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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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THEME:

“PROJECT-BASED LEARNING AND THE COMMUNICATIVE SKILLS”

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SUPERVISOR APPROVAL

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I, Lcda. Mg. Ruth Elizabeth Infante Paredes, holder of the I.D No 060301610-6, in my capacity as supervisor of the Research dissertation on the topic: **“PROJECT-BASED LEARNING AND THE COMMUNICATIVE SKILLS .”** investigated by Miss Katherine Alejandra Luna Rodríguez with I.D No 1722447834 , confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled “PROJECT-BASED LEARNING AND COMMUNICATIVE SKILLS” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

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DEDICATION

TO:

God for giving me the strength and allowing me to prosper every day. In his blessing I found the right path full of peace.

To my parents Lidia and Alejandro who were my inspiration throughout my process. Their emotional and financial support to fulfill my dreams never ceased. They are my main source of motivation, determination, dedication, and discipline. My deep love and gratitude to them that for me the best gift is to be their daughter and to be able to fill them with pride every day. To my family who, despite the distance, their unconditional love and trust in me was crucial to successfully complete this process.

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TOPIC: "PROJECT-BASED LEARNING AND THE COMMUNICATIVE SKILLS"

AUTHOR: Katherine Alejandra Luna Rodríguez

TUTOR: Lcda. Mg. Ruth Elizabeth Infante Paredes

ABSTRACT

The current project carried out with the topic: "PROJECT-BASED LEARNING AND THE COMMUNICATIVE SKILLS" researched the relationship and influence between both variables and how students improve their communicative skills focused on writing and speaking. In the first place, this research was coordinated with a mixed qualitative and quantitative approach with the tool by carrying out pre-test and a post-test taken from the section of writing and speaking from the PET (Preliminary English Test) of Cambridge. The test evaluated speaking and speaking skills, which were evaluated in a band of 5 marks each with four special criteria proposed by the PET exam. Paired samples t-test statistics were implemented in this study to analyze quantitative data. In addition, the validation of the Kolmogorov-Smirnova normality test was considered. On the other hand, a project was implemented in the field of sociolinguistics with four phases with role play as the final product. Additionally, each phase of the project is focused on specific criteria for the evaluation of communication skills. Therefore, this research aimed to analyze the relationship between Project-Based Learning and the development of writing and speaking communicative skills. In addition, the study participants were 35 students from the fourth semester of the Pedagogy of National and Foreign Languages course at the Technical University of Ambato. Finally, the average performance of the students after the application of the treatment and the presentation of their projects improved in writing from 3.5 to 4.22 marks and in speaking from 2.9 to 3.79 marks. Finally, it can be concluded that the application of the project improved the communication skills of the students with an additional development of collaborative work, creativity, and critical thinking.

Key words: Project-Based Learning, Communicative skills, Writing, Speaking.

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RESUMEN

La presente investigación tuvo como principal enfoque cubrir la investigación realizada con el siguiente tema: “ Project-Based Learning and the communicative skills” que investiga la relación e influencia entre ambas variables y cómo los estudiantes mejoran sus habilidades comunicativas centradas en writing and speaking skills. En primer punto, la investigación se coordinó con un enfoque mixto cualitativo y cuantitativo con la herramienta mediante la realización de un pre-test y un post-test tomados de la sección de writing y speaking from PET (Preliminary English Test) de Cambridge. La prueba evaluó las habilidades de habla y escritura las cuales fueron evaluadas en una banda sobre 5 puntos cada una con cuatro criterios esenciales propuestos por el examen PET. En este estudio se implementaron las estadísticas de la prueba t de muestras pareadas para analizar datos cuantitativos. Además, se consideró la validación del test de normalidad de Kolmogorov-Smirnova. Por otro lado, se implementó un proyecto en la materia de sociolingüística con cuatro fases con una dramatización como producto final. También, cada fase del proyecto está enfocada en criterios específicos para la evaluación de las habilidades comunicativas. Por ello, esta investigación tuvo como objetivo analizar la relación entre Project-Based Learning y el desarrollo de las habilidades comunicativas . Además, los participantes del estudio fueron 35 estudiantes del cuarto semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato Finalmente, el desempeño promedio de los estudiantes después de la aplicación del tratamiento y la presentación de sus proyectos mejoró en writing de 3,5 a 4,22 y en speaking de 2,9 a 3,79 puntos. Como los resultados lo evidencian, se puede concluir que la aplicación del proyecto mejoró las habilidades comunicativas de los estudiantes con un desarrollo adicional de trabajo colaborativo, creatividad, y pensamiento crítico.

Palabras clave: Aprendizaje en base a proyecto, habilidades comunicativas, escritura, habla.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Investigative background

It has been taken from different academic research such as articles, papers, and reports to successfully achieve the objectives of the research project which present content and a similar approach to the research project helping the researcher.

Saenab determined in their research project titled “Project-based Learning as the Atmosphere for Promoting Students’ Communication Skills” the impact of Project-Based Learning towards students' communication skills. The project was applied in university students of an English course. The instruments used were pre and post-test, rubric, and questionnaire. The results of descriptive statistics showed that communication skills after the implementation of Project Based Learning improved significantly from the third phase of the project. based on the communication skill score percentage the lowest rate shown by the presentation skill aspect. East aspect has a low rate because students still have difficulty mastering the complex concept that is support for incomplete information. The initial observation showed that the learning process it was the lack of contextual learning activity that caused the learner to become passive and become an information receiver. Meanwhile, PBL engaged students in a real-world connection that can make the student easier to understand the concept through the project stage (Saenab, 2018).

Kaddour (2020), in his research project called " Developing English Communication Skills through Project-Based Learning" demonstrated the impact of project-based learning on the development of communication skills. The participants were 66 university students between 20 and 25 years old from the engineering career. The main objective was to demonstrate how the communicative English skills can be developed efficiently and productively with real- life situations. The instruments used were questionnaires and projects carried out by the students. The scheme of the project was in groups and each group had to focus on an engineering topic. Students begin to collect as much information as possible to answer the questions assigned to them by the teacher. Finally, the students concentrated on the new vocabulary, language, and expressions they have discovered to present their projects. Additionally, it was an excellent tool

to introduce the communication skills that the section of the textbook was focused and they reported to the class what they have accomplished in their projects through presentations.

Astawa Putri and Putu Kerti in their article entitled "Project-based Learning Activities and EFL Students' Productive Skills in English" presented the results of the research in which activities focused on projects were applied for the development of speaking and writing skills. The research was applied to a group of students from a public high school in Bali-Indonesia between 12 and 13 years old. The data was collected using a mixed research design through oral and written tests. On the other hand, qualitative data was collected through interviews, guides, observation list, open questionnaire, and field notes. In addition, to demonstrate a significant difference in productive skills before and after activities using PBL, the paired samples t-test was used. Also, the results and their analysis showed that from the first result of the t-test during the productive skills tests in the tables they presented less than 0.05 ($0.000 < 0.05$). Finally, this showed that the participants achieved a significant development, and it was also found that it improves enthusiasm, confidence, creativity, and the development of collaborative learning (Putri, Artini, & Kerti, 2017).

Herlina Dewi in her research called "Project-based learning techniques to improve speaking skills", investigated how the application of Project-Based Learning (PBL) and its techniques can influence the development of communication and speaking skills in foreign language students through classroom action in an Indonesian English class. For this reason, the research developed different stages and they were divided into 2 cycles and each cycle consisted of a maximum of 3 meetings. The instruments used were observation sheets, tests, and student questionnaire sheets. After the application of the pre-test the results considered development in two aspects: the learning process and participation. Regarding the communicative development criterion, the result of the first cycle marked 73% categorized as regular while the result of the second cycle was 90%. The participation criterion for the first cycle was 53%, unlike the second cycle, which gradually increased in each session until reaching 81%. The results shown allow us to affirm a not only positive response from the students but also a productive one concerning the application of PBL in students. Therefore, it can be stated that the students exceeded the indicator with a total achievement of 78% or an index of 3.04 (Dewi, 2016).

The research entitled "Improving Oral Communicative Competence in English Using Project-Based Learning Activities" demonstrated the effectiveness of the use of PBL activities as a

fundamental strategy to develop communicative competence in English learners. The project included 44 students from a Malaysian college who were exposed for 12 weeks to lessons with a PBL approach. The instruments used to obtain the results were tests involving listening and speaking skills. The listening and speaking tests followed the IELTS comprehension markers taken at the end of the PBL-focused lesson. Additionally, students in each activity used authentic material with which communication and opportunities to communicate in real situations and contexts allowed them to develop all language skills. Finally, the results were analyzed through MANOVA as descriptive statistics. In addition, the students filled out questionnaires at the end of the post-test in which a mutual agreement was among them about their communicative development because they could better understand the conversations and express ideas more freely (Bakar & Idayu, 2019).

Project-based learning reflects a potential focus on communicative and intercultural competence. (Nguyen, 2021) demonstrated this in his research titled “Project-Based Assessment in Teaching Intercultural Communication Competence for Foreign Language Students in Higher Education: A Case Study” how student’s communicative skills improve with project activities. In this case, the main method was the evaluation of Intercultural Communicative Competence (ICC) applied to 124 university Vietnamese students throughout their English course for a total of 9 weeks. During the process, evaluations, questionnaires, and interviews were used. The teaching process in the course was based on a summary of the knowledge of their English book with the most relevant points. Afterward, the teacher asked the students to investigate a specific topic that they liked the most to obtain projects as results. In the second period, gamified activities of general culture were applied to encourage participation so that as a final exam the students had to carry out a project. In addition, questionnaires were given to students and teachers at the end of the course based on the Likert scale (5-point scale) with 31 items and 5 open questions, which collected reflections on their experiences on the activities and the entire course of learning. 80% of the students were satisfied and sure of what they had learned with a score of 4.08 regarding the development of demonstrated communication skills, the students rated this category with 4.3. Finally, it was possible to demonstrate that project-based evaluation had a significant effect on the development of language skills and skills such as critical thinking, creativity, motivation, and problem-solving.

Santhi and Suherdi demonstrated through their project research " ICT and Project-Based Learning in a Rural School: an EFL Context ", how learning can increase communicative competence through activities to create projects divided into 4 phases and as a result, a presentation video evaluated in five components: 1 content and organization, 2 usefulness, creativity, and elements of design, 4 mechanics, and 5 communicative skills. The research project was applied to high school students in a rural area by a class of 35 students. The data collection was conducted through observations, interviews, a final evaluation (project), and a questionnaire to evaluate the experiences of the students. Additionally, during the research meetings, all the products of the students were recorded, which were analyzed and described in a log by the teachers, the same data that was finally triangulated and evaluated. Finally, the products and the surveys showed significant communicative progress, highlighting positive attitudes of motivation, creativity, and the use of language in real and significant contexts. Although they encountered some problems during the videomaking process, they took them as valuable challenges to improve their use of English. Nearly all of them perceived that after doing the project, their English was better (Santhi & Suherdi, 2019).

(Ichsan & Apriliaswati, 2013) in their journal called "Improving students' speaking skill through project-based learning for second graders of SMPN" found that the teacher's role in project-based learning changed significantly as a passive actor with an exclusive function of guiding students. As a result, the students assumed the main and active role, forcing them to investigate and use the language for real communicative purposes. This research was applied to 36 higher education students with improvements, particularly in accuracy and fluency. What was found in the first phase was a score of 74.44 as the total average of the students. In the second cycle, the students' score was 78.06 and finally, in the third cycle it was 81.04, obtaining an improvement interval of 6.6 as a final range.

According to Hajihama and Wongdaeng , globalization and digital technology became the main factors in which students learn. Therefore, within this context they investigated in their article called "Perceptions of Project-Based Learning on Promoting 21st Century Skills and Learning Motivation in a Thai EFL setting" what are the skills that students should acquire from school in learning the foreign language. The project was carried out using Project Based Learning (PBL) with a group of students from Prince of Songkla University. The main purpose was to examine the levels of communication and participation in relation to the application of activities based on the PBL. It is important to mention that the research findings effectively demonstrated

that PBL can improve not only productive language skills but also included 21st century skills for students to be successful in learning as well as in real life. Therefore, PBL is suitable for participating language learners and may be worth implementing in other EFL classrooms in Thai high schools (Wongdaeng & Hajihama, 2018).

(McAllister, 2021) in her research called "Using promotional discourse analysis and project-based learning to develop master's students' business writing skills" demonstrated the influence of PBL in helping students take advantage of this knowledge and improve their English writing skills in the field of marketing. The project was applied to marketing master's students at the University of Nantes in France. The originality of this project lay in its coordination with the financial management class and the application of PBL through a game called Kalypso. The class was divided into five groups. Each group of students represented a different company that competed with each other in the market. The resources used in this project were surveys, observation rubrics and PBL activities. After completing the PBL activities with the different sessions. The students composed their own writings in groups, considering what they had learned. Finally, the students achieved a development of the writing skill that not only communicates but also promotes, inspires, and convinces to the readers, improving more than 60% in their business presentation, unlike the last one evaluated.

This project entitled "Project-Based Learning (PBL) towards Intercultural Communicative Competence (ICC) in English teaching language" carried out research in fifth grade students of the Corazón del Valle school - Colombia. In which, the level of their intercultural communicative competence was identified and the assignment of the PBL was a final product that consisted of the simulation of the United Nations Committee on Peace. The instruments used in this research were a pre and posttest, observation rubrics and project activities. The final rubric, as well as the other instruments, aimed to determine the influence of project-based learning towards intercultural communicative competence in the teaching of English. Finally, at the end of the interventions, the students had a significant change in aspects of speaking and writing as a fundamental part of the communicative elements. When analyzing the initial and final results obtained by the students it was verified that the majority of the students demonstrated an enhancement of teamwork and awareness of the importance of each element of interculturality (Gonzales, 2020).

1.2 Theoretical framework

Independent variable: Project-Based Learning

1.2.1 Teaching approaches

Language teaching has a long, fascinating, and constantly evolving history. The evolution has depended on social, political, religious factors and according to the perspective of the world at that time. In this case, in order to define teaching approaches, it is necessary to define the word "approach" itself, which is characterized by including the way in which professionals orient themselves and influence all aspects of their work. In this sense, it is a framework of theories constructed from those participants involved in the same beliefs. At any particular time, and for a variety of reasons, one or another of these frameworks will be in a unique position to lead the approach and shape the methods and techniques (Fang, 2007). Therefore, teaching approach is a theory about language learning or even a philosophy of how people learn in general. They can be psychologically focused, such as behaviorism or cognitivism or on older philosophies such as idealism or realism.

In words of (Edelhard, 2019), the approaches can become confusing and difficult to define because their nature is broad. For that reason, presented in a diagram the approach represents the largest and most general part providing philosophy to the whole process of instruction followed by the method and technique that are only integral parts of the approach. Additionally, the approach gives general wisdom provides direction and sets expectations for the entire spectrum of the teaching process. The examples that can describe an approach are the different philosophies of each stream of learning.

However, within this level the approach goes beyond a collection of theories, concepts, and work. The approach encompasses a complete readiness of teachers to work with students. That is, theory is a component but not the totality of this disposition. A practitioner's approach also encompasses the values and assumptions associated with aspects of her individuality. According to (Fenstermacher, 2015), the values within each educational approach will depend on the main objective and results that are intended to be sought in the learning objectives. To deepen and detail the systematic steps to meet the objectives, the teaching method is responsible for focusing them, always based on theory or belief.

1.2.2 Teaching methods

An extensive view of language as a constant evolution that follow all the complexities of communication makes the teaching process responsible for including this educational experience (Scarino & Liddicoat, 2009). Language teaching must include methods to teach and learn. For that reason, a method is defined as an overall, long term orderly presentation of the material based on the theory. A teaching method is often characterized by a set of procedures, principles, or strategies that teachers must implement to make the teaching-learning process productive for students (Hasanova, 2021). The fundamental principles within this process are determined by the beliefs or theories of how students learn. Then, it can be said that the methods are based on learning theories. Among the characteristics of the teaching methods according to (Hilgendorf, 2018) to evaluate if the teaching method is good and effective the author offers certain characteristics such as: a good method recognizes differences, provides learning to students, facilitates growth and development, achieves the desired results of the teacher as reflected in its objective instruction.

