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Tema: PROJECT-BASED APPROACH IN THE ENGLISH ORAL PRODUCTION

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

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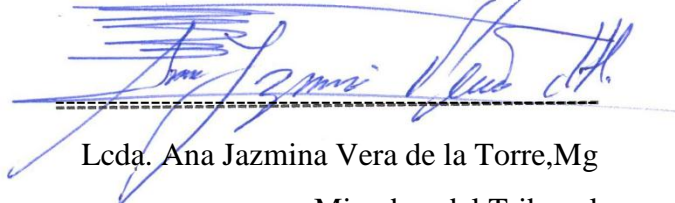
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A la Unidad de Titulación de la Universidad Técnica de Ambato

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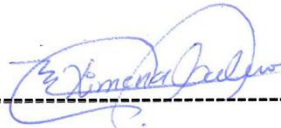
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AGRADECIMIENTO

Me gustaría agradecer a Dios por proporcionarme vida, salud y sabiduría para continuar estudiando. A mi familia, especialmente a mi hija por apoyarme y alentarme durante este proceso de aprendizaje. A mi tutor por ayudarme con sus valiosos consejos para concluir este trabajo y a mis alumnos por permitirme compartir algunos conocimientos con ellos

Gabriela Robayo

DEDICATORIA

Me gustaría dedicar esta
investigación a Dios, porque
puedo despertarme todos los
días gracias a él, a mi hija por
ser mi inspiración para seguir
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cada situación personal y
académica; y a mis padres por
haberme ayudado siempre que
los necesitaba.

Gabriela Robayo

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TEMA:
"PROJECT – BASED APPROACH IN THE ENGLISH ORAL
PRODUCTION"

AUTORA: Licenciada Gabriela Alejandra Robayo Dávalos
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FECHA: Abril 5 th, 2018

RESUMEN EJECUTIVO

Esta investigación se desarrolló con el objetivo de determinar el efecto de la aplicación del Aprendizaje Basado en Proyectos en el desarrollo de la producción oral (speaking) del idioma inglés en los estudiantes. En esta investigación se utilizó un método cualitativo-cuantitativo; cualitativo porque se observó el rendimiento de los alumnos en clase; cuantitativa debido a que se analizó estadísticamente las calificaciones obtenidas en el pre and post test. La población estuvo compuesta por cincuenta y dos estudiantes de la Unidad Educativa Pelileo del nivel elemental A.1.2 de acuerdo al libro Ministerio de Educación y se dividieron en un grupo de control con veintisiete estudiantes y un grupo experimental con veinticinco alumnos. Además, se llevó a cabo una investigación cuasi-experimental. Así también, este trabajo se desarrolló a través de una investigación bibliográfica y de campo. Por un lado, bibliográfico porque la información sobre esta investigación se obtuvo de libros ya publicados; por otro lado, la investigación fue de campo puesto que hubo un grupo experimental que fue observado y sometido a un tratamiento con aprendizaje basado en proyectos. Además, el instrumento utilizado en esta investigación fue la parte oral de un examen KET (MOCK) que se administró antes y después del tratamiento basado en el aprendizaje basado en proyectos. De igual manera, se llevó a cabo una prueba T para verificar la hipótesis, teniendo como resultado que la hipótesis nula fue rechazada y la hipótesis alternativa fue aceptada. Por lo tanto, el tratamiento con aprendizaje basado en proyectos contribuyó a un mejor rendimiento en la producción oral. Se obtuvo una mejora significativa de los puntajes en los tres parámetros, gramática y vocabulario, pronunciación, y comunicación interactiva establecida en el instrumento de evaluación (prueba KET)

DESCRIPTORES: Aprendizaje, investigación, Proyectos, Producción oral , pre-test , post-test , quasi-experimental , rendimiento significativo , tratamiento , T de student.

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AUTHOR: Licenciada Gabriela Alejandra Robayo Dávalos
DIRECTED BY: Licenciado Manuel Xavier Sulca Guale Magíster
DATE: April 5th, 2018

EXECUTIVE SUMMARY

This research work was developed aiming to determine the effectiveness of applying Project-Based Learning activities for developing the students' English oral production (speaking skill). A quali-quantitative approach was used in this research; the qualitative aspect was embodied by the observation of students' performance in class, whilst the quantitative point of view regards the statistical analysis of students' scores obtained in the pre and post-test. Besides, the population was made of fifty-two students from Unidad Educativa Pelileo. They belonged to the A.1.2 elementary level according with the student's book of the Ministry of Education and were divided into a control group with twenty-seven students and an experimental group with twenty-five learners. Furthermore, a quasi-experimental research was carried out with the implementation of project-based learning activities in English classes. Moreover, this research was developed through a bibliographic and field research. On the one hand, bibliographic because the information on this research was obtained from already published books; on the other hand, field research because there was an experimental group that was observed and subjected to a treatment with project-based learning. Additionally, the instrument used in this research was the speaking part of a Key English Test (KET), it was administered before and after the treatment based on project-based learning activities. In addition, a t-test was carried out in order to verify the hypothesis having as a result that the null hypothesis was rejected and the alternative hypothesis was accepted. Thus, the treatment with project-based learning contributed to a better performance in the students' English oral production. It also showed a significant improvement on the scores in the three parameters i.e., grammar and vocabulary, pronunciation, and interactive communication established on the instrument used to assess the speaking part (Ket test).

Key words: Learning , Projects , Oral production , Treatment - pre-test - post-test, research , quasi-experimental , treatment , performance, T- test.

INTRODUCTION

This research's aim focuses on the way how Project-based Learning affects the students' English oral production. It was necessary to revise bibliographic material which permitted to show that exists a clear relationship among the two variables under investigation. This research was developed due to the identification of students' oral production problems i.e., they presented difficulties to communicate among them through the speaking skill in the English classes. Learners showed constraints on the parameters of grammar and vocabulary, pronunciation, and interactive communication, these parameters are established on the instrument used to evaluate them (KET examination).

Moreover, this research is considered important because English oral production is necessary for every day interaction. Besides, it was required to know how project-based learning served as a help to overcome learners' speaking constraints. Hopefully, this research will be helpful because other teachers and institutions could use the theoretical support to carry out future investigations regarding the use of project-based learning to deal with oral production problems.

This research consisted of a field quasi- experimental research. This approach was selected because the population was divided into experimental group with 25 students and control group with 27 learners. The experimental group was subjected to a project-based learning treatment that was carried out attempting to improve students' oral production in both scores and performance. It is important to mention that this research was developed using a qualitative-quantitative approach. Besides, the speaking part of a Key English Test was the instrument used to carry out a pre and post-test before and after the treatment with project-based learning.

Finally, this research was useful to realize how project-based learning helped students in the oral production as well as collaborative and interpersonal skills development.

This research work is divided into six chapters:

CHAPTER I presents the theme of the problem, its contextualization at macro, meso and micro levels, critical analysis, prognosis, the setting of the problem, research questions, research delimitation, justification, and the objectives to be achieved.

CHAPTER II displays the research background taking into consideration previous studies related to the topic under research which were deeply analyzed, philosophical foundations, legal basis, key categories, theoretical support for independent variable which was called as Project-Based Learning activities as well as the dependent variable which was named as oral production development variables, the hypothesis, and signaling of hypothesis.

CHAPTER III describes the methodology applied in this study in terms of the basic method of research, the level or type of research, the population, operationalization of variables, method of data collection and data collection, and analysis.

CHAPTER IV presents the results obtained from the pre and post- test applied to the students before and after the treatment. It also displays the analysis and results, data interpretation, and hypothesis verification in order to evaluate the feasibility of the research.

CHAPTER V addresses the conclusions and recommendations that are established according to the objectives of this research as well as the research questions.

CHAPTER VI displays the proposal which contains information about informative data, proposal background, justification, objectives, feasibility analysis, theoretical basis, proposal development, methodology, administration and assessment.

CHAPTER I
PROBLEM STATEMENT

1.1   Theme of the problem

The influence of Project-Based Learning Activities in the deficient English Oral Production level

1.2   Problem statement

1.2.1   Contextualization

According to Brown and Gillian (1983) the history of spoken language dates from very long ago, nevertheless, it was taken seriously in the language teaching field just after the Second World War. Oral production can be considered the most difficult skill to be developed when learning a foreign language. This could happen for some reasons. First, the assessment of this productive skill has traditionally been a difficult task for teachers. Second, students do not have enough opportunities to practice through pair or team work in class (Lightbown & Spada, 2006). Third, English language learners are not accustomed to interact using the target language in the classroom. Those are the reasons why the problem has been contextualized according to world, country, and city settings

English is considered as a global language. Therefore, it is the official language for communication, entertainment, military issues, business, technology, science, among other fields (Crystal, 2003). English is the third spoken language around the world. About 360 million people speak it as their mother tongue, and around one of the half a billion people speak it as a second language; for that reason it is also considered as a "lingua franca" (Lane, 2016). However, there are some countries like France, Russia, South Arabia, Colombia among others where the level of speaking performance and English in general is very low (Newlink Education (2015)

According to the English Proficiency Index (EPI) 2017 Ecuador has a low English proficiency level. It has been ranked in the 55th place after Guatemala. Even though Ecuador stands out for an above-average gained since 2007 until 2017, it is still one

of the countries with the lowest English proficiency levels in Latin America. The deficient oral production level could be due to the lack of interaction among Ecuadorian students and native English speakers. Although Ecuador has been mentioned as a tourist country it is not possible to keep a conversation with native speakers easily. Foreign people can be found just in certain places such as Baños de Agua Santa, Shell, Tena, Quilotoa and other specific cities. However, they seem to be reluctant to make friends. For that reason, it is not possible to address them for achieving oral interaction.

English language students just practice the target language in class. This is the only time when they are placed in an English environment. English classes are sometimes more focused on grammatical aspects rather than spoken interaction. Besides, students are in contact with English language just a few hours during the week and when they finish English class they almost forget and even avoid practicing in the target language. The students may feel shy to speak in English because it could be seen as weird or strange in a dominant Spanish spoken environment.

The students were assessed the speaking skill and the results showed a deficient of the English production level on the pre-test. For that reason, it is important to be aware of the importance that oral production has. Oral production is an essential productive skill which has to be developed taking many considerations such as what we say, to whom we are talking to, and how we want to convey the message. It is also important to take into account the already mentioned points because language has to be used appropriately in order to communicate with other people effectively.

English oral production could be improved if teachers implement appropriate methods or techniques. In order to improve this productive skill, project-based learning activities could be implemented. The activities or projects could range from research papers, to multimedia presentations, video documentaries, musical, theatrical performances, and so on. Lightbown and Spada (2006) argue that pair

and group work provide more speaking practice than a teacher-centered class when the activities are appropriately designed. In addition, students do not make as many mistakes when working among them rather than speaking to a more advanced level speaker. Thus, Project-Based Learning activities could be suitable to be used with the students.

Furthermore, Project-Based Learning activities could be used to enhance oral production. Teachers could use this teaching method to have students interacting together on assigned tasks. That will allow that they can speak between them and communicate in a student centered class. Besides, according to Leaver & Stryker (1989) "students who work on projects show increased motivation and engagement in their studies". For that reason, project-based learning activities were implemented on this study to help learners improve their speaking skill.

The implementation of projects in class could be a good option to have the students practice the speaking skill in the target language. It will allow interaction, communication and participation in a student centered class where they will be the ones who practically manage the class. Projects will also be a good option to practice oral production because they will have to present the work product of their projects. This for sure will make them practice the oral skill more than what they were accustomed, having hopefully an improvement on this skill.

1.2.2 Critical analysis
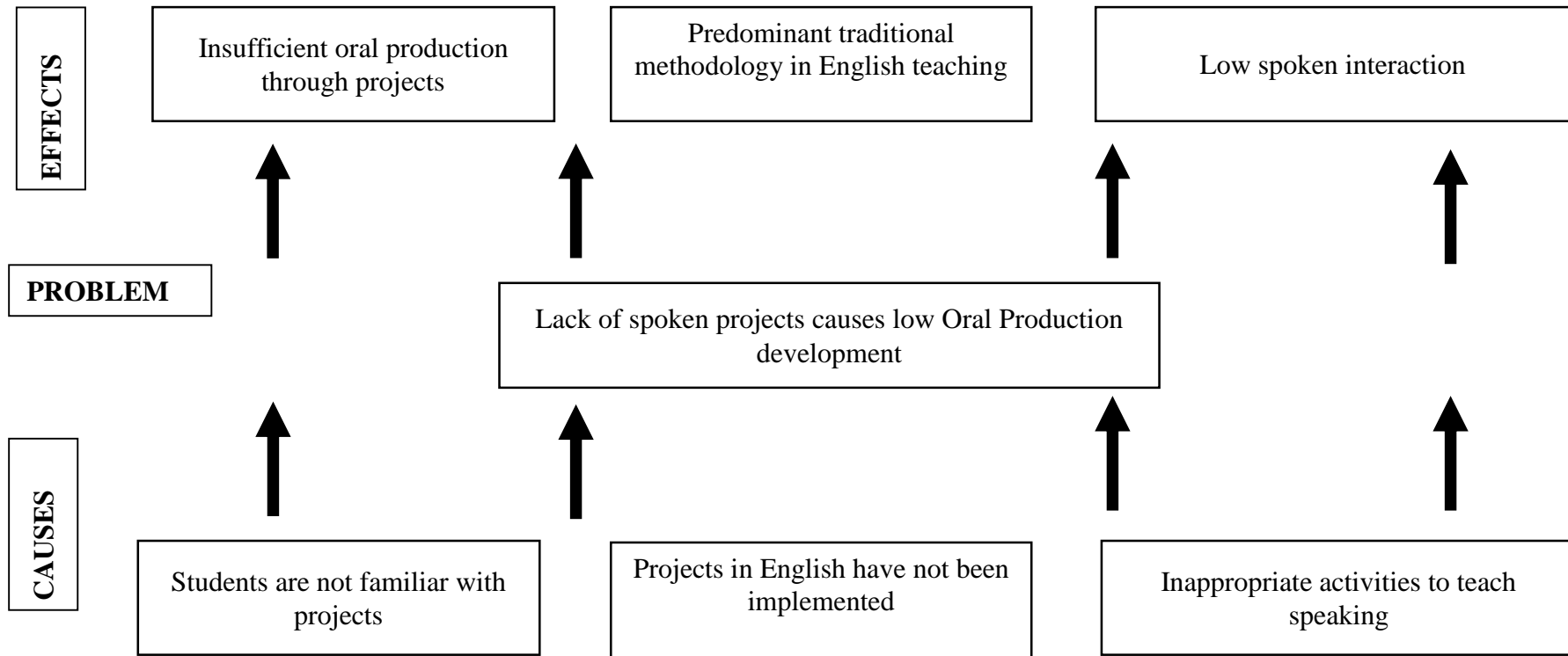
Figure 1. Critical Analysis

Source: Direct investigation
Author: Robayo, G. (2017)

One problem is that students are not familiar with oral projects; it may produce insufficient oral production through project-based learning activities; even teachers do not manage teaching English through oral projects or assessing by this means (Boonkit, 2010). In many institutions, standardize books are imposed to be used. Even though those books contain a wide range of vocabulary and information about other countries they induce to monotonous classes. For this reason, students have an insufficient oral production through projects in English class. It could not allow them to learn authentic vocabulary while learning how to develop different kind of projects.

Another factor that may cause low oral production development is the use of traditional methodology. According to Andrew (2012) with traditional methodology, students have limited opportunities to intervene orally through projects in a teacher-centered class. This also may affect students' confidence which may lead students to fear of speaking in English; if students do not want to speak in the target language, they will not be confident enough to interact among them, thus they may not want to continue learning English.

In addition, teaching speaking requires activities which go along with the students' needs. The use of inappropriate activities to teach this productive skill demotivates students to practice conversations among them. It is necessary to use innovative activities in order to get the students' attention (Barker & Westrup, 2000). However, it seems that many if not most EFL teachers are accustomed to teaching-centered classes where they are the ones who explain what the subject matter is about while the students keep just sitting and listening to the teacher's instructions; hence, they have little or no spoken interaction. This, for sure causes non-effective spoken communication among students, limiting even more their oral production in the target language.

1.2.3 Prognosis

If this problem is not solved, students may continue being non-effective English speakers. Besides, they may not achieve a good oral production level in the target language. For these reasons, they should be encouraged to practice English oral production through Project-Based Learning activities in class.

According to Chard and Katz (2008) (as cited in D'Ambra, 2014), teachers can help students acquire skills and provide various opportunities to apply them by using Project-Based Learning activities. Intrinsic motivation and active participation in the project is essential for learning. Students are aware of their own level of challenge which offers them a choice of how they want to learn. They can also take the role of an expert in class in order to achieve a certain level of proficiency. Both, teacher and students share accountability for learning, progress, and achievement.

1.2.4 Setting of the problem

What is the influence of the use of Project-Based Learning activities to improve the English oral production development in English language?

1.2.5 Research questions

What is the students' English Oral Production proficiency level at Unidad Educativa Pelileo according to fluency and accuracy?
What are the effects of implementing Project-Based Learning activities at Unidad Educativa Pelileo?
What are the relationships between Project-Based Learning activities and English Oral production?
How can Project-Based Learning activities be applied for the students' English Oral Production development?

1.2.6 Research delimitation

Content delimitation.
Area of research: Educational Sciences

Line of research: Methodology

Place delimitation: Unidad Educativa Pelileo

Delimitation of time: September 2017 – June 2018 school year.

1.3   Justification

This research is relevant because there is not any other research related to this theme developed at Unidad Educativa Pelileo. For this reason, this work is **innovative** because it was focused on developing oral skills through the use Project-based learning approach. As the projects are closely related to solving everyday problems, the students could find a useful tool to interact orally in real situations.

This research is **important** because it permits to understand the influence of Project-Based Learning activities in the low English Oral Production level applied to 25 ninth graders at Unidad Educativa Pelileo, located in Pelileo-Tungurahua, in the September 2017- June 2018 school year. English oral production is vital to communicate with others, thus it is necessary to put special emphasis on teaching this skill because English is considered lingua franca and there are thousands of people who speak it all over the world. Besides, Ecuador is frequently visited by tourists from many parts of the world who communicate through English. Thus, it is important to achieve a good proficiency level on this skill.

Since speaking is the main way to communicate orally, this work is of local and national **interest** because the main goal is to help improve the oral production (speaking) on the students. Besides, the implementation of Project-based learning approach allowed the students to face real life situations and they could practice the target language by using appropriate vocabulary and grammatical structures in context. Also, it can be added that most teachers are concerned about the importance of oral production on the students. Thus, it is always helpful to devote all efforts to find appropriate techniques and strategies to improve oral production.

It is necessary to mention that this research was **feasible** because it was not difficult to implement Project Based Learning Activities with the students at Unidad Educativa Pelileo. Besides, it was not necessary to spend money because the projects were very simple to develop. Additionally, the human resource was provided by the students and the teacher who shared information to develop the projects. For all those reasons, this research was feasible to achieve, and it could be implemented not only with elementary students, but also with all levels as necessary.

This research has appositive **impact,** because it was possible to observe an increment in the post test's scores in relation to the pre test's grades. Besides, not only the scores increased, but also shows an improvement in the pronunciation, grammar and interactive communication. These factors may help the students feel more comfortable when they interact in class and outside of it, or when they have to use the target language to communicate in real situations.

Finally, it is also important to highlight that the **beneficiaries** are absolutely the students at Unidad Educativa Pelileo, because they belong to tourist places such as Pelileo where foreign visitors go frequently, therefore they can be able to communicate through English with foreign people. Besides, teachers and the institution are beneficiaries too because Project-based activities could be implemented at this high school to help its students improve the oral production

1.4 Objectives

1.4.1 General

- To determine the influence of Project-Based Learning activities in the English Oral Production development on 25 ninth graders at Unidad Educativa Pelileo, located in Pelileo, Tungurahua province.

1.4.2 Specific

- To identify the students' English Oral Production proficiency level according to fluency and accuracy at Unidad Educativa Pelileo.
- To describe the effects of applying Project-Based Learning activities.
- To establish the relationship between Project-Based Learning and English Oral production.
- To propose a Handbook with activities based on Project-Based Learning activities for improving students' English Oral Production development?

CHAPTER II

THEORETICAL FRAMEWORK

2.1   Research Background

After the research done in order to find papers on this topic, some studies have been found about the use of Project-Based Learning for English Oral Production development. Some resources were found to be taken care as basis of the present study; for instance, it was demonstrated that the improvement on the oral production is a fundamental part in the teaching learning process, so that the students can communicate in an appropriate way.

Apolo, Arcos & Avalos (2013) developed a proposal which aimed to find a way to encourage Ninth graders' English learning through the application of Project-based learning. They applied inquiry tools such as an interview, surveys, and a questionnaire in order to have the needed information. With their class intervention, they obtained good results. Therefore, they concluded that Project-Based Learning did improve listening skills in their students. Finally, they strongly recommended the use of projects such as: Debates, Group Work, Graphic Organizers, Oral Expositions, Researching, and Projects for helping students to improve their English performance.

As stated by Yang and Puakpong (2016) on their paper *"The Effects of Project-Based Learning on speaking abilities of Non-English Major Chinese",* developed with eighty students from Kaili University from Thailand. On this study, a speaking pretest, posttest, a questionnaire and a semi-structured interview were used to gather the data. Besides, quantitative and qualitative data analysis was developed to get the results. The main finding of the project derived on positive effects of Project Based Learning on non-English students' speaking ability, besides, the students expressed that they had faced a good learning environment while working with projects.

These conclusions were showed not only by the results on the post test, but also by the students' opinions on the questionnaire and the interview. Moreover, it was claimed by the authors that Project based learning could enhance the students' speaking ability through a real world learning environment, allowing them to be not only autonomous learners, but also to work in groups. The students also improved their social skills working with projects. In conclusion, positive effects regarding the students' speaking ability were showed in this research.

Furthermore, Maulany (2013) developed another study "The use of Project-Based Learning in improving the students` speaking skill (A Classroom Action Research at One of Primary Schools in Bandung)". It was developed with four graders at a primary school in Bandung. Participatory observation was done to collect the data as well as eight meetings. Besides, speaking assessment was conducted three times in the first, fifth, and eighth meetings (pre-test, post-test 1, post-test 2) were also conducted; and qualitative analysis was developed in the design of study.

The findings showed that Project Based Learning helped students improve their speaking and comprehension skills. This improvement was indicated by the results of the post-test after the treatment with Project based learning activities. The improvement covered comprehension, vocabulary, grammar, fluency, and pronunciation. Of all the five aspects, comprehension and vocabulary were improved most significantly. In conclusion, a positive effect was showed after the Project based treatment, because the students showed improvement in relation to the pre and post-test.

Apart from the studies previously showed, Anuyahong (2015) on her paper "Using Project –Based Approach to enhance English speaking ability of Thai- Nichi Institute of Technology students" states that it was developed with 60 first year undergraduate students at Thai-Nichi Institute of Technology, during first semester of 2014 school year. The instruments used in this research included lesson plans, a

project evaluation form, an English speaking pre and post-test, a student's self-assessment form and a satisfaction questionnaire.

Furthermore, after the data analysis and interpretation of the post-test's results and the questionnaire, the main findings of this study showed that the students' speaking performance after the Project-Based Approach was significantly higher than before. Besides, the results showed students' satisfaction towards the treatment with project-based approach, it allowed to enhance the English speaking ability of the students after the development of three projects.

