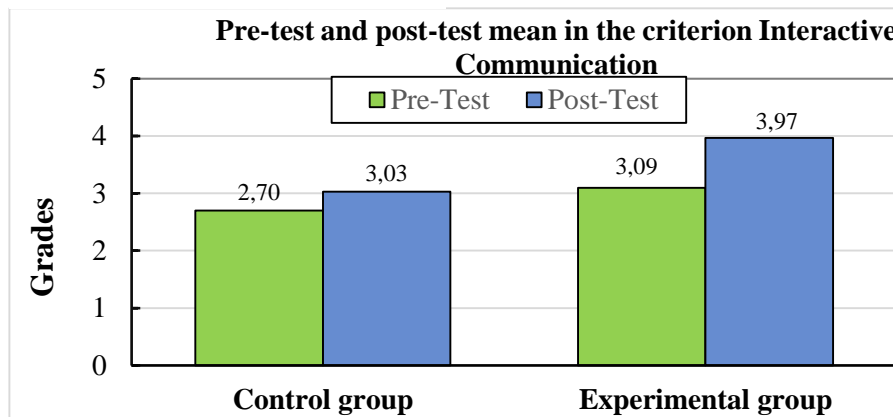


Figure 9 Pre-test and Post-test Interactive Communication

Source: Interactive communication

Author: Sisalema, V. (2019)

Analysis: The previous graph shows that the pre-test in the control group for interactive communication has a value of 2,70 (53,94 %), while in the post test the value is 3,03 (60,61 %). Whereas in the pre-test of the experimental group the value is 3,09 (61,88%), and in the pre-test the value is 3,97 (79,38 %). Both groups showed an advancement on interactive communication, however the experimental group showed a better improvement when the students interacted among them.

Interpretation: According to the final results, the students of the experimental group increased the capability of interacting among them. Through the PBL proposal, the students could interact more as well as communicate with other interlocutors and audiences in the whole process, since they started to prepare the project until they presented it. At the end of the investigation, students did not require much prompting or support as needed at the beginning of the proposal. Hence, students of the experimental group developed more their interactive communication, rather than grammar and vocabulary and pronunciation subskill when they speak in English.

4.1.4 Speaking skill

Table 8 Speaking skill

Speaking skill Results	
Pre-test Control group	8,15
Pre-test Experimental group	8,22
Post-test Control group	8,91
Post-test Experimental group	10,53

Source: Direct research

Author: Sisalema, V. (2019)

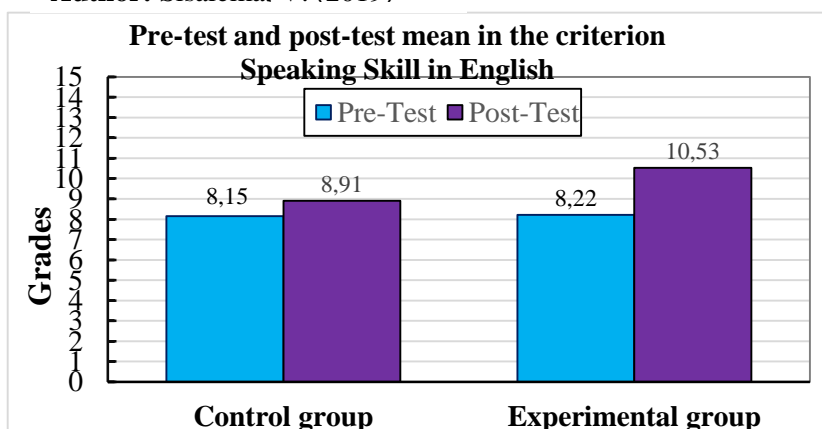


Figure 10 Pre-test and Post-test Speaking

Source: Speaking

Author: Sisalema, V. (2019)

Analysis: The graph above shows the overall results from the research about speaking skill and Project-Based Learning, over 15 points. The pretest in the control group has a value of 8,15 (54,34 %), while in the post test the value is 8,91 (59,39 %). Meanwhile in the pre-test of the experimental group the value is 8,22 (54,79%), and in the pre-test the value is 10,53 (70,21 %). In the control group there was a little increase in the development of the speaking skill while in the experimental group the advancement is higher.

Interpretation: Based on the general results, the students of the experimental group improved their speaking skill in English as they were exposed to the PBL proposal. Students in the process learned grammar and vocabulary inductively, pronunciation through practice, and interacted communicatively with their peers and the whole community immersed in the proposal. The advancement was evident because since the first lesson with projects students signed a contract to establish rules in the group, took decisions, talked to the teacher and classmates within a purpose, asked questions leaving fear of talking to others behind, practiced and presented their final products by speaking in English.

4.2 Hypothesis verification

They were taken a control group of 33 and an experimental group of 32 students to determine whether or not Project-Based Learning influences the Speaking Skill in English of students at Unidad Educativa Quisapincha. The aim of the statistical is to compare the results in the pre-test and post-test in the experimental group.

It was used a numerical scale, English speaking section was rated over 15 (grammar and vocabulary, pronunciation and interactive communication, each one rated over 5). In that sense, the paired sample Student t-test was applied to verify the hypothesis. It begins from the identification of the null hypothesis and the alternative hypothesis.

4.3 Hypothesis approach

Null Hypothesis H0: Project-Based Learning does not enhance the English speaking skill development of students from 10th grade at Unidad Educativa Quisapincha in the academic year 2018-2019.

Alternative Hypothesis H1: Project-Based Learning enhances the English speaking skill development of students from 10th grade at Unidad Educativa Quisapincha in the academic year 2018-2019.

4.3.1 Variables

Independent variable: Project-Based Learning

Dependent variable: Speaking skill

4.3.2 Population

A control group of 33 students and an experimental group of 32 students from 10th grade at Unidad Educativa Quisapincha.

4.3.3 Mathematical model

The mathematical model of the Student t-test is the next:

$$\mathbf{H0: } \mu_1 = \mu_2$$

$$\mathbf{H1: } \mu_2 > \mu_1$$

Where:

μ_1 = population mean in the pre-test.

μ_2 = population mean in the post-test.

It is used a statistical test of hypotheses to a single tail because the researcher aims to demonstrate if Project-Based Learning influences on the English speaking skill development. It means that post-test mean is upper than pre-test mean in the experimental group of students.

The Student t-test formula is the next:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Where:

t = Student t-test from the data.

\bar{x}_d = differences average in the sample.

n = pre-test and post-test data number (33 and 32 data, respectively).

S_d = standard deviation of the differences.

4.3.4 Regions of acceptance and rejection and decision making

The region of rejection of the null hypothesis is located to the right of the t value of the tables with $(n - 1)$ degrees of freedom. It means if the Student t value is on the null rejected region in the Student t -test distribution, the alternative hypothesis (H_1) will be accepted.

4.3.5 Selection of the level of significance

It was taken a significance level value of $\alpha = 0.05$ (5 %) to verify the hypothesis.

4.3.6 Degrees of freedom

The formula to determine the degrees of freedom is the next:

$$df = n - 1$$

Where:

n = pre-test and post-test data number (30 data in control and experimental groups).

df = degrees of freedom.

Control group:

$$df = 33 - 1$$

$$df = 32$$

Experimental group:

$$df = 32 - 1$$

$$df = 31$$

According to the selected level of significance (0.05) and the degrees of freedom (32 and 31, respectively), Student t value is 1.6939 in control group and 1.6955 in experimental group (see Annex 04).

4.3.7 Data collection and calculation of statistics

The results the pre-test and post-test from both the control and experimental group were compared and analyzed. The data are presented in the next table:

Table 9. Data collection control and experimental group

Control group				Experimental group			
No.	Pre-Test	Post-Test	Differences	No.	Pre-Test	Post-Test	Differences
1	8	10	2	1	8	11	3
2	5	8	3	2	5	9	4
3	9	9	0	3	8	11	3
4	7	7	0	4	8	10	2
5	10	13	3	5	7	11	4
6	7	7	0	6	5	9	4
7	4	8	4	7	8	11	3
8	8	9	1	8	9	11	2
9	3	7	4	9	8	9	1
10	11	11	0	10	8	10	2
11	7	8	1	11	7	9	2

Control group				Experimental group			
No.	Pre-Test	Post-Test	Differences	No.	Pre-Test	Post-Test	Differences
12	7	10	3	12	10	12	2
13	8	10	2	13	8	9	1
14	7	9	2	14	8	9	1
15	11	11	0	15	9	9	0
16	7	7	0	16	8	11	3
17	10	9	-1	17	12	11	-1
18	10	10	0	18	11	14	3
19	9	11	2	19	6	10	4
20	8	9	1	20	8	11	3
21	10	10	0	21	8	11	3
22	7	7	0	22	5	9	4
23	8	9	1	23	8	11	3
24	8	7	-1	24	8	11	3
25	7	10	3	25	9	10	1
26	8	7	-1	26	7	11	4
27	10	11	1	27	12	13	1
28	7	7	0	28	11	12	1
29	12	8	-4	29	11	11	0
30	8	8	0	30	6	10	4
31	9	9	0	31	8	11	3
32	10	7	-3	32	9	10	1
33	9	11	2	-	-	-	-

Source: Test applied to students at Unidad Educativa Quisapincha.

Author: Sisalema, V. (2019)

4.3.8 Student T-test results

The following results were obtained through the use of a statistical software:

Table 10. Paired sample statistics

Paired sample statistics					
		Mean \bar{x}_d	N	Standard deviation S_d	Standard error of the mean $\frac{S_d}{\sqrt{n}}$
Control group	Pre-test Total	8.15	33	1.9384	0.337
	Post-test Total	8.91	33	1.6079	0.280
	Differences (Post-Pre)	0.758	33	1.7859	0.3109
Experimental group	Pre-test Total	8.22	32	1.8269	0.323
	Post-test Total	10.53	32	1.2177	0.215
	Differences (Post-Pre)	2.313	32	1.3781	0.2436

Source: Test applied to students at Unidad Educativa Quisapincha.

Author: Sisalema, V. (2019)

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Control group:

$$t = \frac{0.758}{0.3109}$$

$$t = 2.4369$$

Experimental group:

$$t = \frac{2.313}{0.2436}$$

$$t = 9.4923$$

The resolution through the use of statistical software allows obtaining the same results, as it is showed in the following table:

Table 11. Student t test to paired sample statistics

Paired sample statistics									
		Paired differences					t	df	Sig. (unilateral)
		Mean	Standard deviation	Standard error of the mean	95% of difference interval of confidence				
					Lower	Upper			
Control group	Pre-test Total - Post-test Total	0.758	1.7859	0.3109	0.1243	1.3908	2.4369	32	0.0103
Experimental group	Pre-test Total - Post-test Total	2.313	1.3781	0.2436	1.8156	2.8094	9.4923	31	5.48 x10⁻¹¹

Source: Test applied to students at Unidad Educativa Quisapincha.

Author: Sisalema, V. (2019)

4.4 Final decision

The decision from the Student t-test calculated for the experimental group with 31 degrees of freedom and with 0.05 of unilateral significance level, $p = 5.48 \times 10^{-11}$ (5.48 x10-9 %) which is lower than $\alpha = 0.05$ (5 %). In the same way, calculated Student t is 9.4923 which is upper than critical value of 1.6955. Therefore, it is on the null rejection region. It means the null hypothesis is rejected and the alternative one is accepted: “Project-Based Learning enhances the English speaking skill development of students from 10th grade at Unidad Educativa Quisapincha in the academic year 2018-2019”.

