

# UNIVERSIDAD TÉCNICA DE AMBATO



## DIRECCIÓN DE POSGRADO

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

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**Tema:** “PROJECT-BASED LEARNING IN THE WRITING  
SKILL DEVELOPMENT”

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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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**Ambato - Ecuador**

**2019**

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## **AGRADECIMIENTO**

*First of all, I would like to thank my Lord God for helping me to reach another goal in my life, to my dear family for being always with me and for its support.*

*To the Technical University of Ambato for having opened its doors to my professional training once more.*

*And much more, I would like to thank to Magister Lorena Meléndez who guided my research work, for her valuable collaboration and support every time I asked for.*

*Blessings,*

*Lcda. Alexandra Lorena Acosta Morales.*

## DEDICATORIA

*I want to dedicate this work to my Lord God who guides each of my steps every day. To my mother who has always been the pillar of my aspirations and whose example has helped me to go ahead and face any adversity. To my lovely husband, my sweet children who inspire me to achieve my goals. To my valuable students, who are the main actors of education and finally to my teachers, who train my academic and human formation.*

*Lcda. Alexandra Lorena Acosta Morales.*

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**TEMA:** “PROJECT-BASED LEARNING IN THE WRITING SKILL DEVELOPMENT”.

**AUTORA:** Licenciada Alexandra Lorena Acosta Morales.

**DIRECTOR:** Licenciada Lorena Monserrath Meléndez Escobar, Magíster.

**FECHA:** 19 de noviembre del 2018

**RESUMEN EJECUTIVO**

El objetivo de esta investigación es descubrir si el aprendizaje basado en proyectos promueve el desarrollo de la habilidad de escritura del idioma inglés, de los estudiantes en la Unidad Educativa César Augusto Salazar Chávez. La población de esta investigación fue treinta y seis estudiantes de primer año de bachillerato de la Unidad Educativa César Augusto Salazar Chávez, veinte estudiantes formaron el grupo experimental y los otros dieciséis estudiantes el grupo de control. Se analizaron las pruebas de diagnóstico aplicadas al inicio de año lectivo para establecer las necesidades en referencia a la destreza de escritura que tenían los estudiantes. Los resultados de esta evaluación indicaron que los dos grupos tienen un bajo promedio en el desarrollo de la destreza de escritura. Con esta premisa se aplicaron actividades basadas en proyectos como estrategia para mejorar el desarrollo de la habilidad de escritura. Posterior a este proceso, los estudiantes en los dos grupos tomaron una post prueba para saber si la actividad en base a proyectos causó alguna diferencia en la destreza de escritura. Los resultados indicaron que los estudiantes que pertenecieron al grupo experimental obtuvieron una mejor nota promedio en comparación al promedio del grupo control, por lo tanto el grupo experimental superó al grupo control. De este modo se determinaron las siguientes conclusiones: La aplicación de un método activo en Inglés es restringido, la aplicación de actividades centradas en el estudiante no son usadas con frecuencia en la clase, existe un limitado uso de estrategias para la producción escrita durante la clase de inglés, las actividades de escritura que el docente puede realizar en clase son muy simples y carentes de un proceso adecuado para su producción. En base a estas conclusiones se elaboró una guía que contiene actividades basadas en proyectos las mismas que pueden ser aplicadas por los docentes de primer año de bachillerato BGU, así como las hojas de trabajo y las rubricas para la evaluación.

**Descriptor:** Proyectos basado en problemas, writing, development, rubricas, post-test, pre-test, estrategia de enseñanza, habilidades, proceso, producción.

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**THEME: “PROJECT-BASED LEARNING IN THE WRITING SKILL  
DEVELOPMENT”**