Another interesting research work centered in Project-Based instruction is Beckett's (2002) which is titled as "Teacher and Student evaluations of Project-Based Instruction". The author claims that it has gained fame in education; nevertheless, there are discrepancies between teachers and learners about this kind of instruction. For general educators and students, this kind of activities are suitable for creating opportunities to cover contents of subject matters and foster problem-solving skills; on the contrary, English as a second language teachers and students think that Project- based learning stops them to learn from books and instructors even though it provides opportunities for comprehensible output. Taking into account these points of view, the searcher conducted a study through philosophical, cultural, and linguistic prospects. Finally the author highly recommends that a framework must be developed to help teachers in assisting learners from different cultures to comprehend about the benefits of Project-based instruction in Second language acquisition courses.

Finally, investigations from this research background used somehow similar instruments to gather the information such as pre, post-test, questionnaire. The three of them reported satisfactory results after the data analysis and interpretation of results. Besides, these papers reported positive findings and results after the treatment with project based learning approach, for that reason, it was useful and

motivating to develop this research at Unidad Educativa Pelileo because its main goal was to help the students not only obtain good grades on the tests, but also to communicate appropriately in real world situations.

In summary, the three research papers have been cited. These researches are placed within the educational and methodological field. Besides, in the three investigations, it was found that project-based learning approach had a positive impact on the speaking skill development from the students. For that reason, all the information found was helpful in order to have a clearer idea about the use of project-based learning approach in the English speaking skill development.

2.2   Philosophical foundation

This research is based on constructivism because it is guided by the idea of developing consciousness in learners. In addition, some elements such as creativity, collaboration, imagination, thinking and critical analysis are important characteristics within this approach. Moreover, acquiring new knowledge is seen as an integrating, practical and interdisciplinary process i.e., students relate prior knowledge to new learning in different contexts. It also aims at connecting knowledge to the reality so that students can take constructive actions in order to help the teaching learning process (Brooks & Brooks as cited in Jones, 2002)

Constructivism is a theory about knowledge and learning not teaching (Brooks & Brooks as cited in Jones, 2002). For that reason, learners are the main character in the learning process. They are the ones who construct their own knowledge and learning in the classroom through the active process of linking the existing knowledge with new ideas (Naylor & Keogh as cited in Jones, 2002).

2.3   Legal basis

This research is legally supported by Constitución de La República del Ecuador (2008) in which standard and legal rules are established. Besides, national intervention and control of education bodies are implied and embodied by Ley

Orgánica Intercultural de Educación (LOEI) (2011). These legal bodies are cited to support the legal framework of this research. Additionally, this research is based on some articles from Código de la Niñez y Adolescencia (2009).

Constitución de la República (2008)

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Art. 27.- La educación debe estar centrada en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

Art.- 343 El Sistema Nacional de Educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población que posibiliten el aprendizaje, generación y utilización de conocimientos mediante las técnicas, estrategias, procesos y dinámicas que sean adecuados y flexibles a dicho procedimiento.

Código de la Adolescencia

Art.- 37 numeral 4 "Garantice que los niños, niñas, y adolecentes cuenten con docentes, materiales didácticos, laboratorios, locales, instalaciones y recursos adecuados y gocen de un ambiente favorable para el aprendizaje.

Ley de Educación Intercultural.- Art. 2. Lit. bb. Plurilingüismo.- "Se reconoce el derecho de todas las personas, comunas, comunidades, pueblos y nacionalidades a

formarse en su propia lengua y en los idiomas oficiales de relación intercultural; así como en otros de relación con la comunidad internacional". En este caso sería el Idioma Ingles que a su vez es el Idioma Extranjero que se encuentra en el Currículo Nacional.

2.4   Key categories
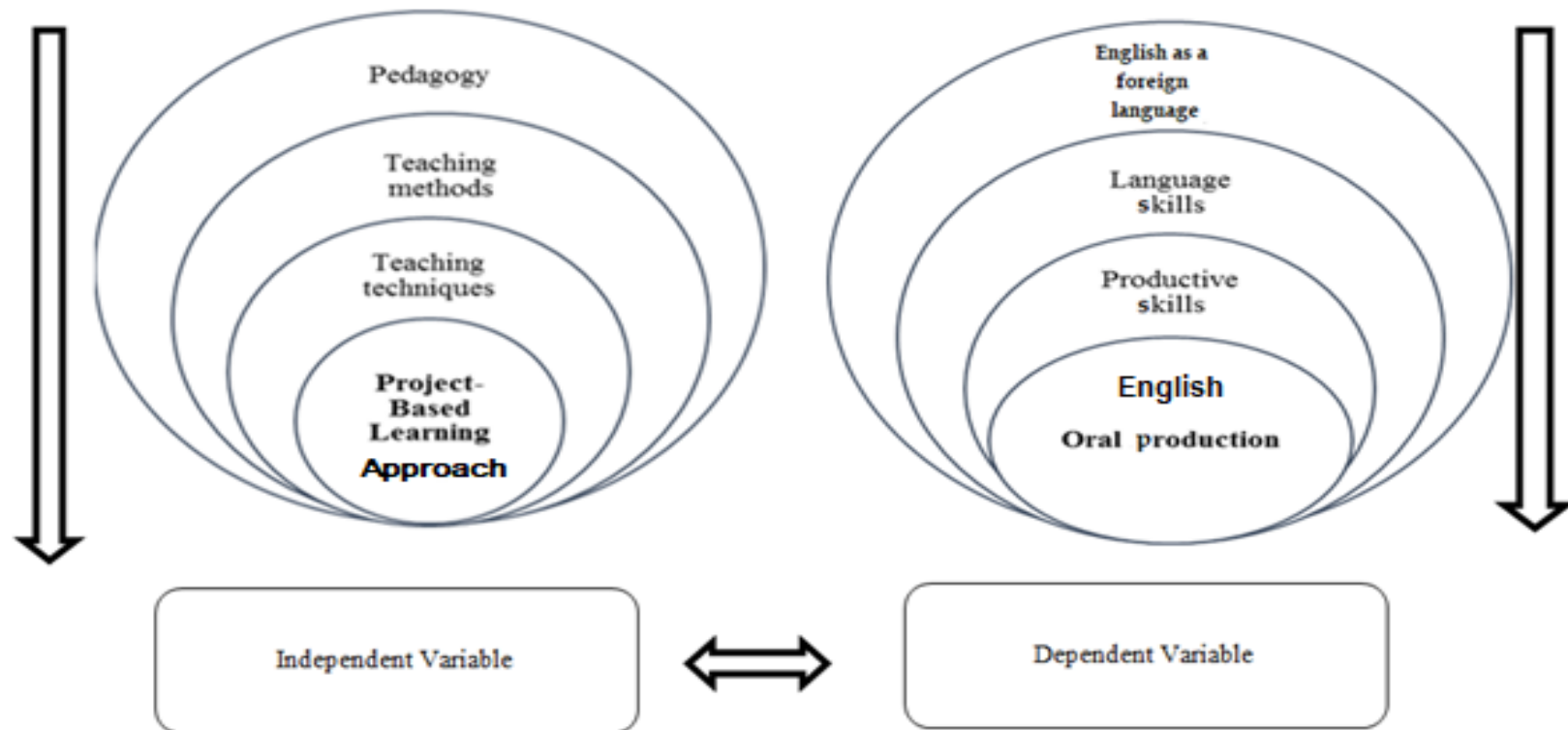
Figure 2. Key Categories

Source: Direct investigation
Author: Robayo, G. (2017)

2.5 Independent variable
2.5.1 Pedagogy

According to Tomei and Morris (2010) Pedagogy is a teacher-directed way of instruction that comes from the Greek word "paid," which means child plus "agogos," which means leading. Thus, pedagogy has been defined as "the art and science of teaching children". Besides, pedagogy is seen as the most prevalent form of instruction which is expressed through a didactic and teacher-directed approach. Additionally, in the pedagogical model, the teacher decides what, how and when something will be learned. Pedagogy also requires the students to follow a teacher-dependent class based on the assumption that the instructor knows best what students need to learn.

Furthermore, Ceranic (2009) refers to pedagogy not only as the art or science of teaching, but also as the strategies, techniques and approaches used by teachers in order to help in the learning process. It has been stated that pedagogy contains some characteristics such as class managing, questioning techniques, lesson planning and teaching strategies. Even though these features are often forgotten, they allow to differentiate among experienced and new teachers (Broughton, Brumfit, Flavell, Hill, & Pincas 1980).

On the other hand, Cummins (2000) provides three subdivisions of pedagogy. The first is traditional pedagogy in which the basic assumption is that knowledge or skills are taught to students by the teacher. The implication in this kind of pedagogy is that the interaction in class is begun and controlled by the teacher, permanently aimed at achieving the instructional goals. Besides, the content is basically derived from the internal structure of the language or subject matter and is often imparted through highly structured drills and workbook exercises. Traditional, Pedagogy has some components such as phonics, vocabulary, and grammatical rules. In this model, learning is assumed to be hierarchical, beginning from simple elements to more complex structures. Thus, a prerequisite for reading development is teaching

explicit phonics; and, before students can start writing grammar, vocabulary and spelling must be taught.

The second subdivision presented by Cummins (2000) is progressive pedagogy. In this model, interaction among peers and teachers is vital for constructing learning. In addition, students are encouraged to utilize written and oral language so that they can actively express and share their experiences within classroom context. That sharing makes conceivable the assertion of students' identity. Progressive models put emphasis on the role of cooperative query and creation of meaning as vital for students' academic development. Additionally, the classroom is seen as a community of learning where knowledge is created by both teachers and students.

The third model is transformative pedagogy. There are some similarities to the ones of progressive pedagogy. Nevertheless, they differ in respect to social assumptions. Transformative pedagogy uses cooperative crucial inquiry to permit students to analyze and understand their own social realities and of their communities. Students argue, and often act on manners in which these realities might be changed via several forms of social action. Besides, teaching goals are to go beyond the sanitized curriculum; that is still the norm in most schools. Finally, it struggles to elaborate a critical literacy which reflects the analytic abilities involved in cutting through the surface layer of persuasive arguments (Cummins, 2000).

Finally, Tomei and Morris (2010) argue that it has been recently tried to alleviate some pedagogical deficiencies focusing on critical thinking or critical pedagogy, attempting to replace the teacher-dependent instruction. Critical pedagogy looks for teacher and learner joint educational activities. The teacher and student work mutually in order to produce an output. Besides, interdisciplinary competencies are developed by applying certain strategies; teaching curriculum is identified within the learner's experiences in home, society, and school. In addition, challenging standards for learner accomplishments are established exceeding traditional

teaching and pushing teachers to go beyond their teaching with academic, goal-directed, and small-group interaction.

2.5.2 Teaching methods

In order to talk about teaching methods; first of all, it is necessary to have an idea about what teaching is. According to Westwood (2008), most dictionaries could define teaching as transmitting knowledge or skills, instructing somebody or equipping people with information in a systematic way. Teaching could also be defined as the matter of sharing knowledge about a certain subject or issue in a setting where chiefly two or more people intervene. Besides, teaching goes hand in hand with learning and it could happen not only in an educational context, but also in daily or general situations.

On the other hand, a method could be described as a particular way of approaching and fulfilling an objective or goal. Thus, teaching method can be defined as a systematic way of instructing people or sharing knowledge in diver kind of settings and contexts. For that reason, Davis (as cited in Westwood, 2008:1) suggests that the nature of the subject matter and the needs of the students and the way in which they learn have to be taken into account for the design and selection of any teaching method.

For the argument above presented, the basis of methods seems to have very different positions about the concept of language and language learning. Regarding teaching methods specifically, it is argued that their study and procedures in the field of language teaching embraced a more critical function in applied linguistics since the 1940s. Besides, many endeavors have been made in order to assign an origin of the nature of methods so that the link among theory and practice that a method involves can be discovered (Richards & Rodgers, 1986).

It is stated by Larsen and Anderson (2011) that methods play an important paper to make instructors reflect on teaching. Hence, an explicit understanding about

teaching methods can help teachers increase awareness on the relevance that methods have in the teaching learning process. It is also argued that when teachers meet with teaching methods and strategies, they reflect on the standards of those strategies producing an effective use of the teaching procedures. Therefore, teachers become more attentive regarding the function that methods fulfill.

Apart from the arguments above mentioned; Patel and Jain (2008) argue that a method is related to how a language is taught. Besides, the authors mention five methods and two approaches regarding English language teaching, they are presented in the following way. The Grammar Translation Method, the Direct Method, the Bilingual Method, the Reading Method and the Situation Method. Additionally, two approaches are introduced. The Structural Approach and the Communicative Approach. This study is closely related to the Communicative Approach, because the aim of this CLT is to fulfill communicative competence in sociolinguistic, grammar and speech aspects.

Regarding Communicative Language Teaching; Brumfit (1986) claims that this term was presented for the first time in 1971, to the International Association of Teachers of English as a Foreign Language Conference in London. Even though several of the remarked characteristics of CLT development were encountered in earlier language teaching, the term did not begin to be taken into account until it was already used in other parts of the globe.

Additionally, in Communicative Language Teaching, it is necessary to recognize the importance of learners' communicative needs and goals. These aspects have to be taken into account in order to design the course syllabus in the best way. A good syllabus design is important because students participate actively in the interpretation, expression, and negotiation of meaning in class. All these aspects are relevant in this modern model of teaching English as second or foreign language (Savignon, 2001).

Finally, Nunan (2015) recommends that educators should adopt their own personal teaching style, one that goes along with their identity, and which best meets the students' needs, because many years ago, teaching was seen not only as encountering the best method to transmit knowledge, but also as the key that could help find the way to teaching development. Nevertheless, it is recognized that there is neither key to open all doors nor best teaching method. Teachers are the ones who may find the best way to transmit the knowledge according to the setting and context where they work and the students' needs.

2.5.3 Teaching techniques

According to Anthony (as cited by Richards and Rodgers, 1986) a technique is a particular way of doing something; which constitute specific actions that have been designed to achieve strategic objectives (Patel & Jain, 2008). A technique has been also described as a special tip, style or characteristic that can be used in the classroom in order to accomplish a close goal. Besides, it must get along and work in symmetry with both a method and an approach. It is also stated that there are distinct techniques to teach and learn not only foreign languages, but also various other issues, subjects or skills. For that reason, teachers are responsible for selecting the best techniques in order to transmit the knowledge appropriately, creating an interactive environment where the students are able to participate, perform and work actively.

Furthermore, Patel and Jain (2008) claim that there are specific techniques to practice and learn the four language skills i.e listening, speaking, reading and writing. As this paper is aimed at looking for oral production improvement; some techniques to practice speaking have been cited; for example, oral compositions and storytelling. The first technique has been widely used by teachers in order to improve oral production. To develop this activity, some questions based on a common thing, story, or picture are required to be answered by the students. The second technique is completing a story, in order to develop this technique, storytelling is used as the main activity, after the students have heard the story it is

repeated by the students as many times as they can, and then they are required to re-tell it in their own words.

The third technique is dramatization; the main characteristic of this technique is that students are able to perform speaking by performing a drama; they are also supposed to be actively engaged while acting a drama. The fourth technique is conversational activities; the use of commands and answering some given questions about different topics are the most principal activities to practice speaking within this technique. The fifth one is language games; the speaking skill is practiced by dividing the class into two groups and having conversations based on some teacher's questions, this technique requires the students to participate actively with their peers. Talks, debates and discussion are other techniques which may be used in order to practice speaking effectively in the classroom, and could be chosen according to the students' level (Patel & Jain, 2008).

Apart from the techniques above presented, oral projects can also be used as a technique to practice and assess the speaking skills. The students are given some topics which have to be investigated and developed by them. The topics can be related to local, national or international aspects. After that, they are the assigned a period of time to complete the oral project. Then, the students have to present or perform the topic in front of the class in a well-prepared manner; it can be done individually, in pairs, or groups, depending on the assignment and the topic. Thus, having the students work with oral projects presentations could be useful to help students be more confident and it could be used by teacher as an interesting means to practice and assess the speaking skill.

Additionally, teaching and learning requires of certain techniques. Some books, articles, web pages, etc., have been developed to teach not only language skills such listening, speaking, reading and writing, but also teaching grammar, testing and other issues or subjects in general. Many techniques to teach and learn these skills and issues have been presented in the already mentioned pedagogical material. Thus, if teachers do not manage appropriate techniques, they have to be aware of

the importance that researching and reading those materials have, because that will help them transmit their knowledge more effectively in order to achieve better results.

Finally, the same as teaching methods, there are no specific techniques to learn everything. Teachers may implement their techniques such as drilling, using the students' first language, discussion, debates and so on to share the knowledge with the students; and learners may adopt their own techniques i.e taking notes, asking for clarification, etc., in order to get the most benefited results in a certain subject matter or course. It all depends on the context where the teaching-learning process takes place, the needs presented by the students and the desired results.

2.5.4 Project-Based learning Approach

Regarding Project-Based learning, Capraro, Whitfield, Etchells, and Capraro (2016) argue that projects permit the students to show their capacity to work in pairs or groups in an effective manner. At the same time, they can be able to manifest their critical thinking as well as their potential to solve the problems that could be found in the project working process. Besides, group work is seen as one of the most vital features in any project development because projects can help the students enhance teamwork and communication skills. Thus, it is vital to have successful cooperation and collaboration among the people involved in the project because failure can be experienced in the entire work when these features are not accomplished.

Furthermore, according to Laur (2013), projects are sometimes simulated practices in the classroom that are graded by the teacher and then returned to the student with some feedback so that they can improve their work. It is stated that projects are most of the time almost real activities created and completed for the students. These approach demands them not only to put in practice their critical thinking, but also dare them to go from basic memorization of content to active involment and participation. Working with projects may encourage the studetns to be involved in

their own learning. Thus, teachers should help learners in order to choose an appropriate project which can certainly help them improve the needed skills.

Moreover, Project-Based Learning could be used as a helpful process not only to have the students engaged with the subject matter or course content, but also to foster their collaboration and creativity. Besides, project-based approach could be used in the teaching learning process in order to look for authentic work and assessment. There is an additional point that should be taken into account, the use of projects could be useful to develop the students' self-steam and it could also allow them to interact cooperatively and present the development of projects through the oral skill (Gettingsmart, 2016).

Additionally, it has been stated that Project-Based Learning approach could be used by teachers as an action to make the students the main characters in the classroom. Besides, working with projects could help teachers work in a dynamic and interacting class because, according to Blank (as cited in Aytekin, 2011:2) "in project-based learning, students plan, implement, and evaluate projects that have real-world applications beyond the classroom". Thus, real world activities could motivate students to actively participate in class while their performance is constantly monitored by the teacher.

Teachers also need to recognize whether the students are getting knowledge or not. Besides, educators should have a strategy in order to deal with the students' needs and interests. When teachers get to know his or her students, they will be able to guide them throughout the project process by providing enough support to them. Therefore, educators should not work in isolation, they should be encouraged to work and get along with their colleagues so that lesson plans, assessment rubrics, and activities can be shared and feedback can be provided and received. Thus, a peer-supported learning environment can be built in order to benefit the students in the teaching-learning process (Laur, 2013).

Another reason to state that Project-Based Learning approach could help in the teaching learning process is because projects can be used in primary or secondary education whenever necessary. Besides, a student-centered environment is promoted when projects are used in class. In addition, students work on their own or in groups to obtain and present the information about the selected topic. Something that has to be highlighted about working with projects is that they can be daily life issues which can be solved with a solution through promoting students' high-order thinking skills (Tan and Chapman, 2016).

Project-Based learning activities are used in subject matters like Mathematics, English, Visual Media Analysis and Production, Physics, and Art. In Math, students are able to use tools to determine measurements to find perimeter and area of geometric figures as well as to calculate areas of polygons and to apply mathematical processes. In English language learning, students are expected to work in cooperation with others to produce writing and oral outcomes and establish communication. Besides, in Visual Media Analysis and production students produce visual and media text for creating communication. In Physics, learners answer laboratory and field research questions. Finally, in Arts, students communicate their ideas through art work by challenging imagination (Capraro et al., 2016:10-11).

The development of projects consists mostly of a student-centered environment where learners are the main participants. Nevertheless, teachers also play an important role during the working process. They are in charge of monitoring constantly throughout the whole development in order to provide feedback if necessary. Teachers have to be conscious that learners will make as many mistakes as they can. However, this is not a good reason to stop their work, because as mentioned before, project-based learning activities are carried out in a learning environment where mistakes are allowed and seen as part of the learning process (Straub et al., 2017).

It is important to mention that the aim of introducing project work in the classroom is basically to let the students learn in an autonomous way. They can also experience activities that can be faced in real life situations during the project development. All these activities permit the students gain important skills such as cooperation, collaboration, communication and independent learning. Thus, they may become more aware of their own learning and may be prepared for future challenges not only in the educational field, but also in the general situations that could be faced during their life (Tan and Chapman, 2016).

Besides, Wong et al. (as cited by Tan and Chapman, 2016) state that; when students work with projects, they are involved in genuine learning. The originality of Project-Based Learning setting moves them form teacher-centered class to a student-centered learning environment. Additionally, permitting the students to work with projects provide them the chance to experience authentic activities in an assigned period of time. Thus, the initiative, collaboration and interaction are fostered in the students, having as a result a clearer knowledge of the subject matter or course content.

In Project-based learning, a little time is provided to the students to work on discussion. Most of the class time is devoted to work on their projects whilst the teacher fulfills the role of a facilitator. The teacher also has to monitor all the groups and ask questions in order to make sure the students are developing the task according to the instructions. After that, the teacher has to provide feedback as necessary. Then, the students are required to present their final products which sometimes can be debates and dissertations or written productions such as poems (Duch et al., 2001).

In addition, as citied by Pierce and Jones (2000) an activity that has the project-based learning format is asking the students to investigate about a given topic. Then they have to do some research in order to find printed or electronic information about it. After that, they have to report the findings of the investigation to the class.

It is claimed that this kind of activities engage students in motivating and challenging learning experiences. This working process also emphasizes on learning categorical, factual information and fulfills the characteristics of Project-Based teaching.

According to Savin (2003) project-based learning is mainly task-based and the projects are frequently set by the teacher. Besides, one of its goals is to give solutions to problems and has some characteristics that are presented as follows:

- Students are required to produce a final product in the form of a report or design.
- The tutor supervises and provides support.

Students are required

- to produce a solution or strategy to solve the problem.
- An input from the teacher happens in project-based learning, it is given in the form of some type of teaching, during the development of the project.
- Students are sometimes given a predetermined list in order to choose a project to work on.
- Project-based learning sometimes happens towards the end of a learning program after a given period of teaching that has previously developed, because teachers address contents at the beginning of academic periods and with this acquired knowledge, students put it into action through the development of their projects.
- The project group/team only come together for the duration of the project.
- Project-based learning is often seen as a mechanism for bringing together several subject areas under one overall activity at the end of a course.

Teaching also plays an important part in this model because Blumenfeld (as cited in Tan, 2004:99) claims that training is a hard-working and complicated process. Thus, educators really need to have preparation and experience so that they can be successful at teaching. In addition, teachers are in charge of fostering students'

motivation and cognitive involvement. Part of the teaching process contains some of the following aspects:

- Provide access to information in order to build chances for learning.
- Advocate learning by scaffolding teaching and modeling and guiding students in order to handle the activities easily.
- Motivate students to use learning and metacognitive processes.
- Assess progress, diagnose problems, give feedback, and evaluate outcomes.
- Create an environment conducive to constructive inquiry.
- Manage the classroom to ensure that work is accomplished in an orderly and efficient manner.