The Student t distribution for the experimental group is the next:

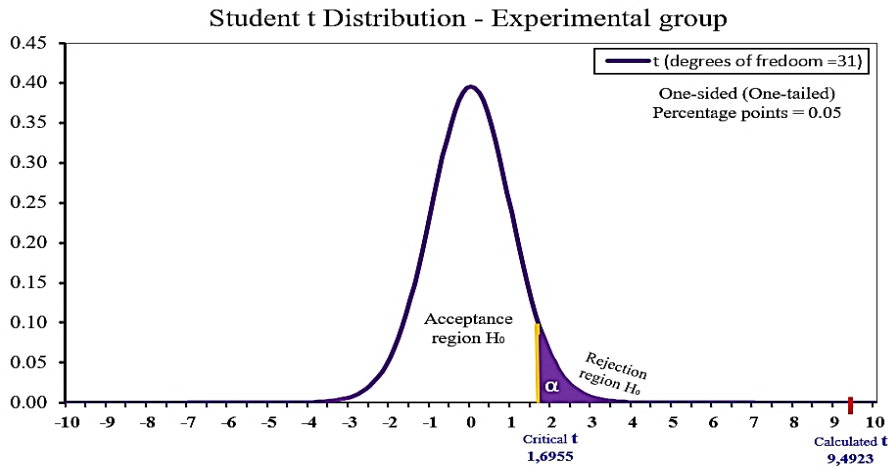


Figure 11. Student t-test distribution experimental group.

Source: Test applied to students at Unidad Educativa Quisapincha.

Author: Sisalema, V. (2019)

The Student t distribution for the control group is the next:

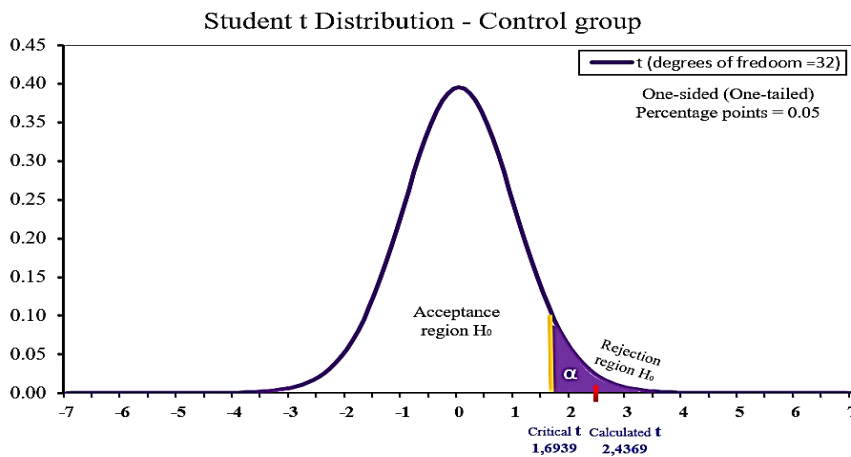


Figure 12. Student t-test distribution control group

Source: Test applied to students at Unidad Educativa Quisapincha.

Author: Sisalema, V. (2019)

It is observed that Project-Based Learning allows to obtain better results in English speaking skills development of students from 10th grade at Unidad Educativa Quisapincha compared to a regular teaching methodology.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

This research was conducted with the objective to determine the effectiveness of Project-Based Learning to enhance the English speaking skill of students from 10th grade. After doing the research, the following conclusions were drawn:

- Project-Based Learning activities improved students' speaking skill in English. The results displayed a great advancement of this skill on students from an 8,22 at the beginning of the application of activities to a 10,53 score at the end of the same application. According to the results, the experimental group followed a process for projects to be done. This process was beneficial for them because well-established time, activities, materials, and other resources were very well presented in the class and students had the opportunity to conduct their own learning process. Project-Based Learning student-centered approach offered students activities that drew their attention through multimedia material. They were also active participants in class, having fun, creating their own products, asking questions, researching, evaluating themselves and their peers, taking decisions, becoming more responsible, working cooperatively, and most important they were able to develop their English speaking skill within a dynamic process.

- It is also concluded that students developed their English speaking subskills. Three main subskills were evaluated in the pre-and post-test such as grammar and vocabulary, pronunciation, and interactive communication. According to the previous results, students increased their vocabulary within the continuous practice when they developed their projects. Therefore, their pronunciation became more intelligible and controlled. They also had a great advancement of vocabulary and grammar because as they conducted their own research they had more control on using proper grammatical forms, and appropriate vocabulary to present their projects. They also had a huge development on interactive communication. At the end of the proposal application, they were able to interact with little prompting or support as they communicated with others.
- Students' reaction to the implementation of Project-Based Learning in the English lessons was positive. Students were enthusiastic to learn in a non-traditional environment class, and to use multimedia resources to learn, practice, and present their final projects. They also enjoyed working in class by being the main active participants of the process, taking decisions and doing their own research with the appropriate teachers' guide. They also learned how to work in groups by setting up rules, and working with the roles assigned for each member of the group. In addition to all positive results, it was confirmed that at the beginning students were afraid of talking in English with other people, however at the end of the process students rejected that fear and speaking English became easier for them.

5.2 Recommendations

As a result of the conclusions stated in this study, there are also some recommendations that have to be analyzed and followed:

- It is recommended that teachers leave behind traditional methodology and start using student-centered approaches like Project-Based Learning. By using Project-Based Learning teachers give students the facility to become independent learners and develop 21st century skills such as critical thinking, problem solving, innovation, creativity, communication, and digital literacy. In addition, by applying Project-Based Learning activities teachers diminish their amount of work because they do not have to be the focus of the lessons as in traditional methods. However, by applying the intended approach, students are the main participants and teachers fulfill the role of guides and supervisors to develop students' speaking skill.
- It is suggested that teachers focus on the development of the speaking skill through the use of the proposal with Project-Based learning activities. The continuous process to make a project make students enhance their oral skill production as well as practice more pronunciation, develop grammar and vocabulary forms and structures, and increase their interactive communication within the educational community. By applying Project-Based Learning activities students can interact more and lose the fear of taking in public or in front of an audience. They could also be more prepared to use English as a mean of communication in real-life situations. Therefore, speaking in English become an easier and enjoyable experience.
- It is also advisable that teachers include multimedia resources to apply Project-Based Learning activities. Even though, projects can be done without the use

of any digital material, by using multimedia resources students get more engaged and interested in learning English by heart. Students enjoy the use of technology, and research throughout different tools such as apps, programs, and other resources. Nowadays, students manage multimedia resources in their everyday life, so it is beneficial and useful to incorporate technology to their learning process. Making projects by using multimedia resources, students make an extra effort to perfect their projects until the end of the presentation.

- It is also recommended to use the proposal presented in this document because it includes Project-Based Learning activities based on the Ecuadorian EFL Curriculum for A2.1 level. Teachers will follow the main objectives asked for the Ministry of Education and the present curriculum, because the proposal is based on it. Teachers are not obligated to use the textbook as the only medium to teach English. Teachers from the public schools can use other types of approaches and methodologies that help students develop their English performance and objectives set at the beginning of the academic year. Therefore, the present proposal fulfills the necessary requirements to enhance students' learning process, and it can be used for teachers as a main resource in the English classes.

CHAPTER VI

THE PROPOSAL

6.1 Informative Data

a. Topic:

“Handbook of Project-Based Learning to develop the Speaking skill in English of Tenth Year students (A2.1 level)”.

b. Institution:

Unidad Educativa “Quisapincha”

c. Beneficiaries:

The direct beneficiaries of this proposal were 65 students of tenth year (A2.1 level) students from Unidad Educativa Quisapincha. As well as English teachers from the same institution who will use the proposal as a guide for implementing speaking activities with projects in their classes.

d. Location:

Quisapincha, Ambato-Tungurahua.

e. Estimated execution time:

From December 2018 to February 2019 (9 weeks).

f. Person in charge:

Researcher: Lic. Vanessa del Pilar Sisalema Sánchez

6.2 Background of the Proposal

This proposal emerges from the previous investigation on the problem of low English speaking skill development students had. According to the new EFL curriculum of Ecuador for public schools, students at tenth year must achieve the A2.1 level based on the Common European Framework of Reference for Languages. However, behind the main problem some issues such as traditional teaching strategies or unsuitable speaking tasks did not allow students to use speaking as a medium of communication and interaction.

For this reason, PBL was taken into account as the main approach to treat students' speaking ability and enhance it as the projects' implementation was carried out. Project-Based Learning allowed students interact by using oral production of the English language with projects based on real-life situations. Projects also permitted them to become interested in producing the language through the inquiry questions which made them feel curious and ask questions about how to solve problems.

Thus, the researcher applied a KET-Test of Cambridge for A2 level as a pre-test to evaluate students' ability to speak in English, then a treatment with Project-Based Learning was implemented. Students worked in three main projects during nine weeks that enabled them to interact and communicate in real life situations. The researcher

took PBL as the main treatment for students to overcome their weakness on this skill. Students did not interact only in the final implementation of the project, but in all the process: a) project launch, b) knowledge building, c) product development and critique, and d) final presentation. They also did a self and peer evaluation to support the projects they were working on. As well as the researcher applied a rubric to evaluate each project. Then, the KET-Test was applied again as a post-test to analyze if students improved in three main aspects of the speaking skill such as: grammar and vocabulary, pronunciation, and interactive communication.

As previously explained, Project-Based Learning allowed students to increase and develop their speaking skill in English. The hypothesis was approved by showing that students had a significant change from the first analysis of this study to the end of the treatment. Therefore, the researcher uses this investigation as the main proposal for students to study all content for their level based on the Ecuadorian EFL Curriculum. The proposal also gives teachers the opportunity to apply it as the main approach to teach innovative and interactive classes using technology and multimedia resources, without changing the main objectives of the curriculum and parameters asked for the Ministry of Education of Ecuador.

6.3. Justification

Speaking in English nowadays has become a necessary tool for today's communication worldwide. At the same time, some important aspects such as good interaction, grammar and vocabulary use, and pronunciation' production play an important role in communicating with others effectively. Consequently, speaking English may seem so unapproachable for students that they prefer to use their L1 to feel in their comfort zone.

However, Project-Based Learning approach permits students break down the fear of talking to others and increase their speaking skill through an engaging process. Krajcik and Blumenfield (2006) suggest using PBL as the main approach for students to get interested in the class because they become the main participants of the learning process. Once students get interested in the project, motivation for learning by themselves increases. They also become better at social interaction by debating ideas; learn to work cooperatively; increase their desire to communicate with the whole community; and activate language production and knowledge construction in the projects' production process.

Based on this perspective, a handbook with Project-Based Learning was created to enhance students' speaking skill in the English class. As students being the main protagonists of the learning process, teachers assume the role of facilitators. The following projects will give teachers another perspective of leaving behind traditional classes and engage students into interesting activities for students to enjoy, learn, and improve their speaking skill. Besides that, a variety of digital tools are presented for students to facilitate the learning process in a different environment. The key for teachers to use Project-Based learning in the English class is to follow a step-by-step process, so results on students' speaking skill can increase significantly. This handbook will also be a support for English teachers to substitute the continuous use of only a textbook with a variety of activities which includes a planning of all stages to reach the final product. It also offers evaluation materials such as rubric, peer and self-evaluation and a contract for students to be part of the real process of making a project.

6.4. Objectives

6.4.1. General

- To create a handbook with Project-Based Learning activities to develop the Speaking skill in English of Tenth Year students (A2.1 level) at Unidad Educativa Quisapincha.

6.4.2 Specific

- To design the projects to be included in the handbook of Project-Based Learning.
- To plan the activities according to every project phase.
- To lay out the structure and organization of the projects on the manual.
- To implement the handbook with Project-Based Learning activities to develop the students' English speaking skill.

6.5 Feasibility Analysis

This proposal is feasible because of the following three aspects:

Technical: The main researcher, who is in charge of the proposal implementation, is trained in the use of Project-Based Learning. As an expert of the subject could deal the projects as well as digital tools use for the desire outcome which is to enhance students' speaking skill. Furthermore, this proposal is feasible because it is directed to EFL English teachers who are able to manage this approach and implement speaking projects in their classes.

Administrative: This proposal was implemented at Unidad Educativa “Quisapincha” under the principal’s and vice-principal’s supervision and permission. It is important to highlight that a Ministry of Education supervisor was also informed about this proposal while it was implemented on the institution. This optimized the work done in the English area for the development of interactive classes with projects and benefited the academic audit on the high school.