**AUTHOR:** Licenciada Alexandra Lorena Acosta Morales

**DIRECTED BY:** Licenciada Lorena Monserrath Meléndez Escobar, Magíster.

**DATE:** November 19<sup>th</sup>, 2018

**ABSTRACT**

The objective of this research is to discover if project-based learning promotes the development of English language writing skills of students in the César Augusto Salazar Chávez Educational Unit. The population of this research was thirty-six first-year students of the baccalaureate of the Educational Unit César Augusto Salazar Chávez, twenty students formed the experimental group and the other sixteen students the control group. The diagnostic tests applied at the beginning of the school year were analyzed to establish the needs in reference to the writing skills that the students had. The results of this evaluation indicated that the two groups have a low average in the development of writing dexterity. With this premise, project-based activities were applied as a strategy to improve the development of writing skills. After this process, the students in the two groups took a post test to know if the project-based activity caused any difference in writing skills. The results indicated that the students that belonged to the experimental group obtained a better average grade in comparison to the average of the control group, therefore the experimental group surpassed the control group. In this way the following conclusions were determined: The application of an active method in English is restricted, the application of student-centered activities are not frequently used in the class, there is limited use of strategies for written production during class of English, the writing activities that the teacher can perform in class are very simple and lacking an adequate process for their production. Based on these conclusions, a guide was drawn up containing project-based activities that can be applied by first-year baccalaureate teachers BGU, as well as worksheets and rubrics for evaluation.

**Key words:** Projects based on problems, writing, development, rubrics, post-test, pre-test, teaching strategy, skills, process, production.

## INTRODUCTION

Teaching of English as a foreign language to young students in public school has become a challenge for teachers in the last ten years. As a consequence, teachers are facing great challenge in teaching language process and how develop students' language skills.

In Ecuador Ministry of Education supply students' text books which are not used very often by the teacher due to the complex content. Even when the national curriculum was updated 2016, it doesn't reflect the secondary education reality. We teach students with really basic level and the majority of them without any idea about the language because they attended to single- teachers' school where education was so simple and foreign language were not taught.

At present, the Ministry of Education makes English teachers responsible for students' competences without thinking about our own reality. In 2018, students took a test and its result were used to questioning teachers' job and determined the weakness of the system. The César Augusto Salazar Chávez High School, located in Ambato is a public institution where students find English subject difficult to learn so the level according to the common framework is not expected.

Based on that information a quasi-experiment was designed as well as specific activities to the control and experimental groups. The general structure of this thesis includes six chapters; each one contains information related to the research topic and it is presented as follows:

In CHAPTER I.- The problem, its contextualization and critical analysis. It entails the prognosis, the formulation of the problem, the questions, the research problem formulation, the justification and the objectives.

In CHAPTER II.- The facts related with the problem were established and include the research background, philosophical and legal foundation. It gives all information about the fundamental categories (dependent and independent variables). It also mentions the hypothesis, which will be later accepted or rejected.

In CHAPTER III.- The methodology of the research from the qualitative aspect, level of research descriptive, also the population, the operationalization of variables, and the tools and techniques used for the data collection.

In CHAPTER IV.- The analysis and the interpreting of the results are presented from the pretest and posttest, which were applied to two groups, as well as the hypothesis verification.

In CHAPTER V.- The conclusion and recommendations are presented based on the results.

In CHAPTER VI. -The proposal and its components such as the topic, justification, objectives, methodology, its administration and evaluation.

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1 Research topic.**

"Project-Based learning in the Writing skill development".

#### **1.2. Problem Statement.**

How will the application of project-based learning empower the writing skill development?

##### **1.2.1 Contextualization of the problem.**

###### **Contextualization.**

Teaching English as a foreign language has become popular worldwide. However, the expected communicative competence level of the productive language skills such as oral and written expression and comprehension have not been achieved yet. According to LeivaI, Pellón, & Portuondo, (2014) there have been many methods used to promote the writing skill development, however they are not still enough and it demands a continuous search of sort of activities that promote the writing skill development, raise interest and motivate students to write more frequently.

Ecuadorian State in its General Law of Education proposes the teaching of a foreign language in all public, fiscomisional and private institutions of the country. Official documents such as guidelines in foreign languages and basic competency standards are mainly focused on the teaching of English in the public school, focusing on learning in: communication and cultural awareness, oral communication, reading, writing and language through the arts which empower the development of personal, social and intellectual skills. According to Mineduc 2016 data, there are 8,400 English teachers register in then national