Additionally, Blumenfeld (as cited in Tan, 2004:104) argues that project-based learning needs a considerable amount of knowledge, effort, perseverance, and awareness from the students. They will need all those personal aspects in order to develop a good product so that effective results can be achieved during all working process. Nevertheless, those requirements are not easily shown by the students. For that reason, teachers should support learning and provide an appropriate environment as well as opportunities for achieving meaningful learning during all the process.

Working with Project-Based Learning has the possibility to strength not only certain areas of knowledge or subjects matters, but also it could foster the use of technology in class. Technology could be required and reinforced because some projects may require the use of technological tools or appliances to search and present for information and data e.g., Web-based resources, e-books, online communication tools, etc., (Capraro et al., 2016). Besides, the use of technology seems to be common in today's world. For this reason, the use of it is linked not only with project development, but also with several area of knowledge. Thus, teachers should encourage the use technological appliances and tools so that the students get engaged in the learning process.

When students work with projects, they are provided the opportunity to achieve experience in daily real-world situations. In addition, they can foster learning new personal competencies that go beyond the content of a course such as initiative, leadership, motivation, innovation, communication skills, teamwork, writing business plans, and collaboration. These skills could be considered to be important for the students so that they can perform their activities without much hesitation. Besides, entrepreneurship can be enhanced through developing projects because students may be required to manufacture items or products that could be commercialized at the end of the academic term. Thus, teaching through a project based learning model seems to contain many benefits for the students (Straub et al., 2017).

Furthermore, according to Larmer, Mergendoller, and Boss (2015) this teaching action allows the students to have the chance of learning such characteristics as, responsibility, get along with others, work independently, and be confident. Besides, they will be able to apply the traditional academic content in real life circumstances. Even though project-based learning is not a mighty remedy to solve all teaching problems, some supporters of project-based learning argue that it is an effective teaching method that can motivate and inspire inactive students and make learning more enjoyable. Besides, it could help learners meet standards and do well on tests that ask them to demonstrate in-depth knowledge and thinking skills as well as prepare them for college, careers, and citizenship, and learn in a more satisfying way.

Project-Based Learnig approach was implemented at Unidad Educativa Pepileo because it has alrady been used in other countries such as Singapore. The Ministry of Education from that country commonly refers to Project-Based Learning as project work. It is catalogued as learning activities that permit the students to construct their own knowledge in differen subjects and after that put it in practice in real life situations. Besides, the students develop creativity and critical thinking skills throughout the process of working with project work MOE, 2012 (as cited in

Tan and Chapman, 2016). Thus, a good decition was made when deciding to work with these kind of activities in this institution.

To sum up, all the issues related to the independent variable have been mentioned. Besides, all the concepts regarding Andragogy, Teaching Methods, Teaching Techniques and Project-based learning have been carefully cited from many authors after the bibliographical research. This will lead to have a better idea about all the aspects researched in order to understand them so that the objectives of this study can be achieved.

2.6   Dependent variable
2.6.1   English as a foreign language

English is considered a foreign language because it is learned in countries where it is not considered as their official language or means of instruction. In other words English language does not play a vital role because it is not the native means of communication (Broughton, Brumfit, Flavell, Hill, & Pincas, 1980) within countries like Ecuador for example.

Moreover, García and García (2003) claim that the word foreign language is used to refer to a language leaned by people in a formal environment after the acquisition of their native or first language. The formal environment refers to learning the language in educational institutions and classroom context. Taking this into consideration, a little constraint can be found when people learn a foreign language in this form such as limited exposure to real world or authentic language. This drawback could be faced because it could happen either, teachers are not native speakers of that language or students do not have the necessity to use the foreign language outside the classroom to communicate in daily life situations. Thus, the ones who learn a foreign language in a classroom environment may not possibly achieve a native or native-like proficiency in the foreign language skills being learned.

There are some countries and speaking communities where two languages are spoken. In Canada for example, English is the first or native language of the country. However, in the Canadian province of Quebec, French is the first language of its people. It is possible since there is a speaking community who widely use French instead of English language, thus it is not their native language anymore. On the other hand, Paulston (1992) argues that English as a foreign language also known as EFL is the original name used when English is taught and learned by people who live in a country where English is not the native language.

For example, Mexican people do not study English as a second language; they study it as a foreign language instead. This happens due to the inexistence of an English language community in Mexico, besides, English language is neither the primary means for communication nor a native language in that country because Spanish is their first language and it used in every communicational situation. Thus, English language learning takes place mainly in the classroom environments rather than in a natural setting (Andrew, 2012).

Another example of English as a foreign language is the one presented by Dzięcioł (2015), she states that English is studied as a foreign language in Poland. And, even though English language plays an important role in some fields of the Polish society, and that it is one of the most important school subjects, students do not have enough opportunities to practice this language outside the classroom. Polish do not practice English spoken communication in everyday situations, they just have contact with English through songs, movies, Internet websites and some kind of online and offline games.

Additionally, Paradowski (2015) claims that teachers should encourage students to practice the foreign language taught in the classroom. It should be done in order to attempt to fill the gaps left due to the lack of practice outside the classroom. Besides, it should be understood that errors will be made by the students, because they will

not have a perfect use of the target language regarding grammar, sentence structure and vocabulary, especially with elementary students. However, it should not be an impediment to let them speak in class so that they can feel more comfortable with the language learned.

In summary, English is considered as a foreign language because it is attempted to be taught and learned in countries where English is not the chief means of communication. Even though in foreign language learning, students have little access to the target language and they commonly use their first language, teachers should do their best in order to have their students practice the it in class, because that will help not only to fill in the insufficient use of it outside the classroom, but also to achieve better communication skills as well as to reach the standards needed for level promotion.

2.6.2 Language skills

According to Maxom (2009) listening, speaking, reading and writing is the natural order in which English languages skills are presented for studying and learning them. This order is given as a reference because one way to get input is through listening; children acquire the language through it before they start to write. Another way to get input is through reading, this skill can be practiced after children have learned it at school. Regarding language learning, it is stated that when a new word is presented to the students, they ought to repeat it several times in order to learn how to pronounce it appropriately, and then they should put emphasis to the spelling of words.

Additionally, it has been stated that the speaking skill should be practiced by the students before they exercise the reading and writing skills. It could be helpful because achievement on right pronunciation of words could be reached and output could be released in a more natural way. This could be also seen as a natural order of language skills use that is necessarily followed (Maxom, 2009). Another reason in order for speaking to be practiced before other language skills is due to the

students' first language interference. For example, speakers of Spanish language tend to pronounce English words incorrectly because they pronounce the words as they read them, but English language has to be spoken according to the phonetic alphabet.

Apart from the argument above presented, Fry, Ketteridge, and Marshall (2009) state that listening; speaking, reading and writing are the four language skills that represent a fundamental part in communicative language teaching. They are vital because they are the ones that permit to get and transmit massages, thoughts and knowledge. Besides, it is stated that real communication can be practiced when the English language skills are mixed, for example, when listening and speaking are mixed, the interlocutors are ready to listen and speak as soon as they have a chance. This interaction makes possible to show the existing link and the close relation among these two skills. Thus, an appropriate interaction by using the language skills could facilitate to convey the message among interlocutors in a better way. Additionally, Fry et all. (2009) states that there are some forms to present an output through all the language skills. For example, a form to present a product through writing can be filling in forms, writing letters or making notes. On the other hand, discussing the content of a piece of reading with others, dialogues, debates, oral projects, power point presentation, etc., are used to present a product through the speaking skills. The other skills, listening and reading serve to receive and understand information or input in order to communicate with other people through the productive skills speaking and writing.

Furthermore, Bailey (2003) agrees that there are four languages skills (listening, speaking, reading and writing) and they are remarked when referring to teaching a language. These skills are vital in order to convey and interchange information with people. It is also stated that the productive way in which a language is presented is in forms of speech and writing while reading and listening are known as the two receptive forms of the language. The mixture of all language skills could make communication easier and more understandable among the interlocutors.

Additionally, as stated by Richards and Rodgers (1986), the sequence to teach the language skills is listening, speaking, reading and writing. The aural sound patterns are received or learned through the listening form; this is the most common way in which language input is received. The speaking skill is developed after some listening input has been received. The reading skill and the written form of a language are hardly presented in early stages because they are practiced in classroom settings, most of the time.

Finally, all the writers cited in this section agree that listening, speaking, reading and writing are the four language skills. They also agree that these skills have a close relation because they are joined in many ways in order to process and understand information for better communication achievement. Thus, they should be taught by teachers so that learners are able to understand and express their ideas inside and outside the classroom.

2.6.3 Productive skills

According to, Nunan (2015) there are four language skill; listening, speaking, reading and writing; and a there is a subdivision of these skills. This subdivision is presented as follows, the listening and reading skills are the receptive ones; they are receptive because the target language input is received through them. On the other hand, speaking and writing are known as the productive skills. These skills are called in such way because they permit to present a product through speech or written form.

As mentioned in the previous paragraph, language is divided into receptive and productive language abilities or forms of communication. Thus, Bailey (2003) states, that both speaking and writing are the productive skills of language. On the one hand; speaking seems to be the most important from all those skills, because it is an everyday action through which tens of thousands of words are daily produced. Besides, speaking is remarked because people who have learned another language are known as speakers of other language (Thurnbury, 2005). Besides, speaking

allows people to communicate orally and convey messages, thoughts and feelings through the spoken form of language. For that to be done, a correct use of sound patterns and appropriate vocabulary use is needed by the speaker.

On the other hand; writing is the skill that is used to express ideas and thoughts in a coherent way through text forms. For that reason, Horvath (2001) argues that writing is located between the most complex human activities because it implies not only creating and developing an idea, but also capturing mental representations of knowledge. It is also required to have some experience with subjects, especially regarding to academic writing. In addition, McDonald and McDonald (2002) describe writing as the process of permanent change and evolution throughout time like the natural growth of a plant. It is also stated that writing has various stages because things happen differently in the process of arranging thoughts to form words and putting words on paper.

Furthermore, Broughton et al. (1980) claimed that both productive and receptive skills are linked and get along with each other. It is possible because the first requirement to obtain an output is to receive some knowledge in the forms of sentences or dialogues; and then, those sentences or dialogues can be processed in order to generate an oral or written work. This transition between reception and production is also known as encoding skills because input is received in order to be transformed into a final result. Thus, it is necessary to provide a good source of input to the students so that they can encode it in order to produce the desired result or final work product.

Moreover, Rai (2010) argues that emphasis on teaching the productive skills has to be put, because these skills are very important in order to make possible the presentation of oral or written work. Regarding the productive skill of speaking, it is mentioned that response happens immediately when this skill is used. This occurs because the oral interaction needs two or more people interacting in a more natural way at the same time. Participants in a dialogue or conversation require such

features as body language, speed, fluency, accuracy, rhythm, feedback, etc. On the other hand, written communication is used when spoken interaction is not possible and one of the participants is absent; therefore, writing is used when there is not another means to maintain active communication.

Additionally, Sherwin (2006) argues that the art of speaking and writing the mother or first language efectively should be considered as a matter of universal interest. It is stated because these skills can be seen as the basis of culture and knowledge. Besides, managing these skills corretly can be considered as the basis not only in general situations, but also in specific matters; bussiness for example, because offering things effectively could not be possible if a salesman is not capable of descriving goods' features and convincing people to acquire them or it could not be possible to write an advertisemen with effective information. Thus, the way in which people talk and write letters, chiefly could determine their success in life.

For the reasons above presented, Bailey (2003) argues that speaking and writing are forms of communication that are used not only by students, but also by people in general in order to express their thoughts and interact with others. In addition, it is stated that language can be carried out and transmitted through speaking and writing in an active manner. This can be possible because these two skills allow people to convey the message they want to express orally or in a written form. Therefore, as their name suggests, they are known as productive skills, because they create the product that is exchanged among interlocutors.

In summary; even though this section talks specifically about productive skills, it is necessary to remark the existences of the productive ones. The necessity to highlight them arises because according to Harmer (2001), there is a close relation among them due to their narrow interconnection in different forms. Therefore, it could not be possible to have an output without a previous input, since reception allows production and vice versa.

2.6.4 Oral production

Regarding to this topic; oral production is represented by the spoken form of communication. In this sense, Bailey (2003) claims that speaking can be considered to be essential because it is a necessary ability not only to maintain a real time conversation, but also to achieve language development. When people have oral interaction, immediate response among the participants is usually required. Besides, in this interaction, the speaker expresses thoughts and messages whilst the listener is ready to reply as soon as the speaker stops talking. For that reason, it is stated that in many if not all foreign language courses; the speaking skill is the most required to be learned.

In today's world, speaking English has become not only a matter of knowledge, but also a necessity; new generations require people who speak English. It could happen because English language can be considered as a status symbol that is used and understood worldwide. Besides, English is important because all multinational companies hire people who are able to speak this language with a good level of fluency and correctness. It is also stated that the number of English speakers has increased all over the world. Thus, living without English language could not be afforded nowadays (Robert, 2010).

According to Halliday (1989), the chief means of communication is speaking; it is apparently easily acquired as an innate characteristic of human beings. Besides, it has been stated that speaking can be seen as a set of meanings that are encompassed by a set of expressions. Other skills such as reading and writing are learned in an educational setting when people enroll to educative institutions, whilst speaking is an ability people were born with. Additionally, speaking is important in order to check whether students have understood certain class topics or not, because it is easier and more efficient to ask in oral way rather than conducting a set of written questions every time.

The speaking skill is influenced by a series of circumstances i.e., real time performance situations, instantaneous presence of participants, immediate interaction, the same setting, and the desire of transmitting the speaker's point of view. These features are somehow or other shared in low or high degree and are used by the speaker though different kinds of registers (formal or informal) (Biber, 2006). The speaking skill has a very close relation with listening because speaking can be regarded as unworthy when there is not an interlocutor to reply or at least listen to somebody else's words.

On the one hand, Nation and Newton (2010) state that formal speech needs control of content, concentration of an extended inactive audience, and being the point of attention. Therefore, learners require using formal language under complex and exigent situations and will help them develop language skills. Besides, Biber (as cited in Nation & Newton, 2010) claims that; language learning could be enhanced by formal speaking in the following way. A new use of English is fostered and contains characteristics of language that are not considered in other uses of language.

Moreover, an excellent opportunity for learners to become aware of what speaking involves is provided when focusing on formal language. In addition, when speaking is used effectively, it could lead to the development of useful planning and delivery strategies. Although formal speaking is affected by the performance conditions of planning, time pressure, support, and standard of performance, students should be ready to deal with all those aspects, because it helps learners express their ideas in a standardize way so that the message can be conveyed in formal setting and context (Nation & Newton, 2010).

Apart from that, according to Robert (2010), informal language is mostly used in speaking and it is placed out of conventional or standard language. One example of informal language is the use of contractions. They are used in everyday spoken language and informal writing. Slangs are other example of informal language.

These expressions that are not considered within formal context consist both of coined words and phrases, and of new or extended meanings attached to existing terms. Slangs commonly either pass into disuse or come to have a more formal status and are used attempting to find fresh and vigorous, colorful, pungent or humorous expression. Besides, these kinds of words try to make the language friendlier and are used to simplify the meaning of words in a better manner.

Additionally, another example of informal speaking is when people use phrasal verbs. Those words are an important part of English language especially in spoken and are members of a large group of verbs called 'multi-word verbs' (Robert, 2010). Colloquial words are also included in informal speaking use. These kinds of words are used especially in casual conversation. Another feature of informal spoken language is reduced speech. It refers to the tendency of joining two words and transform them into just one utterance i.e., the words "going to" may sound like "gonna". They are actually systematic, rule-governed variants that are natural in spoken English not just "sloppy speech" resulting from the speaker's laziness or carelessness (Bailey, 2003).

Speaking is also considered a way to transform ideas and thoughts into words. It is an instrument used by humans in order to interrelate with others it does not matter whether they are illiterate or not. Both, speaking as well as listening involve a real time negotiation among interactants. People involved in the speaking action must make sure that they are exchanging communicative utterances. Both speaking and listening are social forms of interactions, for that reason one person is willing to speak whilst the listener is waiting to exchange information through some verbal interactions (O'Connell & Kowal, 2008).

According to Mariani (2009), speaking can be described as oral messages that are produced by a complex work of a speech system. The information is transmitted by this system, and it is received by the listener. The listener is assumed to participate actively during the exchange of information. Besides, spoken interaction is

comprised of linguistic and acoustic characteristics. They are vital so that the acoustic message can be transmitted by the speaker in the form that he or she intends it to be understood by the listener. For that reason, the process of transmitting the spoken message must be as clear as possible in order to avoid misunderstandings among interlocutors.

This skill is considered the chief means of natural language. It comprises specific features regarded only for this skill i.e., the phonological aspects of spoken language. The phonological features correspond to the sound system of words. Pronouncing words is essential in speaking, especially in terms of intelligibility. However, not only the phonological features have to be considered to produce oral sentences appropriately, but there are also other linguistic characteristics that have to be taken into account i.e., syntactic, prosodic and semantic features. All these characteristics should be used so that the speaker can convey the message correctly (Ingram, 2007).

Furthermore, Mackey (as cited in Bygate, 1987:5) states that oral expressions involve not only the use of the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order. This is a chief requirement in order to convey the right meaning. Speaking is also important because when strangers meet for the first time or when people need to know if another person has learned a foreign language, the first question that is asked is "Do you speak…?" Thus, it can be considered as a defining skill of linguistic competence.

According to O'Connell and Kowal, (2008) there is a number of ways in which speaking jumps from individual's thoughts to oral products. Since speaking and listening mostly happens simultaneously, what one person speaks turns into the listener's possession and permits him or her not only to interpret, but also modify what has been spoken or transmitted to other people if desired. The act of speaking also means thinking out loud in front of another person who most of the time replies to what has been heard.

Nevertheless, Bygate (1987) states that; some constraints could be found when a foreign language is learned. Time pressure could be identified as a difficulty for choosing those right elements of oral production. The time is limited because face to face interaction needs that people reply another speaker's words as soon as possible. Thus, speakers have limited time to plan and organize the message they want to share because answers have to be processed as fast as possible to continue the interaction among the interlocutors.

Moreover, Barker and Westrup (2000) argue that another complication that could be faced by foreign language students is the lack of necessity to use the target language outside the classroom. If the students feel more comfortable using their first language instead of the language they are learning, it could be challenging for teachers to have them speak in English because they may fell unwilling or shy to use it with their classmates. In order to overcome that drawback, some activities could be employed, for example, talking about plans, repeating instructions, listening to recordings, rehearsing difficult sounds or having conversations, these activities may be fruitful in order to help students gain confidence to participate in class (Scrivener, 2011).

Additionally, Luoma (2004) claims that learning to speak and achieving a necessary competence in a foreign language is complicated for the students. It is difficult because students have to deal with different sound systems as well as unknown vocabulary; all the aspects of the target language have to be appropriately used in order to communicate effectively. In addition, there is another aspect that has to be taken into account within the speaking skill; this aspect is the body language. Body language is considering as an important characteristic of face to face oral communication that includes features such as facial expression, posture, gestures, eye contact, voice and so on (Rai, 2010).

These features are other modes of human communication which are closely linked to speech. They are important when looking at somebody speaking because they help perceive and produce the message in a more understandable way. Besides, even if speaking remains dominant, the consistency between the visual and auditory perception is necessary in order to generate the correct understanding of a message (Mariani, 2009).

According to Brumfit et al., (1980), in order to get acquainted to oral production, some skills such as listening, reading and writing have to be learned at many levels and at the same time. They are necessary so that the students are able to reach proficiency in understanding the target language and speaking it. Besides, a good management of those skills is necessary because every language skill is reinforced by each one of them. Additionally, in order to improve speaking, pronunciation should always be taught in the context of real language use; that is important because repeating isolated sounds could not be considered that valuable.

Pronunciation is another problem faced by new language learners. According to Robert (2010) it should be dealt during the first English lessons. It is necessary in order to avoid bad pronunciation habits since the beginning of the learning process. If the students do not know how to pronounce words and sentences correctly wrong pronunciation patterns could be adopted. Besides, it may be dangerous to learn to speak words without the right pronunciation since the beginning of the course because it may cause a lot of misunderstandings. Nonetheless, students may improve pronunciation as long as they enroll through elementary to advanced levels.

Two alternatives can be suggested. First, learn pronunciation from the beginning and speak from the beginning. Second, learn without pronunciation, but do not speak (you will start speaking at a later stage, after learning pronunciation). If a perfect pronunciation is not accomplished at the beginning of the course, students should not be worried; their pronunciation should fit between the following

parameters: 1 right sounds have to be used- the speaking version of foreign language learners may get along with English sounds. 2 the right syllable has to be always stressed (Robert, 2010).

Equally important to mention, learners have to be trained in order to develop the speaking skill, because they will not become proficient speakers just by listening and understanding the target language. It is supposed that speaking should naturally be led by listening, especially at the phonological level. For that reason, it is vital to learn to recognize sound patterns as well as phonological aspects of English language because there is a clear connection among listening and speaking. For that to be done, some techniques for oral production should be taken into account i.e., controlled, guided, and free oral work Brumfit et al., (1980).

First, controlled oral work is considered as a flexible technique for language interaction in the spoken form. It is suitable for oral presentation and practice of phonological, lexical and grammatical items. This kind of work can be used as controlled or guided oral production with the aim to fulfill communicative criterion. It is also possible to use controlled oral work from the very starting lesson even with elementary level students because simple introductions could be employed at this stage. Besides, drills could be used; they could be very structured so that the possibility to make mistakes could be reduced when practicing them because the students may have to answer tightly questions without open answers. That could help learners to achieve fluency as well as confidence at a certain point Brumfit et al., (1980).

Second, guided oral work is another form to practice spoken English. The objective of this activity is to assign the students a limited time to practice what they have learned in class. The oral practice is allowed; however, some restrictions are provided when achieving guided work. Some guided oral work can also be given through the use of appropriate questions and answers. At the same time, some freedom is allowed them in order to use their own ideas into the exercises developed

in class. Guided work can also be used in a structured way to check the students' exercises from controlled guidance to more flexible work Brumfit et al., (1980).

Third, free oral production provides the students the opportunity to produce in a natural way the language that has been learned. Besides, they can put in practice all their knowledge in several more or less controlled situations. This process can be developed at all the levels of teaching. However, it is especially important in the more advanced levels because at that stage is where the students have the instruments needed i.e., knowledge about grammar patterns, lexicon, language usage, etc., to express their messages and thoughts Brumfit et al., (1980).

On the other hand, accuracy is the ability to speak correctly, that means, choosing the right words, grammatical patterns of the target language, and expressions to transmit the affianced meaning. Both, fluency and accuracy could be learnt or practiced at the same time or separately (Bailey, 2003). For that reason, there are some forms to improve fluency and accuracy, and activity for each one of them is presented as follows.