Economic: The researcher was in charge of covering costs in the creation and implementation of this proposal. Furthermore, for the project implementation were used internet connection, and free online sites and tools which do not require any other expenses if the proposal is used in the same or any other institution.

6.6. Proposal Foundation

6.6.1 Theoretical

Project-Based Learning

The proposal is focused on Project-Based Learning (PBL). PBL is a student-centered approach in which learners become the main participants of the learning process. Students are the ones that design, plan and produce a project which is aimed to create a product that shows how much output students can deliver (Patton, 2012).

Project-Based Learning also includes a problem or inquiry question that sparkles their curiosity. Then, students become active researchers and decision makers, finding out a solution to the issue. At the beginning they start to construct their knowledge, then during the process they start to use the language as a tool to interact with other people,

give opinions and make decisions. At this point, language is produced significantly and more intense at the moment of speaking and presenting the final product (Pinzón, 2014).

Even though, Project-Based Learning was popular at the beginning of the twentieth century. Again in the 70's took an important role in teaching English approaches because of technology. Digital technology allowed students to make deep research and create more interactive products. In today's world teachers plan classes with PBL because besides using technology, students increase their collaboration, time management and problem solving skills, which tailor students to face their future academic life and workplace needs. (Boss & Larmer, 2018).

Project

According to Abrignani et al. (2000) a project is a process that needs to be designed and planned to achieve a specific goal. As its terminology states "projicere" in Latin that means "throw forward", a project envisions a specific aim. In terms of education, John Dewey, the creator of the learning by doing theory and precursor of educational projects, as stated in Abrignani et al (2000) suggested that projects have four main requisites to be successful such as reflection of the work done, good environment for the project to be achieved, and knowledge building throughout the implementation of the process. Therefore, a project in education should be: realistic, collective, unique, assessed, made up of stages, limited in time and space, and most importantly have a purpose.

Handbook

A handbook is a set of instructions, ideas or advice on how to do something by displaying useful information about a certain topic. Mayer and Mayer (2005) pointed

out that a handbook focuses on make people understand some specific issues through words and pictures. It mainly pretends people know what, how, when and where something works. In the “what” the handbook provides the elements to be worked, in the “how” it describes the process based on theory, in the “when” and “where” it explores the location and time for the practice.

Multimedia resources

The handbook also has activities that include the use of multimedia resources such as online websites, apps, and programs to make classes more interactive and without cost for the students and for the whole educational community. According to Cutting (2011) multimedia resources are audio-visual aids that combines video, sound, or pictures. They are used to show, describe or explain some ideas or information. Nowadays, multimedia resources are not only non-digital resources such as slides, movies, audio tapes but digital format multimedia that uses the computer as the main resource to create files, pictures, recordings, videos, or animation.

In education, multimedia resources are a great help in the teaching field. Malik and Agarwal (2012) stated that as learners experience a multimedia task, their process of knowledge becomes more efficient. It also benefits to the interaction between the teacher and the students as multimedia resources are being used to create, plan, design, use and manage different kinds of programs. Multimedia resources are also the principal tools for student-centered approaches like Project-Based Learning, teachers are a guide for students to manage their own digital processes, increasing their learning potential, management of information, and for teachers more effective feedback, evaluation, and control of students.

6.7 Methodology

The main methodology of this proposal is based on Project-Based Learning as a student-centered approach. It mainly encompasses twelve projects to develop the students' speaking skill. Each project is composed by data, inquiry question, learning goals, EFL objective, timeline and process, materials and resources, and assessment. In timeline and process stage participants, process stage, activities, and time for the implementation in three weeks are described. Moreover, in the activities section the multimedia resource to be implemented is explained, so teachers can follow all the process step by step. Most importantly, the activities belong to a phase on the process: project launch, knowledge building, product developments and critique and final presentation. It is also relevant to mention that each project includes self and peer-assessment and a rubric to evaluate the final product.

The project stages are necessary to be explained because the teacher can guide themselves to organize and plan the classes with projects. Each stage is based on Boss' theory (2015) described as follows:

- **Project launch:** In this stage, teacher is in charge of introducing a driving question. This question is based on students' interests. The teacher takes the role of a guide who sparkles curiosity with the inquiry question. Students get engaged and feel curiosity on how to solve a problem or a question that they need to work on. Hence, the environment of the class changes from a traditional one to a more comfortable student-centered class for student to take the initiative and be the main participants by asking questions, saying ideas, and taking possible solutions.

- **Knowledge building:** During the second stage of the project, student research information on how to solve the inquiry question. They start to plan, and sketch the project they are in charge of. In this stage, students develop collaborative skills because the group of students have to discuss and try to find the main ideas and elements to produce the final product. Students also take responsibilities and main roles to work, choose other resources to support their work, and set a friendly environment. The role of the teacher is to guide and explain any question or doubt students have, as leading them to the next stage.
- **Product development and critique:** In the third stage students apply what they have been working on the previous stages. They sum up all the information, process it, create the product and improve it. Students also organize themselves and practice the final presentation of the project. They practice pronunciation, correct grammar and vocabulary, and preparation for good dissertation. The teacher has the role of a helper, he gives feedback, suggestions, recommendations, and give possible solutions to problems that could emerge among the groups.
- **Final Presentation:** In the last stage, students show and present the final product they have developed during all the process of the project. The presentation could happen among students' classmates, or other audiences such as same institution students, other students coming from another school, or the whole educational community such as teachers, parents, and authorities. In this stage, the teacher gives the final feedback and instructions. He uses the rubric to evaluate the process, students evaluate themselves with the self-assessment test, and peer-assessment test is also done among peers.

6.7.1 Table 12. Operating Model

PHASES	OBJECTIVES	ACTIVITIES	RESOURCES	PEOPLE RESPONSIBLE	TIME
1. PLANNING	<ul style="list-style-type: none"> • To communicate and ask permission to the authorities for the proposal being carried out in the institution. • To plan the agenda containing the projects and activities based on Project-Based Learning approach. 	<ul style="list-style-type: none"> • Make the official letter for permission of the proposal execution to the authorities. • Create the Project and activities of the proposal. • Prepare the main tests and resources for the projects' execution. 	<ul style="list-style-type: none"> • Official letter • Handbook of projects 	<ul style="list-style-type: none"> • Authorities • Author of the proposal 	2weeks
2.SOCIALIZATION	<ul style="list-style-type: none"> • To socialize the projects to authorities and students. 	<ul style="list-style-type: none"> • Display the three projects to be worked. • Explain each part of the project, stages, times and resources. 	<ul style="list-style-type: none"> • Power Point • Projector • Computer 	<ul style="list-style-type: none"> • Author of the proposal 	2 hours
3.APPLICATION	<ul style="list-style-type: none"> • To apply the proposal with projects to develop the speaking skill in English. 	<ul style="list-style-type: none"> • Development of three projects. Each one in three weeks (in total nine weeks). 	<ul style="list-style-type: none"> • Project-Based Learning handbook • Project • Computer • Multimedia resources (website Canva, Power Point, video editor app Vivavideo) • Computer lab. 	<ul style="list-style-type: none"> • Author of the proposal 	9weeks
4.EVALUATION	<ul style="list-style-type: none"> • To assess the effectiveness of the implementation of projects based on Project-Based Learning approach to develop the speaking skill in English. 	<ul style="list-style-type: none"> • Evaluate each project. • Apply the post-test and compare it with the pre-test done previously. 	<ul style="list-style-type: none"> • Rubric for Project-Based Learning • Peer and self-assessment tests. • Cambridge Ket Test for A2 level. 	<ul style="list-style-type: none"> • Author of the proposal 	4 weeks during the application of each Project.

Source: PBL Handbook
Author: Sisalema, V. (2018)



Handbook of Project-Based Learning to develop the speaking skill in English

Based on the Ecuadorian EFL Curriculum
for A2.1 level



Done by:
Lic. Vanessa Sisalema Sánchez

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INTRODUCTION

Teaching English in the 21st century requires students to be critical thinkers and manage their own learning process. Thus, Project-Based Learning student-centered approach is a great choice. It has been applied by teachers who want students to become the main participants in class and to engage and become interested in different topics or subjects. Students learning English as a foreign language are also part of it. It has been studied that when students work in projects their speaking ability increases because they are exposed to everyday communication activities. Besides that, they use their creativity, collaboration, problem solving, digital literacy, innovation, and among others.

The following handbook presents the main activities, time, steps, and resources to carry out different English classes in a cooperative learning environment. It also includes multimedia resources for students to work with projects.

There are also extra material to apply Project-Based Learning to enhance the English speaking skill.



Tell me and I forget
Teach me and I remember
Involve me and I learn

Benjamin Franklin



PROJECT-BASED LEARNING (PBL)



Project-Based Learning is a student-centered approach focused on the development of skills at oral and written exposure of language, problem solving, planning, investigating, collaborating, and reporting which are used for the fulfillment of various projects or tasks. That includes multimedia presentations, interviews, documentaries, and other kinds of interactive activities. It looks for getting specific objectives such as students' construction of knowledge, exploration of challenges and real-world problems based on twenty-first century skills.

.....



BENEFITS

- PBL enhances learners' autonomy by fostering their confidence, self-esteem, independence, and responsibility.
- PBL increases students' language skills as they communicate and give opinions.
- PBL increases learners' motivation as they engage and enjoy the project's process.
- PBL permits collaborative skills to be developed by giving opinions, taking decisions, and giving feedback.
- PBL makes students develop high-order thinking skills as they design, plan, produce, and present a project.
- PBL allows students improve their reflective skills as they evaluate the projects.

IMPLEMENTATION

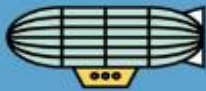
1. Project Launch
2. Knowledge building
3. Product development and critique
4. Final presentation and reflection



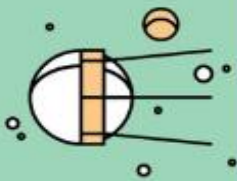
You can follow this process to teach PBL to enhance speaking skill in English!

- 1. it is the first stage in which a driving question is introduced.
- 2. in the second stage, students start to research for information that helps them reach the solution for the driving question.
- 3. in the third stage, students apply what they have already learned by creating a product, solution or recommendation.
- 4. in the last stage, students share the final work to an authentic audience, reflect and evaluate the process.

Development of Projects



IMAGINE



EXPLORE



LEARN



THINK

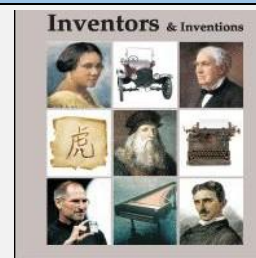


KNOW

PROJECT #1

1. DATA

- **TITLE:** Inventors and Inventions
- **PRODUCT:** Digital Timeline
- **TARGET GROUP:** Tenth Grade EGB “B”
- **ESTIMATED TIME:** 3 weeks (15 class hours)
- **SUBJECT:** English as a Foreign Language
- **AUTHOR:** Lic. Vanessa Sisalema Sánchez



2. INQUIRY QUESTION: How did inventors and their inventions contribute to nowadays technology?

3. LEARNING GOALS: To talk about inventors and inventions of the past by using a timeline, and to sum-up the contributions to nowadays technology.

4. EFL OBJECTIVES:

- **O.EFL 4.4** Develop creative and critical thinking skills when encountering challenges in order to promote autonomous learning and decision making.
- **O.EFL 4.5** Introduce the need for independent research as a daily activity by using electronic resources (ICT) in class while practicing appropriate competences in the four skills.
- **O.EFL 4.7** Use spoken and written literary text in English such as poems, short stories, comic strips, short magazine articles and oral interviews on familiar subjects in order to inspire oral and written production at an A2.1 level.