Added to the same point, it is not enough for foreign language learners to know only grammar and vocabulary but also how language can represent different interpretations committed to real and active communication. Teachers' role is a fundamental factor because language understanding from their perspectives is directly transformed into their teaching posture (Scarino & Liddicoat, 2009). Teaching method includes a balance between theory and conscious practice because within pragmatic pedagogy there is a reflexive and conscious relationship in the communicative use of language. Adding to the above, (Widdowson, 1990) affirmed that within all the shortcomings of the language teaching process, the limitation creates a reality in which students do not begin to engage with language as a communicative reality but simply as an exercise or task.

Understanding the principles in each teaching-learning process behind the different teaching methods means making a correct selection and choice of methods based on various factors and the context. In this sense, these methods have been dissolved and obsolete, evolving with new perspectives on learning. The student as an active actor in the learning process emerges and with this idea the methods evolve and focus much more on the learner and not on the teacher. Finally, the student-centered learning is the essential key for the teacher to evaluate the methods used in order to achieve meaningful learning with values and purposes.

1.2.3 Student-centered methods

The student-centered teaching methods are the beginning of valued learning. This practice emphasizes what students learn, how they learn it, and how their learning is assessed depending on the needs and abilities of each student. In addition, the role of the teacher changes becoming a provider of information that facilitates student learning (Akdemir & Ozcelik, 2019). Traditional teaching often trains students as passive learners who do not take responsibility for their own learning. Student-centered learning puts all the emphasis on the person who learns. The main characteristics of student-centered methods involve students in the learning process. In addition, they have the opportunity to put into practice a real or virtual task and acquire 21st century skills and key competencies through the learning process (Baird, 2015).

According to (DiIorio, 2010) student-centered methods include explicit skills training, that is, students learn to think, solve problems, make decisions, work in teams, evaluate evidence, and analyze arguments. The method does not assume that students acquire these skills on their own, automatically. Some students do, but not all, and research shows that learning skills develop faster if they are explicitly taught alongside content. Additionally, (Kassen, 2019) argued that true student-centered learning requires more than simply increased technology implementation or autonomy. This represents a shift in educational culture toward a system that supports technology for standards-based learning and real-world problem solving.

In the words of (Kaput, 2019) to understand the whole process, it is important to take into account the approaches taken by student-centered methods. Among them are mainly: affective-humanist approach and according to (Widyastuti & Supriadi, 2020), an affective-humanistic approach in language teaching focuses on a good relationship between the student and the teacher, promoting values for achieving an optimal learning environment. The essential factors in this approach are the attitudes, feelings, emotions, motivation, and enthusiasm that are present within the teaching-learning process. Finally, communicative approach has been considered one of the most effective models in language teaching. In the words of (Jabeen, 2014) , the fundamental structures of this approach are based on the fact that language must have a social and functional meaning. Finally, student-centered methods focus on these approaches promote critical and reflective skills where learners are active actors such as problem-based learning and project-based learning.

1.2.4 Project-based learning

Project-Based Learning is oriented towards the realization of a project or plan following the project design approach. The activities are focused on the solution of a complex problem. The work is carried out in groups and students have greater autonomy than in a traditional class making use of several resources (Kokotsaki & Menzies, 2016). In addition, the objectives must be related to the following principles: 1. Improve the ability to solve problems and develop complex tasks, 2. Improve the ability to work in a team, 3. Develop Higher Order Mental Capacities (search for information, analysis, synthesis, conceptualization, critical use of information, systems thinking, critical thinking, research, and metacognition), 4. Increase knowledge and skills in the use of ICT in an environment of projects, 5. Promote responsibility for student's own learning.

According to Mergendoller (2010), Project-Based Learning is a systematic teaching method that allows students to acquire knowledge and skills through a structured research process with complex and authentic questions that are reflected in tasks and products. Project-Based Learning (PBL) is considered a methodology or a teaching-learning strategy in which students lead their own learning, developing a classroom project that seeks to apply the knowledge acquired on a specific product or process. Additionally, this constitutes a new paradigm in which the student is given prominence by removing the passive role of receptionist to work from their active and critical participation that allows them to achieve determining aspects.

On the other hand, the teacher acts as a facilitator offering students resources and advice as they carry out their investigations. However, students collect and analyze information, make discoveries, and report their results. The teacher is not the main source of access to information. Teaching and facilitation are guided by a wide range of explicit learning objectives, some of which may focus very precisely on the specific content of the topic. The teacher looks for and acts on “moments for learning” (Gary, 2015). This often involves bringing the whole class together to learn and discuss a specific situation that a student or a team has encountered.

Various studies have identified several components that are critical to the success of project-based learning (Shin, 2018). Motivation is a very influential factor in the development of a project. The motivation of the students increases when they assume responsibilities in the tasks and acquire greater prominence. Therefore, it is necessary that the project is student-centered,

adapted to her needs and interests, arouses her curiosity, and generates intrinsic motivation. The project also requires planning and organization. content learning and competencies have to be clearly defined, as well as working groups with various skill levels and interdependent roles. A third important factor is the interaction-collaboration with the teacher and among the students. The project must offer enough opportunities to collaborate and reflect on the experiences developed in the classroom with other classmates, which encourage participation and social value. It is also essential that the student receives feedback from the teacher about the work done. Finally, the project has to generate multiple opportunities for meaningful learning through research.

(Salomon, 2016) stated that the main phases for the project design are the following:

1. Activation

It is the beginning of the project and the activate their previous knowledge. The teacher will prepare an initial event in which he or she will explain the scenario or the context in which the project will be developed. This launch phase ends with the planning stage.

2. Research

Students need to begin the investigation phase be aware of what they know and what they need to know and then plan how to find out. At this point they have to say that it is important for the teacher to make sure that their students know how to carry out these searches. Throughout the investigation, students will have to work as a team, communicate and collaborate. The environment, the community, archives, families offer one of the most important sources of information.

3. Development

This phase is about applying everything learned to make the product. Students must consider that in a project not only are learnings of a discipline acquired but also to make real products. For this reason, specific applications or software will be used depending on the projects' questions. Moreover, they can count on experts to guide and give advice because this allows them to identify the weaknesses and strengths of the first product and provide opportunities for improvement, contributing to the development of the ability to excel and perseverance.

4. Diffusion

During this final phase the project product has been improved with different contributions and it is time to present it to an external audience: this gives real meaning to the process and will increase the students' commitment to the task and to the quality of the result. It will be necessary to carefully prepare the event and publicize it. The presentation can be accompanied with audiovisual support or different multimedia supports. This presentation will be recorded, and it can also be broadcast on the center's website, on the institutional website, or on a secure network.

Finally, empirical evidence suggests that PBL has a positive effect on students' acquisition of knowledge, development of skills such as collaboration, critical thinking, and problem solving (Yew, 2017) . In addition, students who participate in PBL activities acquire a greater commitment to learning. However, (Pan, 2020) stated that PBL is a real challenge for teachers, as they need support to plan and deliver PBL effectively, while students need help organizing their time and completing assignments, as well as integrating technology into projects in a meaningful way. Technological tools are powerful instruments at the service of PBL, due to the ease and speed that they present to access information in different formats, as well as the possibilities of immediate communication that they allow, sharing information online, etc., thus contributing to the optimization of the teaching and learning process, provided that the teacher is capable of incorporating them into their educational practice in the most suitable way.

Dependent variable: Communicative skills

1.2.5 English Language

First, (Jenkins, 2007) argued that English as a lingua franca attributing to communication using the English language as a connection between speakers who have different first languages. People, in this case, do not share the same culture, language inference neither native tongue. Therefore, English is an additional language to transmit knowledge, linguistic content, express opinions or ideas, attitudes, and feelings (Lewandowska, 2019). Indeed, code-mixing and language switching in English as a lingua franca are considered bilingual resources in specific.

On the other hand, (Rabiah, 2019) pointed out that language as a construction is presented through the use of different statements that are issued in different communities in order to

transmit knowledge. In this case, the author focuses on the form of language. Additionally, (Hülmbauer & Böhringer, 2008) affirmed that language not only has form purposes but also as a system of sounds and vowels with communicative purposes. Therefore, the language exposes its cultural background and how the language is directly linked to the culture and a tool to understand the attitude or behavior of the speakers of the languages.

The English language began decades ago a process of expansion adhered to the phenomenon known worldwide as globalization. More and more people are learning to speak this language, and more and more people are depending on it to get a job or to prosper in it (Rohmah, 2015). (Graddol, 2007) stated that the use of a foreign language, with an emphasis on English, has gone from being a privilege to being a necessity in the different sectors. The globalization process has been the main reason why English has gained importance worldwide, to the point of being considered today as the universal language of business. (Truchot, 2012) pointed out that this language is the most widely used on the continent, they also establish that it is the first foreign language in the educational systems of the European Union with 91% of European students learning English compared to 34% who learn French, the 15% German and 10% Spanish. The members of the European Union who speak English are 47%, of which 16% speak it as their mother tongue and 31% as a second language. Finally, globally there may be more speakers of English as a foreign language than mother tongue.

Thus, the importance of this language continues to grow day by day as more and more people want or need to communicate in English. According to (Esseili, 2009), there is no doubt that English is the most widely taught, read, and spoken language in the world right now. Higher education is the last step and the last option from the school point of view for reach a good level in this language. In various universities around the world, whose students do not have English as their mother tongue, structures, and mechanisms to teach this language have been strengthened and continue to be developed. To guarantee this, higher education has as its focal point the teaching of the English language. The English teaching-learning process has essential skills which will always be evaluated the 4 fundamental skills of the language 1 speaking, 2 writing, 3 listening and 4 reading.

1.2.6 English language skills

English Curriculum Standards for Nine-Year Compulsory Education (2011) demonstrated that the development of comprehensive language domains requires students to apply real communication uniting the four essential skills (writing, speaking, listening, reading). The

production of oral and written text from the first years of schooling allows people to develop language skills. Listening, speaking, reading, and writing appropriately improve communication processes and allow analysis, appropriation, and transformation of reality. human beings use language as a tool for learning, where the four skills are used in an integrated manner, allowing information to be received that is analyzed and expressed in ideas according to the communicative intention (Nan, 2018).

Stern (2001) pointed out three essential components when aiming to learn the four language skills: aims and objectives, which form a single block, instruction, and, finally, evaluation. These three components are essential for the planning and implementation of teaching, but, without a doubt, the definition of objectives is the starting point from which the following elements will be generated. In the words of Camps (2001), “the objectives are always an option”, but once the objectives have been determined, we have mapped all the knowledge, processes and attitudes and selected only a group of them from this totality.

In general, the teaching of foreign languages, in this case the English, it should be organized around what one expects the student to achieve in the target language. The levels in the didactics that incorporate the specific function of English that is intended to be taught would be the relationship between "proficiency" which refers to reaching the target language with fluency, "competence" refers to being able to use the target language with fluency in a given situational context and “function” refers to using the language for communicative purposes in a given situation for which students need to develop their communicative skills.

1.2.7 Communicative skills

Communication and language skills presents the essential aspects of how to master the use of the English language for communicative purposes. In this sense, the English language is the most prestigious language in the world and the most useful since in any part of the world English is present. For this reason, the way the language is learned is a critical point. Pichon (1985) in his book “The Group Process of Psychoanalysis to Social Psychology” made a good definition of communication. He stated that:

Communication is any process of social interaction through symbols and message systems. It includes any process in which the behavior of one human being acts as a stimulus to the behavior of another human being. It can be verbal or nonverbal, interindividual or intergroup (Pichon. 1985, p. 89).

According to Robinson (2017), communicative skills can consider as the effective response to an interpersonal and extra personal relationship situation involving several components. It is effectively the result that is intended to be achieved at the linguistic and value level. It can include other skills with stimulation, information, and specific work methods with continuous practice. It should facilitate teacher’s activities and become more necessary when the interaction is conducted with real-life opportunities that the teacher must offer to students (Lee, 2002). Due to the communicative approach to language teaching, more research has been carried out on the communicative skills of language and more awareness of its benefits has been created. Communication skills help teachers assess their students' ability to use the language in realistic and content-specific situations and tasks.

Moller (1981) defined communicative language as the assessment of students' ability to use one or more of the language's syntactic, semantic, and phonological systems in order to communicate, receive, and understand ideas and information to and from another speaker/speaker. reader and vice versa. In other words, in this proposal, the communicative language focuses on speaking and writing skills. Pathack (2014) argued that communicative skills are linked to the communication steps because the productive skills must follow a direct and systematic process: Step 1: Idea Formation – The author mentioned that communication process begins when the sender has an idea to be communicated. The idea will be influenced by complex factors surrounding the sender. The sender must begin by clarifying the idea and

purpose. Step 2: Message Encoding – The idea must be encoded into words, symbols, and gestures that will convey meaning. Because no two people interpret information in the exact same way, the sender must be careful to choose words, symbols and gestures that are commonly understood to reduce the chances of misunderstanding. Therefore, a sender must be aware of the receiver’s communication skills, attitudes, skills, experiences, and culture to ensure clear communication. Step 3: Message Transmission: Choosing the medium to transmit the message is the next step in the communication process

Recent research in words of Iyabode (2018) communication skills are directly related to verbal communication. In this sense, verbal communication focuses on oral or written skills. When speaking or writing a letter to a friend who is in a different country from ours, the expression is verbally communicative. So, the most important aspects when developing verbal communication is mostly face-to-face or written with the use of languages as a medium. Likewise, triggering and connotation are other factors that influence the result of the message. Therefore, it is important to choose the right words, according to the situation. Finally, it can be affirmed that with the verbal communication approach, the language skills that are part of it are the productive speaking and writing skills.

1.2.8 Productive skills

In the teaching-learning process of a foreign language, students are exposed to various skills, however, within a verbal communicative approach, productive skills, also called active skills, mean the transmission of information that a user of the language produces in spoken or written. In this sense, speaking and writing skills are called productive skills (Hossain, 2015). They are crucial as they give students the opportunity to practice real-life activities in the classroom with specific communicative contexts and with much more pragmatics. According to (Golkova, 2016) productive skills are present in language development, especially in the communication process. This “encoding” process involves students' control and knowledge about a specific topic including grammar and vocabulary features. especially in the communication process. Apart from that, productive skills such as writing, and speaking are completely different from receptive ones. However, teachers can still apply basic organization skills. Certainly, its effectiveness depends on how students produce language in detail. In addition, (Hossain, 2015) mentioned that “induction” or also called as “lead-in” is the specific key to improve students’ productive skills, giving positive results in productive skills that are writing and speaking, allowing students to develop better in conversations with real life situations and with motivation

as a methodological procedure.

Speaking skill.

The ability to speak is considered one of the most important when it comes to teaching-learning processes. Speaking can include all skills as it is considered a construction process through verbal and non-verbal symbols to distinguish a variety of contexts. As a productive skill, it is essential to master it in the process of learning a foreign language, because it is the one that will be judged the most in real-life situations. (Yunus, 2019) considered it as the fundamental part of daily interaction and in most cases the impression of a person is based on the ability to express ideas orally. It is for all these reasons that teachers bear the responsibility of preparing students in the best possible way so that they can speak clearly and fluently in the real world outside the classroom.

Teachers must teach this skill to correctly produce the sounds and patterns of each sound as well as the intonations, accents, and rhythms of the foreign language. Additionally, the selection of words, sentences, and phrases according to the intention and the social context in which they are found. Language through speech wishes to be a means of expressing values and logical judgments with sequence and meaning. According to (Hamka, 2020) , the categories of students' roles are the following: Intensive: focuses beyond the imitation of sounds designed to practice phonological aspects and grammatical structure, 2. Responsive: covers all short answers to questions, 3. Transactional: is based on dialogue with the purpose of transmit or exchange information, 4. Interpersonal: fulfills the functions of maintaining relationships to transmit information, this category may include colloquial language, language with emotions or jargon.

Writing skill

According to the writing ability, the issuer expresses himself without being present, but it is essential that the ideas are ordered, that they present coherence and relevance, preserving the structure of grammar and who receives it, understands the message. According to the document, Educational Standards the written communication of ideas, data and information on a research topic in a clear and orderly manner, maintaining unity and coherence in the text. Linking the skill of writing, this act is used for others to read, in this way the feelings of a person about a fact are reproduced. In this sense, respect the structure of the writing of the language to be able to transmit a clear feeling and the appropriation of the habit of writing.

1.3 Objectives

1.3.1 General objective

To determine the influence of the Project Based Learning on the communicative skills of students from the four level at “Universidad Técnica de Ambato”.