> Activity to improve fluency
> "Students often have difficulty producing fluent speech simply because they lack the vocabulary or grammar to express what they want to express. This activity is designed to get them to speak at length about something they are very familiar with. To start, choose a topic that you know students can speak about and then let them know what it is. For example, it could be what they did last night or last weekend/on their last holiday/etc. At lower levels, it could be what they do in a typical day. It could be to describe their home, to talk about their family, their hometown or country. Once you've told them the topic, remind them that the purpose is to speak at length and put students in pairs. Tell them that one person in each pair is to speak at length on the topic for a certain period of time (usually two or three minutes) and give as much detail as possible. Ask listeners to respond using one or all of these:
> Showing eye contact
> Nodding your head
> Saying, "Is that so?"
> Saying, "Really?"
> Saying, "Uh-huh"

Also, let the listeners know that you will be asking them some questions about what their partner says (this ensures they listen). After the designated time, stop the activity and ask some of the listeners some simple questions about what their partner said. Then have them switch roles and repeat the activity (Lackman 2010:4)

> "Activity to improve accuracy
> This activity gives students a chance to think about accuracy before they speak. To start off, give students a general topic (e.g., last weekend). Then put students in pairs and the pairs discuss what grammar, vocabulary and/or expressions they need to talk about the topic. For example, for talking about their weekend, they will need past simple, vocabulary for times of the day, etc. They should make written lists of these items. Monitor while they are doing this to answer questions and make suggestions for what they could add to the list. Once you feel that the students have enough on their lists, ask them to practice a conversation with their partner where they try to use the language they wrote down. Then, when they have had enough practice, they switch partners and have a conversation with their new partner on the topic and they try to use the grammar, words and expressions. You can let them refer to their notes to make sure they use them (Lackman 2010:7)."

Apart from fluency and accuracy, Robert (2010) states that the magic key to improve and understand spoken English is word stress. On the one hand, it is naturally used by native English speakers hence they do not notice they are using stress when they speak. On the other hand, foreign English language speakers who have conversations with native ones without the correct word stress find it difficult to be understood. Thus, it is the teacher's responsibility to find the ways to help learners deal with word stress so that they can get familiar with it and can use it in order to fulfill speaking improvement.

Finally, oral communication is seen as a very important objective for most students. Speaking is an activity that scarcely happens as a monologue and usually requires listening and comprehending simultaneously. Unfortunately, scarce speaking situations are faced in foreign language classes, this happens due to the frequent use of students' first language in the classroom. For that reason, foreign language teachers should put a lot of emphasis to teach oral skills, not matter the students' level of proficiency (Pawlak, Waniek-Klimczak & Majer, 2011).

In summary, English oral production is an important skill for communicating in the target language. Even though it has been argued that it is difficult to achieve a good proficiency level of spoken production by foreign language learners and that it could be seen as challenge not only for beginners, but also for advanced learners. Teacher should create more opportunities for spoken interaction among students in class in order to overcome low oral production levels. Besides, the use of appropriate techniques and strategies such as Project-Based Learning activities could help to achieve better results in this productive skill.

2.7 Hypothesis

H_1: Project-Based Learning activities affect positively English Oral Production

H_0: Project-Based Learning activities do not affect English Oral Production students.

2.8 Signaling hypothesis variables

Two variables have been mentioned on this study, they are presented as follows.

Independent Variable

Project-Based Learning Activities

Dependent Variable

Oral production development

CHAPTER III
METHODOLOGY

3.1   Basic method of research

This study was supported by bibliographical, documentary and transversal investigation. Besides, field research has been applied considering that this research permitted to study an experimental group in the classroom. It permitted to obtain real information in order to reach the study's objectives. Additionally, bibliographical research has been developed during all the study process so that concepts and thoughts of other authors can be analyzed and explored because they have made a good contribution to this study.

Moreover, qualitative and quantitative method of research was employed; this research allowed organizing, analyzing and interpreting the data collected from the test applied before and after the implementation of project-based learning approach with the experimental group. The analysis of the data helped to verify and accept the null hypothesis, as well as to draw conclusions and recommendations about the implementation of Project-Based Learning Activities for the oral production development.

3.2   Type of research

The descriptive and applied type of research has been chosen for this research. Besides, these types of research aim at reporting the results found after the data analysis of the results. Besides, it attempted to find a solution to the oral production problems found through the implementation of Project-Based Learning Activities with the students.

Moreover, it is a quasi-experimental design because it attempted to determine the differences among the control and experimental group after the implementation of project-based learning approach. Both groups took a pretest and a post-test in order to measure the results of this study. Two variables were manipulated by the same

teachers; the independent variable, which is project–based learning approach and the dependent variable that is oral production (the speaking skill) development.

3.3 Population and sample

This research was developed at Unidad Educativa Pelileo that is located in Tungurahua province. A total of 52 students was the population; the control group was comprised of 27 students, whilst the control group had a total of 25 learners from the already mentioned high school. It is important to mention that working on this sample or experimental group helped understand how project-based learning affected English oral production on the students.

Chart 1 Population and sample

Population	Frequency	%
Experimental group	25	48
Control group	27	52
Total	52	100

Source: Direct investigation
By: Robayo, G. (2017)

3.4 Operationalization of variables

Independent Variable: Project-Based learning

Chart 2 Operationalization of the Independent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
It is an innovative, creative and systematic **teaching** process that encourages students to develop **personal competencies** such as initiative, interaction, collaboration, communication, independent learning, critical thinking and public speaking, they can also draw connections between their studies and real world issues in order to develop authentic products through a rigorous **working process** in which students feel highly motivated and actively involved in their own learning, they move through both team-based and independent work to produce various **work products** such as research papers, multimedia presentations, video documentaries, or musical and theatrical performances, it is suitable for all **levels of education**.	1. Teaching 2. Personal competencies 3. Working process	1.1 Teacher- centered activities 1.2 Student- centered activities 2.1 Initiative 2.2 Interaction 2.3 Collaboration 2.4 Communication 2.5 Independent learning 2.6 Critical thinking 3.1 Gather information 3.2 Ask and answer questions 3.3 Share ideas 3.4 Analyze the characteristics of the problem 3.5 Execute a plan to solve the problem 3.6 Fulfill the desired goal	- Do the students achieve the project's objectives? - Does the project contain activities for the development of language skills? - Do students collaborate to work on the project? - Do students use their own knowledge to work on the project? - Do students accomplish the	**Technique:** - Observations **Instrument:** - Check list

| | 4. Work products | 4.1 Research papers
4.2 Multimedia presentations
4.3 Video documentaries
4.4 Musical and theatrical performances. | project's planning?
- Is the project well organized and presented? | |
| | 5. Levels of education | 5.1 Primary education
5.2 Secondary education
5.3 Higher education | | |

Source: Direct investigation
By: Robayo, G. (2017)

Dependent Variable: Oral production
Chart 3 Operationalization of the Dependent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
It is comprised of **verbal expressions** which involve speaking from notes, acting out a rehearsed role, speaking spontaneously and improvising or singing a song, it also implies making decisions about what to say, how to say it, and when to develop it in accordance with one's intentions with our interlocutors, it is also a productive skill which requires **language competence** i.e., make the right sounds, choose the right words or get the constructions grammatically correct, it also needs appropriate use the language to develop some forms of **spoken interaction** that include individuals conversing with each other in direct or telephonic conversation, speeches, presentations, debates and discussions in which some aspects of **body language** such as facial expression, posture,	1Verbal expressions 2 Language competence 3 Spoken interaction	1.1Speaking from notes 1.2Acting out a rehearsed role 1.3Speaking spontaneously 1.4Improvising 1.4Singing songs 2.1Making the right sounds 2.2Choosing the right words 2.3Getting the constructions grammatically correct 2.4Appropriate use the language 3.1Direct conversation 3.2Telephonic conversation 3.3Speeches 3.4Presentations	**Grammar and vocabulary** - Shows a good degree of control of simple grammatical forms -Uses a range of appropriate vocabulary when talking about everyday situations -Shows sufficient control of simple grammatical forms -Uses a range of appropriate vocabulary to talk about everyday situations -Shows only limited control of a few grammatical forms -Uses vocabulary of isolated words and phrases. **Pronunciation**	**Technique:** - Standardized test **Instrument:** - Cambridge Key English Test (KET Part 3 Speaking Part)

| gestures, eye contact or voice are needed. | 4 Body language | 3.5Debates
3.6Discussions

4.1Facial expressions
4.2Posture
4.3Gestures
4.4Eye contact | -Mostly intelligible and has some control of phonological features at both utterance and word levels.
-Mostly intelligible, despite limited control of phonological features.
- It has very limited control of phonological features and is often unintelligible.
Interactive communication
-Maintains simple exchanges.
-Requires very little prompting and support.
-Maintains simple exchanges despite some difficulty.
-It has considerable difficulty maintaining simple exchanges.
-Requires additional prompting and support | |

Source: Direct investigation
Author: Robayo, G. (2017)

3.5 Method of data collection

The elements which were employed for the data collection: a pre-test and a post-test as well as observations. Besides, a notebook was used to write down the most important details during the observations. Pre and Post-tests were carried out with the students at Unidad Educativa Pelileo.

Chart 4 Collection of information.

Basic questions	Explanation
¿Why?	In order to reach the study's objectives.
¿Unit of analysis?	Population
¿ Which aspects?	Project-Based Learning activities – English oral production
¿Who?	Researcher
¿ When?	In the Sep 2017 - Jun 2018 school year.
¿Where?	Unidad Educativa Pelileo
¿How many times?	During the treatment with PBL
¿Technique?	Survey – Interview
¿ Instrument?	Pre-test, post-test, observations, Survey
¿In which situation?	In the week

Source: Direct investigation
By: Robayo, G. (2017)

3.6 Collection of information

First of all, the population was divided into two groups, the control group with 28 students and the experimental group with 25 learners. Second, the instrument used was the speaking section of a Key English Test examination, it was comprised of three parameters that were awarded five points each i.e., grammar and vocabulary, pronunciation, and interactive communication. Besides, the speaking section consisted of two parts; in the first part, the students had to answer some questions about basic personal information in 4 to 5 minutes; second, the students were given some cards that contained information and prompts on it, then they were required to

interact among them providing and requesting information related to the clues on the cards in 3 to 4 minutes.

Using the instrument previously mentioned in this section, a pre-test was conducted to the students. After the analysis of the pre-test results, the researcher has developed a class intervention for improving students' oral production through Project-Based learning activities during 6 weeks in October and November 2017. This intervention was applied for 18 academic hours. Finally, a post-test was conducted to the control and experimental group.

3.7   Data collection and analysis

First of all, the students were divided into control and experimental group. Then, a pre-test was conducted to both groups. The test was the speaking part of a mock KET examination, it was comprised of three parameters i.e., grammar and vocabulary, pronunciation, and interactive communication. After that, the treatment with project-based learning activities with the experimental group was executed. Then, a post-test was conducted to the control and experimental group. More statistics information was collected in charts and figures that are detailed as follows.

Chart five contains the averages from the three parameters of the pre and post-test applied to the control and experimental group. Chart six displays the mean variance and standard deviation from the control and experimental group's scores in the pre-test and post-test in the three parameters. Chart seven contains the frequencies from the total scores obtained in the pre-test and post-test by the students of both groups. Chart eight addresses the T-test for two small samples (control y experimental group). Chart nine presents the T-test for paired samples (Pre-test y Post-test) in the Experimental Group.

Similarly, figure one displays the comparison of averages obtained in the three parameters of test of the pre-test and the post-test. Figure two shows the students' individual scores from the control and experimental group obtained in the Pre-test and post-test. Figure three comparison of scores according to each parameter

obtained by both groups in the pre-test and post-test. Figure four displays the comparison of scores according to each parameter (grammar and vocabulary, pronunciation and interactive communication) obtained by the experimental group in the pre-test and post-test. Figure five addresses the frequencies of the total scores obtained in the pre-test and post-test by both groups. Finally, figure six presents the frequencies of the total scores obtained in the pre-test and post-test by the experimental group.

All the data was tabulated, analyzed, and interpreted by using Excel software. The information permitted to test the hypothesis so as to draw conclusions about the influence of project-based learning approach in the English speaking skill development.

CHAPTER IV
ANALYSIS AND INTERPRETATIONS

4.1 Analysis of results

For this research, the students were divided into two groups, the control group with 28 students and the experimental group with 25 students. Both groups attended to classes with the difference that the students from the experimental group were subjected to a treatment with Project-Based Learning. Besides, the speaking part of a Key English Test (KET was conducted to the students. It consisted of three parameters i.e., grammar and vocabulary, pronunciation and interactive communication. Each parameter was graded out of 5 points, having 15 points in total. Once the pre and post-tests' grades were obtained, the analysis of results was developed. The projects developed by the students were specifically selected according to the students' level.

It is important to mention that the analysis of the results showed that the treatment developed with the experimental group showed positive results. The treatment was effective because better grades were obtained by the students from the experimental group in comparison with the students form the control group. The scores from the experimental group were higher in the three parameters mentioned before. The results of the pre-test and post-test conducted to the students from the control and experimental group were displayed, analyzed and interpreted.

Finally, the findings of the study are shown after having processed the data. Standard deviation was applied by analyzing statistically the correlation of the variables. Besides, a T-test was considered in order to verify the hypothesis. This process allowed presenting the results of the study in the following charts, graphs, and figures.

Chart 5 Averages from the control and experimental group in the pre and post-test.

TEST/GRUPO	Grammar and Vocabulary	Pronunciation	Interactive Communication
Pre-test control group	2,500	2,000	2,500
Post-test control group	3,653	3,538	3,500
Pre-test experimental group	2,200	2,000	2,560
Post-test experimental group	4,440	3,960	4,120

Source: Direct Research
Author: Robayo, G. (2017)

Graph three shows the averages form the control and experimental group in the pre and post-test. The control group obtained an average of 2.500 in grammar and vocabulary, 2.00 in pronunciation, and 2.500 in interactive communication in the pre-test. The same group in the post-test had 3.653 in grammar and vocabulary, 3.518 in pronunciation, and 3.518 in interactive communication. Thus, the averages in the post-test from the control group have increased.

Similarly, graph three also shows the averages form the experimental group. This group has achieved 2.200 in grammar and vocabulary, 2.00 in pronunciation and 2.560 in interactive communication. Whilst, in the post-test, the averages were: 4.440 in grammar and vocabulary, 3.960 in pronunciation and 4.120 in interactive communication. These results indicate both, higher scores in the post-test compared with the pre-test scores, and higher scores in the experimental group's scores in the post-test compared with the control group's post-test' results.

Figure 3 Comparison of averages obtained in the parameters of grammar and vocabulary, pronunciation and interactive communication in the pre-test and the post-test.
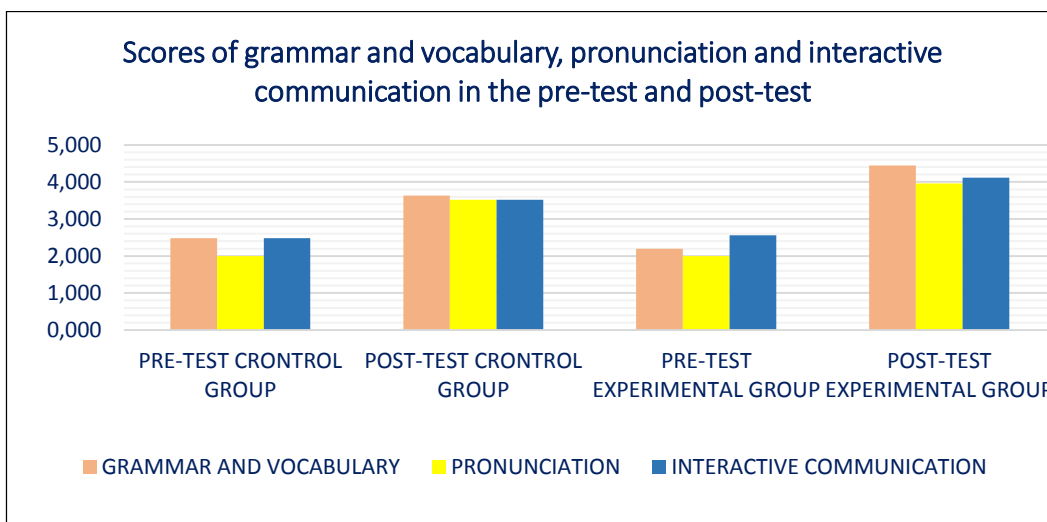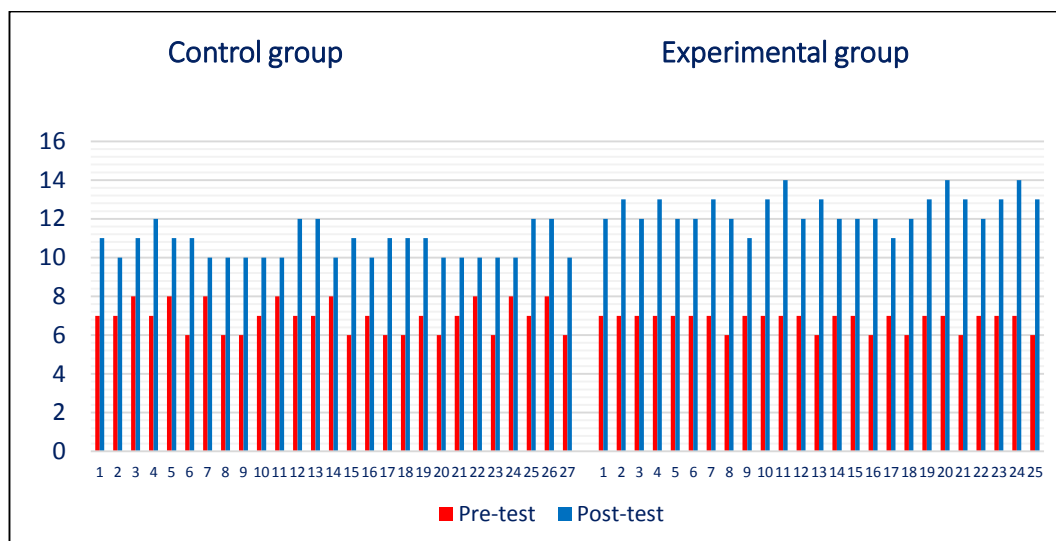

Source: Direct Research
Source: Robayo, G. (2017)

Furthermore, figure 3 helps to show that both the control and experimental group have almost similar percentages of scores in the pre-test. However, there are some differences in the post-test's results in both groups. The scores from the experimental group are higher in comparison with the grades from the control group. The scores have increased in the three parameters. These first results; begin to provide and idea that the treatment applied to the experimental group were helpful.

Furthermore, the pre-test results from the control and experimental group show that the average scores do not reach 3 points in any parameter. Nonetheless, the post-test results in all the parameters of the control group are higher than 3 points out of five. Nevertheless, the post-test's scores from the experimental group are higher than 3 points in pronunciation and reach the highest scores in grammar and vocabulary and interactive communication, these parameters have reached 4 out of 5 points; this represents a better performance from the experimental group than the control group. Thus, there is and increment in the scores in the post-test from the experimental group after the treatment with project-based learning approach.

Figure 4 Students' individual scores from the control and experimental group obtained in the Pre-test and Post-test.

Source: Direct Research
Author: Robayo, G. (2017)

Figure 4 shows the grades obtained by the students individually in the three parameters grammar and vocabulary, pronunciation, and interactive communication. The students from the control group obtained lower grades than the ones from the experimental group. The lowest grade obtained in the pre-test by the students form the control group was 6 points, while the highest score was 14 points.

Furthermore, the lowest scores obtained by the students from the experimental group in the pre-test were similar to the ones obtained by the students from the control group (6 points). On the other hand, the highest score obtained in the post-test by the students from the experimental group was 14 out of 15 points. Thus, it possible to observe that the students from the experimental group obtained betters results individually talking, in comparison with the control group's individual scores. Besides, the post-test's grades from the experimental group are also higher in comparison with the post-test's grades from the control group.

Graph 5 Mean, variance and standard deviation from the control and experimental group's scores in the pre-test and post-test: grammar and vocabulary, pronunciation and interactive communication.

Parameters	Scores			
	CONTROL GROUP		EXPERIMENTAL GROUP	
	Pre-test	Post-test	Pre-test	Post-test
Mean	6,96	10,67	6,76	12,52
Variance	0,65	0,62	0,19	0,68
Standard deviation	0,81	0,78	0,44	0,82

Source: Direct Research
Author: Robayo, G. (2017)

In Graph 5, the results from the mean, variance, and standard deviation corresponding to the control and experimental group in the pre and post-test are showed so that they can be compared. The following data corresponds to the control group's pre-test' results: mean 6.96, the variance was 0.65 and the standard deviation was 0.81. In the post-test, from the same group, the results were: mean 10.67, variance 0.62, and standard deviation 0.78. These results show a small increment in the post –test compared with the pre-test.

Moreover, the experimental group obtained the following results in the pre-test: mean 6.76, variance 0.19, and standard deviation 0.44. Whilst in the post-test the results were: mean of 12.52, variance 0.68, and Standard Deviation 0.82. By comparing these results, it can be seen that the experimental group achieved a significant increment in the post-test's scores. Thus, the results obtained in the Post-test by the experimental group may be seen as an improvement that could be awarded to the implementation of activities related to project-based learning.

Figure 5 Comparison of scores according to each parameter (grammar and vocabulary, pronunciation and interactive communication) obtained by the control group in the pre-test and post-test.
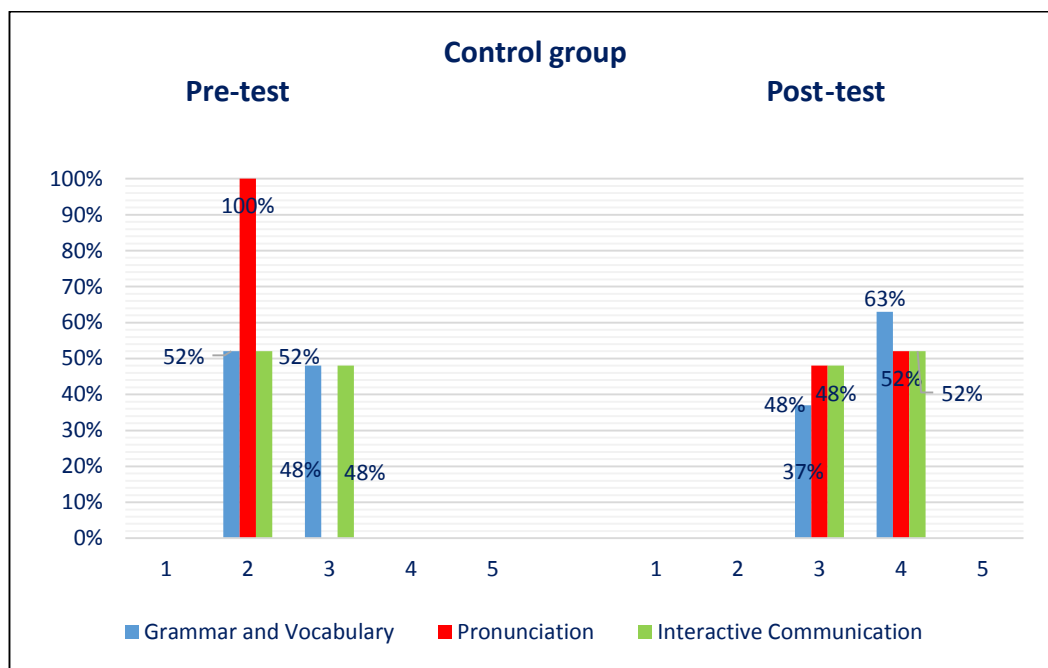
Source: Direct Research
Author: Robayo, G. (2017)

In Figure 5, it is possible to observe the results from the pre-test from the control group, they are showed as follows: 52% of the students obtained 2 points and 48% of them got 3 points in the parameter of grammar and vocabulary. In addition, 100% of the students reached 2 points in the parameter of pronunciation. Besides, a 52% obtained 2 points and 48% had 3 points in the parameter of Interactive Communication.