5. TIMELINE AND PROCESS:

Participants	Process Stage	Activities	Time											
			First Week			Second Week			Third Week					
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'			
Teacher and students	Project Launch	1. Teacher presents the inquiry question: How did inventors and their inventions contribute												

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	
		to nowadays technology ?, using Power Point Slides.										
		2. Teacher asks students what are the most important inventors and inventions in the past and how those inventions contributed to todays' technology.										
		3.Students discuss the possible solutions for the inquiry question.										
		4.Teacher introduces the final product of the project: to create a timeline to show the inventors and inventions of the past until today's contributions.										
		5.Teacher assigns four team members for each group randomly and assign roles: Student 1: coordinator Student 2: secretary Student 3: computer manager Student 4: editor										

Participants	Process Stage	Activities	Time								
			First Week			Second Week			Third Week		
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'
		<p>6.Students get in groups by changing the sitting arrangement (circular arrangement), and talk about their roles and participation in the project.</p> <p>7.Teacher explains the project team contract before starting the project and for students to be more responsible on their work.</p> <p>8.Students discuss and sign the project team contract.</p>									
Teacher and students	Knowledge building	<p>9. After discussing with the students, the teacher proposes a subtopic for each group.</p> <p>Group 1(the printing press-Johannes Gutenberg)</p> <p>Group 2 (the penicillin-Alexander Fleming)</p> <p>Group 3 (the electric system-Thomas Edison)</p>									

Participants	Process Stage	Activities	Time								
			First Week			Second Week			Third Week		
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'
		<p>Group 4 (the motor car-Karl Benz)</p> <p>Group 5 (the microchip-Robert Noyce and Jack Kilby)</p> <p>Group 6 (the disposable cellphone-Randi Altschul)</p> <p>Group 7 (the World Wide Web-Tim Berners-Lee)</p> <p>Group 8 (the camera-George Eastman)</p>									
		10. Students get in groups and start searching information about each subtopic in Google.									
		11. Students look for unknown words and their meaning using WordReference Online Dictionary.									
		12. Students take notes in their English notebooks about the most important data for each inventor and invention.									

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
		13. Teacher guides students by giving suggestions while they research the information.											
		14. Students structure main ideas and ask questions to the teacher when it is needed.											
		15. Teacher asks students to look for pictures to include in their timelines.											
		16. Teacher takes notes on the students' project process and explain the rubric the students are going to be evaluated with.											
Teacher and students	Product development and critique	17. Once students have the information ready the teacher asks students to go to time.graphics online and create their timelines.											
		18. Teacher gives some hints to prepare timelines including dates, main data, and pictures.											
		19. Teacher asks students to edit and save the timelines.											

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
		20. Teacher asks students to open their timelines and practice their oral presentations.											
		21. Students practice and ask questions to the teacher if help is needed.											
		22. Teacher continues taking down notes and evaluating students' project process with a rubric.											
Teacher and students	Final presentation	23. Students show their timelines to the whole class by opening their timelines and presenting them orally.											
		24. Teacher evaluates the final project with a rubric.											
		25. Teacher gives feedback about students' presentations.											
		26. Students give opinions and suggestions for the next project.											
		27. Teacher asks students to work on the self-assessment and peer-assessment templates.											

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	
		28. Students evaluate themselves how they worked during the project and assess their peers.										
6. MATERIALS AND RESOURCES: <ul style="list-style-type: none"> • Power Point Presentation • Internet • Google • Time.graphics • WordReference online dictionary • Students' notebook • Laptop • Desktop computers • USB flash drive • Overhead Projector • Project Team Contract (See pg. 176) 												
7. ASSESSMENT: <ul style="list-style-type: none"> • Self-assessment template (See pg. 173) • Peer-assessment template (See pg. 173) • Rubric template (See pg. 174) 												

Adapted from: The Ministry of Education of Qatar English Department (2000),
Ministerio de Educación del Ecuador Guía de Proyectos Escolares (2017)

Elaborated by: Sisalema, V. (2019)

PROJECT #2

1. DATA

- **TITLE:** Ecuadorian Inventions
- **PRODUCT:** Encyclopedia entry
- **TARGET GROUP:** Tenth Grade EGB “B”
- **ESTIMATED TIME:** 3 weeks (15 class hours)
- **SUBJECT:** English as a Foreign Language
- **AUTHOR:** Lic. Vanessa Sisalema Sánchez



2. INQUIRY QUESTION: How did Ecuadorian inventors benefit to our country development?

3. LEARNING GOALS: To describe Ecuadorian inventions and say their benefits to our country development.

4. EFL OBJECTIVES: O.EFL 4.4, O.EFL 4.5, O.EFL 4.7

5. TIMELINE AND PROCESS:

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
Teacher and students	Project Launch	1. Teacher presents the inquiry question: How did Ecuadorian inventions benefit to our country development ?, and presents a video of Ecuadorian inventions to make students feel curious about it.											
		2. Teacher asks students what inventions drew more their											

Participants	Process Stage	Activities	Time								
			First Week			Second Week			Third Week		
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'
		attention and how they helped to our country development.									
		3.Students discuss possible answers for the inquiry question.									
		4. Teacher introduces the final product of the project: to present an encyclopedia entry of an Ecuadorian invention.									
		5. Teacher assigns four team members for each group randomly and assign the roles of the past projects.									
		6.Students get in groups by changing the sitting arrangement (circular arrangement), plan the project and talk about their roles and participation in it.									
		7. Teacher explains the project team contract before starting the work for students to take more responsibility on it.									

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
		8. Students discuss and sign the project team contract.											
Teacher and students	Knowledge building	9. After discussing with the students, the teacher proposes a subtopic for each group. Group 1 (Pegasso satellite) Group 2 (HandEyes device) Group 3 (Fayac puzzle) Group 4 (Hand of Hope robotic arm) Group 5 (“Hipopótamo” submarine) Group 6 (“To leave” videogame) Group 7 (Biobyte device) Group 8 (Jet Claw bomb)											
		10. Students get in groups and start searching information about each subtopic in Google.											
		11. Students look for unknown words and their meaning using WordReference Online Dictionary.											
		12. Students take notes in their English notebooks about the											

Participants	Process Stage	Activities	Time								
			First Week			Second Week			Third Week		
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'
		most important data for each invention.									
		13. Teacher guides students by giving suggestions while they research the information.									
		14. Students structure main ideas and ask questions to the teacher when it is needed.									
		15. Teacher asks students to look for pictures to include in their entries.									
		16. Teacher takes notes on the students' project process and explain the rubric the students are going to be evaluated with.									
Teacher and students	Product development and critique	17. Once students have the information ready the teacher asks students to open a Word document and create their encyclopedia entries.									
		18. Teacher gives some hints to prepare the encyclopedia entries such as the name of the invention, definition, relevant information, examples, and illustrations.									

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
		19. Teacher checks students' work and give suggestions.											
		20. Teacher asks students to practice their oral presentations with the encyclopedia entries.											
		21. Students practice and ask questions to the teacher if help is needed such as correct pronunciation.											
		22. Teacher continues taking down notes and evaluating students' project process with a rubric.											
Teacher and students	Final presentation	23. Students present their encyclopedia entries to the whole class.											
		24. Teacher evaluates the final project with a rubric.											
		25. Teacher gives feedback about students' presentations.											
		26. Students give opinions and suggestions for the next project.											
		27. Teacher asks students to work on the self-assessment											

Participants	Process Stage	Activities	Time								
			First Week			Second Week			Third Week		
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'
		and peer-assessment templates.									
		28. Students evaluate themselves how they worked during the project and assess their peers.									
6. MATERIALS AND RESOURCES: <ul style="list-style-type: none"> • Video • Internet • Google • Word • WordReference online dictionary • Students' notebook • Laptop • Desktop computers • USB flash drive • Overhead Projector • Project Team Contract (See pg.176) 											
7. ASSESSMENT: <ul style="list-style-type: none"> • Self-assessment template (See pg. 173) • Peer-assessment template (See pg. 173) • Rubric template (See pg. 174) 											

Adapted from: The Ministry of Education of Qatar English Department (2000),
Ministerio de Educación del Ecuador Guía de Proyectos Escolares (2017)

Elaborated by: Sisalema, V. (2019)

PROJECT #3

1. DATA

- **TITLE:** Holiday Activities and Places
- **PRODUCT:** Online Brochure
- **TARGET GROUP:** Tenth Grade EGB “B”
- **ESTIMATED TIME:** 3 weeks (15 class hours)
- **SUBJECT:** English as a Foreign Language
- **AUTHOR:** Lic. Vanessa Sisalema Sánchez



2. INQUIRY QUESTION: How can you advertise your own holiday place?

3. LEARNING GOALS: To advertise a holiday place through an online brochure.

4. EFL OBJECTIVES: O.EFL 4.4, O.EFL 4.5, O.EFL 4.7

5. TIMELINE AND PROCESS:

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
Teacher and students	Project Launch	1. Teacher presents the inquiry question: How can you advertise your own holiday place ?, and presents an example of a holiday place (beach resort, camping site, etc.)											
		2. Teacher asks students to brainstorm possible options to											

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	
		advertise holiday sites on the board.										
		3. Students analyze the brainstorming and discuss the possible answers for the inquiry question.										
		4. Teacher introduces the final product of the project: to create an online brochure to advertise a holiday place.										
		5. Teacher assigns four team members for each group randomly and assign the roles of the past projects.										
		6. Students get in groups by changing the sitting arrangement (circular arrangement), plan the project and talk about their roles and participation in it.										
		7. Teacher explains the project team contract before doing the project, for students to be responsible in all the process.										

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
		8.Students discuss and sign the project team contract.											
Teacher and students	Knowledge building	9.After discussing with the students, the teacher proposes a subtopic for each group. Group 1 (beach resort) Group 2 (fisherman's lodge) Group 3 (camping site) Group 4 (nature trails) Group 5 (safari) Group 6 (waterpark) Group 7 (lodge) Group 8 (national park)											
		10. Students get in groups and start searching information about each subtopic in Google.											
		11.Students look for unknown words and their meaning using WordReference Online Dictionary.											
		12.Students take notes in their English notebooks about the most important data for each place.											

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
		13. Teacher guides students by giving suggestions while they research the information.											
		14. Students structure main ideas and ask questions to the teacher when it is needed.											
		15. Teacher asks students to look for pictures to include in their brochures.											
		16. Teacher takes notes on the students' project process and explain the rubric the students are going to be evaluated with.											
Teacher and students	Product development and critique	17. Once students have the information ready the teacher asks students to open www.flipsnack.com and access with their Gmail account.											
		18. Teacher gives some hints to prepare the brochure, including the topic, main activities to do, address, and price.											

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
		19. Teacher checks students' work and give suggestions.											
		20. Teacher asks students to practice their oral presentations with the online brochures.											
		21. Students practice and ask questions to the teacher if help is needed such as correct pronunciation.											
		22. Teacher continues taking down notes and evaluating students' project process with a rubric.											
Teacher and students	Final presentation	23. Students present the online brochure to their partners.											
		24. Teacher evaluates the final project with a rubric.											
		25. Teacher gives feedback about students' presentations.											
		26. Students give opinions and suggestions for the next project.											
		27. Teacher asks students to work on the self-assessment and peer-assessment templates.											