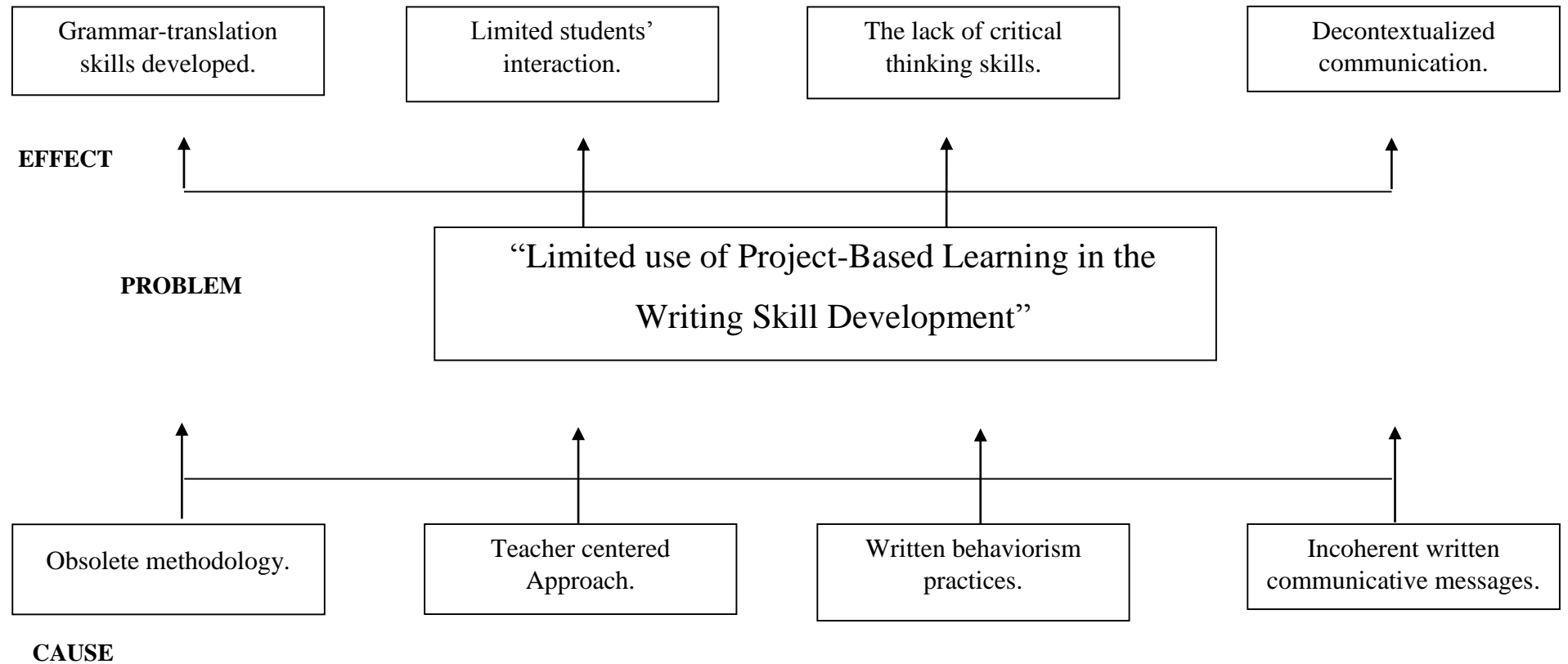


system who teaches in the Highland region, and they are teaching methodologies focused only on completing a textbook instead of developing skills and competences so that is why they cannot develop every single skill properly.

The César Augusto Salazar Chavez High School located in the Province of Tungurahua, Canton Ambato at Pisque town. It is a regular educational institution with two labor sections: morning and afternoon periods. Also, there are three different programs: initial educational, Basic General Education and Baccalaureate. Its population is about 742 students. (UbicaEcuador, 2012). The curriculum standards are provided by the Ministry of Education, and call for students with specific language domains. That is a little difficult because the curriculum does not reflect the real situation on students' learning process at all. Many of them have a basic knowledge of English language and use it in a reduce time in class. In addition, skills are not developed properly due to several factors, such as the time limit for the writing skill development inside and outside the classroom, to review and read articles that limit their ability to organize their ideas to express their opinions, give suggestions and arguments through English written texts.

### 1.2.2 Critical Analysis.

*Graph N° 1: Problem Tree Analysis*



**Source:** Direct research  
**Graph No. 1** Problem Tree Analysis  
**Made by:** Acosta, L. (2018)

The problem mentioned above, such as the limited use of Project-Based learning in the Writing skill development, clearly shows that students have difficulty communicating their ideas, opinions and supporting their arguments in a clear and coherent manner during the writing skill development. The writing skill development is so relevant for real communication, for this reason, four essential causes and their effects that produce such problem are mentioned below:

The obsolete use of methodology in English classes causes students to translate their ideas, opinions, likes and dislikes from Spanish to English using grammar incorrectly. Therefore, students become mechanical grammar translators because they emphasize on the structure of grammar rather than on a communicative task that is to write for a purpose. Students cannot develop writing skills because the methodology used does not provide enough opportunities for students to become coherent writers. Nowadays, students get used to using electronic translators to express their ideas and it also limits their ability to think, write and communicate in English.