On the other hand, in the parameter of grammar and vocabulary, the students' percentages were: 37% with 3 points and 63% with 4 points. Besides, the students obtained 48% with 3 points and 52% got 4 points in the parameter of pronunciation. Additionally, 48% obtained 3 points and 52% obtained 4 points in the parameter of Interactive Communication. Thus, it can be observed that the students form the Control Group had a small increment in the scores in the post-test compared with the pre-test' results.

Figure 6 Comparison of scores according to each category (grammar and vocabulary, pronunciation and interactive communication) obtained by the Experimental group in the pre-test and post-test.
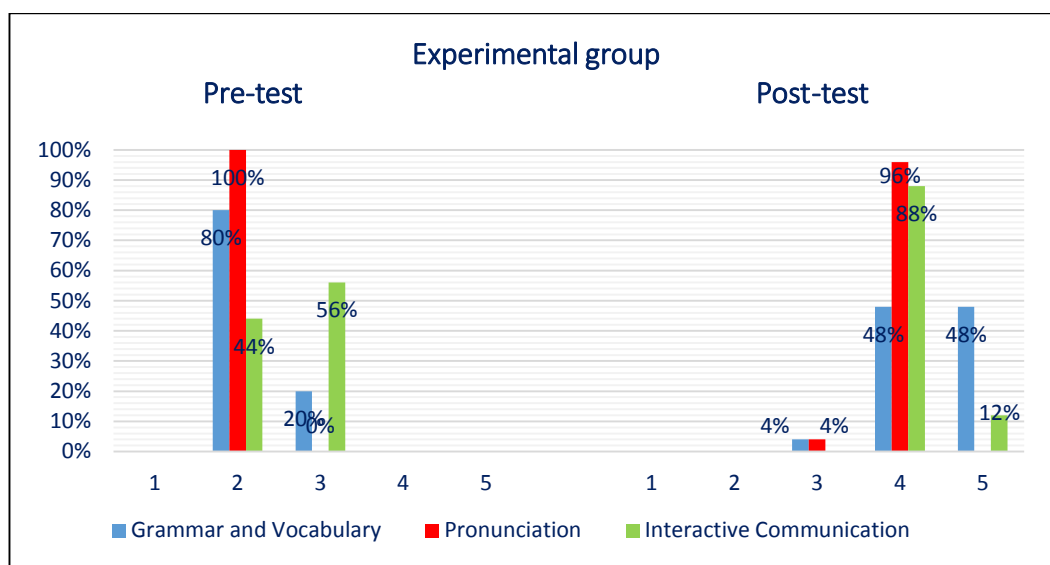

Source: Direct Research
Author: Robayo, G. (2017)

Figure 6 shows the pre and post-test's results from the experimental group. In the pre-test, it can be seen that 80% of the students got scores of 2 points and 20% obtained 3 points, these results belong to the parameter of grammar and vocabulary. Additionally, 100% of the learners obtained 2 points in pronunciation. Besides, 44% of the students obtained 2 points and 56% got 3 points in the parameter of interactive communication.

Apart from that, the experimental group has achieved the following percentages in the post-test. 4% of the students got scores of 3 points, 48% obtained 4 points, and 48% got 5 points in the parameter of grammar and vocabulary. Besides, 4% of the learners obtained 3 points, and 95% got 4 points in pronunciation. In addition, 88% of the students obtained 4 points and 12% got 5 points in the parameter of interactive communication. Thus, it could indicate that the use of project-based learning approach influenced positively and helped the students get higher grades in the post test. Finally, Pronunciation and Interactive communication were the parameters that had achieved the highest increase among all the categories.

Chart 6 Frequencies from the total scores obtained in the Pre-test and Post-test by the Control and Experimental group.

LINKERT SCALE	CONTROL GROUP				EXPERIMENTAL GROUP			
	Pre-test		Post-test		Pre-test		Post-test	
	FQ	%	FQ	%	FQ	%	FQ	%
Excellent (A)	0	0	0	0	0	0	3	12
Good (B)	0	0	13	48	0	0	22	88
Satisfactory (C)	0	0	14	52	0	0	0	0
Needs Improvement (D)	18	67	0	0	19	76	0	0
Unsatisfactory (E)	9	33	0	0	6	24	0	0
	27	100	27	100	25	100	25	100

Source: Direct Research
By: Robayo, G. (2017)

A: Excellent 15-14 Points,
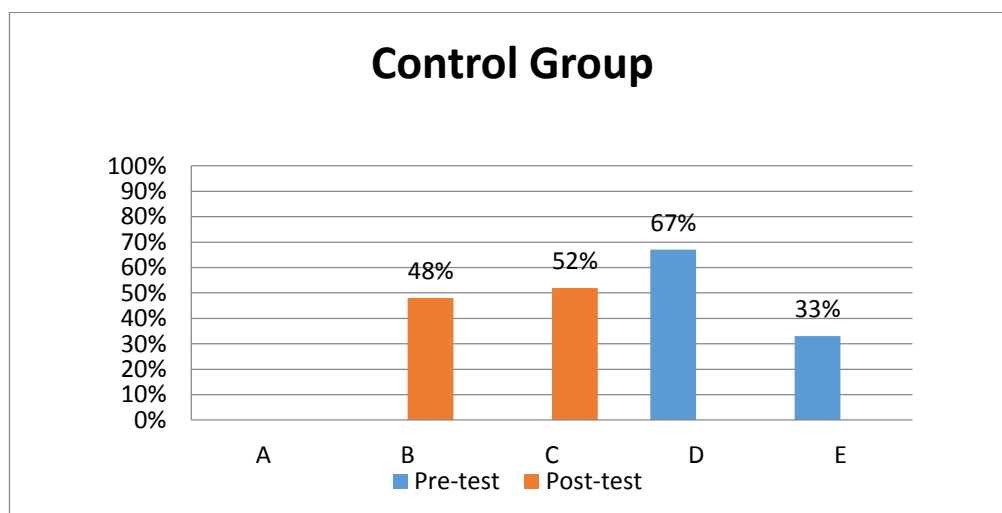B: Good 13-11 Points
C: Satisfactory 10-9 Points
D: Need Improvement 8-7 Points
E: Unsatisfactory 6-0 Points.
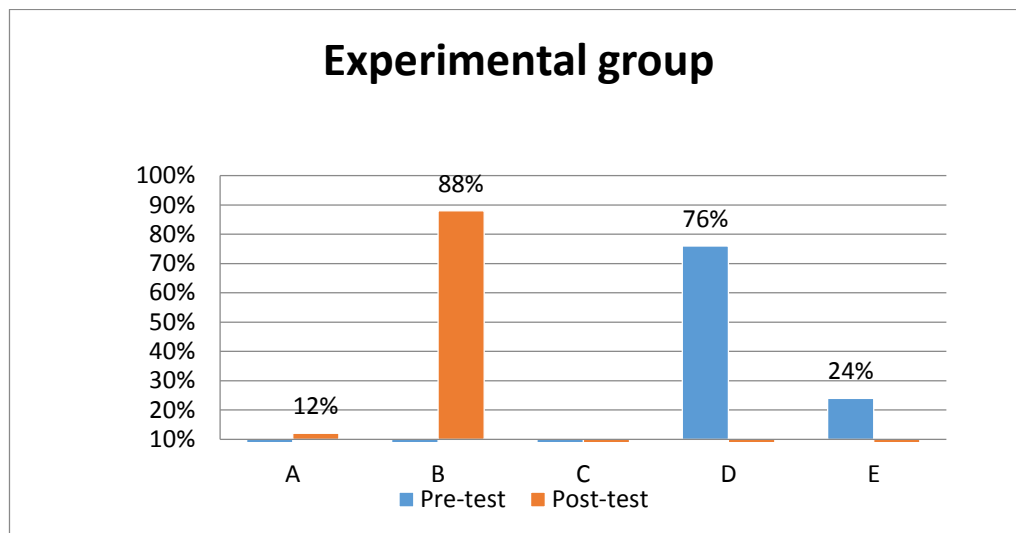FQ: Frequency
%: Percentage of Frequency.

Figure 7 Frequencies of the total scores obtained in the pre-test and post-test by the control and experimental group.

Source: Direct Research
Source: Robayo, G. (2017)

Figure 8 Frequencies of the total scores obtained in the pre-test and post-test by the experimental group.

Source: Direct Research
By: Robayo, G. (2017)

In Figure 8 as well as in figure 5and 6, it can be observed the frequency of the total grades obtained by the students from the control and experimental group. In the pre-test, 18 students who represent 67% of the control group obtained grades from 7-8, this group of students are in the scale "D" needs improvement. 9 students who represent 33% are in the scale E unsatisfactory. These percentages varied after the post-test. It can be stated because 14 students who represent 52% were in the scale "C" satisfactory and 13 students who represent 48% reached the scale "B" good.

Furthermore, the graphs and figures mentioned in the paragraph above show the following results from the experimental group. In the pre-test, 6 students who represent 24% obtained grades lower than 6 points, these students were in the scale "E" unsatisfactory, and 19 students that represent 76% obtained grades from 7-8, they are in the scale "D" needs improvement. However, in the post-test, 22 students who represent 88% obtained grades from 11-13, they are in the scale "B" Good. In addition, 3 students who represent 12% got grades from 14-15, they are in the scale "A" excellent.

The comparison of these results; clearly show a difference in the scores in the pre and post-test as well as an increment in the grades from both groups. Nevertheless, the experimental group obtained higher grades than the control group and reached the scale of Excellent. It could suggest that the treatment with project-based learning approach affected positively on the students' scores.

Apart from that, the hypothesis verification had to be developed. To be made; the means from both the control and experimental group were compared. Thus, a t-test for two small samples was employed for the post-test's results of the control and experimental group. Besides, a t-test for paired samples was employed for the Pre and Post-test's results of the Experimental Group. Moreover, the means of both groups were compared to see whether they are different in the post- test or not. It was necessary to verify if the treatment with project-based learning approach affected positively the students' oral production, because it is really necessary to have a statistic evidence to verify whether the null hypothesis is rejected or not.

T-test

In order to carry out the T-test for small samples, the post-test from the control and experimental group's scores were used. Besides, in order to develop the t-test for paired samples, the pre-test and post-test's results from the experimental group were used. The results are shown in the graphs as follows.

Chart 7 T-test for two small samples (Control y Experimental Group)

Parameters	Control group Post-test	Experimental group Post-test
Mean	10,66666667	12,52
Variance	0,615384615	0,676666667
Standard deviation	0,784464541	0,822597512
Observations	27	25
Grouped variance	0,6448	
Degrees of freedom	50	
Statistics t	-8,315554937	
P(T<=t) one tailed	2,71392E-11	
Critic value of t (one tailed)	1,675905025	

P(T<=t) two tailed	5,42783E-11	
Critic value of t (two tailed)	2,008559112	

Source: Direct Research
By: Robayo, G. (2017)

Chart 8 shows the t-test's results for small samples. In order to compare if there is any difference between the means of the control and experimental group, their results were used. In the post-test, the control group's mean was 10.67; whilst the experimental group's mean was 12.52. The experimental group's mean was clearly higher than the control group's mean. It was observed that the statistics T was -8.31, that means that there is a 95% of reliability for two tailed result which was 5.42. Thus, the null hypothesis was rejected and the alternative hypothesis was accepted due to the difference among the means. In the same way, the value of p=5.42E-07 is lower than α=0,05. For these reasons, the alternative hypothesis is accepted.

Chart 8 T-test for paired samples (Pre-test y Post-test) in the Experimental Group.

Parameter	*Pre-test*	*Post-test*
Mean	6,76	12,52
Variance	0,19	0,676666667
Standard deviation	0,435889894	0,822597512
Observations	25	25
Pearson correlation coefficient	0,013944592	
Degrees of freedom	24	
Statistics t	-31,11619994	
P(T<=t) one tailed	3,26916E-21	
Critical value of t (one tailed)	1,71088208	
P(T<=t) two tailed	6,53832E-21	
Critical value of t (two tailed)	2,063898562	

Source: Direct Research
By: Robayo, G. (2017)

The T-test for paired samples showed an increase in the post-test's scores in relation to the pre-test's grades. In the pre-test the means were (6.76 in the pre-test and 12.52 in the post-test). When contrasted with the statistics T calculated (-31.11) and the critical value two tailed (2.06). It can be seen that there is a difference in the pre and

post-test's results. It was also observed that the calculated t is in the rejected zone to a 95% of reliability. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted.

Moreover, the Pearson correlation coefficient showed a result of 0,01 which indicates that there is a week relation between the pre and post-test and when contrasted with the p value for two tailed with a significance level of 5% (p= p=4, 34E-16 < than α=0, 05). This suggests that the treatment based on project-based learning approach helped the students in the oral production development. Moreover, once the p value was contrasted, the results showed that the null hypothesis is totally rejected; therefore, the alternative hypothesis is accepted.

4.2 Data interpretation

The descriptive statistical analysis permitted to organize and present the students' results from the pre and post-test in comparative graphs and figures. It helped to recognize the way in which the treatment with project-based learning approach affected positively to the students' oral production development. It was also observed that the experimental group obtained higher scores than the control group as shown in the graphs and figures above. Besides, the T-test (students' distribution) analysis showed differences among the averages (means), proving that there were significant differences between them i.e., the students form the experimental group obtained higher scores in the post-test.

4.3 Hypothesis verification

Higher scores were obtained by the experimental group in comparison to the control's group's scores. Concerning the student's t-test, it helped to verify that the experimental group obtained higher mean than the control group in the post-test. Additionally, when the test for paired samples was carried out, the null hypothesis was rejected; it had a 5% of significance level. Thus, there is enough evidence to argue that the use of project-based learning approach was an effective tool and affected positively in the scores from the experimental group.

After having developed a rigorous data analysis of the results obtained from the pre and post-test throughout this research. It was verified that the alternative hypothesis was accepted. Therefore, the treatment with project-based learning activities affected positively in the English oral production development, applied to 25 ninth graders at Unidad Educativa Pelileo, located in Pelileo-Tungurahua, in the September 2017 – Jun 2018 school year.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Once the research has finished and the data was analyzed; therefore, the following conclusion could be drawn.

- Project-Based Learning Activities have not been used for English Oral Production improvement at Unidad Educativa Pelileo. Until the present, teachers have been working without applying these kinds of activities. Teachers are not familiar with Project-Based Learning activities; because there have been not found evidences of these activities either in the secretary's office, in the library, in Deputy Head Master's records nor in the teaching planning. Thus, learners were not given the opportunity to study in a student-centered environment where they are the principal character in the classroom.

- It has been proved that Project-Based Learning activities developed a positive influence in the students' Oral production development at Unidad Educativa Pelileo. It was identified that these activities could be developed through a wide range of actions such as research papers, multimedia presentations, video documentaries, musical and theatrical performances. Those kinds of activities were suitable in order to foster a student-centered environment. Besides, developing those tasks, the students improved not only the speaking skill, but also their initiative, cooperation, critical thinking and group working skills

- The students' English oral production proficiency level was identified. They obtained low scores in the three parameters according to the rubric which was used for the evaluation in the pre-test (grammar and vocabulary, pronunciation, and interactive communication). Thus, most of the students from both groups obtained grades that were in the scale classified as "needs improvement". A possible solution to overcome this constraint could be the use of Project-Based Learning in class.

- There is a close relationship between Project-Based Learning and Oral Production development. This relation is noticed through the development of a statistics analysis, its results showed differences in the pre and post-test's scores. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. For that reason, the results suggest that the treatment with Project-Based Learning Approach affected positively in the students' English oral production development.

5.2   Recommendations

- To encourage the use of Project-Based Learning activities, specifically for the student's oral production development. This technique could be carried out through activities such as research papers, multimedia presentations, video documentaries, musical and theatrical performances. Working with those activities could foster effective pair and group work. Similarly, it will help learners to improve their interaction and communication in class. In this way, students will develop a better understanding a language competence.

- Since the treatment through Project-Based Learning activities affected positively in the students' oral production development, it could be helpful to select appropriate tasks in accordance with the students' level. Besides, it could be a good idea to work on vocabulary that could be used in real life situations because it could foster meaningful learning. Those activities can be designed taken into account projects that are interesting for the students in order to motivate them to continue learning and growing their personal background.

- It can be recommended that students put into practice Project-Based Learning activities, because if students practice more, they could have more opportunities to get higher scores on their future evaluations. With their teachers' appropriate feedback and scaffolding, it can also be possible. These actions would encourage both teachers and learners to improve their English language oral production.

- It can be recommended to include in the lesson plans Project-Based Learning activities that work jointly with grammatical content as well as all the language skills i.e., listening, speaking, reading and writing. Working on those skills may be relevant because all of them are interrelated. Thus, an improvement in all of them could be hopefully achieved.

- Project-Based Learning activities could be adapted to any course book or didactic material; it could also be suitable to be used in courses for specific purposes because the projects could be carried out about any topic or subject. That is the reason why, this research work includes a proposal that can be added to any course. I strongly recommend including of Project-Based Learning Activities in class planning for their benefits in oral production development.

CHAPTER VI

THE PROPOSAL

6.1 INFORMATIVE DATA

Proposal

Student's book with Project-based learning activities for the English-speaking skill development of elementary students

Name of the Institution:	Unidad Educativa Pelileo.
Location:	City of Pelileo
Beneficiaries:	Teachers and students at the elementary level.
Estimated time for the execution:	6 weeks
Beginning:	May, 1st
End:	Jun, 8th
People in change:	Researcher Gabriela Robayo Dávalos
Cost:	$150
Project responsible:	Lcda. Gabriela Robayo Dávalos

6.2 PROPOSAL BACKGROUND

The English-speaking skill could be seen as the most important characteristic of oral communication. However, it has been mentioned as one of the most difficult skills to be developed. The students are not able to communicate through the oral skill in an effective manner. The causes for low improvement on this skill could be produced due to many factors; for example, lack of necessity to use English language, low motivation or even scarce interest to learn English.

First of all, since the students at this institution come from indigenous areas, they may not need English for communicating to solve daily situations because Spanish

language and in some cases kichwa are the principal means of communication. Second, it may seem that the students are not motivated enough to learn the

language even when teachers do their best in order to plan and carry out motivating classes. Third, it may also seem that the students from this institution are not interested enough in learning a foreign language because people from their community has faced little or no opportunities to travel to an English speaking country. For those reasons, this proposal emerged with the aim to help overcome the students' low level of performance in the speaking skill.

6.3   JUSTIFICATION

In nowadays teaching world, it is necessary to promote a student-centered environment where learners are totally involved and committed with their own learning. It is important to use modern teaching techniques in order to foster all the language skills. For those reasons, this student's book was elaborated in order to help teachers and students at the elementary level overcome low speaking skill development. This didactic material is based on Project-Based learning Activities because it has been found that the implementation of this teaching technique can be used as a useful tool to work on the oral skill form elementary to advanced levels.

Furthermore, the present proposal is helpful because it could serve as basis for future research projects. Having a good oral production level is useful for the reason that when people want to communicate or interact with others they can do it without any restriction or problem. An efficient oral production development avoids misunderstanding; therefore, it is demanding to help students to enhance their speaking skills and oral production. Therefore, ninth graders at Unidad Educativa Pelileo will begin their motivating journey in learning English with another perspective.

6.4   OBJECTIVES

6.4.1 General objective

- To present a student's book based on Project-Based Learning Activities for the English-speaking skill improvement of students at the elementary level.

6.4.2 Specific objectives

- To apply Project-Based Learning activities for the English-speaking skill improvement.
- To practice the English-speaking skill as much as possible through project-based learning activities.
- To encourage teachers to use this students' book with students at the elementary level.

6.5 Feasibility analysis

The implementation of this student's book is not expensive and does not require special equipment apart from the available in the classroom. Besides, this student's book can be easily photocopied by teachers. For those reasons, it has a high degree of feasibility. The only special equipment that teachers will need to work on project-based learning activities will be a projector and a computer; these appliances are easily found at Unidad Educativa Pelileo. Moreover, the classroom space is big enough so that the students can participate actively in all the activities related to the projects.

6.6 Theoretical basis

Project-Based Learning

Project-based learning could be used as a helpful tool not only to have the students engaged with the subject matter or course content, but also to foster their collaboration and creativity. Besides, project-based activities could be used in the teaching learning process in order to look for authentic work and assessment. There is an additional point that should be taken into account, the use of projects could be useful to develop the students' self-steam and it could also allow them to interact

cooperatively and present the development of projects through the oral skill (Gettingsmart, 2016).

Besides, according to Duch, Groh and Allen (2001), project-based learning has things in common with the problem-based learning approach. It has been stated that the same benefits are provided by them because they allow to work by assigning projects that can be developed in a short period of time or throughout the school year and assessed at the end of it. All the working process can provide an idea about the strengths and weaknesses of students. Besides, working with projects is also a good opportunity to see the students' creativity and performance.

In the model of project-based approach, just a little time is provided to the students to work on discussion. The rest of the class time is devoted to work on their projects whilst the teacher fulfills the role of a facilitator. The teacher also has to monitor all the groups and ask questions in order to make sure the students are developing the task according to the instructions. After that, the teacher has to provide feedback as necessary. Then, the students are required to present their work product through projects, debates or any other spoken or written product (Duch et al., 2001).

A project must be meaningful for students. Thus, it needs to accomplish two main goals: 1) students need to take the project personal. It means that students will put their best to develop it; 2) each project needs to have its own goal. This goal will be educational. Educators should promote those two goals for providing meaningful and educational activities for their students. Projects should also be well-designed and well-implemented (Larmer & Mergendoller, 2010)

Project-Based Learning is cross-curricular and centers on active learner-centered educational issues. It lets teachers to provide students an authentic and real learning environment. Students are challenged by teachers and they improve their problem-solving skills as well as cooperative abilities and creativity. Students always have teachers' scaffolding which engages them into a motivating learning process. They

also build confidence good self-esteem; besides, they improve their research skills because they use technology for presenting good final products Laur (Laur, 2013).

Speaking skill

According to Thornbury (2005), speaking is an everyday action which has been awarded to people; tens of thousands of words are daily produced by some people, and many more by others i.e politicians or auctioneers. From all the language skills, speaking seems to be the most important. This assertion is done because people who have learned another language are known as 'speakers' of other language. This statement is done as if all the aspects of language learning were included in speaking.

Additionally, speaking is the most required skill to be learned in many if not all foreign language courses (Bailey, 2003). This could happen because speaking is the immediate form of communication when two people meet for the first time. Speaking requires not only transmitting messages orally, but it also needs certain non-verbal features such as body movements and facial expressions, for those reasons, English language learners put special emphasis in learning how to speak rather that in reading or writing. Nevertheless, it is also necessary that foreign language teachers manage to teach all the language skills.

6.7 Proposal development

This student's book is expected to be used by all English teachers at Unidad Educativa Pelileo. It is hoped that educators are willing to use project-based learning activities in order to enhance the speaking skill in a practical and student-centered learning atmosphere.

Project-based learning activities are designed to foster students' participation and collaboration. The didactic material's aim is to help teachers and students improve the English speaking skill. The student's book's activities are encompassed within the Communicative Language Teaching because the development of project-based

learning activities will hopefully permit students interaction and communication in a real context.

Moreover, the objective of project-based learning activities is to fulfill authentic communication. This objective could be achieved because the project development is associated to real matters. Besides, this teaching technique will hopefully permit to learn and practice the oral skill in a more enjoyable, practical and meaningful way because learners are required to participate in pairs or groups. Thus, cooperative and collaborative skills may be fostered.