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	
		28. Students evaluate themselves how they worked during the project and assess their peers.										
6. MATERIALS AND RESOURCES: <ul style="list-style-type: none"> • Power Point Presentation • Board • Markers • Video • Internet • Google • Flipsnack • WordReference online dictionary • Students' notebook • Laptop • Desktop computers • USB flash drive • Overhead Projector • Project Team Contract (See pg. 176) 												
7. ASSESSMENT: <ul style="list-style-type: none"> • Self-assessment template (See pg. 173) • Peer-assessment template (See pg. 173) • Rubric template (See pg. 174) 												

Adapted from: The Ministry of Education of Qatar English Department (2000),
 Ministerio de Educación del Ecuador Guía de Proyectos Escolares (2017)

Elaborated by: Sisalema, V. (2019)

PROJECT #4

1. DATA

- **TITLE:** Local Tourism
- **PRODUCT:** Video
- **TARGET GROUP:** Tenth Grade EGB “B”
- **ESTIMATED TIME:** 3 weeks (15 class hours)
- **SUBJECT:** English as a Foreign Language
- **AUTHOR:** Lic. Vanessa Sisalema Sánchez



2. INQUIRY QUESTION: How can you promote the local tourism in your community?

3. LEARNING GOALS: To promote the local tourism by describing touristic features of students’ town through a video.

4. EFL OBJECTIVES: O.EFL 4.4, O.EFL 4.5, O.EFL 4.7

5. TIMELINE AND PROCESS:

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80’	Wed. 40’	Fri. 80’	Mo 80’	Wed. 40’	Fri. 80’	Mo 80’	Wed. 40’	Fri. 80’	
Teacher and students	Project Launch	1. Teacher presents the inquiry question: How can you promote the local tourism in your community?, and write it on the board.										
		2. Teacher asks students how to promote tourism in their town.										

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	
		3.Students discuss the possible solutions for the inquiry question.										
		4.Teacher introduces the final product of the project: to record a video promoting local tourism.										
		5.Teacher assigns four team members for each group randomly and they are assigned roles.										
		6.Students get in groups by changing the sitting arrangement (circular arrangement) and plan how they are going to work in the project, and talk about their roles and responsibilities in the group.										
		7.Teacher explains the project team contract.										
		8.Students discuss and sign the project team contract.										

Participants	Process Stage	Activities	Time												
			First Week			Second Week			Third Week						
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'				
Teacher and students	Knowledge building	<p>9.After discussing with the students, the teacher gives a subtopic for each group.</p> <p>Group 1(location) Group 2 (history) Group 3 (traditional food) Group 4 (touristic places) Group 5 (activities to do) Group 6 (festivities) Group 7 (weather) Group 8 (budget for tourists)</p>													
		<p>10. Students get in groups and start searching information about each subtopic in Google.</p>													
		<p>11.Students look for unknown words and their meaning using WordReference Online Dictionary.</p>													
		<p>12.Students take notes in their English notebooks about the most important data for each subtopic.</p>													
		<p>13.Teacher guides students by giving suggestions while they research the information.</p>													

Participants	Process Stage	Activities	Time								
			First Week			Second Week			Third Week		
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'
		14. Students structure main ideas and ask questions to the teacher when it is needed.									
		15. Teacher asks students to look for pictures to add to their videos.									
		16. Teacher takes notes to evaluate students' project process and explain the rubric that students are going to be evaluated with.									
Teacher and students	Product development and critique	17. Once students have the information ready the teacher asks students to practice before recording the video.									
		18. Teacher gives some hints to prepare their oral presentation.									
		19. Teacher asks students to install the application Vivavideo in their cellphones.									
		20. Students record their videos by using the information researched beforehand and the cellphone app.									

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	
		21. Students include pictures and edit the video by using Vivavideo app.										
		22. Teacher continues evaluating students' project process by taking down notes and using the rubric.										
Teacher and students	Final presentation	23. Students show their videos by using the overhead projector.										
		24. Teacher evaluates the final project with a rubric.										
		25. Teacher gives feedback about students' presentations.										
		26. Students give opinions and suggestions for the next project.										
		27. Teacher asks students to work on the self-assessment and peer-assessment templates.										
		28. Students evaluate themselves how they worked during the project and assess their peers.										

Participants	Process Stage	Activities	Time								
			First Week			Second Week			Third Week		
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'
<p>6. MATERIALS AND RESOURCES:</p> <ul style="list-style-type: none"> • Markers • Board • Internet • Google • Cellphone cam • WordReference online dictionary • Students' notebook • Vivavideo app • Laptop • Desktop computers • USB flash drive • Overhead Projector • Project Team Contract (See pg.176) 											
<p>7. ASSESSMENT:</p> <ul style="list-style-type: none"> • Self-assessment template (See pg. 173) • Peer-assessment template (See pg. 173) • Rubric template (See pg. 174) 											

Adapted from: The Ministry of Education of Qatar English Department (2000),
Ministerio de Educación del Ecuador Guía de Proyectos Escolares (2017)

Elaborated by: Sisalema, V. (2019)

PROJECT #5

1. DATA

- **TITLE:** Hobbies
- **PRODUCT:** Online Scrapbook
- **TARGET GROUP:** Tenth Grade EGB “B”
- **ESTIMATED TIME:** 3 weeks (15 class hours)
- **SUBJECT:** English as a Foreign Language
- **AUTHOR:** Lic. Vanessa Sisalema Sánchez



2. INQUIRY QUESTION: How can you get into a hobby?

3. LEARNING GOALS: To talk about how to get into a hobby by describing its do’s and don’ts through a scrapbook.

4. EFL OBJECTIVES: O.EFL 4.4, O.EFL 4.5, O.EFL 4.7

5. TIMELINE AND PROCESS:

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80’	Wed. 40’	Fri. 80’	Mo 80’	Wed. 40’	Fri. 80’	Mo 80’	Wed. 40’	Fri. 80’	
Teacher and students	Project Launch	1. Teacher presents the inquiry question: How can you get into hobby?, and write it on the board.										
		2. Teacher asks students how to get into a hobby and what their favorite hobbies are.										
		3. Students discuss the possible solutions for the inquiry question.										

Participants	Process Stage	Activities	Time								
			First Week			Second Week			Third Week		
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'
		<p>4.Teacher introduces the final product of the project: to create an online scrapbook to talk about the do's and don'ts of a hobby.</p> <p>5.Teacher assigns four team members for each group randomly and also assigns roles for each student.</p> <p>6.Students get in groups by changing the sitting arrangement (circular arrangement).</p> <p>7.Teacher explains the project team contract.</p> <p>8.Students discuss and sign the project team contract.</p>									
Teacher and students	Knowledge building	<p>9.Students and teacher choose some hobbies to talk about.</p> <p>Group 1(dancing) Group 2 (singing) Group 3 (taking photographs) Group 4 (playing videogames) Group 5 (listening to music) Group 6 (riding a bike)</p>									

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	
		Group 7 (shopping) Group 8 (chatting)										
		10. Students get in groups and start searching information about each subtopic in Google.										
		11. Students look for unknown words and their meaning using WordReference Online Dictionary.										
		12. Students take notes in their English notebooks about the most important data for each subtopic.										
		13. Teacher guides students by giving suggestions while they research the information.										
		14. Students ask questions to the teacher when it is needed.										
		15. Teacher asks students to create a Gmail account.										
		16. Teacher takes down notes to start evaluating students' project process.										
Teacher and students	Product development and critique	17. Teacher asks students to join the website www.canva.com .										

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	
		18. Students join the website and start making the scrapbook.										
		19. Students add pictures, templates and different figures to make their scrapbook, to finally download it.										
		20. Students practice their oral presentations with the finished scrapbook by stating do's and don'ts of the hobby.										
		21. Teacher gives some hints for the oral presentation.										
		22. Teacher continues taking down notes to evaluate students' project process and using the rubric as well.										
Teacher and students	Final presentation	23. Students show their digital scrapbooks to the rest of the class.										
		24. Teacher evaluates the final project with a rubric.										
		25. Teacher gives feedback about students' presentations.										

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	
		26. Students give opinions and suggestions for the next project.										
		27. Teacher asks students to work on the self-assessment and peer-assessment templates.										
		28. Students evaluate themselves how they worked during the project and assess their peers.										

6. MATERIALS AND RESOURCES:

- Markers
- Board
- Internet
- Google
- Gmail
- WordReference online dictionary
- Students' notebook
- Canva Website
- Laptop
- Desktop computers
- Overhead Projector
- Project Team Contract (See pg. 176)

Participants	Process Stage	Activities	Time								
			First Week			Second Week			Third Week		
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'
7. ASSESSMENT: <ul style="list-style-type: none"> • Self-assessment template (See pg. 173) • Peer-assessment template (See pg. 173) • Rubric template (See pg. 174) 											

Adapted from: The Ministry of Education of Qatar English Department (2000),
Ministerio de Educación del Ecuador Guía de Proyectos Escolares (2017)

Elaborated by: Sisalema, V. (2019)

PROJECT #6

1. DATA

- **TITLE:** Social Networks
- **PRODUCT:** Power Point Slides Campaign
- **TARGET GROUP:** Tenth Grade EGB “B”
- **ESTIMATED TIME:** 3 weeks (15 class hours)
- **SUBJECT:** English as a Foreign Language
- **AUTHOR:** Lic. Vanessa Sisalema Sánchez



2. INQUIRY QUESTION: How to use social networks responsibly?

3. LEARNING GOALS: To state advice and prohibition about social networks.

4. EFL OBJECTIVES: O.EFL 4.4, O.EFL 4.5, O.EFL 4.7

5. TIMELINE AND PROCESS:

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
Teacher and students	Project Launch	1. Teacher presents the inquiry question: How to use social networks responsibly?, and write it on the board.											
		2. Teacher asks students how to use social networks responsibly, and what are the positive and negative aspects of using social networks.											

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
		3.Students discuss the possible solutions for the inquiry question.											
		4.Teacher introduces the final product of the project: to make a campaign to give advice and state prohibition about social networks.											
		5. Teacher assigns four team members for each group randomly.											
		6.Students get in groups by changing the sitting arrangement (circular arrangement), and they plan and talk about their roles and responsibilities for the project work.											
		7.Teacher explains the project team contract.											
		8.Students discuss and sign the project team contract.											
Teacher and students	Knowledge building	9.Students and teacher choose some social networks to talk											

Participants	Process Stage	Activities	Time												
			First Week			Second Week			Third Week						
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'				
		<p>about positive and negative aspects, give advice and state prohibition.</p> <p>Group 1(Facebook use prohibitions)</p> <p>Group 2 (Facebook use advices)</p> <p>Group 3 (WhatsApp use prohibitions)</p> <p>Group 4 (WhatsApp use advices)</p> <p>Group 5 (Instagram use prohibitions)</p> <p>Group 6 (Instagram use advices)</p> <p>Group 7 (Twitter use prohibitions)</p> <p>Group 8 (Twitter use advices)</p>													
		10. Students get in groups and start searching information about each subtopic in Google.													
		11. Students look for unknown words and their meaning using WordReference Online Dictionary.													

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
		12.Students take notes in their English notebooks about the most important data for each subtopic.											
		13.Teacher guides students by giving suggestions while they research the information.											
		14.Students ask questions to the teacher when it is needed.											
		15.Teacher asks students to find pictures for the campaign.											
		16.Teacher takes down notes of the students' project process, and explain the evaluation rubric to students.											
Teacher and students	Product development and critique	17.Teacher asks students to use the researched information and use Power Point.											
		18.Students write main ideas about what people must not do and what people should do when they use social networks.											
		19.Students add pictures to Power Point slides.											