1.3.2 Specific objectives

- To establish the types of language skills that are included in communicative skills.
- To evaluate the students’ communicative skills.
- To apply Project Based Learning stages to improve students’ communicative skills.

CHAPTER II. METHODOLOGY

2.1 Resources

This research used human, authentic and technological resources. On one hand, human resources were a group of 37 fourth-semester students from the " Pedagogía de los Idiomas Nacionales y Extranjeros " degree of the Universidad Técnica de Ambato. The students consisted of 26 women and 11 men. Students were expected to have a B1 English level. On the other hand, the authentic and technological resource was essential to carry out the process of the students' final project. Therefore, it was necessary for the students and their research process to surf on internet and collect relevant information using technological resources such as YouTube, videos, blogs, movies, and dissemination tools such as an issue accompanied by the authentic material that the students used to present their role plays.

Population and Sample

This research project was applied to thirty-seven students 26 women and 11 men. Additionally, they were from four semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" at Universidad Técnica de Ambato. The age range of the students was between 19 and 22 years old with a B1 English level.

Table 1.
Population

Population	Experimental group	Total	Percentage
Male	11	11	29,7%
Female	26	26	70,3%
Total	37	37	100%

Note: These data were taken from students of four semester at "Pedagogía de los Idiomas Nacionales y Extranjeros" by Luna (2022).

2.2 Methods

2.2.1 Research Approach

The research applied a mixed approach or quantitative and qualitative. Bijayin and Sanjay (2017) argued that qualitative research focuses on understanding a humanistic or idealistic approach. For this reason, the qualitative approach was used to understand people's beliefs, experiences, attitudes, behavior, and interactions in this case, communicative skills were analyzed. On another hand, quantitative approach provides statistical analysis taken from pre and post-test results. Therefore, the integration of qualitative and quantitative provided numerical data that supported the statistical results with an interpretation and analysis of student's improvement communication skills.

2.3 Research Modality

Bibliographic research

This research project was based on documentary bibliographic method in which several sources are compiled to support the theory of the study, such as: papers, scientific journals, online articles and journals, books, and scientific articles (Duit, 2009). This research analyzed the information about scientific works like this, and that contain the influence of PBL in the communicative skills. This research looked for written works and data on the reality of the problem related PBL and the communicative skill.

Experimental research

Experimental research is a scientific approach to research, where one or more independent variables are manipulated and applied to one or more dependent variables to measure their effect on the latter (Philip, 2016). The effect of the independent variables on the dependent variables is usually observed and recorded over some time, to aid researchers in drawing a reasonable conclusion regarding the relationship between these 2 variable types. This project was experimental because the variables were manipulated to find the impact or influence of PBL and the communicative skills. Experimental research designs involved collecting quantitative data that were taken from the pre- test and post- test to perform statistical analysis on them during research without a control group.

2.4 Level or type of research.

Exploratory research

According to (Huter & Homes, 2019), exploratory research aimed to approach novel phenomena. Its objective was to obtain information that allows to understand the study better. Therefore, it become interested in a topic that has not been studied before, or else it allows knowing new aspects of already existing knowledge. This study applied exploratory research because the information collected was studied and tested by the researcher in order to determine if it is suitable future investigations. This research has not been studied deeply and detailed with communicative skills. For this reason, the results analyzed will be exploratory for future research relating PBL and communicative skills focus on speaking and writing.

Descriptive level

Descriptive research is defined as a method where it is necessary to answer what, who, why, where, and how the investigation of the topic is carried out. Therefore, at the descriptive level, both variables are studied with a qualitative and quantitative approach (Siedlecki, 2020). This project applied this level since it was required to describe and analyze how the communication skills of the students reacted to the application of Project-Based Learning. The behavior of the students was an essential factor in the teaching-learning process since with each learning result their development achieved in each phase of the project was exposed. It can be concluded that the research had a descriptive level because it was exposed to the population in a project in which each stage was described in order to later analyze the influence on the students' communicative skills.

2.6 Techniques and instruments

In the words of Dimitrov and Rumrill (2003), a pre-test and post-test design was the best way to achieve a meaningful evaluation and comparison of data. In this sense, a pre-test was completed to evaluate the communicative skills of the students and determine the influence of Project-Based Learning on the students' skills. This test was a standardized test called "PET" Preliminary English test B1 level. Communicative skills include speaking and writing skills

(verbal communication). The third part of the writing PET exam was applied which consisted of two activities: activity number one was to answer an email and activity number 2 was to write a story of around 100 words. The third part of the speaking PET exam was used which consisted of a situation and the students had to discuss and choose the best solution. This test with two parts speaking and writing was applied in the experimental group at the beginning of the research in face-to-face mode and each skill was evaluated with the four criteria that the PET test has prescribed. The total number of participants was 37 students in the classroom. The pre-test and post-test had 2 questions each corresponding to the speaking and writing skills with a duration of 35 minutes to complete them.

The researcher designed a project focused on the subject that was sociolinguistics the project was called "English through dialects" with 4 fundamental phases. For this reason, researcher had to design 8 lesson plans based on the objective of each phase and focused on the development of students' communicative skills (speaking and writing). In addition, a post-test was applied after the development and closure of the project to measure and compare the data collected at the beginning on the research. Project-based learning and its multiple activities influence the development of communication skills compared to the results of the pre-test. To obtain the latest results, the post-test was the same standardized test. In the same way, the test divided into two speaking and writing sections was applied to the experimental group at the end of the investigation in person. During the project process each phase involved authentic tools and materials such as videos, research, and assignments. For the final product, which was a role play created in groups the students recorded their role plays and uploaded them to You Tube. Moreover, all the class can view each result of all the groups. Finally, students commented below each video for the latest feedback and critical thinking development.

2.7 Hypothesis

Alternative hypothesis

Project-Based Learning influences in the students' communicative skill.

Null hypothesis

Project-Based Learning does not influence in the students' communicative skill.

2.8 Variable identification

Project-Based Learning (Independent)

Communicative skills (Dependent)

CHAPTER III RESULTS AND DISCUSSION

This chapter contains all the information that was carried out during the entire process and treatment of the research applied in the students of the fourth semester of the "Pedagogía de Idiomas Nacionales y Extranjeros" at the Technical University of Ambato. The chapter has three main aspects.

First, the researcher presents the results of the pre-test that was applied to 35 students in the sociolinguistic subject. The pre-test took 2 sections from the PET (Preliminary English Test) and two skills was evaluated: speaking and writing. The section of writing skill took the third part of the PET exam which consisted of two activities: activity number one was answering an email and activity number 2 was writing a story both tasks around 100 words. The students chose one of the writing activities and then they sent their paragraphs through a google forms. The speaking section was extracted from the third part of the exam. The activity consisted of describing a situation and in pairs the students discuss between them and choose the best solution. In addition, each skill was evaluated with the four criteria that the PET test has prescribed on a band of 5 points.

Second, the author presents the results of the post-test which consisted of the same pre-test process which was described in the previous. The purpose of the author is to give a clear picture of the students' qualifications in each skill: writing and speaking. For this reason, it is important to keep in mind that the four parameters in which the students' skills were evaluated on a band of 5 points for the final grade were averaged in order to give a clearer comparison. In addition, all the sections this chapter includes a detailed tables and graphs to guide the reader to understand the parameters of each process accompanied by an analysis and interpretation. Within this same section there are tables and graphs comparing the final results of writing and speaking in relation to the pre-test and post-test.

Finally, verification of the hypothesis is explained at the end of this chapter using the SPSS software and the statistical T-test. The statistical analysis allowed to determine the influence of the Project-Based Learning on the communicative skills of writing and speaking which allowed comparing the progress of the students through the complete learning treatment in an educational environment.

3.1 Analysis and interpretation of the results

3.1.1 Pre-test

Writing section

Table 2.

Writing pre-test results

Writing criteria	Average
Content	3,6
Communicative achievement	3,02
Language	3,8
Organization	3,68
General	

Note: These data were taken from students’ writing exam of four semester at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Luna (2022).

Figure 1: PET writing section pre-test results

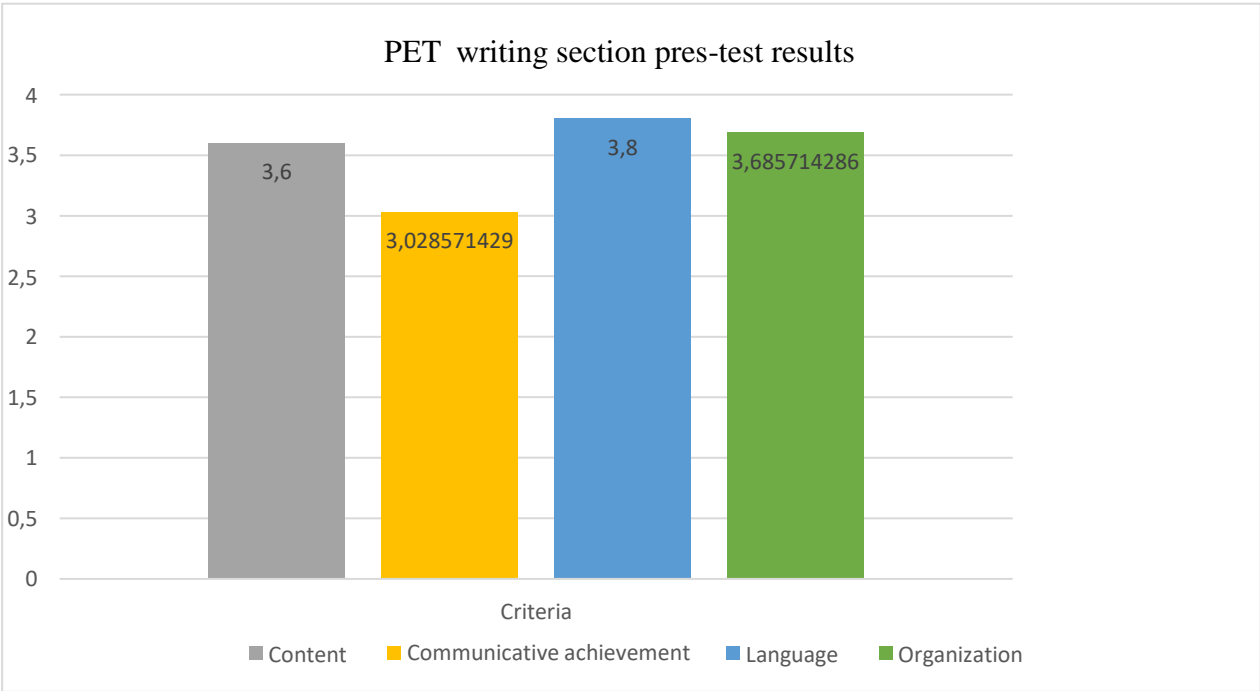


Fig. writing section pre-test results taken from students of four semester at “Pedagogía de los Idiomas Nacionales y Extranjeros”

Analysis and interpretation

Table 2 shows the pre-test scores for the writing section of the population. For a better understanding, the table is divided into four criteria that the PET exam provides for assessment and evaluation. Each criterion is evaluated in a band of 5 each piece of writing gets four sets of marks for each of the subscales, from 0 (lowest) to 5 (highest). In this first activity, part 3 of the writing section was extracted, which is evaluated with the four criteria out of 5. Additionally, it is important to highlight what each criterion corresponds to and what the PET exam parameters expect from each candidate. 1. Content: the candidate answered the task. They did what they were asked to do. 2. Communicative Achievement: The writing is appropriate for the task. The candidate used a style that is appropriate for the specific communicative context. The writing is appropriate for the target reader. 3. Organization

Then, table 2 showed that in the pre-test the average of the 35 students in the total of the four criteria obtained out of 5 marks. Which corresponds to a redeemable average within the qualification bands. Then, graph 1 shows that the subjects in the content criterion obtained a total of 3.6 out of 5 points. The students had problems in the communicative achievement criterion, having a total average of 3 points out of 5, denoting that their texts or paragraphs used the conventions of story writing, in generally appropriate ways to communicate straightforward ideas. The third criterion, which was language, the students presented an average of 3.8 points out of 5 points this score being the highest within the four criteria. On the other hand, the graph also shows that the students in the last evaluation criterion obtained an average of 3.68 out of 5 points, demonstrating confidence and good organization within the activity and writing of the paragraph.

Finally, the results showed that the students presented problems in communicative achievement. Students used an appropriate register and tone for the story or the email, although there was very little idea of a target audience or attempt to address readers and hold their attention. Students had no sentences that communicates straightforward ideas in response to the input prompt questions. Many students could not associate the instructions with good organization and ideas that contribute significantly to the task. Relating this problem, the results showed that the students presented problems, however the total mean was within an acceptable range.

Speaking section

Table 3.

Speaking pre-test results

Speaking criteria	Average
Grammar and vocabulary	2,77
Discourse management	2,77
Pronunciation	3,08
Interactive communication	3,28
General	2,9

Note: These data were taken from students' speaking pre-test of four semester at "Pedagogía de los Idiomas Nacionales y Extranjeros" by Luna (2022).

Graph 2: PET speaking section pre-test results

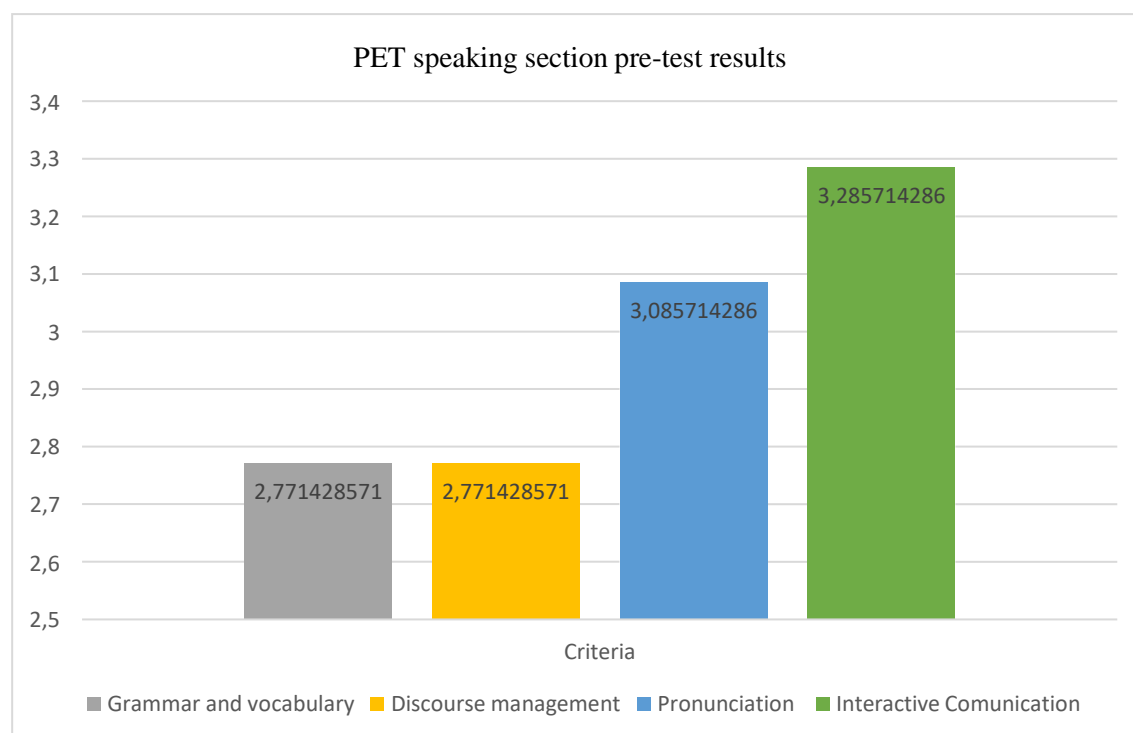


Fig. speaking section pre-test results taken from students of four semester at "Pedagogía de los Idiomas Nacionales y Extranjeros"

Analysis and interpretation

Table 3 shows the pre-test scores for the speaking section of the population. For a better understanding, the table is divided into four criteria provided by the PET exam for assessment and evaluation. Each criterion is evaluated on a band of 5. Each writer scores four sets of points for each of the subscales, from 0 (lowest) to 5 (highest). Additionally, it is important to highlight what each criterion corresponds to and what the PET exam parameters expect of each candidate.