Finally, this student's book is comprised of six units that contain not only the project development, but also the inclusion of grammatical structures as well as vocabulary in context. Al the projects attempt to give the learners the opportunity to improve the three parameters of the speaking skill i.e., grammar and communication, pronunciation, and interactive communication. Besides, the projects included in this didactic material attempt to let the students work independently while the teacher fulfills the role of feedback provider and guide.

Operating Model

Phase	Objectives	Activities	Resources	Responsible	Time
Planning	To present a timetable to present the proposal to the English teachers.	To ask for authorization to the high school's director to develop a workshop directed to the English staff	Handbook	Gabriela Robayo	2 days
Socialization	To present the adequate use of the handbook to the teachers	To explain about the use of the handbook	Teacher. Handbook Computer. Projector. Whiteboard. Markers.	Gabriela Robayo	2 hours
Proposal Implementing	To apply project-based activities with the students	To use the handbook with Project-based learning activities to help the speaking skill development	Teacher. Students. Handbook Computer. Projector. Whiteboard. Markers.	Gabriela Robayo	Six weeks
Assessment	To assess the effectiveness of the handbook	To elicit students' opinions about how they felt using the handbook.	Survey	Gabriela Robayo	2 hours

Weekly projects to develop oral skills

Handbook for elementary level

G ABRIELA R OBAYO

2018

TEACHER'S BOOK

Speaking through projects
Handbook for elementary students
Gabriela Robayo
2018

Author's notes

This handout was created as an aid for teachers and students at the A.1.2 elementary level. It contains activities that encourage English oral production through the development of projects. The activities are aligned with the A.1.2 ninth grader book provided by the ministry of education. Therefore, the projects do not have to be executed in everyday classes but at the end of every unit. If this handbook is used separately from the book used in public education, teachers should make sure their students know the vocabulary and understand the grammatical content to be used in every activity.

I hope teachers and students use it in order to foster oral production in class or at home.

GABRIELA

INDEX

UNIT ONE
FAMILY

Project Description
Students will make a family tree in pairs and present it orally.

Language Structure
Simple Present tense with the verbs to be, love, like and prefer.

Materials
Family photographs, colored, paper sheets, eraser, scissors, glue or silicone, computer, cell phone, cardboard, markers, printer
Time: 5 Academic hours

Objectives
To review Simple Present Tense through the designing of a Family Tree.

Useful Vocabulary:
dad, mom, brother, sister, parents, uncle, aunt, grandma, grandpa, every day, every week, work, study, have/ has/, years old, high school, university, don't have/ doesn't have, pet, dog, cat I'm/he/ she/ it's/ we/ you/ they're, study at, a/an, family members

Guidelines
✓ Teacher sets a pair working class.
✓ Teacher explains the language structure and vocabulary to be used in this activity and present a video (https://www.youtube.com/watch?v=OULHe0UpoCc).
✓ Teacher explains the process to make the family tree.

Draw a tree on the colored paper-cut it-stick it on the cardboard-print the family members' names-stick the photos and the names-etc., present it orally in form of the class

✓ Students in pairs use information provided and their own knowledge to make the family tree.
✓ Students present their peers' family tree in front of the class.

Family tree clue

1. Draw the tree in light pencil. Envision what it will look like and plan how much space you need to write each name and to draw the necessary connections. Working in pencil allows you to start over on a branch if you run out of room.
2. Write your name. Since this is your family tree, it all begins with you. Write your name in a spot on the page that is surrounded by plenty of space for all of the other names.
3. Add your parents and siblings. Space your parents' names directly above or below your name, depending on what direction you want the tree to flow. Write your siblings' names level with yours, so they extend from your parents' names.
4. Write in your aunts and uncles, cousins and grandparents. This is where the tree begins to split off into branches. On your father's side of the tree, write in his siblings' names, their spouses, and their children (your first cousins). Write your father's parents' names on the next level, with a line extending from them to each of their children. Do the same on your mother's side of the tree, including all the members of your extended family on that side.
5. Include more generations. Continue adding the names of your great aunts and uncles and their spouses and children, your great grandparents, and so on until you've filled in as much of the family tree as you want.
6. Enhance it with more detail. Retrace the tree in black or colored ink to make the names and outline stand out. You can add decorations and other details to make the tree more interesting.

https://www.wikihow.com/Draw-a-Family-Tree

ANSWERS SHEET # 1

Do the following exercises.

Part 1

Circle the correct form.

- We sometimes READ/ READS books.

- Emily GO/ GOES to the disco.

- It often RAIN/ RAINS on Sundays.

- Pete and his sister LOVE/ LOVES the family car.

- I always GO/ GOES to the bus stop.

Part 2

Answer the following questions related to the video.

Write the name of five materials to make a family tree project

Paper color, gum, photographers, markets

What is the third step according to the video?

The third is step is stick some familiarly photographers in the tree.

Part 3

Draw your family tree like this example

Part 4

Present your family tree project orally following the family tree clue.

Draw the tree in light pencil.
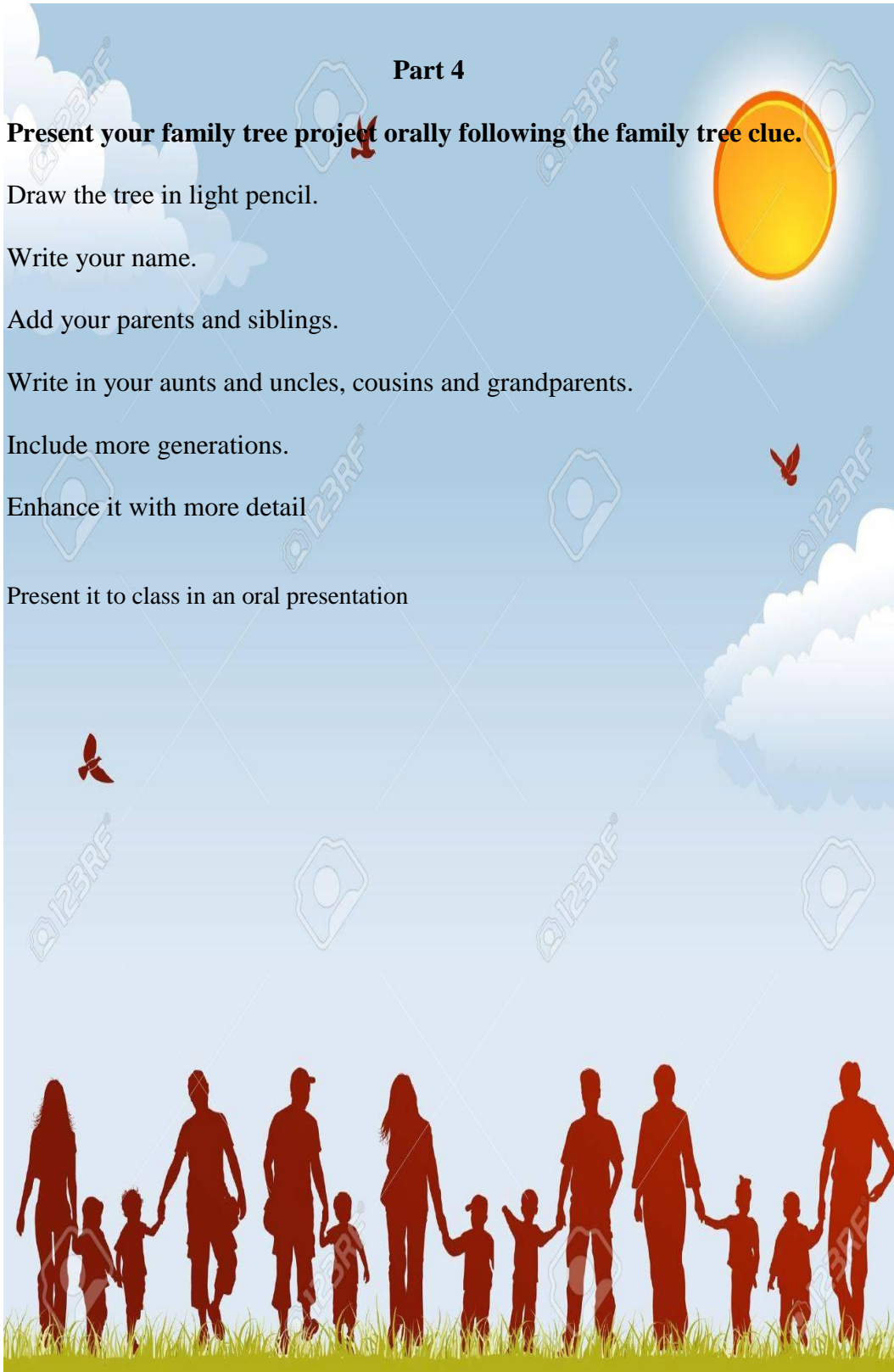
Write your name.

Add your parents and siblings.

Write in your aunts and uncles, cousins and grandparents.

Include more generations.

Enhance it with more detail

Present it to class in an oral presentation

UNIDAD EDUCATIVA "PELILEO"	2017-2018

LESSON PLAN						
1. INFORMATIONAL DATA:						
Teacher:	*Lcda. Gabriela Robayo*	**Area/subject:**	*English*	**Grade:**	*NOVENO EGB*	**Parallel:** *A*
Unit number:	1	**Unit title: one**	*THE FAMILY*	**Unit specific objetives:**	To review Simple Present Tense through the designing of a Family Tree	

2. UNIT PLAN

SKILLS AND PERFORMANCE CRITERIA TO BE DEVELOPED:	COMMUNICATION GOALS
Oral Communication:(Speaking) **EFL 4.2.1** Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) **EFL 4.2.2** Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class	1.- Learners will be able to give personal information 1.- learners will be able to describe people´s personality. 2.- Learners will be able to talk about lifestyles and free time activities.

		PERIODS:	**5 hours**	**DURATION:** *One week*	

Methodological Strategies	Resources	Performance Indicators	Evaluation activities / techniques / instruments
FIRST DAY ✓ Teacher sets a pair working class.	Family photographs,	**Oral Communication**	Students will be able to make a family tree in pairs and present it orally.

✓ Teacher explains the language structure and vocabulary to be used in this activity and present a video (https://www.youtube.com/watch?v=OULHe0UpoCc). ✓ Teacher explains the process to make the family tree. SECOND DAY Draw a tree on the colored paper-cut it-stick it on the cardboard-print the family members' names-stick the photos and the names-etc., present it orally in form of the class ✓ Students in pairs use information provided and their own knowledge to make the family tree. THIRD DAY ✓ Students present their peers' family tree in front of the class.	colored, paper sheets, eraser, scissors, glue or silicone, computer, cell phone, cardboard, markers, printer. • *Student's Book English A1.2 (including interactive version)* • *Audio CD* • *Teacher's Guide*	**I.EFL.4.9.1** Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4) **I.EFL.4.8.1** Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1)	

PREPARED BY	**REVISED BY**	**APPROVED BY**
Teacher:	Area Director:	Vice- Principal:
Signature:	Signature:	Signature:
Date:	Date:	Date:

UNIT TWO
MY CULTURE

Project Description
Students will work in groups to make an oral presentation about Ecuadorian celebrations.

Objectives
To use Adverbs of Frequency through presentation of Ecuadorian's most typical celebrations.

Language Structure
Simple Present tense with Adverbs of Frequency
Present Progressive tense

Materials
Typical costumes, handicrafts, computer, cell phone, printer, markers, power point slides.
Time: 5 Academic Hours

Useful Vocabulary:

Amazon Region, Coastal Region, Andean Region, Galapagos Islands, Costumes, handicrafts, poncho, Typical, Dress, Feathers, Craw, Shrunken Head, Hats, La Mama Negra, Dance, Rodeo Montubio, Diablada, Eat.

Guidelines

✓ Teacher sets a group working class.
✓ Teacher explains the language structure and vocabulary to be used in this activity and present a video
   (https://www.youtube.com/watch?v=_upeAKd9DYs)
✓ Teacher explains that students can choose the topic and are required to dress like the celebration they are going to present.
   La Mama Negra, Rodeo Montubio, The Amazonic Chonta, Festival of the Flowers and Fruits, Cassava Beer in Sarayaku, The Yamor.
✓ Students work in groups of five to present the project about the topic

La Mama Negra

It is in Latacunga, Cotopaxi province, where La Mama Negra, known as Santisima Tragedia (Blessed Tragedy) shows the indigenous, Spanish and African cultures of Ecuador. A magical ceremony that reveals the life of different peoples conceived in its mixture of cultures. The residents of this place also pay homage to La Virgen de la Merced (Virgin of Mercy) as a show of gratitude for favors granted. Is first performed in September, as a party of devotees and the second date is performed in the first week of November after the anniversary year of independence, or political party of Latacunga.

The Amazonic Chonta

The festival that reminds us the recovery from an accident: the case shown is the bite of a snake, a wound that can take you to uwishin (healer or wise old woman) who can use pepper and medicinal herb to wash the wound . It is celebrated in the month of May during the major production of chonta, an Amazonian fruit. In this celebration the women filled out laschankins (baskets), followed by the men that starts harvesting the fruits and collecting them. The preparation of the chont is what the night will get, where more than one will have his face painted with achiote, a seed that gives off a reddish color.

The Rodeo Montubio Costeño

It is in the province of El Oro, and in places like Pimocha, Vinces or Balzar, around the province of Guayas, where you can find "Rodeos Montubios". Popular festivals are accompanied by lots of color, where riders compete and march, distinguished men, with their costumes that have the essential straw hat. Men compete, and the "Criolla Bonita" is chose, the woman that will represent the various haciendas of the sector. The "Rodeo Montubio" takes place as a tribute to the Day of Interculturality and Plurinationality (Oct. 12.)

Guaranda's Carnival

A pure rhythm troop kicks off the most popular party in Ecuador. Thousands of people gather each year in the province of Bolivar, specifically in the city of Guaranda, for the party that is immersed in water and marking the carnival music. This religious festival is usually held in February and allows sharing with the locals their joy and entertainment, including dancing, laughter and games that make you forget the time.

Festival of the Flowers and Fruits

The streets of Ambato in Tungurahua province, become a runway. Allegorical cars, built by the residents of this city, pass through the neighborhoods that complement the landscape of the mountains. Held 40 days before Easter, the parade of the fellowship is completed with the election of the Queen of Ambato, besides the blessing of bread and fruit. It is a round accompanied by music and food.

The Diablada de Píllaro

The Festival takes place in Píllaro province of Tungurahua, every year from 1 to January 6. According to the legend, the groups represent a devil who came to America with Christianity. It is at this event where the indigenous jumps, dances and rejoices transformed into a devil, placing on his face large masks. This ancient festival is expressed in dance of all communities of the village, that in a circle show their pace and in their hands a doll, a liquor bottle and a handkerchief, are never absent.

https://ecuador.travel/10-popular-celebrations-ecuador-looking/

ANSWERS SHEET # 2

PART 1

Write the sentences using the adverbs of frequency

➢ He listens to the radio. *(often)* He often listens to the radio.

➢ They read a book. *(sometimes)* They sometimes read a book

➢ Tom is very friendly. *(usually)* Tom usually is very friendly.

➢ My grandmother goes for a walk in the evening. *(always)* My grandmother always goes for a walk in the evening.

PART 2

Answers some questions about the video

Welcome To Ecuador
By: Amanda and Megan

Church of the Society of Jesus

What is the video about?

The video is about different cultures of Ecuador

What are the principal festivals of Ecuador?

➢ The fruits and flowers festival

➢ The Mama Negra fest

➢ The diablada Pillareña parade

Source:

https://www.google.com.ec/search?biw=1707&bih=732&tbm=isch&sa=1&ei=L4AgW6ieIN HtzgLvxY2YDQ&q=festividades+del+ecuador

PART 3

Choose the best topic for your orally presentation

THE MAMA NEGRA FEST

THE RODEO MONTUBIO

THE FESTIVAL OF THE FLOWERS AND FRUITS

PART 4

Present your orally project.

One of the most important tradition is……….. It is Located in………….

It is celebrated on……………. It is ………………….. an interesting tradition that   consisting in

………………………………………………………

UNIDAD EDUCATIVA "PELILEO"			2017-2018

LESSON PLAN						
3. **INFORMATIONAL DATA:**						
Teacher:	*Lcda. Gabriela Robayo*		**Area/subject:**	*English*	**Grade:** *NOVENO EGB*	**Parallel: A**
Unit number:	2	**Unit title: TWO**	*MY CULTURE*		**Unit specific objectives:**	To use Adverbs of Frequency through presentation of Ecuadorian's most typical celebrations.
4. **UNIT PLAN**						

SKILLS AND PERFORMANCE CRITERIA TO BE DEVELOPED:	COMMUNICATION GOALS
Oral Communication: (Speaking) EFL 4.2.1 Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) EFL 4.2.2 Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.).	1.- Learner will be able to talk about customs of other culture. 2.- Learners will be able to talk about celebrations in other countries.

		PERIODS:	*5 hours*	DURATION	*One week*
Methodological Strategies	Resources		Performance Indicators	**Evaluation activities / techniques / instruments**	

FIRST DAY Teacher sets a group working class. ✓ Teacher explains the language structure and vocabulary to be used in this activity and present a video (https://www.youtube.com/watch?v=_upeAKd9DYs) SECOND DAY ✓ Teacher explains that students can choose the topic and are required to dress like the celebration they are going to present. La Mama Negra, Rodeo Montubio, The Amazonic Chonta, Festival of the Flowers and Fruits, Cassava Beer in Sarayaku, The Yamor. THIRD DAY Students work in groups of five to present the project about the selected topic	Typical costumes, handicrafts, computer, cell phone, printer, markers, power point slides. • *Student's Book English A1.2 (including interactive version)* • *Audio CD* • *Teacher's Guide*	Oral Communication I.EFL.4.9.1 Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.8.1 Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1)	Students will be able to work in groups to make an oral presentation about Ecuadorian celebrations.

PREPARED BY	REVISED BY	APPROVED BY
Teacher:	Area Director:	Vice- Principal:
Signature:	Signature:	Signature:
Date:	Date:	Date:

UNIT THREE
THE SHOW

Project Description
Students will make a presentation of a talent show

Language Structure
Modal verb Can
Comparative and Superlative Adjectives

Materials
Family photographs, colored, paper sheets, eraser, scissors, glue or silicone, computer, cell phone, cardboard, markers, printer
Time: 5 minutes

Objectives
To perform Modal Verb: Can and Comparative and Superlative Adjectives for role playing about abilities, compare people's attributes, and express opinions.

Useful Vocabulary:
What's your name, what's your talent, let's see, thank you, I, you, he, she, we, they can, sing, dance, play the…, I think you are…great, brilliant, fantastic, amazing, perform, the most beautiful, the best, better, more interesting, taller, the shortest, happy, happier, the most talented, show, the results are, how do you feel?

Guidelines

✓ Teacher divides the class in two groups every group must have three judges, one presenter, and the rest will presents their talent.
✓ Teacher explains the language structure and vocabulary to be used in this activity and present a video (https://www.youtube.com/watch?v=JV7sq2deiH4).
✓ Teacher explains the steps to present the talent show.

The presenter introduces the talented student, the judges ask some questions, the participant answers the questions and presents his/her talent, and the judges express their opinion using the language structure.
- ✓ Students use information provided and their own knowledge, talent and imagination to present their talent.
- ✓ Students take the role of judges, presenter and participants.
- ✓ The judge makes comments on the presentation using the languages structure and vocabulary.

Talent show clue

To begin planning a talent show, students be divided into groups and should decide the talent they want to present.

Give some time for rehearsals and the show presentation. The students may need at least two days to prepare themselves.

Don't forget that you will also need a panel or judges to keep the show interesting and a very personable announcer to structure the show.

The presenter introduces the participants, participants present their talent, the judges express their opinion, and Judge interact with the participant.

e.g., I think you are better at dancing that singing

You are very good at

You did it great

Congratulations

Perfect

Amazing

I think that…

ANSWERS SHEET # 3

Part 1

Write the correct modal in positive and negative form

- I **can** speak four languages.

- She **can** drive a car.

- That cannot be John. He is in America.

- It cannot be raining. The sun is shining and there are no rain clouds.

- You can not be 50! You look young

Part 2

According the video which are the principals' person that interview in a talent show

- ➢ Participants
- ➢ Presenters
- ➢ Judge

Part 3

Write the name of talents show

Dancer

Singer

Player guitar

Source:
https://www.google.com.ec/search?biw=1707&bih=732&tbm=isch&sa=1&ei=ToAgW8 upDMyWzwLp85KQAw&q=talent+show&oq=talent+show&g

Present your orally project following your talent show clue.

What is your name..?

You are very good at …………………

What is your talent?

 I think that …………………………..

LESSON PLAN		

5. INFORMATIONAL DATA:

Teacher:	Lcda. Gabriela Robayo	Area/subject:	English	Grade:	NOVENO EGB	Parallel:	A

Unit number:	3	Unit title: THREE	THE SHOW	Unit specific objectives:	To perform Modal Verb: Can and Comparative and Superlative Adjectives for role playing about abilities, compare people's attributes, and express opinions.

6. UNIT PLAN

SKILLS AND PERFORMANCE CRITERIA TO BE DEVELOPED:	COMMUNICATION GOALS
Oral Communication: (Speaking) EFL 4.2.1 Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)	1.-Learners will be able to talk about abilities 2.-Learners will be able to compare people´s attributes and abilities. 3.-Learner will be able to express opinions.

	PERIODS:	**5 hours**	DURATION	*One week*

Methodological Strategies	Resources	Performance Indicators	Evaluation activities / techniques / instruments
ONE DAY Teacher divides the class in two groups every group must have three judges, one presenter, and the rest will present their talent. ✓ Teacher explains the language structure and vocabulary to be used in this activity and present a video (https://www.youtube.com/watch?v=JV7sq2deiH4). SECOND DAY ✓ Teacher explains the steps to present the talent show. The presenter introduces the talented student, the judges ask some questions, the participant answers the questions and presents his/her talent, and the judges express their opinion using the language structure.	Family photographs, colored, paper sheets, eraser, scissors, glue or silicone, computer, cell phone, cardboard, markers, printer.	**Oral Communication** **I.EFL.4.9.1** Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4) **I.EFL.4.8.1** Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1)	Students will be able to make a presentation of a talent show.

THIRD DAY ✓ Students use information provided and their own knowledge, talent and imagination to present their talent. ✓ Students take the role of judges, presenter and participants. ✓ The judge makes comments on the presentation using the languages structure and vocabulary.			
PREPARED BY	**REVISED BY**	**APPROVED BY**	
Teacher:	Area Director:	Vice- Principal:	
Signature:	Signature:	Signature:	
Date:	Date:	Date:	

UNIT FOUR
THE FOOD

Project Description

Students will work in groups to make an oral presentation preparing a recipe.

Objectives

To identify countable and non-countable nouns and their use through the oral presentation of a recipe.