Participants	Process Stage	Activities	Time											
			First Week			Second Week			Third Week					
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'			
		20.Students practice their oral presentations with the Power Point slides campaign.												
		21.Teacher gives some hints for the oral presentation.												
		22.Teacher continues taking down notes and evaluating students' project process with a rubric.												
Teacher and students	Final presentation	23.Students show their campaigns on how to use social networks in front of other students.												
		24.Teacher evaluates the final project with a rubric.												
		25. Teacher gives feedback about students' presentations.												
		26.Students give opinions and suggestions for the next project.												
		27.Teacher asks students to work on the self-assessment and peer-assessment templates.												
		28.Students evaluate themselves how they worked												

Participants	Process Stage	Activities	Time								
			First Week			Second Week			Third Week		
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'
		during the project and assess their peers.									
6. MATERIALS AND RESOURCES: <ul style="list-style-type: none"> • Markers • Board • Internet • Google • Power Point • WordReference online dictionary • Students' notebook • Canva Website • Overhead Projector • Laptop • Desktop computers • Project Team Contract (See pg. 176) 											
7. ASSESSMENT: <ul style="list-style-type: none"> • Self-assessment template (See pg. 173) • Peer-assessment template (See pg. 173) • Rubric template (See pg. 174) 											

Adapted from: The Ministry of Education of Qatar English Department (2000),
 Ministerio de Educación del Ecuador Guía de Proyectos Escolares (2017)

Elaborated by: Sisalema, V. (2019)

PROJECT #7

1. DATA

- **TITLE:** Getting to know more about the world!!!
- **PRODUCT:** Landmarks infographic
- **TARGET GROUP:** Tenth Grade EGB “B”
- **ESTIMATED TIME:** 3 weeks (15 class hours)
- **SUBJECT:** English as a Foreign Language
- **AUTHOR:** Lic. Vanessa Sisalema Sánchez



2. INQUIRY QUESTION: How can you get to know more about the world?

3. LEARNING GOALS: To talk about famous landmarks through an infographic.

4. EFL OBJECTIVES: O.EFL 4.4, O.EFL 4.5, O.EFL 4.7

5. TIMELINE AND PROCESS:

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	
Teacher and students	Project Launch	1. Teacher presents the inquiry question: How can you get to know more about the world ?										
		2. Teacher asks students what are the possible mechanisms to make people know more about the world through a poster, video, etc.										

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
		3.Students write on the board the possible solutions and discuss the possible answers for the inquiry question.											
		4.Teacher introduces the final product of the project: to create an infographic online to talk about the most famous landmarks.											
		5.Teacher assigns four team members for each group randomly and assign the roles of the past projects.											
		6.Students get in groups by changing the sitting arrangement (circular arrangement), plan the project and talk about their roles and participation in it.											
		7.Teacher explains the project team contract before doing the project, for students to be responsible in all the process.											

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
		8.Students discuss and sign the project team contract.											
Teacher and students	Knowledge building	9.After discussing with the students, the teacher proposes a subtopic for each group. Group 1(Machu Picchu) Group 2 (Mount Everest) Group 3 (Jerusalem) Group 4 (Eiffel Tower) Group 5 (Sydney Opera House) Group 6 (Great Wall) Group 7 (Central Park) Group 8 (Buckingham Palace)											
		10. Students get in groups and start searching information about each subtopic in Google.											
		11.Students look for unknown words and their meaning using WordReference Online Dictionary.											
		12.Students take notes in their English notebooks about the most important data for each landmark.											

Participants	Process Stage	Activities	Time											
			First Week			Second Week			Third Week					
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'			
		13. Teacher guides students by giving suggestions while they research the information.												
		14. Students structure main ideas and ask questions to the teacher when it is needed.												
		15. Teacher asks students to look for pictures to include in their infographics.												
		16. Teacher takes notes on the students' project process and explain the rubric the students are going to be evaluated with.												
Teacher and students	Product development and critique	17. Once students have the information ready the teacher asks students to open inforgraphic.venngage.com with their Gmail account.												
		18. Teacher gives some hints to prepare the infographic such as main information of the place, population, size, location, etc.												
		19. Teacher checks students' work and give suggestions.												
		20. Teacher asks students to practice their oral												

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
		presentations with the infographics.											
		21.Students practice and ask questions to the teacher if help is needed such as correct pronunciation.											
		22.Teacher continues taking down notes and evaluating students' project process with a rubric.											
Teacher and students	Final presentation	23.Students show their infographics to the whole class.											
		24.Teacher evaluates the final project with a rubric.											
		25.Teacher gives feedback about students' presentations.											
		26.Students give opinions and suggestions for the next project.											
		27.Teacher asks students to work on the self-assessment and peer-assessment templates.											
		28.Students evaluate themselves how they worked											

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	
		during the project and assess their peers.										
6. MATERIALS AND RESOURCES: <ul style="list-style-type: none"> • Board • Markers • Internet • Google • Venngage • WordReference online dictionary • Students' notebook • Laptop • Desktop computers • USB flash drive • Overhead Projector • Project Team Contract (See pg. 176) 												
7. ASSESSMENT: <ul style="list-style-type: none"> • Self-assessment template (See pg. 173) • Peer-assessment template (See pg. 173) • Rubric template (See pg. 174) 												

Adapted from: The Ministry of Education of Qatar English Department (2000),
Ministerio de Educación del Ecuador Guía de Proyectos Escolares (2017)

Elaborated by: Sisalema, V. (2019)

PROJECT #8

1. DATA

- **TITLE:** Famous People
- **PRODUCT:** Online profile
- **TARGET GROUP:** Tenth Grade EGB “B”
- **ESTIMATED TIME:** 3 weeks (15 class hours)
- **SUBJECT:** English as a Foreign Language
- **AUTHOR:** Lic. Vanessa Sisalema Sánchez



2. INQUIRY QUESTION: How do famous people achieve their success?

3. LEARNING GOALS: To talk about famous people’s lives and their success.

4. EFL OBJECTIVES: O.EFL 4.4, O.EFL 4.5, O.EFL 4.7

5. TIMELINE AND PROCESS:

Participants	Process Stage	Activities	Time											
			First Week			Second Week			Third Week					
			Mo 80’	Wed. 40’	Fri. 80’	Mo 80’	Wed. 40’	Fri. 80’	Mo 80’	Wed. 40’	Fri. 80’			
Teacher and students	Project Launch	<p>1. Teacher presents the inquiry question: How do famous people achieve their success? And write it on the board.</p> <p>2. Teacher asks students to tell examples of famous people and think about their success in life.</p>												

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	
		3.Students say some examples and discuss the possible answers for the inquiry question.										
		4.Teacher introduces the final product of the project: to create a profile to talk about famous people and their successful lives.										
		5.Teacher assigns four team members for each group randomly and assign the roles of the past projects.										
		6.Students get in groups by changing the sitting arrangement (circular arrangement), plan the project and talk about their roles and participation in it.										
		7.Teacher explains the project team contract before doing the project, for students to be responsible in all the process.										

Participants	Process Stage	Activities	Time												
			First Week			Second Week			Third Week						
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'				
		8.Students discuss and sign the project team contract.													
Teacher and students	Knowledge building	9.After discussing with the students, the teacher proposes a subtopic for each group. Group 1(Will Smith) Group 2 (Tom Cruise) Group 3 (Emma Watson) Group 4 (Leonel Messi) Group 5 (Natalie Portman) Group 6 (Barack Obama) Group 7 (Michael Jordan) Group 8 (Tom Hanks)													
		10. Students get in groups and start searching information about each subtopic in Google.													
		11.Students look for unknown words and their meaning using WordReference Online Dictionary.													
		12.Students take notes in their English notebooks about the most important data for each person.													

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
		13. Teacher guides students by giving suggestions while they research the information.											
		14. Students structure main ideas and ask questions to the teacher when it is needed.											
		15. Teacher asks students to look for pictures to include in their profiles.											
		16. Teacher takes notes on the students' project process and explain the rubric the students are going to be evaluated with.											
Teacher and students	Product development and critique	17. Once students have the information ready the teacher asks students to open blogger.com with their Gmail account.											
		18. Teacher gives some hints to prepare the profiles such as name, date of birth, and important events in their lives.											
		19. -Teacher checks students' work and give suggestions.											
		20. Teacher asks students to practice their oral											

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	
		presentations with the profiles.										
		21. Students practice and ask questions to the teacher if help is needed such as correct pronunciation.										
		22. Teacher continues taking down notes and evaluating students' project process with a rubric.										
Teacher and students	Final presentation	23. Students present the profiles to the whole class.										
		24. Teacher evaluates the final project with a rubric.										
		25. Teacher gives feedback about students' presentations.										
		26. Students give opinions and suggestions for the next project.										
		27. Teacher asks students to work on the self-assessment and peer-assessment templates.										
		28. Students evaluate themselves how they worked										

Participants	Process Stage	Activities	Time								
			First Week			Second Week			Third Week		
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'
		during the project and assess their peers.									
6. MATERIALS AND RESOURCES:											
<ul style="list-style-type: none"> • Board • Markers • Internet • Google • Blogger • WordReference online dictionary • Students' notebook • Laptop • Desktop computers • USB flash drive • Overhead Projector • Project Team Contract (See pg. 176) 											
7. ASSESSMENT:											
<ul style="list-style-type: none"> • Self-assessment template (See pg. 173) • Peer-assessment template (See pg. 173) • Rubric template (See pg. 174) 											

Adapted from: The Ministry of Education of Qatar English Department (2000),
Ministerio de Educación del Ecuador Guía de Proyectos Escolares (2017)

Elaborated by: Sisalema, V. (2019)

PROJECT #9

1. DATA

- **TITLE:** Jobs
- **PRODUCT:** Jobs Online Poster
- **TARGET GROUP:** Tenth Grade EGB “B”
- **ESTIMATED TIME:** 3 weeks (15 class hours)
- **SUBJECT:** English as a Foreign Language
- **AUTHOR:** Lic. Vanessa Sisalema Sánchez



2. INQUIRY QUESTION: What job will you probably have in the future?

3. LEARNING GOALS: To talk about different jobs and their main requirements through a poster.

4. EFL OBJECTIVES: O.EFL 4.4, O.EFL 4.5, O.EFL 4.7

5. TIMELINE AND PROCESS:

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	
Teacher and students	Project Launch	1. Teacher presents the inquiry question: What job will you probably have in the future ? and write it on the board.										
		2. Teacher asks students what jobs they are interested in to study and work when they become adults and the main										

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	
		requirements to have a dream job.										
		3.Students write on the board the possible solutions and discuss the possible answers for the inquiry question.										
		4.Teacher introduces the final product of the project: to create a poster explaining a job and their main requirements.										
		5. Teacher assigns four team members for each group randomly and assign the roles of the past projects.										
		6.Students get in groups by changing the sitting arrangement (circular arrangement), plan the project and talk about their roles and participation in it.										
		7. Teacher explains the project team contract before doing the										

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	
		project, for students to be responsible in all the process.										
		8.Students discuss and sign the project team contract.										
Teacher and students	Knowledge building	9.After discussing with the students, the teacher proposes a subtopic for each group. Group 1(doctor) Group 2 (engineer) Group 3 (architect) Group 4 (police officer) Group 5 (teacher) Group 6 (nurse) Group 7 (business person) Group 8 (lawyer)										
		10. Students get in groups and start searching information about each subtopic in Google. They have to find the main requirements to become a doctor, lawyer, etc.										
		11.Students look for unknown words and their meaning using WordReference Online Dictionary.										

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
		12. Students take notes in their English notebooks about the most important data for each job.											
		13. Teacher guides students by giving suggestions while they research the information.											
		14. Students structure main ideas and ask questions to the teacher when it is needed.											
		15. Teacher asks students to look for pictures to include in their posters.											
		16. Teacher takes notes on the students' project process and explain the rubric the students are going to be evaluated with.											
Teacher and students	Product development and critique	17. Once students have the information ready the teacher asks students to open spark.adobe.com with their Gmail account to create the poster with main information, and different creative features.											
		18. Teacher gives some hints to prepare the poster such as the name of the job, and main											

Participants	Process Stage	Activities	Time								
			First Week			Second Week			Third Week		
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'
		requirements to become and work in that job.									
		19. Teacher checks students' work and give suggestions.									
		20. Teacher asks students to practice their oral presentations with the online posters.									
		21. Students practice and ask questions to the teacher if help is needed such as correct pronunciation.									
		22. Teacher continues taking down notes and evaluating students' project process with a rubric.									
Teacher and students	Final presentation	23. Students present their online posters to the whole class.									
		24. Teacher evaluates the final project with a rubric.									
		25. Teacher gives feedback about students' presentations.									
		26. Students give opinions and suggestions for the next project.									