1. Grammar and vocabulary: Candidates show a good degree of control with simple and complex grammatical forms. 2. Discourse management: candidates produce passages of language and relevant information. 3. Pronunciation: It is intelligible with proper intonation. 4. Interactive Communication: Candidates initiate and respond appropriately with interaction and negotiation.

Then, table 3 showed that in the speaking pre-test the average of the 35 students in the total of the four criteria obtained 2.9 out of 5 points. Which corresponds to an inefficient average within the qualification bands. Then, graph 2 shows that the subjects in the grammar and vocabulary criterion the students obtained a total mean of 2.77 out of 5 points. Which shows that the students-maintained control over simple and limited grammatical forms. Additionally, the students had problems in the discourse management criterion because they had a total average of 2.7 out of 5 marks. This shows that the students responded with basic cohesive devices. The third criterion, which was pronunciation, the students presented a total average of 3.08 points out of 5 points. In phonetic development students gained some control at both utterance and word levels. On the other hand, the graph also shows that the students in the last interactive communication evaluation criterion obtained a total average of 3,28 out of 5 points.

Finally, the results showed that the students presented problems in three criteria with scores lower than three. The same that remain between 2.7. Grammatical and Vocabulary Development Students had a limited lexicon with some control of forming simple grammars however, with little significant vocabulary. Many students had ideas but could not sustain them due to lack of vocabulary. Additionally, within the development of discouse management, the students could not develop skills that promote the contribution of significant attributions within the speaking interaction with a lot of hesitation. During the discussions in pairs, the students were unable to negotiate and develop critical thinking skills, limiting the interaction between them.

3.1.2 Post-test

Writing section

Table 4.

Writing post-test results

Writing criteria	Average
Content	4,09
Communicative achievement	4,09
Language	4,2
Organization	4,5
General	4,22

Note: These data were taken from students' writing post-test of four semester at "Pedagogía de los Idiomas Nacionales y Extranjeros" by Luna (2022).

Graph 3: PET writing section post-test results

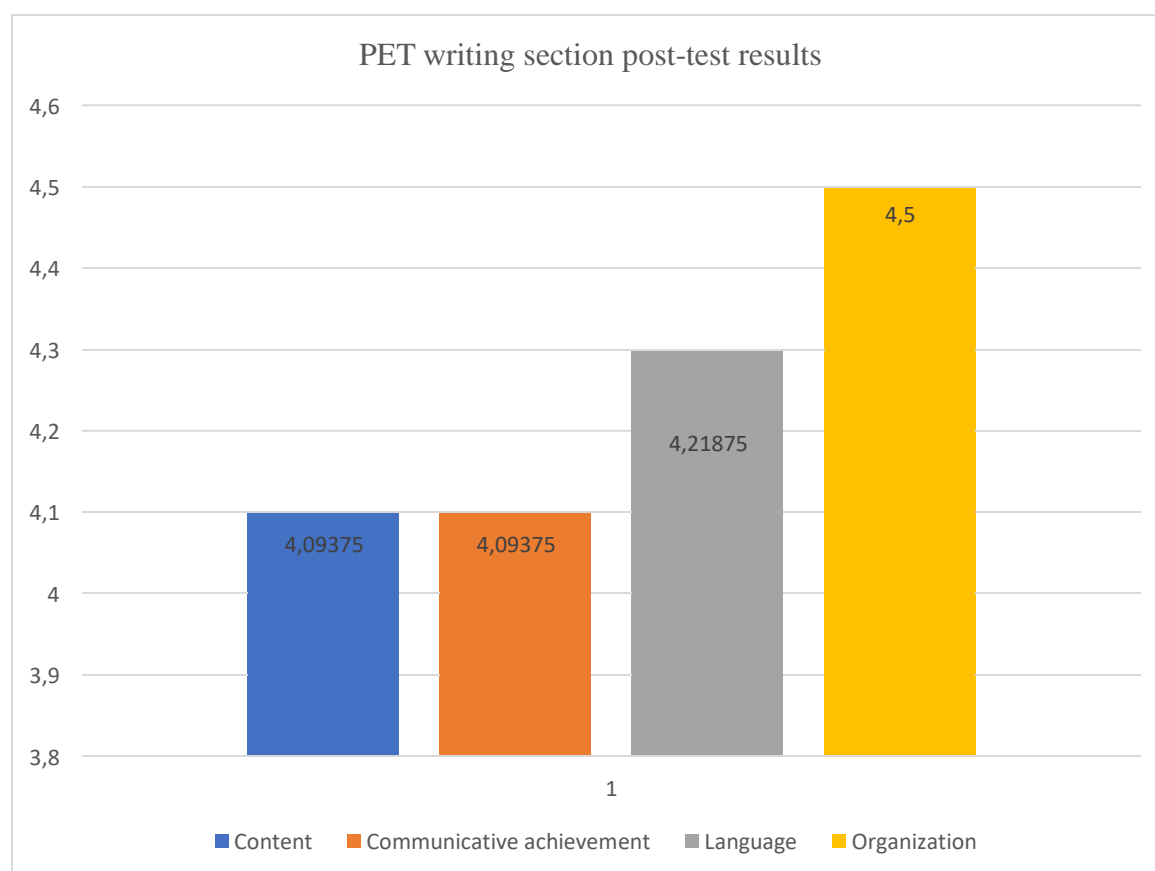


Fig. writing section post-test results taken from students of four semester at "Pedagogía de los Idiomas Nacionales y Extranjeros"

Analysis and interpretation

Table 4 reflects the post-test scores of the writing section after the introduction and the treatments based on Project-Based Learning. In addition, the table shows information that affirms an improvement with table number 1 that included the scores of each criterion. For a better understanding, the table is divided into four criteria that the PET exam provides for assessment and evaluation. The same test was applied in this part. Additionally, it is important to highlight what each criterion corresponds to and what the PET exam parameters expect from each candidate. 1. Content: the candidate answered the task. 2. Communicative achievement: the writing is appropriate for the task. 3. Organization: the writing is put together well. It is logical and ordered. 4. Language: There is a good range of vocabulary and grammar.

The average of the 35 students among the four criteria in total was 4.22 out of a total of 5 marks. It is essential to mention that the same number of students participated in the preparation of the post-test results. The students after practicing and developing their projects showed an extraordinary improvement. Subsequently, graph 3 showed a huge difference in terms of writing skill development. The first criterion, which is content, the students had a total average of 4.09 out of 5 marks. This showed that the students answered the task with what they were asked to do focused on content to write a story and an email to a friend. The second criterion, which is communicative achievement, the students had a total average of 4.09 out of 5 marks within it, they demonstrated a good record and clear ideas that contributed positively to the task. Additionally, the graph shows that in the third language criterion the students obtained a total average of 4.21 out of 5 marks. The last organizational criterion proved to be the best average with a total of 4.5 out of 5 marks, which showed good organization and coherence within the paragraphs.

Finally, it can be affirmed that the presented data support the improvement and development of the students within the writing ability, obtaining scores higher than 4. Effectively, the students achieved a writing production that responded to what was asked and expected of them with an appropriate development of style and a specific communicative context. The students' communicative development in writing developed in a productive way in which they were able to improve their grammar and vocabulary while developing critical and communicative abilities reflected in their writing productions.

Speaking section

Table 5.

Speaking post-test results

Speaking criteria	Average
Grammar and vocabulary	3,77
Discourse management	3,68
Pronunciation	3,94
Interactive communication	3,8
General	3,79

Note: These data were taken from students' speaking post-test of four semester at "Pedagogía de los Idiomas Nacionales y Extranjeros" by Luna (2022).

Graph 4: PET speaking section post-test results

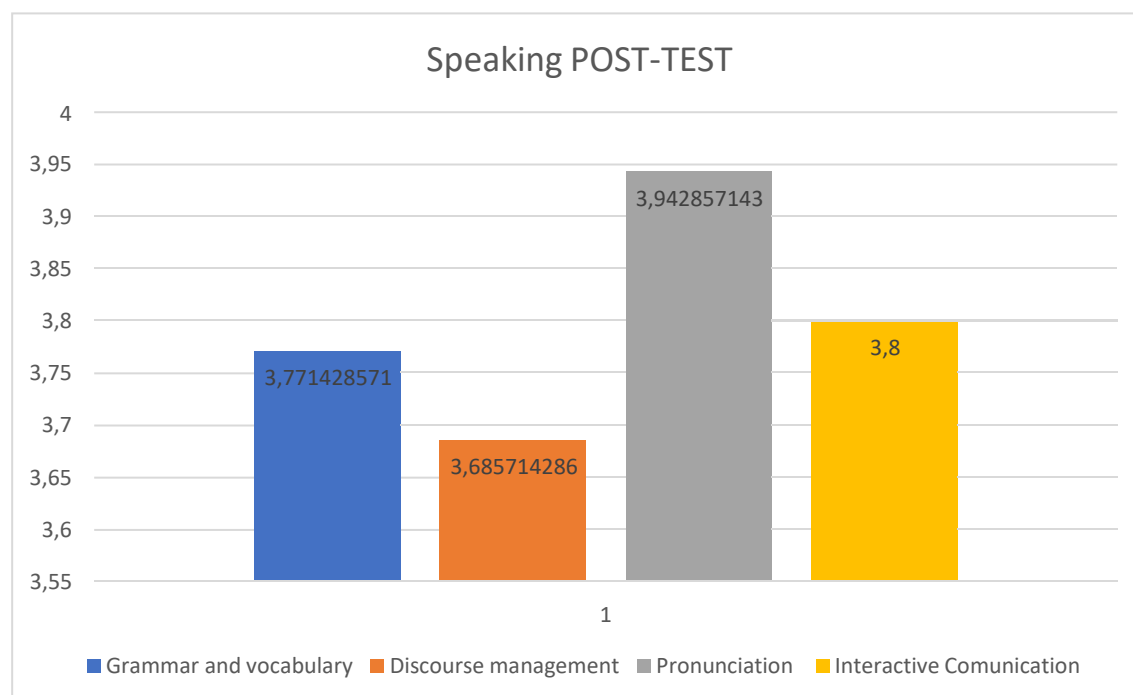


Fig. speaking section post-test results taken from students of four semester at "Pedagogía de los Idiomas Nacionales y Extranjeros"

Analysis and interpretation

Table 5 reflects the subjects' post-test scores for the speaking section after introduction and treatment based on Project-Based Learning. In addition, the table reflects information that affirms an improvement with table number 3 that included the scores of each evaluation criterion. It is important to mention that the same activity of PET exam was taken in the post-test. Additionally, it is important to highlight what each criterion corresponds to the PET exam parameters expect of each candidate 1. Grammar and vocabulary: control with simple and complex grammatical forms. 2. Discourse management: candidates produce passages of language and relevant information. 3. Pronunciation: It is intelligible with proper intonation. 4. Interactive Communication: candidates initiate and respond appropriately with interaction and negotiation.

The average of the 35 students with the four criteria in total was 3.79 out of a total of 5 marks. It is essential to mention that the same number of students participated in the results of the speaking post-test. Subsequently, graph 4 showed a huge difference in terms of the development of speaking ability. The first criterion, which is grammar and vocabulary, the students had a total mean of 3.77 out of 5 marks. This confirms that students showed control of complex forms of grammar with an appropriate range of vocabulary. The second criterion, which is discourse management, the students had a total average of 3.68 out of 5 marks within it, they demonstrated an extended production of the language with clear and relevant responses during the interaction. Additionally, the graph shows that in the third criterion, pronunciation, the students obtained a total average of 3.94 out of 5 marks. The last interactive communication criterion showed a total average of 3.8 out of 5 marks in which immediate responses were evidenced with negotiation and interaction between the participants.

Finally, it can be affirmed that the data presented supports the improvement and development of the students within the speaking ability, obtaining scores higher than 3.6. That is, after the application of the project and the treatments, the students managed to significantly improve aspects of speech such as a tangible and clear pronunciation that not only informed but also communicated through interactions of critical thinking and negotiation with relevant contributions for the activity that responded. to what was asked of them with an appropriate development of style and a specific communicative context.

Pre-test and post-test results

Writing section

Table 6.

Pre-test and post-test writing results

Writing criteria	Initial average	Final average
Content	3,6	4,09
Communicative achievement	3,02	4,09
Language	3,8	4,2
Organization	3,68	4,5
General	3,5	4,22

Note: These data were taken from students' writing pre and post test of four semester at "Pedagogía de los Idiomas Nacionales y Extranjeros" by Luna (2022).

Graph 5: PET writing section pre-test and post-test results

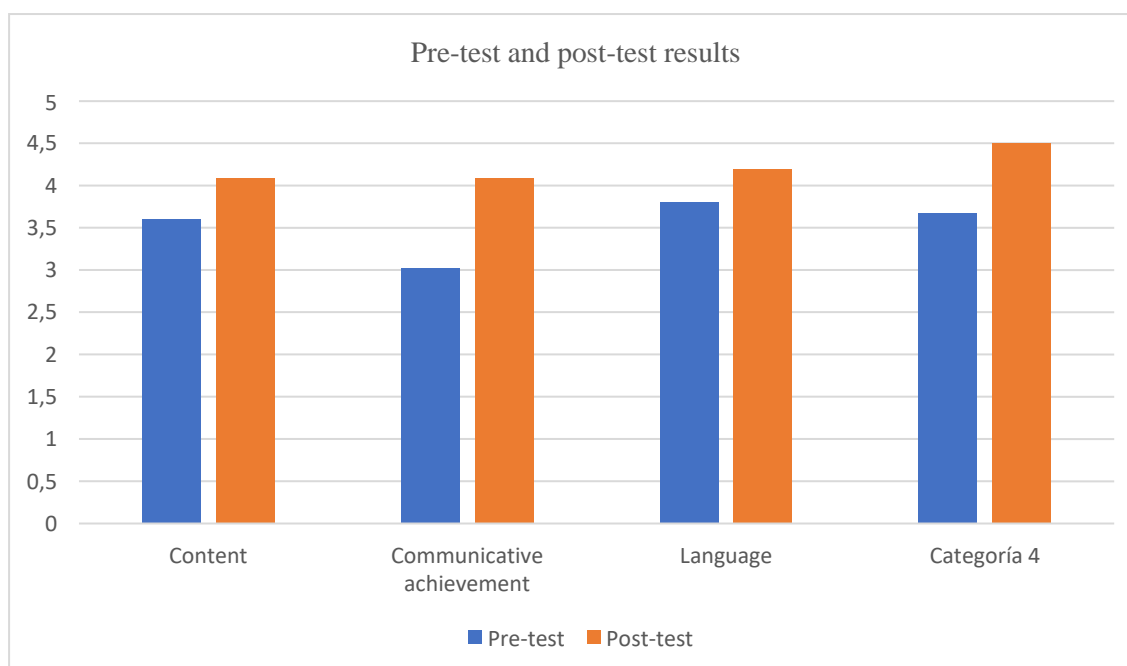


Fig. comparison average scores taken from pre and post test writing results taken from students of four semester at "Pedagogía de los Idiomas Nacionales y Extranjeros"

Analysis and interpretation

Table 6 shows a comparison between the scores before and after the experiment and treatment with Project-Based Learning. The population was the same 35 students. In the first column the general average is shown where students barely obtained an average of 3.5 over 5 marks of the four criteria. However, the second column reflects that student prodigiously increased their grade with a general average of 4,22 over 5 marks.

Subsequently, Figure 5 shows that the treatment worked correctly in the EFL classroom. The scores for each evaluation criterion for writing ability are found with the initial score in the left column and the final score in the right column. The first criterion that is content the students obtained an initial score of 3.6 out of 5 marks and the final score of 4.09 out of 5 marks, having 0.5 points of difference between them. The second communicative achievement criterion the initial score was 3.02 and the final score the students had a final score of 4.09 with a difference of 1.07 marks between the two scores. The third language criterion, the students at the beginning had a total of 3.8 and a final score of 4.2 out of 5 marks, with a difference of 0.4 points. Additionally, the fourth criterion, which is organization, the students obtained an initial score of 3.68 and a final score of 4.5 out of 5 marks with a difference of 0.82 points. The criteria of evaluation that was most impacted by the application of PBL was communicative achievement with a difference of 1.07 marks, showing that the communicative skills involved in writing improved positively. In addition, the students not only developed a control of grammatical forms, but they were also able to apply them in different communicative contexts with specific objectives.