Language Structure
Countable and Uncountable Nouns
Some and Any
How Much and How Many
Imperatives

Materials
Recipe
Ingredients
Computer
Markers
Pictures
Cooked or canned food
Plastic spoons
Plastic plates
Napkins
Time: 5 minutes

Useful Vocabulary:
There are some (...) / there is some
First, cut the (...), then…
Please try...
This dish is healthy because…
It's yummy, it smells really good, it tastes great!
Some carrots, any salt, sugar, add, ingredients, tablespoon, olive oil, cup, finely, chopped, red onion, garlic cloves, minced, teaspoon, achiote, powder, pound, cooked, ounces, crumbled queso, serving, black pepper, taste, taste, chopped, cilantro, water, cook, cooker

Guidelines

- ✓ Teacher divides the class in groups of five students.
- ✓ Teacher explains the language structure and vocabulary to be used in this activity and present a video (https://www.youtube.com/watch?v=17ONaPcszDs).
- ✓ Teacher explains that students have to present the recipe preparation and the process to make a typical Ecuadorian dish easy to prepare.
  Mote pillo, Volquetero, Fruit salad, Cevichocho, Ensalada Rusa, etc
- ✓ Students use information provided and their own knowledge to make an oral presentation preparing the recipe.
- ✓ Students take turns to present the preparation of the recipe.

Recipe preparation clue

Mote Pillo (Ecuadorian Hominy and Egg Scramble)

Ingredients
1 tablespoon Olive Oil
¾ cup finely chopped red onion
3 large garlic cloves, minced
¼ teaspoon ground achiote (annatto) powder
1 pound cooked hominy
4 large eggs, lightly beaten
1/3 cup skim milk
4 ounces crumbled queso fresco plus extra for serving
* kosher salt and freshly ground black pepper, to taste
* ground cumin, to taste
* Chopped Cilantro

Directions
In a large skillet, heat the olive oil over medium heat. Add the onions, garlic, and annatto powder. Sautee until the onions turn translucent.
Add the cooked hominy and stir to incorporate all the ingredients. Season with salt, ground pepper and ground cumin to taste.
Add the eggs and the milk, and stir to cook the eggs.
Taste for additional seasoning. Remove from the heat.
Add the queso fresco and stir to incorporate and melt the cheese. Serve warm with chopped cilantro and additional queso fresco.
http://thelatinkitchen.com/r/recipe/mote-pillo-ecuadorian-hominy-and-egg-scramble

ANSWERS SHEET # 4

PART 1

Is the underlined noun countable or uncountable?

➢ The <u>children</u> fell asleep quickly after a busy day of fun. UC

➢ Be careful! The <u>water</u> is deep. UC

➢ The parade included <u>fire trucks</u> and police cars. C

➢ We like the large <u>bottles</u> of mineral water. C

➢ My mother uses real <u>butter</u> in the cakes she bakes. UC

PART 2

http://thelatinkitchen.com/r/recipe/mote-pillo-ecuadorian-hominy-and-egg-scramble

According the video what is the name of the recipe?

Mote Pillo

Which are the principal's ingredients for this recipe?

Eggs, milk, mote,butter,salt.

PART 3

Circle your favorite Ecuadorian dishes and present it, following the recipe preparation clue.

❖ Mote Pillo
❖ Volquetero
❖ Fruit Salad
❖ Cevichocho

My   favorite recipe is ………………. The ingredients are……………………..   The preparation is

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LESSON PLAN							

7. INFORMATIONAL DATA:							

Teacher:	*Lcda. Gabriela Robayo*		**Area/subject:**	*English*	**Grade:**	*NOVENO EGB*	**Parallel:**	*A*

Unit number:	4	**Unit title: FOUR**	*FOOD*	**Unit specific objectives:**	To identify countable and non-countable nouns and their use through the oral presentation of a recipe..

8. UNIT PLAN

SKILLS AND PERFORMANCE CRITERIA TO BE DEVELOPED:	**COMMUNICATION GOALS**
Oral Communication: (Listening and Speaking) EFL 4.2.2 Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.).	1.- Learners will be able to talk about food preferences. 2.- Learners will be able to express agreement. 3.- Learners will be able to ask and answers questions about food quantities.

	PERIODS:	*5 hours*	**DURATION**	*One week*

Methodological Strategies	**Resources**	**Performance Indicators**	**Evaluation activities / techniques / instruments**
FIRST DAY ✓ Teacher divides the class in groups of five students.	Recipe Ingredients Computer Markers	Oral Communication I.EFL.4.9.1 Learners can use simple language to describe, compare and state facts about familiar everyday topics	Students will be able to work in groups to make an oral presentation preparing a favorite recipe.

✓ Teacher explains the language structure and vocabulary to be used in this activity and present a video (https://www.youtube.com/watch?v=17ONaPcszDs). SECOND DAY ✓ Teacher explains that students have to present the recipe preparation and the process to make a typical Ecuadorian dish easy to prepare. Mote pillo, Volquetero, Fruit salad, Cevichocho, Ensalada Rusa, etc ✓ Students use information provided and their own knowledge to make an oral presentation preparing the recipe. THIRD DAY Students take turns to present the preparation of the recipe.	Pictures Cooked or canned food Plastic spoons Plastic plates Napkins • *Student's Book English A1.2 (including interactive version)* • *Audio CD* • *Teacher's Guide*	such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.8.1 Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1)	

PREPARED BY	REVISED BY	APPROVED BY
Teacher:	Area Director:	Vice- Principal:
Signature:	Signature:	Signature:
Date:	Date:	Date:

**UNIT FIVE
THE PAST**

Project Description Students will work in groups to present a short death famous person's biography	**Objectives** To present famous people's biographies for practicing Simple Past Tense.
Language Structure Simple Past tense with verb To Be.	
Materials Photographs, colored, paper sheets, eraser, scissors, glue or silicone, computer, cell phone, cardboard, markers, printer, and slides. **Time:** 5 Academic hours	**Useful Vocabulary:** When He/She/They was/were younger, … He/She/They was/were born in (year)

Guidelines

✓ Teacher divides the class in groups of four.
✓ Teacher explains the language structure and vocabulary to be used in this activity and present a video (https://www.youtube.com/watch?v=GWhCniD9VkI).
✓ Teacher explains the process to make famous' person oral presentation.
1(top): Identify when and where this person lived.
2: Summarize this person's life in a sentence (their background or childhood information)
3: Explain why you do or do not think this person is important.
4: Write three questions you would ask this person if you could interview him or her. These should be important questions related to what you read about them.

5: Prepare the oral presentation
- ✓ Students in groups use information provided and their own knowledge to make the famous person's short biography.
- ✓ Students present their peers' family tree in front of the class.

Project clue

The time has come for a biography project! Your assignment is to pick a famous person to learn more about. You will be selecting a person to research in class. You will read a biography about them and collect information on them from a website. When you have chosen your person, you will need to complete the following steps:

- Step One: Check out a book and a find internet research on your person.

- Step Two: Read the biography and your research carefully. Complete the power outline notes on your famous person.

- Step Three: Use your notes to write a 2-3 paragraph summary of your person's life and importance.

- Step Four: Complete a rough presentation using the specified directions.

- Step Five: Review the information recorded on the pyramid and transfer it to the final copy page. Be sure to edit what you have written! Then you will need to prepare to give an oral presentation on your famous person.

Good luck and have fun! Remember this is an in-class project so more information will come about the due date and oral presentation date as I see how we are progressing.
http://www.ducksters.com/biography/

The biography presents to you the life of world renowned civil rights activist and former South African President, Nelson Mandela. Mandela was born in South Africa in 1918. He always wanted to free his people from white minority leadership. He started a non-violent movement against the ruling apartheid government and even served five years in prison. He led many protests and campaigns. He was also awarded the Nobel Peace Prize for his great work.
https://www.turtlediary.com/biographies/world-leaders/nelson-mandela.html

Complete the table in simple past.

Affirmative	Negative	Interrogative
He wrote a book.	He didnt write a book.	Did he write a book?
He sang	**He did not sing**	Did he sing?
she was pretty	She was not pretty	**Was she pretty?**

PART 2

What is the video about?

MOHANDAS GHANDI
INDIAN PEOPLE WERE WERE NOT TREATED EQUALLY BY THE BRITISH

It is about the biography of Ghandi

Look and write 5 verbs in past tense from the video.

Were, treated,lived,worked,born

PART 3

Write three questions you would ask this person if you could interview him or her
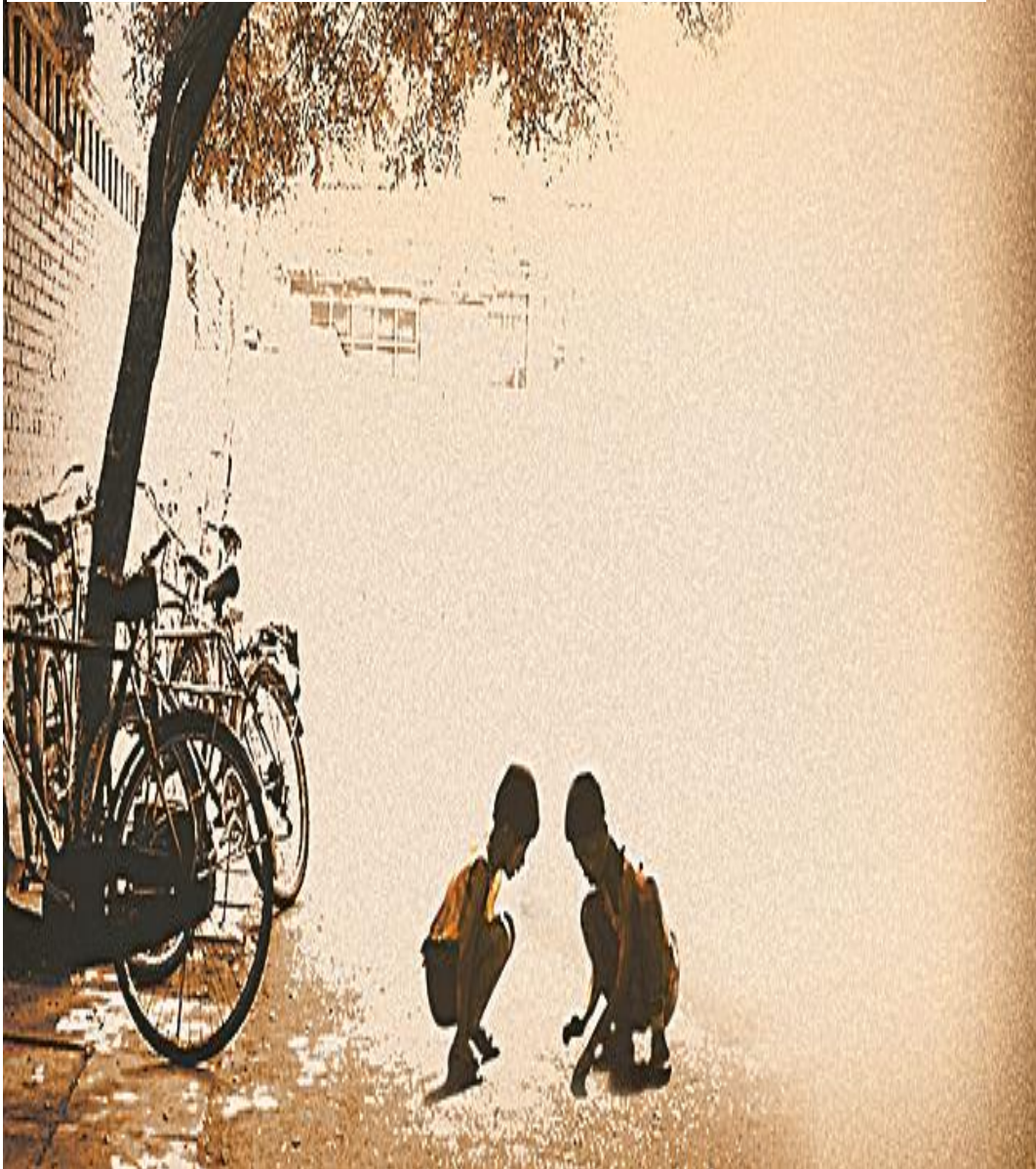
What is your name?

Where did you born?

Where did you study?

PART 4

Prepare your finally orally presentation following the project clue

The biography presents to you the life of ……………………………. he or

she was born in ………………………………………………………….

	UNIDAD EDUCATIVA "PELILEO"	**2017-2018**

LESSON PLAN

9. INFORMATIONAL DATA:

Teacher:	*Lcda. Gabriela Robayo*	**Area/subject:**	*English*	**Grade:**	*NOVENO EGB*	**Parallel:**	*A*

Unit number:	5	**Unit title: FIVE**	*THE PAST*	**Unit specific objectives:**	To present famous people's biographies for practicing Simple Past Tense.

10. UNIT PLAN

SKILLS AND PERFORMANCE CRITERIA TO BE DEVELOPED:	**COMMUNICATION GOALS**
Oral Communication: (Speaking) EFL 4.2.2 Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.).	1.- Learners will be able to describe people´s personality and values. 2.- Learners will be able to talk about people´s live in the past. 3.- Learners will be able to talk about important events in the history.

		PERIODS:	**5 hours**	**DURATION**	*One week*

Methodological Strategies	**Resources**	**Performance Indicators**	**Evaluation activities / techniques / instruments**
FIRST DAY ✓ Teacher divides the class in groups of four. ✓ Teacher explains the language structure and vocabulary to be used in this activity and present a video (https://www.youtube.com/watch?v=GWhCniD9VkI). SECOND DAY ✓ Teacher explains the process to make famous' person oral presentation. 1(top): Identify when and where this person lived. 2: Summarize this person's life in a sentence (their background or childhood information)	Photographs, colored, paper sheets, eraser, scissors, glue or silicone, computer, cell phone, cardboard, markers, printer, and slides. • *Student's Book English A1.2 (including interactive version)* • *Audio CD* • *Teacher's Guide*	**Oral Communication** **I.EFL.4.9.1** Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4) **I.EFL.4.8.1** Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1)	Students will be able to work in groups to present a short death famous person's biography

3: Explain why you do or do not think this person is important. 4: Write three questions you would ask this person if you could interview him or her. These should be important questions related to what you read about them. THIRD DAY 5: Prepare the oral presentation ✓ Students in groups use information provided and their own knowledge to make the famous person's short biography. ✓ Students present their peers' family tree in front of the class.			
PREPARED BY	**REVISED BY**		**APPROVED BY**
Teacher:	Area Director:		Vice- Principal:
Signature:	Signature:		Signature:

UNIT SIX
MEMORIES

Project Description
Students will present a past experience, vacation or memory.

Objectives
To apply Simple past tense and regular and irregular verb forms to present a past experience, vacation or memory through a collage.

Language Structure
The Simple Past tense
Regular and Irregular Verbs

Materials
Family photographs, colored, paper sheets, eraser, scissors, glue or silicone, computer, cell phone, cardboard, markers, printer, and slides.
Time: 5 Academic Hours

Useful Vocabulary:
My favorite vacation was …., dad, mom, brother, sister, parents, uncle, aunt, grandma, grandpa, last day/week/year, was/were, worked, had, years old, high school, university, didn't have/, pet, dog, /He/ She/ it/ We/ you/ they was/were/ could, studied at, a/an, travelled.

Guidelines
- ✓ Teacher sets a pair working class.
- ✓ Teacher explains the language structure and vocabulary to be used in this activity and present a video
  (https://www.youtube.com/watch?v=cJEydCLZkw8).
- ✓ Students in pairs use information provided and their own knowledge to make oral presentation about the topic.
- ✓ Students share their memories in pairs
- ✓ Students present their peers' memory in front of the class.

Talking about memories clue

Hi, Susan, I have got some good news for you, my friend, I have got a new job. Last week I saw an advertisement state that there is a company which was looking for an IT assistance so I decided to apply for that job. I spoke to the manager and he gave me the application form. I took it to home, I filled it and after few days I sent it back. Two days later the company manager called me and invited me for an interview. So I had to go to town for buying new clothes and shoes to look good for the interview. The interview was so good so I offered a job so next week I can start. I can't wait for that.

Questions

From the above, write down fifteen verbs, then from there write down five sentences by using some verbs appeared in the past form.

Possible answers

Got, saw, felt, offered, told, showed, gave, saw, filled, sent, spoke, called, invited.
 Sentences

Yesterday, I saw an accident.
Last week, I gave my friend a gift.
All student spoke to their teacher about exams.
John was offered exercise books by the headmaster.
I was sleeping till late morning.
https://www.myelimu.com/thread-Talking-About-Past-Events-Activities

ANSWERS SHEET # 6
PART 1

Complete the chart with the past of the verbs

GO	WENT
TRAVEL	TRAVELED
PLAY	PLAYED
SLEEP	SLEPT
COOK	COOKED

PART 2

TALK ABOUT THE VIDEO

https://www.myelimu.com/thread-Talking-About-Past-Events-Activities

What is the video about?

The video is about the use of the verbs in past action

PART 3

Look for some pictures about your memories in order to realize your orally project following the talking memories clue

	UNIDAD EDUCATIVA "PELILEO"	2017-2018

11. INFORMATIONAL DATA:

Teacher:	*Lcda. Gabriela Robayo*	Area/subject:	*English*	Grade:	*NOVENO EGB*	Paralel:	*A*

Unit number:	6	Unit title: SIX	*MEMORIES*	Unit specific objectives:	To apply Simple past tense and regular and irregular verb forms to present a past experience, vacation or memory through a collage.

12. UNIT PLAN

SKILLS AND PERFORMANCE CRITERIA TO BE DEVELOPED:	COMMUNICATION GOALS
Oral Communication: (Speaking) EFL 4.2.2 Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.).	1.- Learner will be able to talk events in the past. 2.- Learners will be able to ask and answers questions about the past. 3.- Learners will be able to describe emotions.

	PERIODS:	*5 hours*	**DURATION**	*One week*

Methodological Strategies	Resources	Performance Indicators	Evaluation activities / techniques
FIRST DAY ✓ Teacher sets a pair working class.	Family photographs, colored, paper sheets, eraser, scissors, glue	**Oral Communication** I.EFL.4.8.1 Learners can communicate personal information and basic immediate	Students will be able to present a past experience, vacation or memory.

✓ Teacher explains the language structure and vocabulary to be used in this activity and present a video (https://www.youtube.com/watch?v=cJEydCLZkw8). SECOND DAY ✓ Students in pairs use information provided and their own knowledge to make oral presentation about the topic. ✓ Students share their memories in pairs. THIRD DAY Students present their peers' memory in front of the class.	or silicone, computer, cell phone, cardboard, markers, printer, and slides. • *Student's Book English A1.2 (including interactive version)* • *Audio CD* • *Teacher's Guide*	needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1	

PREPARED BY	REVISED BY	APPROVED BY
Teacher:	Area Director:	Vice- Principal:
Signature:	Signature:	Signature:
Date:	Date:	Date:

Weekly Projects to develop Oral Skills

GABRIELA ROBAYO

2018

Student's book

Speaking through projects
Handbook for elementary students
Gabriela Robayo
2018

Author's notes

This handout was created as an aid for teachers and students at the A.1.2 elementary level. It contains activities that encourage English oral production through the development of projects. The activities are aligned with the A.1.2 ninth grader book provided by the ministry of education. Therefore, the projects do not have to be executed in everyday classes but at the end of every unit. If this handbook is used separately from the book used in public education, teachers should make sure their students know the vocabulary and understand the grammatical content to be used in every activity.

I hope teachers and students use it in order to foster oral production in class or at home.

GABRIELA

iNDEX

UNIT ONE
FAMILY

Project Description
Students will make a family tree in pairs and present it orally.

Objectives
To review Simple Present Tense through the designing of a Family Tree

Language Structure
Simple Present tense with the verbs To Be, Love, Like and Prefer.

Materials
Family photographs, colored, paper sheets, eraser, scissors, glue or silicone, computer, cell phone, cardboard, markers, printer
Time: 5 Academic Hours

Useful Vocabulary:
Dad, Mom, Brother, Sister, Parents, Uncle, Aunt, Grandma, Grandpa, Every day, Every week, Work, study, Have/ Has/, years old, high school, university, Don't have/ Doesn't have, pet, dog, cat I'm/He/ She/ it's/ We/ you/ they're, study at, a/an, family members

Watch the video as an Example
(https://www.youtube.com/watch?v=OULHe0UpoCc).

Family tree clue

7. Draw the tree in light pencil. Envision what it will look like and plan how much space you need to write each name and to draw the necessary connections. Working in pencil allows you to start over on a branch if you run out of room.

8. Write your name. Since this is your family tree, it all begins with you. Write your name in a spot on the page that is surrounded by plenty of space for all of the other names.

9. Add your parents and siblings. Space your parents' names directly above or below your name, depending on what direction you want the tree to flow.

Write your siblings' names level with yours, so they extend from your parents' names.

10.   Write in your aunts and uncles, cousins and grandparents. This is where the tree begins to split off into branches. On your father's side of the tree, write in his siblings' names, their spouses, and their children (your first cousins). Write your father's parents' names on the next level, with a line extending from them to each of their children. Do the same on your mother's side of the tree, including all the members of your extended family on that side.

11.   Include more generations. Continue adding the names of your great aunts and uncles and their spouses and children, your great grandparents, and so on until you've filled in as much of the family tree as you want.

12.   Enhance it with more detail. Retrace the tree in black or colored ink to make the names and outline stand out. You can add decorations and other details to make the tree more interesting.

https://www.wikihow.com/Draw-a-Family-Tree

WORKSHEET ACTIVITY # 1

Do the following exercises.

Part 1

Underline the correct form.

- ➢ We sometimes READ/ READS books.

- ➢ Emily   GO/ GOES to the disco.

- ➢ It often RAIN/ RAINS on Sundays.

- ➢ Pete and his sister   LOVE/ LOVES the family car.

- ➢ I always GO/ GOES to the bus stop.

Part 2
Answer the following questions related to the video.

Write the name of five materials to make a family tree project

----

What is the third step according to the video?