The Teacher-Center approach used in English classes causes limited interaction among students. Teachers do not consider the importance of planning interesting and authentic situations in which students have the opportunity to interact to solve problems or face different situations. In traditional years to this day, the teacher is the person who stands up and talks all the time, while the students listen carefully. This traditional process enhance that students do not have the ability to use the language to interact with their classmates. Students learn by doing; however, when the teacher limits them, students think that learning English is just listening instead of producing.

The written behaviorism practices that students transmit influence on the lack of critical thinking skills developed by students. In Ecuador, students are not taught to be proposal thinkers or solve problems because students spend most of their time developing secondary skills such as writing to complete information, sort words, decode words, tag images, etc. Sub skills are important but writing for a more complex purpose is in fact a communicative skill. On the other hand, these limited written assignments are not enough for students to provide solutions to problems such as giving opinions, writing and finishing, summarizing the main points, writing an essay, writing compositions and developing a project.

The incoherent written communicative messages students develop cause a decontextualized communication. Students are taught to produce incoherent messages that focus on grammar rules. A purpose to write is not given so students do not have a contextualized communication. Thus, the students' context is not considered when students have to produce written texts. Students are taught from the point of view of a different context and culture far from their culture.

### **1.2.3 Prognosis.**

If teachers do not use traditional and obsolete methodologies students will develop language skills properly. They will probably feel bored and not interested in class. As a result, if this problem continues students will not be able to reach the competences expected by the Ministry of Education and international framework. Even language skills will not be developed in adequate environments and active learning will become complex and restricted by activities like: completion, repetition, and memorization. These activities carried a Teacher-Center approach so if it is used in the English classes more than students' time, it will make language teaching a matter of unstimulating process for the students, originating in them gaps, as well as the rejection or fear generated by the learning of the English language, due to the complexity and limitations they initially experience.

In any ways, teachers are responsible for developing language skills but that is a kind of difficult because the national curriculum does not let teachers focus on language skills like writing where the lack of critical thinking skills cause a significant impact on students' performance. If the communicative messages written in an inconsistent and decontextualized communication continues, it will affect the writing skill development and competencies regarding to inconsistent writing of low level texts by using language to produce solutions in a coherent and high order thinking level. In addition, it will lower their level of competence according to the CEFR. Furthermore, students will not consider their context, culture, likes, dislikes social background when producing written texts. Teachers will also be discouraged and will be afraid to plan activities for the writing skill development, neither Project-Based Learning strategies will not be implemented in the classes and the teaching-learning process in the writing skill development will be difficult. This will cause teachers to avoid using the appropriate methodologies and strategies to get students to become critical thinkers.

#### **1.2.4 Research Problem Formulation.**

How does Project-Based Learning empower the Writing skill development?

#### **1.2.5 Research Questions.**

- How does Project-Based Learning develop writing skills?
- How is the process for achieving writing skills development?
- How effective are the activities inside PBL for getting writing skills development?

#### **1.2.6 Delimitation of the Research Problem.**

**Field:** Education

**Area:** Teenage education

**Specific field:** Teaching and Learning

#### **1.2.7 Temporal delimitation.**

First quarter of the 2018-2019 school year.

#### **1.2.8 Spatial delimitation.**

This investigation will take place at the “César Augusto Salazar Chávez” High School with First BGU students.

### **1.3 Justification.**

Project-Based learning in the writing skill development is **important** because writing is one of the four fundamental language skills in learning a foreign language with active strategies, resources and interesting activities that can provide a solution to the problem.

In addition, it helps First BGU students in the writing skill development, creating an active and interesting learning environment to communicate. This research problem will have a great **impact** on the place where the problem arises with Project-Based Learning, which focuses on real and authentic contexts for the effective learning process of the students.

It is of **interest** because it is essential to use appropriate communication teaching strategies so that students are interested in learning to use the English language to communicate orally and in writing. For this reason, Project Based Learning is taken into consideration as the learning approach in this project because it is focused on the student to use the language in a real context.