Therefore, it can be interpreted that the application of PBL guided students to achieve standardized PET goals in relation to the writing section. The graph shows that the students after the treatment exceeded the academic expectations since they obtained scores greater than 4 on the standardized band of 5 marks. The ability to write as a means of productive communication evidenced the importance within the academic field of students. Therefore, it is important to highlight that they achieved writing development with good management of organization, register, coherence and, above all, a communicative style and context in accordance with what was expected of them.

Speaking section

Table 7.

Pre-test and post-test speaking results

Speaking criteria	Initial average	Final average
1. Grammar and vocabulary	2,77	3,77
2. Discourse management	2,77	3,68
3. Pronunciation	3,08	3,94
4. Interactive communication	3,28	3,8
General	2,9	3,79

Note: These data were taken from students' speaking pre and post test of four semester at "Pedagogía de los Idiomas Nacionales y Extranjeros" by Luna (2022).

Graph 6: PET speaking section pre-test and post-test results

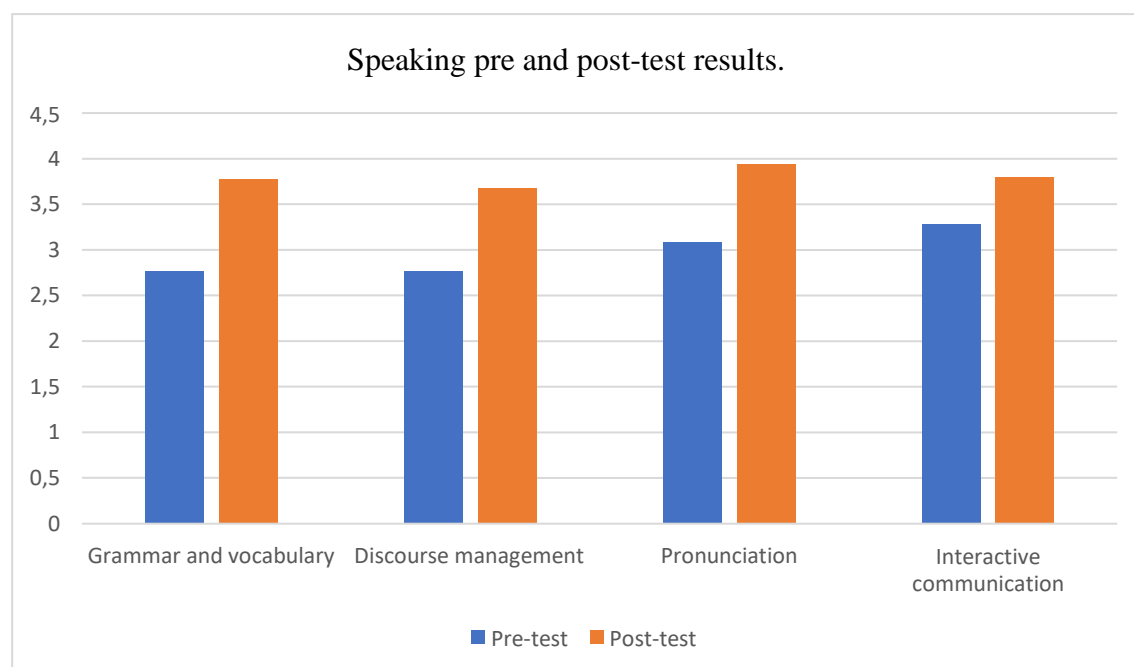


Fig. comparative average scores taken from writing section pre and post test results taken from students of four semester at "Pedagogía de los Idiomas Nacionales y Extranjeros"

Analysis and interpretation

Table 7 shows a comparison between the scores before and after the experiment and the Project Based Learning treatment. The population was the same of 35 students. The first column shows the general average where the students barely obtained an average of 2.9 out of 5 points of the four criteria. However, the second column reflects that the student prodigiously increased her grade with an overall average of 3.79 out of 5 points. In addition, Table 7 was structured in two parts, classifying the four criteria provided by the PET exam to assess speaking skills in the Cambridge standardized test.

Subsequently, Figure 6 shows that the treatment worked correctly in the EFL classroom. The scores for each writing skill evaluation criterion are found with the initial score in the left column and the final score in the right column. The first criterion, which is grammar and vocabulary, the students obtained an initial score of 2.77 out of 5 points and the final score of 3.77 out of 5 points, with a difference of 1 point between them. The second discourse management criterion the initial score was 2.77 and the final score the students obtained a final score of 3.68 with a difference of 0.91 points between both scores. The third pronunciation criterion, the students at the beginning had a total of 3.08 and a final grade of 3.94 out of 5 points, with a difference of 0.86 points. Additionally, the fourth criterion, which is interactive communication, the students obtained an initial score of 3.29 and a final score of 3.8 out of 5 points with a difference of 0.51 points. The evaluation criteria that had the most impact with the application of the PBL were grammar and vocabulary and discourse management with a difference of 1 to 0.91 points, respectively, showing that the communicative skills involved in speaking improved positively. In addition, the students through the post-test demonstrated a control of simple and complex ranges of grammar with an appropriate vocabulary to give and exchange points of view.

Finally, the students not only developed a mastery of grammatical forms but were also able to produce communicative interaction where they not only inform but also negotiate and give significant attributions and apply them in different communicative contexts with specific objectives. Therefore, it can be interpreted that the application of the PBL guided the students to reach standardized goals of the PET in relation to the speaking section. The graph shows that the students after the treatment exceeded the academic expectations since they obtained scores higher than 3.6 in the standardized band of 5 points.

3.3 Hypothesis verification

Taking into account that the present investigation is experimental, it was necessary to use the SPSS software to verify if the hypothesis exposes the expected results. For this, the T-Test for paired samples was obtained, which represented the average obtained during the application of the pre-test and the post-test. effectiveness, the T Test for paired samples is responsible for accepting or rejecting the alternative hypothesis that affirms that Project-Based Learning influences the development of communication skills in students of the second semester of the Pedagogy of National and Foreign Languages program.

Table 8.

Paired Sample Statistics

Paired Sample Statistics					
		Mean	N	Std. Standar	Std. Error Mean
Par 1	Pre-test	3,25357	35	,445036	,075225
	Post-test	4,02857	35	,276343	,046711

Note: These data were taken from students pre and post-test of four semester at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Luna (2022).

Table 9.

Paired Samples Correlations

Paired Samples Correlations				
		N	Correlation	P.Value
Par 1	Pretest & Post Test	35	,788	,000

Note: These data were taken from students pre and post-test of four semester at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Luna (2022).

Table 10.*Paired Sample T-Test*

Paired Samples Test

	Pired Differences					t	gl	Sig. (bilateral)
	Mean	Std. Derivatio n	Std. Error Mean	95% Confidence Interval of Difference				
				Lower	Upper			
Par 1 Pre test - Post Test	- ,77500 0	,284075	,048017	-,872583	-,677417	- 16,140	34	1,655E- 17

Note: These data were taken from students pre and post-test of four semester at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Luna (2022).

Table 11.*Normality test*

Normality test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Estadístic	gl	Sig.	Estadístic	gl	Sig.
Pre test	,164	35	,018	,958	35	,194
Post Test	,170	35	,012	,890	35	,002

Note: These data were taken from students pre and post-test of four semester at “Pedagogía de los Idiomas Nacionales y Extranjeros” by Luna (2022).

The tables presented above show the statistical data obtained by the experimental group respectively during the application of the pre-test and post-test. Table 8 in particular demonstrated that among the paired samples there is a similar mean between the two tests. Therefore, the mean of a total of 35 subjects before the experiment was 3.25, consequently, after the experiment, the mean increased to 4.02. In addition, in Table 9, using the paired

samples correlation chart, a test correlation of 0.788 was observed, that is, the two study variables are linearly related. Consequently, using the SPSS software t-test, when performing the paired-samples t-test analysis, a bilateral significance of $1.655 \cdot 10^{-17}$ was obtained and when applying the formula $P \leq 0.05$, $1.655 \cdot 10^{-17} \leq 0.05$ therefore the alternative hypothesis is accepted, and the null is rejected, establishing that Project-Based Learning influences on the communicative skills of students in the fourth semester of the "Pedagogía de los Idiomas Nacionales y Extranjeros " at the Universidad Técnica de Ambato.

Discussion

First that all, the results obtained show a very positive progress related to communicative skills, writing, and speaking based on their academic experience. During the application of treatments, the students shared negotiation process among the participants, its objective being obtaining a final product. Therefore, individual and autonomous learning was promoted within a work plan defined by objectives and procedures. Students took responsibility for their own learning, discovering their preferences and strategies for example, when the students developed the dissemination phase of their projects, they discovered their preferences and styles sharing information without leaving aside the academic speaking process for that reason, they developed confidence on themselves using their own strategies helped them with their pronunciation and communicative achievement. They can also participate in decisions regarding the evaluation of learning. The data provides a real learning context in which the participants demonstrated an efficient development of their skills in a communicative context. Additionally, the results reflect a progress not only academic but also motivational. Project-based learning allows the application and integration of any subject because the activities of the project are organized with a common purpose, which includes creativity, decision-making, critical thinking, individual and collective responsibility.

The data and findings in this project can be corroborated in the same way with the article developed by (Putri, Artini, & Kerti, 2017) in which "Project-based Learning Activities and EFL Students' Productive Skills in English" was studied. A group of high school children were exposed to oral and written tests as was done in this project. Furthermore, to demonstrate a significant difference in productive skills before and after activities using PBL, the paired samples t-test was used. In his project, the improvement was completed through the paired T-test in which the bilateral significance is less than 0.05, validating the alternative hypothesis. In addition, his project the students were able to develop speaking and writing activities, having an improvement of 45%. These results show that project-based learning influences the development of productive skills in a significantly. As a result of this argumentation, based on the results and validation of the hypothesis the students achieved academic achievements outside the expectations because in total average between the two abilities they achieved a total average greater than 4 marks. Therefore, future teachers of English should consider the results obtained in this chapter to understand a real perspective of the new challenges in education.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the appropriate analysis and interpretations of the results obtained related to the treatment that involved Project-Based Learning and the development of the communicative skills (writing and speaking) of the four-semester students from "Pedagogía de los Idiomas Nacionales y Extranjeros" program at Universidad Técnica de Ambato, this chapter provides the following conclusions and recommendations for forthcoming investigations

- Project- Based Learning has a relevant relationship with the development and improvement of speaking and writing skills. Based on the verification of the alternative hypothesis, it was demonstrated that PBL has an effective, direct, and positive influence on the enhancement of communicative skills. The P-value, which was less than 0,05 confirmed that PBL helped students to increase their abilities to write and speak correctly. That is to say, through a project students could involve their capacities, group work and critical thinking.
- It can be concluded that the language skills include in communicative skills are the productive ones because through research several authors highlighted the 4 skills, but Iyabode (2018) stated that communicative skills are directly related to verbal communication. For this reason, it was confirmed that productive skills are a fundamental part of communicative skills, with speaking and writing as the principal skills.
- After and during the application of the treatment, the evaluation of the communicative skills allowed to conclude that the students improved their academic writing requirements through the project. The selected activities in which the students had to take into account the register and writing style that they were going to use. The total general averages showed an improvement from 3.5 to a total average of 4.22, obtaining an 84.4% improvement during the process. The students felt confident in answering the written test as they were able to write a story with free expression and use of complex and simple grammatical forms. In addition, the presentation and dissemination of the

project motivated the students to achieve the educational objectives by participating in an innovative and collaborative way.

- It is important to highlight that the students improved their academic speaking requirements through all phases of the project. With the comparative results of the pre and post-test, it was possible to confirm that all the activities selected during the phases of the project, especially when the students had to share and discuss in groups, involved all the sub-skills with a communicative purpose. The total general averages showed an improvement from 2.9 to a total average of 3.79, obtaining 75.8% over 5 marks. During the speaking post-test, the students demonstrated confidence in their arguments and answers. In addition, they were able to easily develop a communicative interaction with negotiation and persuasion.
- With the application of the 4 phases of the project the students were able to develop both skills simultaneously. Each phase complements each other to achieve and progress in the development of student projects while they increase their communicative abilities. However, during phase 3 "Development" the students were able to take everything they researched and begin to create their stories in which at the same time they discussed among the members of the group. The ability to transfer theoretical knowledge to real situations and contexts was the key during this phase. The screening of cognitive skills such as critical thinking, reflection, and self-assessment; as well as tolerance and dialogue, fundamental attitudes for collaborative learning.

4.2 Recommendations

After the conduction of the research and applying Project-Based Learning to students from the four level at “Universidad Técnica de Ambato” with the accurate procedure it is profoundly recommended:

- The teachers should consider that the essential element within the development of projects, the integration of the collaborative learning strategy within the project work method, proved to be a positive experience for the students, with acceptance. In addition to this, when comparing collaborative work versus that carried out individually, it is possible that perspectives and points of view are different when discussing or sharing ideas, so it is important that rules of coexistence are clear during the process. In this sense, it was confirmed that collaborative work as part of a project allows students to exchange ideas and participate in the collective construction of knowledge.
- Teachers who wish to apply the PBL as a direct influence on communication skills should consider that within communication skills are speaking and writing. However, on many occasions the sub-skills of speaking and writing cannot be specifically evaluated in detail, rather it is necessary that they be integrated in a general way in each skill as a whole to avoid a too extensive dispersion of the study and to evaluate the general aspects of communicative achievement.
- Considering that the speaking ability was the best development after the presentation of the project. It is highly suggested that teachers implement projects since in terms of the development and improvement of the elements that make up the competencies, the results observed were evident. The students were able to express their ideas in their own words. In an outstanding way, during the dissemination of the final product of the project and the post test, it was found that the ability of the students with the ability to speak was developed to a better capacity and results.
- Last but not least, it can be recommended that the application of PBL needs a specific organization since each phase needs a long time to achieve the proposed objectives. During the research phase, it is important that teachers delimit the information with examples of what students should investigate and share to avoid dispersing the topics too much.

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Anexo 1.: Approval

CARTA DE COMPROMISO

Ambato, 13/04/2022

Doctor
Marcelo Núñez Espinoza
Presidente
Unidad de titulación
Carrera de Pedagogía de Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo, Mg., Sarah Iza Pazmiño en mi calidad de Coordinadora de Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: “ PBL AND THE COMMUNICATIVE SKILLS” propuesto por la estudiante Katherine Alejandra Luna Rodriguez, portadora de la Cédula de Ciudadanía 1722447834 , estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Firmado digitalmente por:
SARAH
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Annex 2: Pre and Post test

WRITING SECTION

Candidate name: _____

Date: _____

Class: Level B1.2

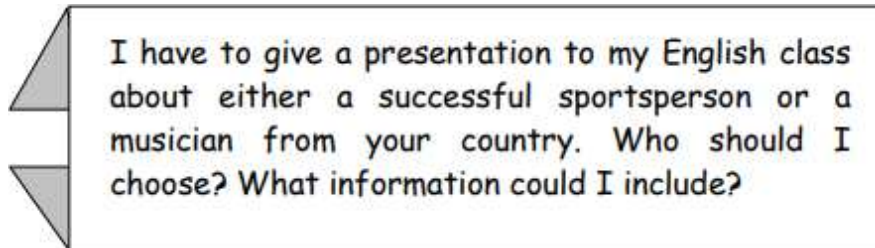
Introduction: This test is based on Cambridge Preliminary (PET) English Sample Exam and English Pedagogical

Instructions:

- Read the questions 1 and 2.
- Choose a questions and answer.

Question 1

This is part of a letter you receive from your friend.



Now write a letter answering your friend's question.

Question 2.

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence: **Tim felt angry as he got off the train.**
- Write your story in about 100 words.

Link:

https://docs.google.com/forms/d/1Kr_86sdIDWUCz1ZFt0MilFN45Qq4D9Qs1zyHwMQTkWQ/edit

SPEAKING SECTION

Interlocutor

- I am going to describe a situation to you. A young man works very hard and has only one free day a week. He wants to find an activity to help him relax.
- Here are some activities to help him relax.

Activities to help the man relax



Now, we are going to talk together talk together about the different activities he could do, and then I'd like you to decide which would be most interesting and why.