Part 3

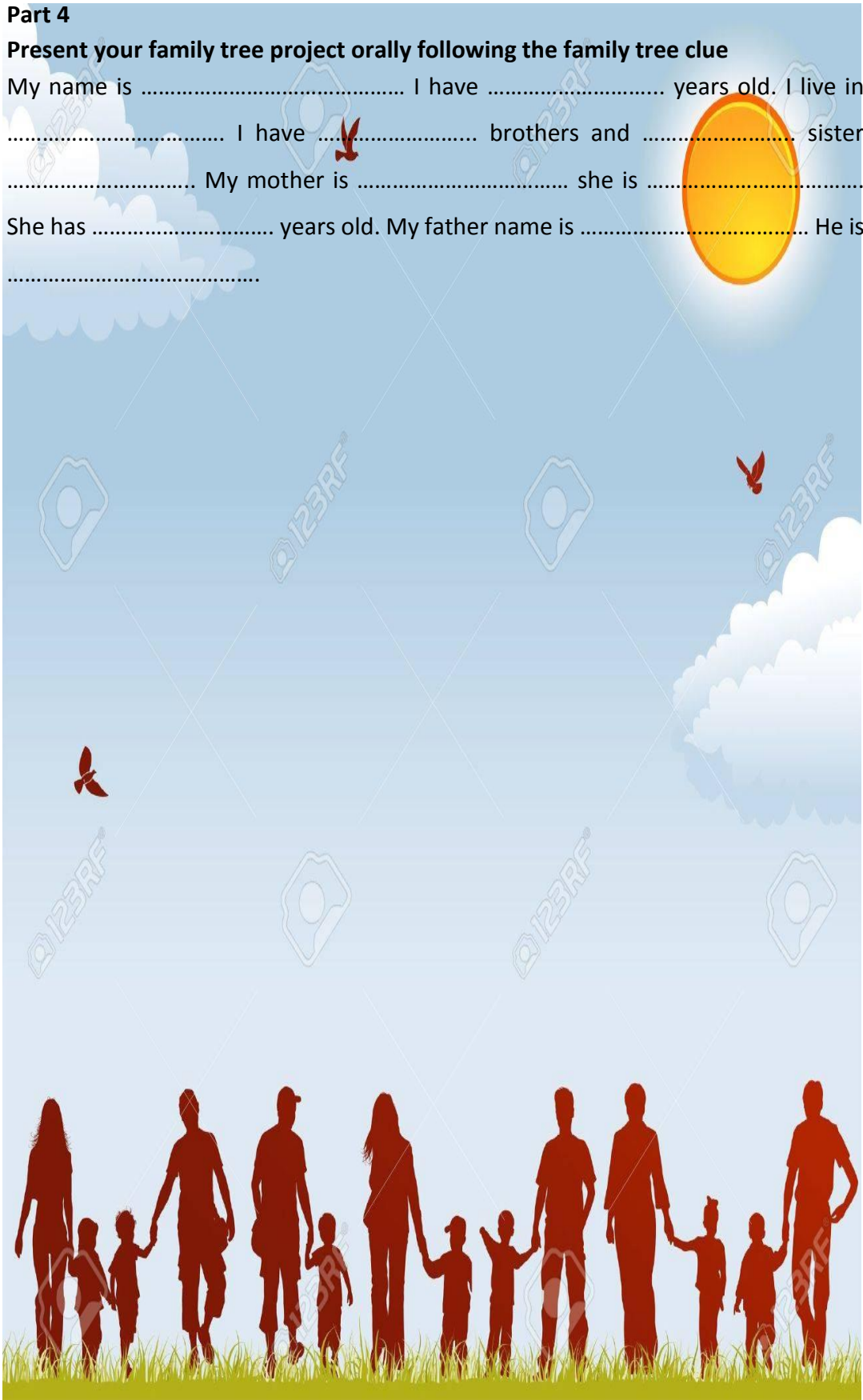Draw your family tree like this example

Part 4
Present your family tree project orally following the family tree clue

My name is …………………………………… I have ……………………... years old. I live in

……………………………… I have ………………………. brothers and ……………………. sister

…………………………. My mother is …………………………… she is ……………………………

She has ………………………. years old. My father name is …………………………….. He is

……………………………………

UNIT TWO
MY CULTURE

Project Description
Students will work in groups to make an oral presentation about Ecuadorian celebrations.

Objectives
To use Adverbs of Frequency and Present Progressive through presentation of Ecuadorian's most typical celebrations.

Language Structure
Simple Present tense with
Adverbs of Frequency
Present Progressive tense

Materials
Typical costumes, handicrafts, computer, cell phone, printer, markers, power point slides.

Useful Vocabulary:

Amazon region, Coastal region, Andean region, Galapagos islands, costumes, handicrafts, poncho, typical, dress, feathers, craw, shrunken head, hats, La Mama Negra, dance, Rodeo Montubio, Diablada, eat.

Watch the video as an Example
(https://www.youtube.com/watch?v=_upeAKd9DYs)

La Mama Negra

It is in Latacunga, Cotopaxi province, where La Mama Negra, known as Santisima Tragedia (Blessed Tragedy) shows the indigenous, Spanish and African cultures of Ecuador. A magical ceremony that reveals the life of different peoples conceived in its mixture of cultures. The residents of this place also pay homage to La Virgen de la Merced (Virgin of Mercy) as a show of gratitude for favors granted. Is first performed in September, as a party of devotees and the second date is performed in the first week of November after the anniversary year of independence, or political party of Latacunga.

The Amazonic Chonta

The festival that reminds us the recovery from an accident: the case shown is the bite of a snake, a wound that can take you to uwishin (healer or wise old woman) who can use pepper and medicinal herb to wash the wound . It is celebrated in the month of May during the major production of chonta, an Amazonian fruit. In this celebration the women filled out laschankins (baskets), followed by the men that starts harvesting the fruits and collecting them. The preparation of the chont is what the night will get, where more than one will have his face painted with achiote, a seed that gives off a reddish color.

The Rodeo Montubio Costeño

It is in the province of El Oro, and in places like Pimocha, Vinces or Balzar, around the province of Guayas, where you can find "Rodeos Montubios". Popular festivals are accompanied by lots of color, where riders compete and march, distinguished men, with their costumes that have the essential straw hat. Men compete, and the "Criolla Bonita" is chose, the woman that will represent the various haciendas of the sector. The "Rodeo Montubio" takes place as a tribute to the Day of Interculturality and Plurinationality (Oct. 12.)

Guaranda's Carnival

A pure rhythm troop kicks off the most popular party in Ecuador. Thousands of people gather each year in the province of Bolivar, specifically in the city of Guaranda, for the party that is immersed in water and marking the carnival music. This religious festival is usually held in February and allows sharing with the locals their joy and entertainment, including dancing, laughter and games that make you forget the time.

Festival of the Flowers and Fruits

The streets of Ambato in Tungurahua province, become a runway. Allegorical cars, built by the residents of this city, pass through the neighborhoods that complement the landscape of the mountains. Held 40 days before Easter, the parade of the fellowship is completed with the election of the Queen of Ambato, besides the blessing of bread and fruit. It is a round accompanied by music and food.

The Diablada de Píllaro

The Festival takes place in Píllaro province of Tungurahua, every year from 1 to January 6. According to the legend, the groups represent a devil who came to America with Christianity. It is at this event where the indigenous jumps, dances and rejoices transformed into a devil, placing on his face large masks. This ancient festival is expressed in dance of all communities of the village, that in a circle show their pace and in their hands a doll, a liquor bottle and a handkerchief, are never absent.

https://ecuador.travel/10-popular-celebrations-ecuador-looking/

WORKSHEET ACTIVITY # 2

PART 1

Write the sentences using the adverbs of frequency

➢ He listens to the radio. *(often)* …………………….………….

➢ They read a book. *(sometimes)* ……………………………..

➢ Tom is very friendly. *(usually)* …………………………………..

➢ My grandmother goes for a walk in the evening. *(always)* …………

PART 2

Answers some questions about the video

Welcome To Ecuador
By: Amanda and Megan

Ecuador Festival

Church of the Society of Jesus

What is the video about?

…………………………………………..

What are the principal festivals of Ecuador?

…………………………………………..

…………………………………………..

PART 3

Choose the best topic for your orally presentation
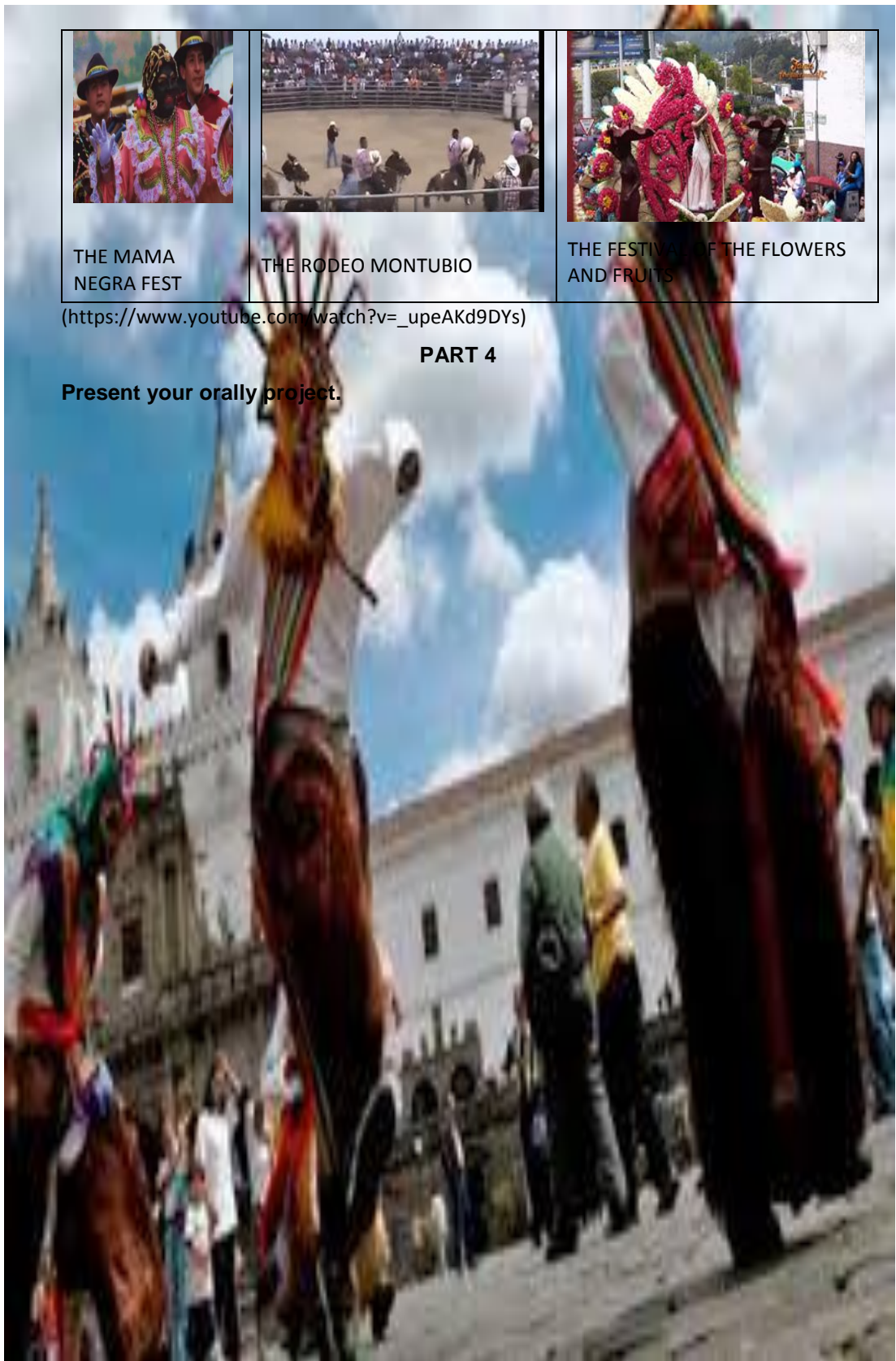
| THE MAMA NEGRA FEST | THE RODEO MONTUBIO | THE FESTIVAL OF THE FLOWERS AND FRUITS |

(https://www.youtube.com/watch?v=_upeAKd9DYs)

PART 4

Present your orally project.

UNIT THREE
THE SHOW

Project Description
Students will make a presentation of a talent show

Language Structure
Modal verb Can
Comparative and Superlative Adjectives

Materials
Family photographs, colored, paper sheets, eraser, scissors, glue or silicone, computer, cell phone, cardboard, markers, printer

Objectives
To perform Modal Verbs: Can and Comparative and Superlative Adjectives for role playing about abilities, compare people's attributes, and express opinions.

Useful Vocabulary:
What's your name, what's your talent, let's see, thank you, I, you, he, she, we, they can, sing, dance, play the…, I think you are…great, brilliant, fantastic, amazing, perform, the most beautiful, the best, better, more interesting, taller, the shortest, happy, happier, the most talented, show, the results are, how do you feel?

Watch the video as an Example
(https://www.youtube.com/watch?v=JV7sq2deiH4).

Talent show clue

To begin planning a talent show, students be divided into groups and should decide the talent they want to present.

Give some time for rehearsals and the show presentation. The students may need at least two days to prepare themselves.

Don't forget that you will also need a panel or judges to keep the show interesting and a very personable announcer to structure the show.

The presenter introduces the participants, participants present their talent, the judges express their opinion, and Judge interact with the participant.

e.g., I think you are better at dancing that singing

You are very good at

You did it great

Congratulations

Perfect

Amazing

I think that…

ACTIVITY # 3

Part 1

Write the correct modal in positive and negative form

- I ……………speak four languages.

- She …………drive a car.

- That ……………. be John. He is in America.

- It ……………...be raining. The sun is shining and there are no rain clouds.

- You ………………be 50! You look young

Part 2

According the video which are the principals person that interview in a talent show

………………………………………………………………

………………………………………………………………

……………………………………………………………...…

Part 3

Write the name of talents show

…………………………….. …………………………………

PART 4

Present your orally project following your talent show clue.
Source:
https://www.google.com.ec/search?biw=1707&bih=732&tbm=isch&sa=1&ei=ToAgW8upDMyW
zwLp85KQAw&q=talent+show&oq=talent+show&g.

UNIT FOUR
FOOD

Project Description

Students will work in groups to make an oral presentation preparing a recipe.

Objectives

To identify countable and non-countable nouns and their use through the oral presentation of a recipe.

Language Structure

Countable and Uncountable Nouns
Some and Any
How Much and How Many
Imperatives

Materials

Recipe
Ingredients
Computer
Markers
Pictures
Cooked or canned food
Plastic spoons
Plastic plates
Napkins

Useful Vocabulary:

There are some (...) / there is some (...).
First, cut the (...), then…
Please try...
This dish is healthy because…
It's yummy, it smells really good, it tastes great!
Some carrots, any salt, sugar, add, ingredients, tablespoon, olive oil, cup, finely, chopped, red onion, garlic cloves, minced, teaspoon, achiote, powder, pound, cooked, hominy, eggs, lightly, beaten, milk, ounces, crumbled queso, serving, black pepper, taste, taste, chopped, cilantro, water, cook, cooker

Recipe preparation clue

Mote Pillo (Ecuadorian Hominy and Egg Scramble)
Ingredients
1 tablespoon Olive Oil
¾ cup finely chopped red onion
3 large garlic cloves, minced
¼ teaspoon ground achiote (annatto) powder
1 pound cooked hominy
4 large eggs, lightly beaten
1/3 cup skim milk
4 ounces crumbled queso fresco plus extra for serving
* kosher salt and freshly ground black pepper, to taste
* ground cumin, to taste
* Chopped Cilantro

Directions
In a large skillet, heat the olive oil over medium heat. Add the onions, garlic, and annatto powder. Sautee until the onions turn translucent.
Add the cooked hominy and stir to incorporate all the ingredients. Season with salt, ground pepper and ground cumin to taste.
Add the eggs and the milk, and stir to cook the eggs.
Taste for additional seasoning. Remove from the heat.
Add the queso fresco and stir to incorporate and melt the cheese. Serve warm with chopped cilantro and additional queso fresco.
http://thelatinkitchen.com/r/recipe/mote-pillo-ecuadorian-hominy-and-egg-scramble

WORKSHEET ACTIVITY # 4
PART 1

Is the underlined noun countable or uncountable?

- ➢ The <u>children</u> fell asleep quickly after a busy day of fun.
- ➢ Be careful! The <u>water</u> is deep.
- ➢ The parade included <u>fire trucks</u> and police cars.
- ➢ We like the large <u>bottles</u> of mineral water.
- ➢ My mother uses real <u>butter</u> in the cakes she bakes.

PART 2

According the video what is the name of the recipe?

………………………………………………………………..

Which are the principal's ingredients for this recipe?

……………………………………………………………………….

PART 3

Circle your favorite Ecuadorian dishes and present it, following the recipe preparation clue.

- ❖ Mote Pillo
- ❖ Volquetero
- ❖ Fruit Salad
- ❖ Cevichocho

UNIT FIVE
THE PAST

Project Description	**Objectives**
Students will work in groups to present a short death famous person's biography	To present famous people's biographies for practicing Simple Past Tense.
Language Structure	
Simple Past tense with verb To Be.	
Materials	**Useful Vocabulary:**
Photographs, colored, paper sheets, eraser, scissors, glue or silicone, computer, cell phone, cardboard, markers, printer, and slides.	When He/She/They was/were younger, …
	He/She/They was/were born in (year)

Watch the video as an Example
(https://www.youtube.com/watch?v=GWhCniD9VkI).

Project clue

The time has come for a biography project! Your assignment is to pick a famous person to learn more about. You will be selecting a person to research in class. You will read a biography about them and collect information on them from a website. When you have chosen your person, you will need to complete the following steps:

- Step One: Check out a book and a find internet research on your person.

- Step Two: Read the biography and your research carefully. Complete the power outline notes on your famous person.

- Step Three: Use your notes to write a 2-3 paragraph summary of your person's life and importance.

- Step Four: Complete a rough presentation using the specified directions.

- Step Five: Review the information recorded on the pyramid and transfer it to the final copy page. Be sure to edit what you have written! Then you will need to prepare to give an oral presentation on your famous person.

Good luck and have fun! Remember this is an in-class project so more information will come about the due date and oral presentation date as I see how we are progressing.
http://www.ducksters.com/biography/

The biography presents to you the life of world renowned civil rights activist and former South African President, Nelson Mandela. Mandela was born in South Africa in 1918. He always wanted to free his people from white minority leadership. He started a non-violent movement against the ruling apartheid government and even served five years in prison. He led many protests and campaigns. He was also awarded the Nobel Peace Prize for his great work.
https://www.turtlediary.com/biographies/world-leaders/nelson-mandela.html

PART 1

Complete the table in simple past.

Affirmative	Negative	Interrogative
He wrote a book.		
	He did not sing	
		Was she pretty?

PART 2

What is the video about?

……………………………………………………………..

Look and write 5 verbs in past tense from the video.

……………… ………………… ……………….. ……………………
……………………

PART 3

Write three questions you would ask this person if you could interview him or her.

……………………………………

………………………………………..

……………………………………

PART 4

Prepare your finally orally presentation following the project clue

UNIT SIX
MEMORIES

Project Description
Students will present a past experience, vacation or memory.

Language Structure
The Simple Past tense
Regular and Irregular Verbs

Materials
Family photographs, colored, paper sheets, eraser, scissors, glue or silicone, computer, cell phone, cardboard, markers, printer, and slides.

Objectives
To apply Simple past tense and regular and irregular verb forms to present a past experience, vacation or memory through a collage.

Useful Vocabulary:
My favorite vacation was …., dad, mom, brother, sister, parents, uncle, aunt, grandma, grandpa, last day/week/year, was/were, worked, had, years old, high school, university, didn't have/, pet, dog, /He/ She/ it/ We/ you/ they was/were/ could, studied at, a/an, travelled.

Watch the video as an Example

(https://www.youtube.com/watch?v=cJEydCLZkw8).

Talking about memories clue

Hi, Susan, I have got some good news for you, my friend, I have got a new job. Last week I saw an advertisement state that there is a company which was looking for an IT assistance so I decided to apply for that job. I spoke to the manager and he gave me the application form. I took it to home, I filled it and after few days I sent it back. Two days later the company manager called me and invited me for an interview. So I had to go to town for buying new clothes and shoes to look good for the interview. The interview was so good so I offered a job so next week I can start. I can't wait for that.

Questions

From the above, write down fifteen verbs, then from there write down five sentences by using some verbs appeared in the past form.

Possible answers

Got, saw, felt, offered, told, showed, gave, saw, filled, sent, spoke, called, invited.

Sentences

Yesterday, I saw an accident.
Last week, I gave my friend a gift.
All student spoke to their teacher about exams.
John was offered exercise books by the headmaster.
I was sleeping till late morning.

WORKSHEET ACTIVITY # 6
PART 1

Complete the chart with the past of the verbs

GO	
TRAVEL	
PLAY	
SLEEP	
COOK	

PART 2

TALK ABOUT THE VIDEO

used to
- past action
- regular/frequent
- doesn't happen now

'My grandmother used to make the

What is the video about?

……

PART 3

Look for some pictures about your memories in order to realize your orally project following the talking memories clue

Memories

6.8   Administration

The proposal is aimed to elementary level students at Unidad Educativa Pelileo. It will be executed during the last six weeks of the second semester of the school year 2017-2018. All the phases, activities and more details about how the proposal will be carried out according to the operating model previously presented.

Institution	Responsible	Activities	Badget/ Estimated	Financing
Unidad Educativa Pelileo	Gabriela Robayo	Project-based learning activities in pairs or groups	$50	Researcher

6.9   Assessment

In order to evaluate the effectiveness of the proposal's execution, the following aspects were considered:

Basic Questions	Explanation
1.- What to evaluate?	The handbook with Project based learning activities for the speaking skill improvement is evaluated.
2.- Why to evaluate?	To verify the efficiency of Project based learning activities for the speaking skill development.
3.- Which criteria is used to evaluate?	Appropriateness of Project based learning activities, design, content, methodological approach and effectiveness on the peaking skill.
4.- Indicator	Quantitative: student's grades Qualitative: students' performance
5.- Who is the evaluator?	The educators who use this handbook.
6.- When to evaluate?	June 11th, 2018
7.- How to evaluate?	Through a survey
8.- Information sources	The group of teachers, students, and authorities at the institution.

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ANNEXES

Annex 3. Rubrics

Rubrics for assessing speaking performance – Level A2

Cambridge English

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication	Individual performance
5	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Maintains simple exchanges. • Requires very little prompting and support.	Has a good individual performance
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows sufficient control of simple grammatical forms. • Uses appropriate vocabulary to talk about everyday situations.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.	Displays enough self-control but with difficulties
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows only limited control of a few grammatical forms. • Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible.	• Has considerable difficulty maintaining simple exchanges. • Requires additional prompting and support.	Has a low level of individual performance
0	*Performance below Band 1.*			

Source: http://www.cambridgeenglish.org/images/168619-assessing-speaking-performance-at-level-b2.pdf

As you look through the scales, it may help to highlight words which make one band different from another.

For example, under Grammar and Vocabulary, the basic focus of the first bulleted descriptor at Band 3 is the same as at Band 1; the control of grammatical forms. However, at Band 3 'sufficient' replaces 'only limited' – Shows a sufficient control, and the range of expected forms has been extended from a few to simple grammatical forms in general. In Band 5, the focus on control has changed to include 'a good degree of control' – Shows a good degree of control of simple grammatical forms.

Don't worry if a lot of the terms used in the scales are new to you – in the Handbook for Teachers you will find a Glossary of Terms for Speaking.

All three analytical criteria are assessed across the whole test. In Part 1 the candidates interact with the Interlocutor and in Part 2 they talk to each other, using prompt cards to ask and answer questions.

KET TEST – SPEAKING PART

Sample Test

PAPER 3: SPEAKING
Part 1

Part 1   5–6 minutes (Personal questions)

The interlocutor will ask questions to each of the two candidates alternately.

Some ideas for the kind of social and personal questions that candidates could prepare for are:
What's your name, please?
Could you spell your surname for me please?
Where do you come from?
Where do you live?
How many brothers and sisters have you got?
What time do you go to school in the morning?
What's the name of your school?
Do you like going to school?
What's your favourite subject at school?
Where do you do your homework?
What sort of music do you like?
What do you usually do at weekends?

Part 2 3 – 4 minutes (Prompt card activity)

Prompt cards are used to stimulate questions and answers of a non-personal kind. The interlocutor reads out instructions and gives a question card to one candidate and an answer card to the other. After the candidates have asked and answered the questions, they change roles, as in the example below.

Example

The interlocutor reads out these instructions and gives a question card to Candidate B and an answer card to Candidate A.

Candidate A, there is some information about a library schedule.

Candidate B, you do not know anything about the library. So ask A some

questions about it. Now B, ask A your questions about the library schedule

and A, you answer them.

CANDIDATE A

LIBRARY

♦ where?

♦ opening times?

♦ CDs?

♦ free?

♦ computers?

CANDIDATE B

CENTRAL LIBRARY

♦ ♦ ♦

books, videos, music CDs

Videos – £1 per week

Monday – Saturday 9.30 am – 5 pm

12 computers on 4th floor

Next to City Museum

Source: https://clil.files.wordpress.com/2014/05/ket-21.pdf