It is of **impact** because Project-Based Learning allows teachers and students to develop critical thinking skills and competencies from the lowest to the highest levels, this involves getting knowledge and producing it in real texts so they can communicate with others.

It is **useful** because students enjoy trying new experiences and active tasks that involve problem solving and collaborative work to become those who propose solutions to different problems through coherent and creative written texts, using authentic and interesting materials so that Students become familiar with real situations.

It is **feasible** because it focuses from the lower order to the higher order according to Bloom's Taxonomy, which motivates the students to have the appropriate Domain Language Level when they give solutions to the presented problems, helping First BGU students and English teachers to acquire and improve the writing skill development, motivation and interest in the learning process. The beneficiaries will be the First BGU students at the César Augusto Salazar Chavez Educational Unit during the first period of the 2018-2019 school year.

## **1.4 Objectives.**

### **1.4.1 General Objective.**

To determine how Project-Based Learning empowers the Writing skill development.

### **1.4.2 Specific Objectives.**

1. To identify to what extend Project-Based Learning develops writing skills.
2. To determine the strategies and process to develop writing skills.
3. To stablish the effectiveness of activities inside PBL for getting writing skills development.

## CHAPTER II

### THEORICAL FRAMEWORK

#### 2.1 Research Background.

After examining through the repository of a couple of universities, it was concluded that several researchers are related with the topic, which are somehow connected to this current area of investigation. So, I have selected the ones that are mostly related to the topic proposed in this thesis.

According to Marcela Díaz Ramírez a student at Universidad de Cundinamarca, Colombia, in the year 2014 in Bogotá, wrote the following article: “The Impact of Project Work and the Writing Process Method on Writing Production” which main goal was to make the methodology of project work part of her teaching process in order to improve the writing skill development production of her students at the Colombian university once the results of her diagnostic tests showed the low level in written production of her students, after her reflection she concludes: Project-based learning and a process approach seem to be effective implementations because they can increase the writing abilities and confidence of students who are learning English. According to their production and students' opinions written in the feedback sections, they were able to improve the accuracy in their writing skills in areas such as structure, length, organization of ideas, and speed for writing, and those improvements positively influenced their speaking production and their perception towards writing and learning. Although students have not learned the productive skills of writing and speaking yet, and although they frequently have problems with accuracy, fluency, and pronunciation, their writing skills improved. (Ramírez, 2014)

A second research found is a document research by Sandra Dolores Ruiz Niño called: “Working by projects: A way to enrich critical thinking and the writing process in a third grade EFL classroom”. Her main objectives were to describe and analyze the

implementation of project work in the development of critical thinking in her third grade EFL students. Finally, to document the way in which those students developed their writing skills through the strategy of Project-Based Learning. The practical implementation of this strategy reached the following main conclusions: Students had more opportunities to interact with others, express their feelings, thoughts, likes, and necessities because students feel motivated during their writing process and were able to understand writing as a process which was another advantage obtained through this research. Also, this research let see and understand important aspects related to the research questions and to the kind of activities, methodologies implemented and assessment made in the English class.

On the other hand, it is also important to mention the positive impact that this project had on the students and in the school context: Through project work the students enhanced their emerging critical thinking skills and their writing process; besides, interactions among classmates improved, and they saw that learning English was something useful for their lives, which fostered their confidence to write and speak in English. Finally, they became more reflective, organized and critical about what they think, what they say, and about what happens around them. (Niño, 2013) In many South America countries like in Ecuador and Colombia the implementation of Project-Based Learning in the English classes influences in the writing skill development. Students need to be exposed to situations in which they can use the language to give solutions, express their feelings, ideas, create and describe things that happen around them through written texts. The writing skill development also influences students to improve the writing features like spelling, length, accuracy following a sophisticated process.

Another closest study found is: “Project-Based Learning and Written Skill (writing) of the English language in the Third Year students of Unified General Baccalaureate of the Ambato Higher Education”, by Tello (2005). The author of this project used a Quali-Quantitative Approach. The main finding was that Project-Based Learning does influence the development of written skill but is not effectively presented in the inter-learning of the English language. However, it is not implicit in the learning process which difficult the production of written texts. This research applied an embedded mixed-method design in which the quantitative data was collected using speaking and writing tests, and the qualitative data was collected using interview guide, observation checklist, open-ended questionnaire, and field note. Paired-sample t-test was used to analyze whether or not there



is a significant difference in students' English productive skills before and after being taught using PBL; while the qualitative data were analyzed descriptively. The results of the analysis showed a significant effect of PBL on students' English productive skills. From the part of the students, PBL was found to improve enthusiasm, confidence, creativity, self-directed learning and collaborative learning skills. On the part of the teacher, PBL promotes teaching motivation and satisfaction. This study recommends the implementation of PBL in EFL context, especially in an attempt to improve students' ability to speak and write in English as a foreign language.