Annex 3: A Teacher's Guide to Project-Based Learning by Douglas S. Fleming

<https://files.eric.ed.gov/fulltext/ED469734.pdf>

ED 469 734

A Teacher's Guide to Project-Based Learning

**Learning through
Student Projects**

**Profiles in Project-
Based Learning**

**Steps for Teachers in
Planning and Managing
Student Projects**

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Annex 4: TKT lesson plan template

LESSON PLAN

Center name:		Date:		
Teacher:		Lesson #:		
Class profile / Number and level of learners				
Timetable fit				
Main aim(s)				
Subsidiary aims				
Assumptions				
Anticipated problems				
Possible solutions				
<i>Procedure</i>	<i>Stage aims</i>	<i>Aids, material and equipment</i>	<i>Interaction pattern</i>	<i>Timing</i>

Annex 5: Experiment design

UNIVERSIDAD TÉCNICA DE AMBATO



FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros Mención: inglés.

THEME:

“PROJECT-BASED LEARNING AND THE COMMUNICATIVE SKILLS”

AUTHOR: Katherine Alejandra Luna Rodríguez.

TUTOR: Lcda. Mg. Ruth Elizabeth Infante Paredes.

Ambato – Ecuador 2022

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INTRODUCTION

Project-Based Learning (PBL) can be defined as a teaching and learning modality focused on consecutive tasks, a shared process of negotiation between the participants, the main objective being obtaining a final product (Duc, 2019). This method promotes individual and autonomous learning within a work plan defined by objectives and procedures. Students take responsibility for their own learning, discovering their preferences and strategies in the process. They can also participate in decisions related to content and learning assessment (Mitchell & Wetzel, 2008). Therefore, projects are a different way of working in the classroom, which encourages student inquiry, based on questions that are considered useful and important and that, in some cases, have arisen from themselves or have been assigned by the teacher. During the development of a project, students explore and discover interests, ask questions, organize their work, search for information in various sources, share their conceptions and compare them with new information, enrich or transform them, communicate results, and make proposals.

PBL has a long tradition, in fact the first proposals appear at the beginning of the 20th century. Dewey (1934) had highlighted the importance of experience in learning and was committed to multidisciplinary projects that allowed students to work on different concepts and areas of knowledge. In addition, he attached great importance to social learning, so his projects had a markedly collaborative character. (Roessingh & Chambers, 2011) argued that PBL in school was the best way to use the innate potential of students, and to prepare them to be responsible and motivated citizens towards learning. Thus, the teacher designs an instructional sequence based on their professional knowledge, the contents of the curriculum and certain teaching strategies. For his part, the student has certain prior knowledge that will intervene in his own learning process and that of his classmates, through of collaborative work. The relationship established between the teacher and his students is not linear. The teacher fulfills the role of counselor and guide in a teaching situation that considers the affective bonds in the negotiation of meanings and the construction of knowledge.

GENERAL OBJECTIVE

- Develop a Project that promotes and improve communicative skills.

SPECIFIC OBJECTIVES

- Design lesson plans with a focus on Project-Based Learning phases communicative skills.
- Apply different designs of lesson plans with a specific writing or speaking criteria in classrooms.

SCOPE OF THE EXPERIMENT

UNIT / CONTENT: DIALECT				
Number of lesson plan	Project Phase	Speaking criteria	Writing criteria	Activities
N- 1	I	Grammar and vocabulary Discourse management Pronunciation Interactive communication		<ul style="list-style-type: none"> • Students perform an activity to establish respect and teamwork. • The teacher introduces the project and the phases it will have, as well as the theme of the project.
N- 2	I	Grammar and vocabulary Discourse management Pronunciation	Content Language Organization	<ul style="list-style-type: none"> • Students express their ideas with a justification • Students identify varieties in social and regional dialects • Students write a paragraph describing what they found
N- 3	II	Grammar and vocabulary Discourse management Pronunciation	Content Communicative achievement Language Organization	<ul style="list-style-type: none"> • Students express their ideas and answer the questions in the video. • Students are assigned in their groups to their dialects. • Students generally investigate varieties in grammar, vocabulary and pronunciation based on their assignments.

N- 4	II	Discourse management Pronunciation Interactive communication	Communicative achievement Language	<ul style="list-style-type: none"> • Students share what they researched on their teams. • Students assign roles in each group. • Students thoroughly research varieties for their characters.
N- 5	III	Pronunciation	Content Communicative achievement Language Organization	<ul style="list-style-type: none"> • Students write a story based on their theme and context assigned • Students record an audio with a story telling
N- 6	III		Content Communicative achievement Language Organization	<ul style="list-style-type: none"> • Students write their scripts based on the story that they have already created
N- 7	VI	Grammar and vocabulary Discourse management Pronunciation Interactive communication		<ul style="list-style-type: none"> • Students record their videos and upload them to YouTube.
N- 8	VI	Grammar and vocabulary Discourse management Pronunciation Interactive communication	Content Communicative achievement Language Organization	<ul style="list-style-type: none"> • Students present their videos, and the entire class discusses and gives feedback on each video. • Students highlight what they learned during the project.

LESSON PLAN 1: Phase I

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros “PROJECT-BASED
LEARNING AND THE COMMUNICATIVE SKILLS”

Lesson Plan 1 Luna Rodriguez Katherine Alejandra

PROJECT-BASED LEARNING

PROJECT- BASED LEARNING	PHASE I
PHASE DESCRIPTION	Students are introduced to the core values of PBL and are also introduced to the phases of the project.
Teacher	Katherine Luna
Class profile	
Age-Level	19 – 20 years old / B1 level
Criteria	Speaking: Communicative achievement Pronunciation Discourse management
Timetable fit	The students have already taken a pre-test
Main aim (s)	At the end of the lesson students will be able to discuss dialects and how social and regional factors influence them.
Subsidiary aims	<ul style="list-style-type: none"> • Students use appropriate language and communitive skills. • Students express their ideas.
Possible problems	Students are unaware of the factors that influence dialects
Possible solutions	The teacher provides a real-life example for students to identify the factors

Timing	Stage aims	PROJECT-BASED LEARNING	Aids and materials	Interaction pattern
10 min	<p>Warmer/lead-in: introduce the topic of the lesson and engage students</p> <p>To practice communitive skill focused on speaking</p>	PHASE I	https://www.canva.com/design/DAFGEauJA44/TWfJQSHiOJZTLpE3XegjNg/edit?utm_content=DAFGEauJA44&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	Whole class
		<p style="text-align: center;">Warmup</p> <p><u>The foundations of Project-Based Learning are respect and teamwork.</u></p> <ul style="list-style-type: none"> • The teacher starts the class by asking the students what respect is. • Students respond and discuss among themselves. • The teacher presents a general conclusion of what is respect. • The teacher writes on the blackboard respect: • Looks like: Listening Waiting • Feels like: Calm Safe • Sounds like: I respect your point but Thank you • Students in groups give examples of each category of respect. 		

5 min	To introduce students with the project phases.	<p style="text-align: center;">INTRODUCTION</p> <ul style="list-style-type: none"> • The teacher introduces the project starting with the name and objectives of the project. • The teacher emphasizes that the project is focused on dialects and their categories: regional and social. • The teacher explains to the students what they are going to do in each phase that it consists of and what their final product will be through a presentation. 	<p>PPP presentation</p> <p>https://www.canva.com/design/DAFGEZuezQE/Gel7kH2xAW00_jm2Nkby9w/vi?utm_content=DAFGEZuezQE&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</p>	Group work
5 min	To develop critical thinking	<p style="text-align: center;">Assessment</p> <ul style="list-style-type: none"> • The teacher asks the students to analyze the title of the project: “Language through dialects” • Students should bring their ideas to the next class. 		Individual

Annex:

PROJECT



WHAT IS IT?

A PROJECT IS A SET OF TASKS THAT MUST BE COMPLETED IN ORDER TO ARRIVE AT A PARTICULAR GOAL OR OUTCOME. DEPENDING ON THE SIZE AND SCOPE OF THE PROJECT, THESE TASKS MAY BE SIMPLE OR ELABORATE, BUT ALL PROJECTS CAN BE BROKEN DOWN INTO OBJECTIVES AND WHAT NEEDS TO BE DONE TO ACHIEVE THEM.



Project phases

1. Activation

2. Research

3. Development

4. Presentation or diffusion

LESSON PLAN 2: Phase I

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros “PROJECT-BASED
LEARNING AND THE COMMUNICATIVE SKILLS”

Lesson Plan 2 Luna Rodriguez Katherine Alejandra

DIALECTS PBL

PROJECT- BASED LEARNING	PHASE I	
PHASE DESCRIPTION	Students are introduced to the theme of the project and its focus on dialects. Students know the processes that will take place and the final product.	
Teacher	Katherine Luna	
Class profile		
Age-Level	19 – 20 years old / B1 level	
Communitive skills	Speaking: Pronunciation Discourse management Grammar and vocabulary	Writing: Organization Content Language
Timetable fit	The students have already been introduced to project stages.	
Main aim (s)	At the end of the lesson students will be able to Identify the varieties that are included in social and regional dialects	
Subsidiary aims	<ul style="list-style-type: none"> • Students use appropriate language and communitive skills. • Students express their ideas. • Students write a descriptive paragraph 	

Timing	Stage aims	PROJECT-BASED LEARNING	Aids and materials	Interaction pattern
10 min	<p>Warmer/lead-in: introduce the topic of the lesson and engage students</p> <p>To practice communitive skill focused on speaking</p>	PHASE I	<p>Picture Annex 1</p> <p>PPP presentation https://www.canva.com/design/DFAFUvd1CUU/5LeKIo_jWNyRxzVvSFYc2Q/view?utm_content=DFAFUvd1CUU&utm_campaign=design_share&utm_medium=link&utm_source=publishsharelink</p> <p>Video regional dialect: https://www.youtube.com/watch?v=IITC82DbhrY</p>	Whole class
		<p style="text-align: center;">PRESENTATION</p> <p>The teacher introduces the main topic that is about the unit: dialects. The teacher begins with a sentence: Languages shape the way we live and think. The teacher asks the students to explain what the sentence means to them with examples.</p> <p>The teacher presents the content on dialects and the factors that influence them with examples:</p> <p>Regional dialect: grammar-pronunciation-vocabulary.</p> <p>The teacher presents a video and asks the students to identify an example for each grammar pronunciation and vocabulary category</p> <p>Social dialect: Gender</p>		

		<p>social status Religion Education</p> <p>The teacher presents 3 videos and asks the students to identify which social dialect they belong to, explaining with the justification.</p>	<p>Videos social dialect:</p> <p>https://www.youtube.com/watch?v=23-hBKl86Y4</p> <p>https://www.youtube.com/watch?v=EHgrDDwXkTA</p>	
5 min	<p>To provide the opportunity to research.</p> <p>To practice communicative skill focused on writing</p>	Assessment		Individual
		<ul style="list-style-type: none"> • The students based on what they learned and practiced have to find 2 real-life videos that demonstrate regional dialects with a short description paragraph and 2 videos that demonstrate social dialects. • Regional dialects • Social dialects • Students sent their task by email 		

Annexos:

“oooooh i love your accent where are you from?”

me:



LANGUAGES SHAPE THE WAY WE LIVE AND THINK

THE NUMBER OF LANGUAGES AND DIALECTS FROM AROUND THE WORLD IS QUITE IMPRESSIVE.

WHETHER WE CATCH A FOREIGN FILM OR TRAVEL OVERSEAS FOR A HOLIDAY, WE MIGHT BE EXPOSED TO DIFFERENT LINGUISTIC CONTENT.

LANGUAGE IS CULTURE AND CULTURE IS LANGUAGE



THE WAY YOU SPEAK IS USUALLY A GOOD INDICATOR OF YOUR SOCIAL BACKGROUND AND THERE ARE MANY SPEECH FEATURES WHICH CAN BE USED AS CLUES. SOCIOLINGUISTIC HAVE FOUND THAT IS MOST ANY LINGUISTIC FEATURES IN A COMMUNITY WHICH SHOWS VARIATION WILL DIFFERENT FREQUENCY FROM SOCIAL GROUP TO ANOTHER PATTERNED AND PREDICT THE WAY.



Regional Factors

Regional Dialect

Grammar - Pronunciation- Vocabulary



Social Factors

Social dialect is a variety of speech associated with a particular social class or occupational group within a society.

Differences in speech associated with various social group

- **Gender**
- **Social status**
- **Religion**
- **Education**

LESSON PLAN 3: Phase II

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros “PROJECT-BASED
LEARNING AND THE COMMUNICATIVE SKILLS”

Lesson Plan 3 Luna Rodriguez Katherine Alejandra

DIALECTS PBL

PROJECT- BASED LEARNING	PHASE II	
PHASE DESCRIPTION	Students begin their investigations of assigned dialects.	
Teacher	Katherine Luna	
Class profile		
Age-Level	19 – 20 years old / B1 level	
Communitive skills	Speaking: Pronunciation Discourse management Grammar and vocabulary	Writing: Communicative achievement Organization Content Language
Timetable fit	The students have already been introduced to the topic of the project.	
Main aim (s)	At the end of the lesson students will be able to Organize their teams, analyze the assigned dialects, and start your research process.	
Subsidiary aims	<ul style="list-style-type: none"> • Students use appropriate language and communitive skills. • Students share their ideas • Students write a paragraph explaining and giving reason • Students practice pronunciation 	

Timing	Stage aims	PROJECT-BASED LEARNING		Aids and materials	Interaction pattern
10 min	<p>Warmer/lead-in: introduce the topic of the lesson and engage students</p> <p>To practice communicative skill focused on speaking</p>	PHASE II		<p>Video:</p> <p>Link: https://www.youtube.com/watch?v=DZaoi-YKI5Q</p> <p>https://www.youtube.com/watch?v=dJgoTcyrFZ4</p> <p>Nearpod:</p> <p>Link: https://nearpod.com/</p>	Whole class
		<p style="text-align: center;">Warmup</p> <p style="text-align: center;">Teachers' activities</p> <ul style="list-style-type: none"> • The teacher projects a video, and the students must listen carefully. • The teacher asks the students to answer the following question. <p>Where do you think the people are from and what dialect are they speaking? Why? For example. I think it is a person from Asia speaking British English because the phoneme (t) is very stressed.</p> <ul style="list-style-type: none"> • The teacher asks the students to submit their answer on a Nearpod. 	<p style="text-align: center;">Students' activities</p> <ul style="list-style-type: none"> • Students listen carefully to the audio. • Students respond orally 		

5 min	To provide opportunity teamwork	GROUPS ORGANIZATION		Anexo 1	Group work
		<ul style="list-style-type: none"> • The teacher asks the students to gather in their groups. • The teacher assigns the regional or social dialects with their contexts to each group. (Annex No. 1 at the end) • The teacher asks each group to carefully read the context and dialects found in their groups. If it is necessary to make a change, each group will suggest it to the teacher. 			
5 min	<p>To provide the opportunity to research.</p> <p>To practice communitive skill focused on writing</p> <p>To develop critical thinking</p>	Assessment		<p>Google forms</p> <p>https://docs.google.com/forms/d/1ZNUTwinr47cQsenBmYX0hX4qjdheWYZB4mi9B0SEmDI/edit#response=ACYDBNj4R6hGpyO2EpWyz</p>	Individual
		<ul style="list-style-type: none"> • Each member of the group must investigate on internet, videos, movies, books etc. Related to the assigned dialects the variations in pronunciation, grammar, and vocabulary 3 examples of each one. Write a paragraph around 100 words describing and analyzing the variations found. 			