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	
		27. Teacher asks students to work on the self-assessment and peer-assessment templates.										
		28. Students evaluate themselves how they worked during the project and assess their peers.										
6. MATERIALS AND RESOURCES:												
<ul style="list-style-type: none"> • Board • Markers • Internet • Google • Spark Adobe • WordReference online dictionary • Students' notebook • Laptop • Desktop computers • Overhead Projector • Project Team Contract (See pg.176) 												
7. ASSESSMENT:												
<ul style="list-style-type: none"> • Self-assessment template (See pg. 173) • Peer-assessment template (See pg. 173) • Rubric template (See pg. 174) 												

Adapted from: The Ministry of Education of Qatar English Department (2000),
Ministerio de Educación del Ecuador Guía de Proyectos Escolares (2017)

Elaborated by: Sisalema, V. (2019)

PROJECT #10

1. DATA

- **TITLE:** Finding a job!!!
- **PRODUCT:** Prezi Online Presentation
- **TARGET GROUP:** Tenth Grade EGB “B”
- **ESTIMATED TIME:** 3 weeks (15 class hours)
- **SUBJECT:** English as a Foreign Language
- **AUTHOR:** Lic. Vanessa Sisalema Sánchez



2. INQUIRY QUESTION: How could you get a job in the future?

3. LEARNING GOALS: To talk about how to find a job and give advice on it through a Prezi Online presentation.

4. EFL OBJECTIVES: O.EFL 4.4, O.EFL 4.5, O.EFL 4.7

5. TIMELINE AND PROCESS:

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	
Teacher and students	Project Launch	1. Teacher presents the inquiry question: How could you find a job in the future? and write it on the board.										
		2. Teacher asks students how they can find a job in the										

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	
		future, what are the most important requirements to get a job such as a correct curriculum, the way they dress for a job appointment, experience, and among others.										
		3.Students write on the board the possible solutions and discuss the possible answers for the inquiry question.										
		4.Teacher introduces the final product of the project: to create an online presentation in Prezi about how to find a job.										
		5.Teacher assigns four team members for each group randomly and assign the roles of the past projects.										
		6.Students get in groups by changing the sitting arrangement (circular arrangement), plan the project and talk about their roles and participation in it.										

Participants	Process Stage	Activities	Time									
			First Week			Second Week			Third Week			
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	
		7. Teacher explains the project team contract before doing the project, for students to be responsible in all the process.										
		8. Students discuss and sign the project team contract.										
Teacher and students	Knowledge building	<p>9. After discussing with the students, the teacher proposes a subtopic for each group.</p> <p>Group 1 (How to prepare a good curriculum vitae)</p> <p>Group 2 (How to prepare for a job interview)</p> <p>Group 3 (How to dress for a job interview)</p> <p>Group 4 (How to fill in a job application form)</p> <p>Group 5 (Correct vocabulary to use in a job interview)</p> <p>Group 6 (Correct attitude for a job interview)</p> <p>Group 7 (Correct non-verbal communication for a job interview)</p> <p>Group 8 (How to find a job online)</p>										

Participants	Process Stage	Activities	Time								
			First Week			Second Week			Third Week		
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'
		10. Students get in groups and start searching information about each subtopic in Google.									
		11. Students look for unknown words and their meaning using WordReference Online Dictionary.									
		12. Students take notes in their English notebooks about the most important data for each subtopic.									
		13. Teacher guides students by giving suggestions while they research the information.									
		14. Students structure main ideas and ask questions to the teacher when it is needed.									
		15. Teacher asks students to look for pictures to include in their presentations.									
		16. Teacher takes notes on the students' project process and explain the rubric the students are going to be evaluated with.									

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
Teacher and students	Product development and critique	17. Once students have the information ready the teacher asks students to open prez.com with their Gmail account to create an online presentation on how to find a job.											
		18. Teacher gives some hints to prepare the presentation such as main advice on how to find a job, key ideas and pictures to make the audience understand the message.											
		19. Teacher checks students' work and give suggestions.											
		20. Teacher asks students to practice their oral presentations with the online presentations in Prezi.											
		21. Students practice and ask questions to the teacher if help is needed such as correct pronunciation.											
		22. Teacher continues taking down notes and evaluating students' project process with a rubric.											

Participants	Process Stage	Activities	Time												
			First Week			Second Week			Third Week						
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'				
Teacher and students	Final presentation	23. Students present their online presentations to the whole class, and they ask and answer questions as well as the audience in case of misunderstanding of the topic.													
		24. Teacher evaluates the final project with a rubric.													
		25. Teacher gives feedback about students' presentations.													
		26. Students give opinions and suggestions for the next project.													
		27. Teacher asks students to work on the self-assessment and peer-assessment templates.													
		28. Students evaluate themselves how they worked during the project and assess their peers.													
6. MATERIALS AND RESOURCES:															
<ul style="list-style-type: none"> • Board • Markers • Internet • Google • Prezi 															

Participants	Process Stage	Activities	Time											
			First Week			Second Week			Third Week					
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'			
		<ul style="list-style-type: none"> • WordReference online dictionary • Students' notebook • Laptop • Desktop computers • USB flash drive • Overhead Projector • Project Team Contract (See pg. 176) 												
		7. ASSESSMENT: <ul style="list-style-type: none"> • Self-assessment template (See pg. 173) • Peer-assessment template (See pg. 173) • Rubric template (See pg. 174) 												

Adapted from: The Ministry of Education of Qatar English Department (2000),
Ministerio de Educación del Ecuador Guía de Proyectos Escolares (2017)

Elaborated by: Sisalema, V. (2019)

PROJECT #11

1. DATA

- **TITLE:** Inspiring People
- **PRODUCT:** Video
- **TARGET GROUP:** Tenth Grade EGB “B”
- **ESTIMATED TIME:** 3 weeks (15 class hours)
- **SUBJECT:** English as a Foreign Language
- **AUTHOR:** Lic. Vanessa Sisalema Sánchez



2. INQUIRY QUESTION: How did inspiring people change the world?

3. LEARNING GOALS: To talk about inspiring people and their contributions to the world through a video.

4. EFL OBJECTIVES: O.EFL 4.4, O.EFL 4.5, O.EFL 4.7

5. TIMELINE AND PROCESS:

Participants	Process Stage	Activities	Time								
			First Week			Second Week			Third Week		
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'
Teacher and students	Project Launch	1. Teacher presents the inquiry question: How did inspiring people change the world? and presents a video of inspiring people to make them feel interested on the topic.									
		2. Teacher asks students what they think of inspiring people and their contribution to today's society.									

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
		3.Students write on the board the possible solutions and discuss the possible answers for the inquiry question.											
		4.Teacher introduces the final product of the project: to create a video talking about inspiring people and their contributions.											
		5.Teacher assigns four team members for each group randomly and assign the roles of the past projects.											
		6.Students get in groups by changing the sitting arrangement (circular arrangement), plan the project and talk about their roles and participation in it.											
		7.Teacher explains the project team contract before doing the project, for students to be responsible in all the process.											

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
		8.Students discuss and sign the project team contract.											
Teacher and students	Knowledge building	9.After discussing with the students, the teacher proposes a subtopic for each group. Group 1(Nick Vujicic) Group 2 (Nelson Mandela) Group 3 (Martin Luther King) Group 4 (Mother Teresa) Group 5 (Mahatma Ghandi) Group 6 (Marie Curie) Group 7 (Dalai Lama) Group 8 (Leonardo da Vinci)											
		10. Students get in groups and start searching information about each subtopic in Google.											
		11.Students look for unknown words and their meaning using WordReference Online Dictionary.											
		12.Students take notes in their English notebooks about the most important data for each subtopic.											

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
		13. Teacher guides students by giving suggestions while they research the information.											
		14. Students structure main ideas and ask questions to the teacher when it is needed.											
		15. Teacher asks students to look for pictures to include in their videos.											
		16. Teacher takes notes on the students' project process and explain the rubric the students are going to be evaluated with											
Teacher and students	Product development and critique	17. Once students have the information ready the teacher asks students to use Vivavideo in their cellphones, record their voice and include pictures for the video.											
		18. Teacher gives some hints to prepare the presentation such as name of the inspiring person, most important facts of their lives, contributions to humankind, and a final reflection on it.											

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
		19. Teacher checks students' work and give suggestions as they record the video.											
		20. Teacher asks students to practice their oral presentations with the videos.											
		21. Students practice and ask questions to the teacher if help is needed such as correct pronunciation.											
		22. Teacher continues taking down notes and evaluating students' project process with a rubric.											
Teacher and students	Final presentation	23. Students present their videos to their classmates and other students from other classes. Students ask and answer questions.											
		24. Teacher evaluates the final project with a rubric.											
		25. Teacher gives feedback about students' presentations.											
		26. Students give opinions and suggestions for the next project.											
		27. Teacher asks students to work on the self-assessment											

Participants	Process Stage	Activities	Time								
			First Week			Second Week			Third Week		
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'
		and peer-assessment templates.									
		28. Students evaluate themselves how they worked during the project and assess their peers.									
6. MATERIALS AND RESOURCES: <ul style="list-style-type: none"> • Video • Board • Markers • Internet • Google • Vivavideo • Cellphones • WordReference online dictionary • Students' notebook • USB flash drive • Laptop • Desktop computers • Overhead Projector • Project Team Contract (See pg. 176) 											
7. ASSESSMENT: <ul style="list-style-type: none"> • Self-assessment template (See pg. 173) • Peer-assessment template (See pg. 173) • Rubric template (See pg. 174) 											

Adapted from: The Ministry of Education of Qatar English Department (2000), Ministerio de Educación del Ecuador Guía de Proyectos Escolares (2017)

PROJECT #12

1. DATA

- **TITLE:** Success Stories
- **PRODUCT:** Podcast
- **TARGET GROUP:** Tenth Grade EGB “B”
- **ESTIMATED TIME:** 3 weeks (15 class hours)
- **SUBJECT:** English as a Foreign Language
- **AUTHOR:** Lic. Vanessa Sisalema Sánchez



2. INQUIRY QUESTION: How do success stories influence on people’s attitudes?

3. LEARNING GOALS: To narrate success stories and reflect on them by making a podcast.

4. EFL OBJECTIVES: O.EFL 4.4, O.EFL 4.5, O.EFL 4.7

5. TIMELINE AND PROCESS:

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
Teacher and students	Project Launch	1. Teacher presents the inquiry question: How do success stories influence on people’s attitudes?, and presents a success story video.											
		2. Teacher asks students what success is and brainstorm ideas about successful stories.											

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
		3.Students write on the board the possible solutions and discuss the possible answers for the inquiry question											
		4.Teacher introduces the final product of the project: to create a podcast narrating success stories.											
		5.Teacher assigns four team members for each group randomly and assign the roles of the past projects.											
		6.Students get in groups by changing the sitting arrangement (circular arrangement), plan the project and talk about their roles and participation in it.											
		7.Teacher explains the project team contract before doing the project, for students to be responsible in all the process.											
		8.Students discuss and sign the project team contract.											

Participants	Process Stage	Activities	Time												
			First Week			Second Week			Third Week						
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'				
Teacher and students	Knowledge building	<p>9.After discussing with the students, the teacher proposes a story of some people for each group.</p> <p>Group 1(Bill Gates) Group 2 (Walt Disney) Group 3 (Steve Jobs) Group 4 (Oprah Winfrey) Group 5 (Marilyn Monroe) Group 6 (J.K. Rowling) Group 7 (Chris Gardner) Group 8 (Dwayne Johnson)</p>													
		<p>10. Students get in groups and start searching information about each subtopic in Google.</p>													
		<p>11.Students look for unknown words and their meaning using WordReference Online Dictionary.</p>													
		<p>12.Students take notes in their English notebooks about the most important data for each subtopic.</p>													
		<p>13.Teacher guides students by giving suggestions while they research the information.</p>													

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
		14.Students structure main ideas and ask questions to the teacher when it is needed.											
		15.Teacher asks students to look for pictures to include in their podcasts.											
		16.Teacher takes notes on the students' project process and explain the rubric the students are going to be evaluated with											
Teacher and students	Product development and critique	17.Once students have the information ready the teacher asks students to use Podbean.com, and pre-record their voices.											
		18.Teacher gives some hints to prepare a good podcast such as the main focus of the story.											
		19.Teacher checks students' work and give suggestions as they record their voices.											
		20.Teacher asks students to practice their oral presentations with the podcasts.											
		21.Students practice and ask questions to the teacher if help											

Participants	Process Stage	Activities	Time										
			First Week			Second Week			Third Week				
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'		
		is needed such as correct pronunciation.											
		22. Teacher continues taking down notes and evaluating students' project process with a rubric.											
Teacher and students	Final presentation	23. Students present their podcasts to their classmates. Students ask and answer questions to reflect on the stories.											
		24. Teacher evaluates the final project with a rubric.											
		25. Teacher gives feedback about students' presentations.											
		26. Students give opinions and suggestions for the next project.											
		27. Teacher asks students to work on the self-assessment and peer-assessment templates.											
		28. Students evaluate themselves how they worked during the project and assess their peers.											