		<p>Example:</p> <p>British from Northern England and Scotland: Grammar: The workers get extra time off at Christmas.</p> <p>British from Anglia: Grammar: The lack of verbal -s in the present tense She work She don't</p> <p>London: lower class Cockney as an urban dialect</p> <p>Pronunciation: H-dropping, e.g. hand [ænd] TH-fronting, e.g. think [fink]</p> <p>help [heUp]</p>	1CKXcDkR5TzO5-6YxBDp0YC3bXxZ8yWgRZYnLVVv1YrIchwc04	
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ANEXO 1

REGIONAL DIALECT

Group 1			
Context	Teachers' meeting		
Theme	Teachers talk about how to improve their students' English language academic performance.		
Time	6 minutes		
Integrants:	Nacionality	Regional Dialect	Age
Teacher 1	Chinese	British from London	Adult
Teacher 2	Indian	British from Ireland	Adult
Teacher 3	English	British from Denmark	Adult
Teacher 4	Colombian	American from California	Adult
Teacher 5	French	American from Canada	Adult
Teacher 6	American	American from Texas	Adult

Group 2			
Context	Press conference		
Theme	The ex-president gives a press conference to talk about human rights and "Black Lives Matter" case.		
Time	6 minutes		
Integrants:	Nacionality	Regional Dialect	Age
Ex_president Barack Obama	American	American from Washington	Adult
Human rights activist	Indian	Indian- English	Adult
Human rights activist	English	British from Scotland	Adult
Journalist	Italian	Australian from Sidney	Adult
Journalist	American	American from Hawái	Adult
Journalist	American	American from Michigan	Adult

Group 3			
Context	Conversation between friends during a party		
Theme	what's your favorite drink?		
Time	6 minutes		
Integrants:	Nacionality	Regional Dialect	Age
Friend 1	Japanesse	British from Anglia	Adult
Friend 2	Ecuadorian	British from Liverpool	Adult
Friend 3	Mexican	British from London	Adult
Friend 4	Russian	American from Canada	Adult
Friend 5	Indian	American from Colorado	Adult
Friend 6	Austrian	American from Indiana	Adult

Group 1				
Social dialect	Social class			
Context	Royalty at charity			
Theme	Royalty visits a poor neighborhood to do charity work. The press is present covering the event and do some interviews.			
Time	6 minutes			
Integrants:	Social class	Nacionality	Dialect	Age
Lady Diana	Upper class (royalty)	English	British	Adult
Prince Charles	Upper class (royalty)	English	British	Adult
Journalist	Middle class	English	British	Adult
Neighbour	Lower class	Indian	American	Child
Neighbour	Lower class	South African	British	Adult
Neighbour	Lower class	English	American	Teenager

SOCIAL DIALECT

Group 2				
Social dialect	Gender			
Context	Friend's meeting			
Theme	How was your first date?			
Time	6 minutes			
Integrants:	Gender	Nacionality	Dialect	Age
Friend 1	Male	English	British	Adult
Friend 2	Male	American	American	Teenager
Friend 3	Male	Russian	British	Adult
Friend 1	Female	American	British	Teenager
Friend 2	Female	Argentinian	American	Adult
Friend 3	Female	English	British	Teenager

Group 3				
Social dialect	Education			
Context	Parent's meeting			
Theme	At school, parents meet to talk about the safety of their children.			
Time	6 minutes			
Integrants:	Education	Nacionality	Dialect	Age
Parent	No education	English	British	Adult
Parent	Higher education	American	American	Adult
Parent	Higher education	English	British	Adult
Parent	Primary	Indian	British	Adult
Parent	Secondary	American	American	Adult
Parent	No education	South African	British	Adult

PHASE II

- Where do you think the people are from and what dialect are they speaking? Why?

WRITING

- Each member of the group must research on internet, videos, movies, books etc. Related to the assigned dialects the variations in pronunciation, grammar, and vocabulary 3 examples of each one. Write a paragraph around 100 words describing and analyzing the variations found.

Example:

British from Northern England and Scotland: Grammar

The workers gets extra time off at Christmas.

British from Anglia: Grammar Cocksney as an urban dialect

Pronunciation:

H-dropping, e.g. hand [ænd]

TH-fronting, e.g. think [tɪnk]

The lack of verbal -s in the present tense

She work / She don't

London: lower class

Help [he:ʌp]

Active Windows

ANNEX 3



<https://www.youtube.com/watch?v=DZaoi-YKI5Q>



<https://www.youtube.com/watch?v=dJgoTcyrFZ4>

LESSON PLAN 4: Phase II

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros “PROJECT-BASED
LEARNING AND THE COMMUNICATIVE SKILLS”

Lesson Plan 4 Luna Rodriguez Katherine Alejandra

DIALECTS PBL

PROJECT- BASED LEARNING	PHASE II	
PHASE DESCRIPTION	Students specifically investigate the role assigned to them.	
Teacher	Katherine Luna	
Class profile		
Age-Level	19 – 20 years old / B1 level	
Communitive skills	Speaking: Pronunciation Discourse management Interactive communication	Writing: Language Communicative achievement
Timetable fit	The students have already carried out the first investigations on the dialects assigned to each team.	
Main aim (s)	At the end of the lesson students will be able to Identify the main variables of the assigned dialects in each team.	
Subsidiary aims	<ul style="list-style-type: none"> • Students use appropriate language and communitive skills. • Students develop their critical thinking. • Students discuss in their groups. 	

Timing	Stage aims	PROJECT-BASED LEARNING		Aids and materials	Interaction pattern
10 min	<p>Warmer/lead-in: introduce the topic of the lesson and engage students</p> <p>To practice communicative skill focused on speaking</p>	PHASE II		Students' researches	Group work
		<p style="text-align: center;">Teachers' activities</p> <ul style="list-style-type: none"> • The teacher asks the students to meet in their teams to share what they found in their research. • The teacher asks them to share their examples of grammar, vocabulary, and pronunciation in each group. • Once the teams have shared all their information, the teacher asks each group to choose a leader. • Among all the members they must choose an example of grammar, pronunciation and vocabulary and the leader must write them down on a piece of paper. 	<p style="text-align: center;">Students' activities</p> <ul style="list-style-type: none"> • Students meet in their groups and share what they found in their investigations. • Students choose a leader and examples • Each group must discuss and decide what is the social evaluation for each example say it. The group that is closest to the evaluation is the winner. 		

		<ul style="list-style-type: none"> The teacher asks each leader to come forward with their example and write it down (or pronounce it). The rest of the groups must discuss among themselves and give a social evaluation of each example. 			
5 min	To provide opportunity teamwork	GROUPS ORGANIZATION		Anexo 1	Group work
		<ul style="list-style-type: none"> The teacher asks the students to gather in their groups. Students should be assigned roles for their dramatizations. The whole group must agree on the assigned roles. 			
5 min	To provide the opportunity to research. To practice communitive skill focused on writing	Assessment		Research	Individual
		<ul style="list-style-type: none"> Students in each group with their assigned roles and the context and theme of their skits should look for examples related to grammatical pronunciation and vocabulary. 			

Annex 1

Students' tasks

List 3 examples (Pronunciation) *

1. Higher-class: Garage → /'gær.ɑ:ʒ/
Lower-class: Garage → /'gær.ɪdʒ/
2. Higher-class: Water → /'wɔ:.tər/
Lower-class: Water → /'wɑ:.tə/
3. Higher-class: Carry → /'kær.i/
Lower-class: Carry → /'ker.i/

Write your paragraph *

I chose to analyze the group of Social dialect - Social class; Regarding grammar, I could see an important pattern in the use of expressions, for example, the higher class tends to respect the language standards more, specifically in grammar, they use the "s" in the third persons, the verbs in the past correctly, etc. About the vocabulary it is very varied, the upper class uses words that have been spoken for years while the lower class introduces simpler and related words. Finally, in pronunciation there are several specific differences in the upper class, such as the use of the "r", which is more used at the end of words that end in /er/, as well as the use of /i/ and /l/ are important to differentiate the pronunciation of the socially higher classes to the lower ones.

Preguntas Respuestas Configuración

List 3 examples (Grammar) *

British from London

1. Inverted verb phrase, such as He's a good teacher, is Daniel.
2. Non-standard pronoun: "Her come back with her books" the personal pronoun, her, in subject position.
3. Instead of "my" use "me": Me pencil is broken.

List 3 examples (Vocabulary) *

British from London

- "Box of toys". It means "too noise"
- "Dustbin lid/s" - (kid/s). Used when children have created a huge amount of mess.
- "Fisherman's daughter". It means water.

List 3 examples (Pronunciation) *

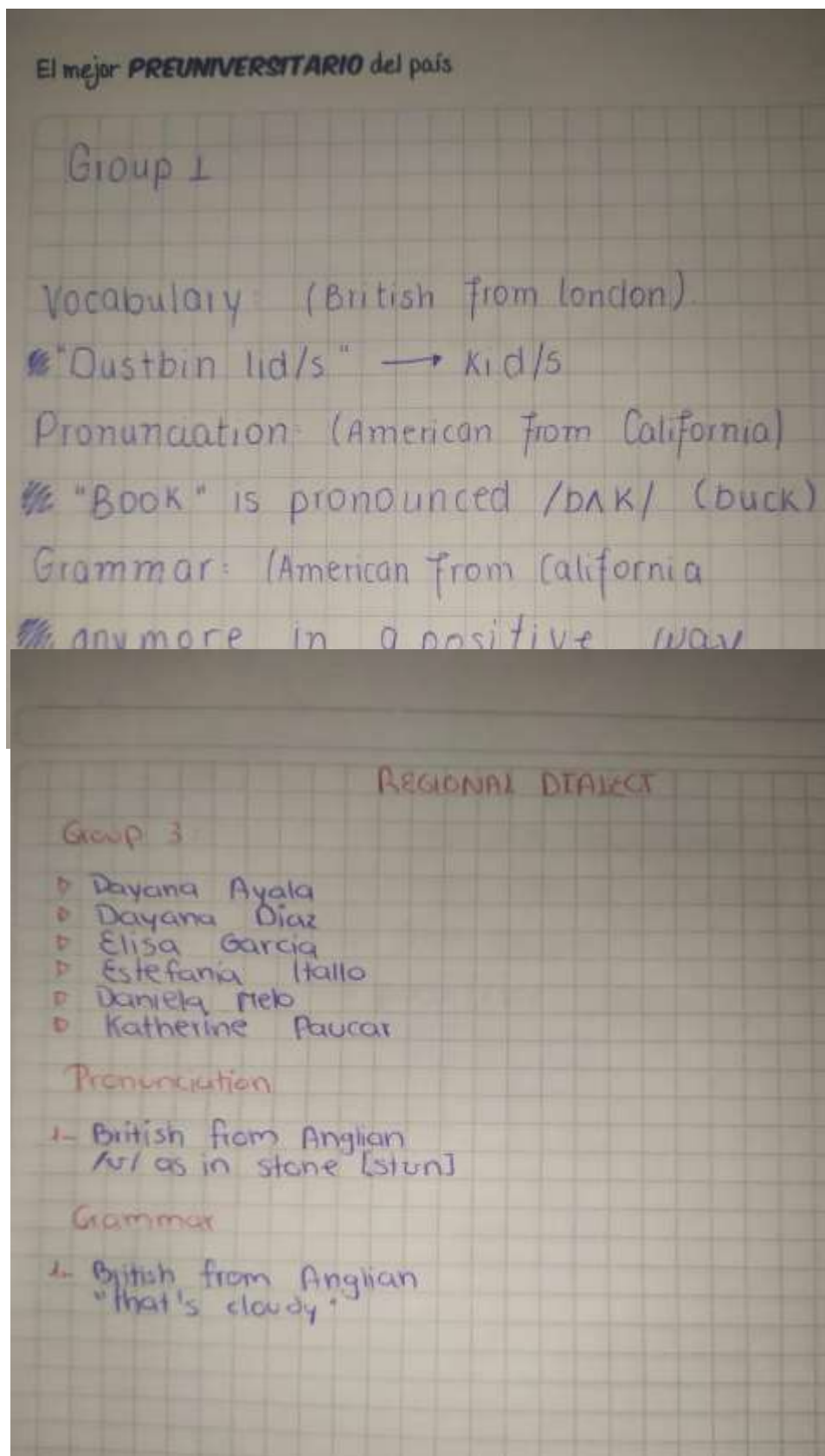
British from London

1. The sound of 't' as a glottal stop. Water sound "wa'er".
2. Sound 'ð' is replaced by the sound 'v' in some words. Mother - "muvah".
3. The sound "h" is silent. House - "ouse"

Ac
Ve

Annex 2

Students' group work



GROUP 3

EDUCATION

- GRAMMAR

HIGHER EDUCATION: achieve

NO EDUCATION: Got

- VOCABULARY

HIGHER EDUCATION: wonderful

NO EDUCATION: Cool

- PRONUNCIATION

HIGHER EDUCATION: /se'teɪʃən/

NO EDUCATION: /se'teɪʃən/

LESSON PLAN 5: Phase III

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros “PROJECT-BASED
LEARNING AND THE COMMUNICATIVE SKILLS”

Lesson Plan 5 Luna Rodriguez Katherine Alejandra

DIALECTS PBL

PROJECT- BASED LEARNING	PHASE III	
PHASE DESCRIPTION		
Teacher	Katherine Luna	
Class profile		
Age-Level	19 – 20 years old / B1 level	
Communitive skills	Speaking: Pronunciation	Writing: Communicative achievement Organization
Timetable fit	Students have already researched examples of their assigned dialects focused on their characters.	
Main aim (s)	At the end of the lesson students will be able to Write a story about their theme and context assigned	
Subsidiary aims	<ul style="list-style-type: none"> • Students use appropriate language and communitive skills. • Students develop their critical thinking. • Students practice pronunciation • Students use complex and simple grammatic forms. 	

Timing	Stage aims	PROJECT-BASED LEARNING	Aids and materials	Interaction pattern
10 min	<p>Warmer/lead-in: introduce the topic of the lesson and engage students</p> <p>To use complex and simple grammatical forms.</p> <p>To organize their ideas through a writing</p>	PHASE III	https://www.youtube.com/watch?v=RSoRzTtwgP4	Individual
		<ul style="list-style-type: none"> • The teacher shows a video to the students • The teacher asks the students to highlight the important steps in creating a good story. • The teacher asks the students to write a story based on the assigned context for each group and the characters. • Students must create a story around 100 words. 		
		GROUPS ORGANIZATION		

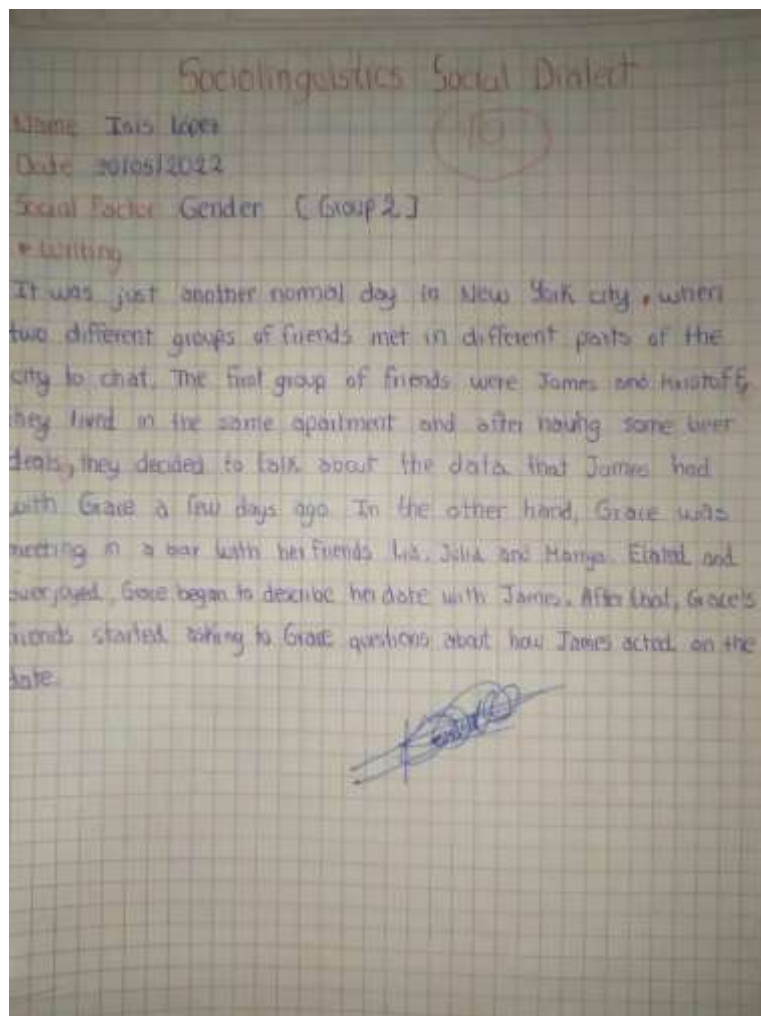
5 min	<p>To provide opportunity teamwork</p> <p>To practice pronunciation, intonation.</p>	<ul style="list-style-type: none"> • The teacher asks the students to gather in their groups. • In the groups, students must choose the best story if it is necessary to join ideas from different stories and have only one writing ready. • As a group, the students narrate their story and send it through an audio. • Students must consider the necessary pronunciation and intonation. 	Students' stories	Group work
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Annex 1 : Video “How to write a good story”

<https://www.youtube.com/watch?v=RSOrzTtwgP4>



Annex 2: Students' stories



Syllabus → script
 Register Dialect
 Group 1

Johanna has viewed the system of education in Colombia and she noticed that anyone can learn English with traditional methods or dead syllabus. Therefore, she decided to create her own English academy called "The Language House". That's why she hired five English teachers from different countries whose mother tongue is not the same. Then they prepared a Teachers' meeting in order to talk about how to improve their student's English language academic performance. Besides every teacher illustrated their lesson plan to discuss between each other what is the best way to implement in the systems of this academy. To sum up, this academy has become one of the most famous in the world.

Name: Johanna López Villavicencio

Sociolinguistics

A Name: Katherine Pucar
 Bot Course: Fourth - A
 Group 3 - General Dialect

I Context/Topic: Conversation between friends / what's your favorite drink?
 Nationality: Austrian
 Regional dialect: American from Indiana

Last Saturday, I went with my friend Daniela to the bar called "Short-drugs" in the center of Indiana. She is from India and likes the Gibsona drink. I preferred a Hoesier Heritage, however, I wanted to drink a cup of one or a glass of beer like in Austria. Then, I looked around and discovered four of my friends: Lizeth, Dayana, Elisa, and Estefania. We joined to their team and ordered. Lizeth was talking with Dayana and asked her for her favorite drink. Dayana answered: "Tigito drink", and Lizeth replied that she never have drink that beverage. She commented that the best one for her is "Manhattan drink". Elisa joined to the conversation saying that she will order the same as me, and asked to Estefania what is her favorite drink? she responded that Alabama drink. The night was great, we enjoyed the music and our conversation. It was an excellent girl's night!

LESSON PLAN 6 : Phase III

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros “PROJECT-BASED
LEARNING AND THE COMMUNICATIVE SKILLS”

Lesson Plan 6 Luna Rodriguez Katherine Alejandra

DIALECTS PBL

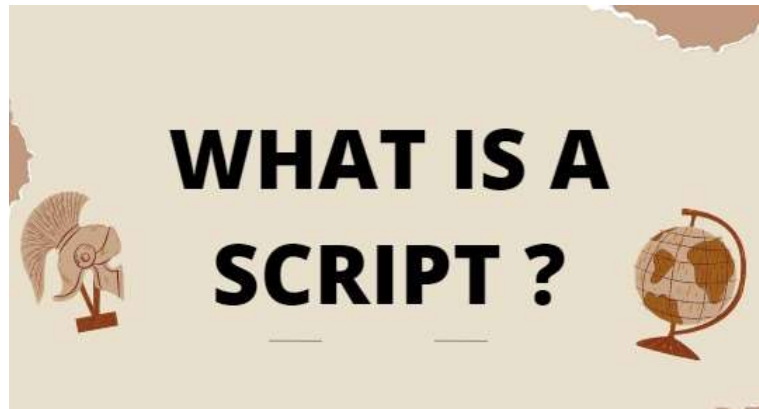
PROJECT- BASED LEARNING	PHASE III	
PHASE DESCRIPTION	Students develop the script for their role plays.	
Teacher	Katherine Luna	
Class profile		
Age-Level	19 – 20 years old / B1 level	
Communitive skills	Speaking:	Writing: Communicative achievement Organization Content Language
Timetable fit	The students have already written their own stories based on their contexts and dialects	
Main aim (s)	At the end of the lesson students will be able to Create their scripts based on the story that they have already selected.	
Subsidiary aims	<ul style="list-style-type: none"> • Students use appropriate language and communitive skills. • Students develop their critical thinking. • Students use complex and simple grammatical forms. 	

Timing	Stage aims	PROJECT-BASED LEARNING	Aids and materials	Interaction pattern
10 min	To practice communitive skill focused on speaking	PHASE III	PPP presentation https://www.canva.com/design/DAFa9Qx7gAM/xa87MYLhf_aPER94jbXDBQA/edit Scrip sample	Whole class
		<ul style="list-style-type: none"> • The teacher continues with the process and introduces the topic: Script • The teacher asks the students: What is a script? What is the script for? • Students respond and share their ideas. • The teacher through a PPP presentation gives the general concepts and the fundamental parts within a script <ol style="list-style-type: none"> 1. Brainstorm 2. Characters 3. Story • The teacher presents some examples, and the students identify the main parts. 		

5 min	To provide opportunity teamwork	GROUPS ORGANIZATION	Students' stories	Group work
		<ul style="list-style-type: none"> • The teacher asks the students to organize themselves into groups. • Students in their groups based on the story they have already created and with their assigned characters begin to form their first script. • Students discuss, negotiate and share their ideas. • Students have an example script. 		
5 min	To practice communitive skill focused on writing	Assessment	Students' stories	Group work
		<ul style="list-style-type: none"> • Students finish their scripts according to the established format and underline each variation in grammar vocabulary and pronunciation with specific colors. • Instructions annex 2. 		

ANNEX 1: SCRIPT SLIDES

<https://www.canva.com/design/DAFA9Qx7gAM/xa87MYLhfaPER94jbXDBQA/edit>



It is an artistic guide that details all the parts – audio, visual, behavior, dialogue – that you need to tell a visual story, in a movie, drama or on TV



Your job is to translate pictures and sounds into words. You need to show the audience what's happening

ANNEX 2: SCRIPT INSTRUCTIONS

Script

- ✓ Send in a word file.
- ✓ Only one document per group.
- ✓ Email: kluna7834@uta.edu.ec.

Format:

Times New Roman 12

APA cover page

Instructions:

- To include your role-play table assigned.
- Include the people and students' names who will take each role.

Example:

Regional dialect Group 1				
Context		Teachers' meeting		
Theme		Teachers talk about how to improve their students' English language academic performance.		
Time		6 minutes		
Integrants:	Students' name	Nacionality	Regional Dialect	Age
Teacher 1 Juanito	Last name and Name	Chinese	British from London	Adult
Teacher 2	Luna Katherine	Indian	British from Ireland	Adult
Teacher 3		English	British from Denmark	Adult
Teacher 4		Colombian	American from California	Adult
Teacher 5		French	American from Canada	Adult
Teacher 6		American	American from Texas	Adult

The script must contain movement guides, behaviors, emotions or feelings and dialogue.

The script must have underlined the varieties in pronunciation, grammar, and vocabulary in the following colors:

Grammar

Vocabulary

Pronunciation (phonemic transcription next to the word)

ANNEX 3: STUDENTS' SCRIPT

The secrets of the crown

Cast of characters

Esthela Torres (Lady Diana): Princess Diana was charismatic, caring, pious and always had a smile on her face no matter what situation she was in.

Carlos Bravo (Prince Charles): Prince Charles is a serious person, determined, responsible with his obligations, his ideals are his family and his wife and he gives priority to the different classes of the kingdom.

Solange Ortiz (Journalist): She is a professional writer whose qualities include intrigue, she likes to go beyond the news, she likes to know the personal reasons and causes of different events organized by the royalty.

Hilary Pinto (Neighbored): Hilary is a dreamy, rebellious, brave girl who is learning English to be able to greet the queen because when she grows up she would like to be a princess. She also wants to deliver a personalized drawing.

David Sandoval (Neighbored): He is a kind man who likes to help the lower class people because they were kind since he arrived from South African.

Carlos Brito as Andres (Neighbored): This boy is funny and optimistic. His purpose is to study medicine but due to his social-economic situation he can't develop it, however, he likes to read a lot.

Time

The present.

Synopsis

The Royal family of Princess Diana and Prince Charles are thinking of leaving the crown because they want to do something different with their lives, so they are planning to organize a charity event for all social classes, through a grand farewell ball in the Kingdom.

SETTING: Main conference room of the palace.

AT RISE: Huge living room with paintings of past kings, full of furniture and a small tea table. Prince Charles and Princess Diana are sitting and talking.

Diana enters

(Lady Diana, in a sweet voice, has a conversation with Prince Charles)

LADY DIANA

Where the charity event will be held inside or outside the Palace?

(Prince Charles responds seriously)

PRINCE CHARLES

It should be inside the Palace because we have a larger capacity.

itʃʊd bi ɪnˈsaɪd ðə ˈpælis bɪˈkɒz wi hæv ə ˈlɑːdʒə keɪˈpæsɪti

(excitedly responds)

LADY DIANA

I consider this a wonderful idea, so that we will be able to scent the whole /həʊl/ room.

(Enter Solange the Royal Palace reporter to clear up rumors of royals leaving the Crown.)

Solange enters:

(Solange enters the Royal Palace, sets up the transmission equipment and schedules her live broadcast.)

SOLANGE

Good afternoon citizens, we are here at the Royal Palace to clarify certain rumors that have been going around in recent months.

Prince Charles, is it true that you are leaving the crown?

(Prince Charles takes him by the hand in a confident manner and answers)

PRINCE CHARLES

Good afternoon everyone, I would like to inform you that the rumours are true, my wife and I will be leaving the crown.

gʊd 'ɑ:ftə'nʌn 'evriwʌn, aɪ wʊd laɪk tu: ɪn'fɔ:m ju: ðæt ðə 'rʊməz ə tru:, maɪ waɪf ænd aɪ wɪl bi: 'li:vɪŋ ðə kraʊn.

(In a formal manner, he interrupts Prince Charles and argues)

LADY DINA

We would like to explore new experiences in our lives and provide a different atmosphere /æt·məs·fɪə/ for our children.

(Prince Charles se pone de pie y con una felicidad anuncia a la ciudadanía)

PRINCE CHARLES

I would like to invite everyone to the Royal Palace for the farewell and in effect donate our wealth to those who need it most.

aɪ wʊd laɪk tu: ɪn'vaɪt 'evriwʌn tu: ðə 'rɔ:əl 'pælis fɔ: ðə 'feəwəl ænd ɪn ɪ'fekt dəʊ'nert 'aʊə weɪlθ tu: ðəʊz hu: nid ɪt məʊst.

(2 WEEKS LATER)

(The lights come on all over the city there are people shouting in the streets waiting for the royalty to pass by, the prince and princess get out of the car and start to greet the people at this moment a little girl approaches Lady Diana and she bends down to shake hands with her and receives a drawing from this little girl)

HILARY

Hello! It is nice meeting you!

LADY DIANA

Hello little kid, have you got a problem?

Hilary

I have hazaar things to tell you. I want to be smb like you when I grow up.

LADY DIANA

You are so cute. Where are you from little princess?

wɛər ɑː juː frəm 'lɪtl prɪn'sɛs?

HILARY

I migrated from India with my brothers and sisters and your country welcomed us, but the people have not been very kind and did not want to help us because they do not understand us.

LADY DIANA

I will help you, don't worry /wɪr-i/, and by the way the drawing is beautiful. Thank you very much.

(Hilary felt very happy because she had fulfilled her purpose of giving him the drawing.)

HILARY

Okay /ó'keɪ/

(Two men approach Prince Charles to greet him and ask for help to make a better life for themselves as they have just lost their jobs.)

David

(In a sad voice he tells the prince:)

Prince **help** your people or you don't realize in the **poor** in which we live, we are **desemployed** and nobody remembers us.

(A young man interrupts the conversation by shouting)

Andres

Please!!! Help us **to make our dreams come true.**

pli:z! help ʌs tu: meɪk 'aʊə dri:mz kʌm tru:

PRINCE CHARLES

In a few minutes they will receive news that will change their lives forever.

ɪn ə fju: mɪnts ðe: wɪl rɪsɪv nju:z ðæt wɪl ʃeɪndʒ ðeə lɪvz fəreɪvə.

David

It **was** ok let's wait

Andres

I hope that news helps me to **fulfill** my dream of being a doctor.

aɪ həʊp ðæt nju:z hɛlpz mi: tu: fʊl'fɪl maɪ dri:m ɒv 'bi:ɪŋ ə 'dɒktə

(While everyone was going to the palace, the reporter Solange interviewed all the citizens who entered to know their opinion, after that she enthusiastically gave her opinion.)

Solange

This news is cause for joy and sadness for the whole country as great people such as Prince Charles and Princess Diana leave the throne, but a new path full of happiness and new things will have in their lives.

(All the citizens dance, eat very happily and enjoy every moment in the palace since it would be their last time).

PRINCE CHARLES

(With feeling and kindness he announces the news)

Dear **citizens**, it is an honour to be able to share this last moment as royalty, thank you for all your support, love and trust, we have decided to donate our entire fortune to the people.

deɪ 'sɪtɪznz, ɪt ɪz ən ɒnə tu bi 'eɪbl tu ʃeɪ ðɪs lɑːst 'məʊmənt æz 'rɔɪəlti, θæŋk ju fɔːr ɔl jɔː sə'pɔːt, lʌv
ænd trʌst, wi hæv dɪ'saɪdɪd tu dɔːn'eɪt 'əʊər ɪn'taɪə 'fɔːtʃən tu ðə 'piːpl.

(After a few seconds of processing, they begin to cry from happiness.)

LADY DIANA

I send you my best wishes for the best in your lives

LESSON PLAN 7: Phase VI

Universidad Técnica de Ambato

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LEARNING AND THE COMMUNICATIVE SKILLS”

Lesson Plan 7 Luna Rodriguez Katherine Alejandra

DIALECTS PBL

PROJECT- BASED LEARNING	PHASE VI	
PHASE DESCRIPTION		
Teacher	Katherine Luna	
Class profile		
Age-Level	19 – 20 years old / B1 level	
Communitive skills	Speaking: Pronunciation Discourse management Interactive communication	Writing: Communicative achievement Organization
Timetable fit	The students have already written their scripts based on their stories	
Main aim (s)	At the end of the lesson students will be able to	
Subsidiary aims	<ul style="list-style-type: none"> • Students use appropriate language and communitive skills. • Students develop their critical thinking. 	

Timing	Stage aims	PROJECT-BASED LEARNING	Aids and materials	Interaction pattern
10 min	To practice communicative skill focused on speaking	PHASE VI	Script	Group work
		<ul style="list-style-type: none"> • The teacher asks the students to get into groups and start practicing to record their videos. • Students practice pronunciation intonation and rhythm. • The teacher supervises and offers suggestions to each group. 		
5 min	To provide opportunity teamwork	GROUPS ORGANIZATION	Students' scripts	Group work
		<ul style="list-style-type: none"> • The students must organize themselves to agree on how they are going to perform the dramatization. • Students create their videos and upload them to YouTube. • Videos should not be more than 8 min. 		

ANNEX: STUDENT'S VIDEO

GROUP 1:

<https://www.youtube.com/watch?v=zvJZHGh8Pbk>

GROUP 2:

<https://drive.google.com/file/d/1Ez69vgVNiGdApk-7LUOsqzqxYO9ZC8tM/view>

GROUP 3:

https://www.youtube.com/watch?v=Bxlbkwy5_rc

GROUP 4:

<https://onedrive.live.com/?authkey=%21ANZtgFmNqHPfwQU&cid=7AA3C15BB01D0E41&id=7AA3C15BB01D0E41%2110371&parId=7AA3C15BB01D0E41%215290&o=OneUp>

LESSON PLAN 8: Phase VI

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros “PROJECT-BASED
LEARNING AND THE COMMUNICATIVE SKILLS”

Lesson Plan 8 Luna Rodriguez Katherine Alejandra

DIALECTS PBL

PROJECT- BASED LEARNING	PHASE VI	
PHASE DESCRIPTION		
Teacher	Katherine Luna	
Class profile		
Age-Level	19 – 20 years old / B1 level	
Communitive skills	Speaking: Pronunciation Discourse management Interactive communication	Writing: Communicative achievement Organization
Timetable fit	The students have already recorded their videos.	
Main aim (s)	At the end of the lesson students will be able to	
Subsidiary aims	<ul style="list-style-type: none"> • Students use appropriate language and communitive skills. • Students develop their critical thinking. 	

Timing	Stage aims	PROJECT-BASED LEARNING	Aids and materials	Interaction pattern
10 min	To practice communicative skill focused on speaking	<ul style="list-style-type: none"> • The teacher presents the videos of each group. • After each video, the teacher asks a different group to give feedback to each group with the following points: <ol style="list-style-type: none"> 1. Creativity 2. Recognition of variations in grammar, vocabulary and pronunciation. 3. Characters • The students share their ideas and their criteria about the videos and at the end of the project the teacher asks the students to write in a small spreadsheet what they learned during the project and what was their favorite part. 	Student's videos	Group work