Participants	Process Stage	Activities	Time								
			First Week			Second Week			Third Week		
			Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'	Mo 80'	Wed. 40'	Fri. 80'
6. MATERIALS AND RESOURCES:											
<ul style="list-style-type: none"> • Board • Markers • Video • Internet • Google • Podbean • WordReference online dictionary • Students' notebook • USB flash drive • Laptop • Desktop computers • Overhead Projector • Project Team Contract (See pg. 176) 											
7. ASSESSMENT:											
<ul style="list-style-type: none"> • Self-assessment template (See pg. 173) • Peer-assessment template (See pg. 173) • Rubric template (See pg. 174) 											

Adapted from: The Ministry of Education of Qatar English Department (2000),
 Ministerio de Educación del Ecuador Guía de Proyectos Escolares (2017)

Elaborated by: Sisalema, V. (2019)

UNIDAD EDUCATIVA “QUISAPINCHA”
PROJECT-BASED LEARNING RUBRIC



Focus	4 Excellent	3 Good	2 Fair	1 Unsatisfactory
Collaboration	Students collaborated with each other all the time.	Student collaborated with each other most of the time.	Student collaborated with each other with prompting.	Student did not collaborate with each other.
Follow directions and stay on task	Student followed directions to complete activities and stayed on task all the time.	Student followed directions to complete activities and stayed on task most of the time.	Student followed directions and stayed on task generally. Teacher had to redirect SS occasionally.	Student did not follow directions and did not stay on task. Teacher had to redirect students often.
Use of Technology	Student used the internet efficiently to research the topic.	Student used efficiently to research the topic, but required some assistance.	Student often need assistance to research the topic using internet.	Student was unable to efficiently research the topic using the internet without teachers' assistance.

<p>Oral Presentation</p>	<p>Student listened to others with care and took turns when speaking.</p> <p>Student's ideas were very interesting. Student used perfect pace, volume, intonation, and expression. Little or no prompting was required.</p>	<p>Student listened to others with care and took turns when speaking most of the time.</p> <p>Student's ideas were interesting. Student used effective pace, volume, intonation, and expression. Required some prompting.</p>	<p>Student often listened to others with care and took turns when speaking.</p> <p>Student's ideas were not very interesting. Student used somewhat effective pace, volume, intonation, and expression. Required some prompting to present the facts.</p>	<p>Student occasionally listened to others with care and took turns when speaking.</p> <p>Student's ideas were uninteresting. Student's techniques were unclear. Student was unable to present the facts without prompting.</p>
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Adapted from: Teachers Pay Teachers (2014)

Elaborated by: Sisalema, V. (2019)



UNIDAD EDUCATIVA “QUISAPINCHA”



PROJECT TEAM CONTRACT

Project Name:

Team members:

OUR AGREEMENT

- We promise to listen to each other's ideas.
- We promise to respect each other.
- We promise to work on time.
- We promise to help each other.
- We promise to ask for teacher's help when we need it.

If someone breaks one of these rules, the team will give a verbal warning to the member. If the person continues breaking rules, we will ask our teacher to find out a solution.

Date: _____

Team member's signatures:

Adapted from: A Teacher's Guide to Project-Based Learning (2000)
Elaborated by: Sisalema, V. (2019)

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ANNEXES

Annex 01 Letter of permission



UNIDAD EDUCATIVA
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Ambato, 13 de septiembre del 2018

Dr. Gonzalo Lizano
RECTOR
UNIDAD EDUCATIVA QUISAPINCHA

Presente.


Yo, **Vanessa del Pilar Sisalema Sánchez** con C.I. 1804462693, egresada de la maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera de la Universidad Técnica de Ambato, solicito muy dignamente se digne otorgar el respectivo permiso para realizar la investigación de la tesis con el tema: "Project-Based Learning to develop the Speaking Skill in English", a desarrollarse con los estudiantes de los décimos años "A" y "B" de la jornada matutina del presente año lectivo.

Por la favorable atención dada a la presente, anticipo mi agradecimiento.

Atentamente,


Lic. Vanessa Sisalema
Docente de Inglés U.E. Quisapincha

Recibido
13-09-2018
C
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Annex 02 Thank you letter



Ambato, 12 de abril del 2019

Msc. Luis Guamán
RECTOR ENCARGADO
UNIDAD EDUCATIVA QUISAPINCHA

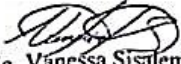
Presente.

Yo, Vanessa del Pilar Sisalema Sánchez con C.I. 1804462693, me permito informarle y agradecerle por haberme permitido ejecutar la propuesta de mi tesis con el tema: "Project-Based Learning to develop the Speaking Skill in English", de la maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera de la Universidad Técnica de Ambato, la cual se desarrolló con los estudiantes de los décimos años "A" y "B" de la jornada matutina del presente año lectivo, bajo el permiso respectivo.

Una vez concluida la investigación también quiero hacer la entrega formal de mi propuesta con el tema "Handbook of Project-Based Learning to develop the speaking skill in English", basado en el nivel A2.1 del Curriculum Nacional para la enseñanza del idioma inglés como lengua extranjera, manual que servirá de apoyo para el desarrollo de la destreza oral del idioma inglés mediante el Aprendizaje Basado en Proyectos y recursos multimedia en la institución, y que además mediante su uso beneficiará a los estudiantes y docentes de la misma.

Por la favorable atención dada a la presente, anticipo mi agradecimiento.

Atentamente,


Lic. Vanessa Sisalema
Docente de Inglés



KET TEST 1 SELF-STUDY PAPER 3

SPEAKING Parts 1–2

Time allowed: 8–10 minutes

PART 1

In Part 1 of the Speaking test you have 5–6 minutes to talk about personal information. The examiner asks you questions about your personal details, daily life, interests, likes, etc.

Answer these questions:

What's your name?

And what's your surname?

And how do you spell that?

Where do you come from?

What do you do / study?

Do you like your work / studies?

Who do you like going on holiday with?

Where did you go on your best holiday?

What is your favourite time of the year?

Tell me something about your family.

PART 2

In Part 2 of the Speaking test you and your partner have 3–4 minutes to complete two exercises using the information cards that the examiner gives you.

You will work in pairs. Candidate A has a card with some information and Candidate B has a card with some question prompts. Candidate B has to use the prompts to ask questions to Candidate A. When the questions and answers have finished, the examiner will give you new information cards with different information. This time, Candidate A has to ask questions and Candidate B has to answer.

Skateboarding club

Candidate A, here is some information about a skateboarding club.

Candidate B, you don't know anything about the skateboarding club, so ask Candidate A some questions about it.

Now, Candidate B, ask Candidate A your questions about the skateboarding club and Candidate A, you answer them.

Candidate A – your answers

MORE STREET *skateboarding club*
(In park behind Fullers Supermarket)



safe but exciting!
first opens 12 June
£5 all day, £3 morning only
call Pete 077665481

Candidate B – your questions

SKATEBOARDING CLUB

- open / now?
- cost / morning?
- where?
- dangerous / sport?
- phone number?

TV programme

Candidate B, here is some information about a TV programme.

Candidate A, you don't know anything about the TV programme, so ask Candidate B some questions about it.

Now, Candidate A, ask Candidate B your questions about the TV programme and Candidate B, you answer them.

Candidate B – your answers

DON'T MISS
'Train Journeys in China'



this evening Channel 5
9–9.30 p.m.

All ages will enjoy it!
Go to www.5china5.com.

Candidate A – your questions

TV PROGRAMME

- programme / called?
- channel / on?
- time?
- website?
- interesting for / teenagers?

Annex 04 Rubric for Speaking Performance for A2 level

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. 	<ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Source: Cambridge University Press (2011).

Annex 05 Student t-Distribution Probability Table

Table A.4 Student t-Distribution Probability Table

737

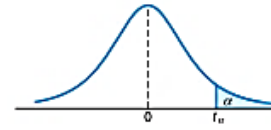
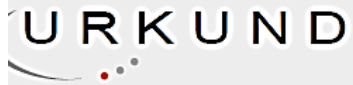


Table A.4 Critical Values of the t-Distribution

v	α						
	0.40	0.30	0.20	0.15	0.10	0.05	0.025
1	0.325	0.727	1.376	1.963	3.078	6.314	12.706
2	0.289	0.617	1.061	1.386	1.886	2.920	4.303
3	0.277	0.584	0.978	1.250	1.638	2.353	3.182
4	0.271	0.569	0.941	1.190	1.533	2.132	2.776
5	0.267	0.559	0.920	1.156	1.476	2.015	2.571
6	0.265	0.553	0.906	1.134	1.440	1.943	2.447
7	0.263	0.549	0.896	1.119	1.415	1.895	2.365
8	0.262	0.546	0.889	1.108	1.397	1.860	2.306
9	0.261	0.543	0.883	1.100	1.383	1.833	2.262
10	0.260	0.542	0.879	1.093	1.372	1.812	2.228
11	0.260	0.540	0.876	1.088	1.363	1.796	2.201
12	0.259	0.539	0.873	1.083	1.356	1.782	2.179
13	0.259	0.538	0.870	1.079	1.350	1.771	2.160
14	0.258	0.537	0.868	1.076	1.345	1.761	2.145
15	0.258	0.536	0.866	1.074	1.341	1.753	2.131
16	0.258	0.535	0.865	1.071	1.337	1.746	2.120
17	0.257	0.534	0.863	1.069	1.333	1.740	2.110
18	0.257	0.534	0.862	1.067	1.330	1.734	2.101
19	0.257	0.533	0.861	1.066	1.328	1.729	2.093
20	0.257	0.533	0.860	1.064	1.325	1.725	2.086
21	0.257	0.532	0.859	1.063	1.323	1.721	2.080
22	0.256	0.532	0.858	1.061	1.321	1.717	2.074
23	0.256	0.532	0.858	1.060	1.319	1.714	2.069
24	0.256	0.531	0.857	1.059	1.318	1.711	2.064
25	0.256	0.531	0.856	1.058	1.316	1.708	2.060
26	0.256	0.531	0.856	1.058	1.315	1.706	2.056
27	0.256	0.531	0.855	1.057	1.314	1.703	2.052
28	0.256	0.530	0.855	1.056	1.313	1.701	2.048
29	0.256	0.530	0.854	1.055	1.311	1.699	2.045
30	0.256	0.530	0.854	1.055	1.310	1.697	2.042
40	0.255	0.529	0.851	1.050	1.303	1.684	2.021
60	0.254	0.527	0.848	1.045	1.296	1.671	2.000
120	0.254	0.526	0.845	1.041	1.289	1.658	1.980
∞	0.253	0.524	0.842	1.036	1.282	1.645	1.960

Source: Walpole, Myers, Myers, & Ye (2012).

Annex 06 Urkund report



Urkund Analysis Result

Analysed Document:	VANESSA_SISALEMA DISSERTATION.docx (D49072692)
Submitted:	3/13/2019 9:27:00 PM
Submitted By:	VPSS1313@hotmail.es
Significance:	5 %