The analysis presented by Tello let us to know the relation between psychological facts and productive skills have, because if students feel motivated or teachers make them feel confident, their performance in language communicative skills will improve. That is one of the advantage of PBL activities which carried out a positive impact on teachers and students making them more motivated and satisfied.

Rizzo, (2015) in her project entitled "Project-Based Learning and Development of English Language Writing Skills in High School Students of the Educational Unit of Our Lady of Pompeii in the city of Puyo, province of Pastaza", the author of this The project used the qualitative approach, the survey instrument and the questionnaire. The main finding is that 51.2% of students do not use the Project-Based Learning strategy in their English classes to improve their ability to produce language in written form. It is clearly shown that students do not produce written texts because the strategy, in this case, Project Based Learning is not used properly in English classes. However, it must be taken into account that teachers must provide students with opportunities and situations in which they can develop productive skills, especially the production of written texts. It can be seen that project-based learning helps students and teachers develop written skills in English classes.

The research works mentioned before provides a good basis to this investigation because they show that in many countries of South America, such as Ecuador and Colombia, the implementation of project-based learning classes influences the writing skill development. Students should be exposed to situations in which they can use language to provide solutions, express their feelings, ideas, create and describe things that happen through written texts. The writing skill development also influences students to improve writing functions, such as spelling, duration and accuracy, following a sophisticated process. Moreover, these results

show that project-based learning helps students to improve their writing skills in terms of grammar and spelling. In addition, it shows that even after the implementation of project-based learning there are still some features such as accuracy and fluency which need to be improved. In addition, writing ability also influences the ability to speak.

## **2.2 Philosophical Foundation.**

According to Naranjo, Herrera, & Medina, (2010) who state in their research about Critical-Propositive Paradigm, its main objective is to privilege the interpretation, understanding and explanation of social phenomena in perspective of totality. This findings analyzing the interrelations and interactions between them generate a deep qualitative change. This work challenges a reality for students in the writing skill development because it proposes alternative solutions to the problems established in an atmosphere of association and practice, in addition, it has characteristics to interpret, understand and explain the phenomena that occur in the development of skills of writing seeking alternative solutions to the problems established in an atmosphere of association and practice.

The changing world seeks quick solutions to traditional educational problems, which is why in Ecuador it is important to improve the production of written texts because students present low level, causing students to have learning gaps and poor writing skill development. that teachers need to implement better strategies so that knowledge is related to practice.

According to Bolaños, Delgado, Chamorro, Guerrero, & Quilindo, (2013) it is essential to teach how to think, to develop in the student a set of cognitive abilities that allows him to optimize his reasoning processes so it is necessary to incorporate in the school curriculum learning objectives related to cognitive abilities (meta-learning), that is why education requires a lot of cognitive preparation, so the students of the Educational Unit " Educational Unit César Augusto Salazar Chavez" needs to improve their knowledge and put them into practice through the implementation of a strategy that will provide a solution to the problem of existence on the writing skill development.

In addition, education must always be based on values such as honesty, responsibility, respect, tolerance, constructive criticism, being an important part of the teaching-learning process. In fact, the National Plan for Good Living 2013 - 2017, raises how significant is the

development of the person for a good performance at any activity he or she is doing, in their families, job and studies.

### **2.2.1 Epistemological Foundation.**

This research was critical purposing through the researcher direct interaction with the object of study because it looked for all the necessary information to define the knowledge and the related concepts.

### **2.2.2 Axiological Foundation.**

The values in which this research was focus on: the commitment, the responsibility, the quality, and ethics. Through the mixture of these elements it was possible to reach the purposed objectives.

### **2.2.3 Socio-Economic Foundation.**

The human being is member of the society that is why every person must work according to it in order to innovate and create everything to its social transformation.

### **2.2.4 Psychopaidagogical Foundation.**

It helped to create a psychological environment to work on the motivational aspects and in this way it could be possible to believe, appreciate, be glad of the work done.

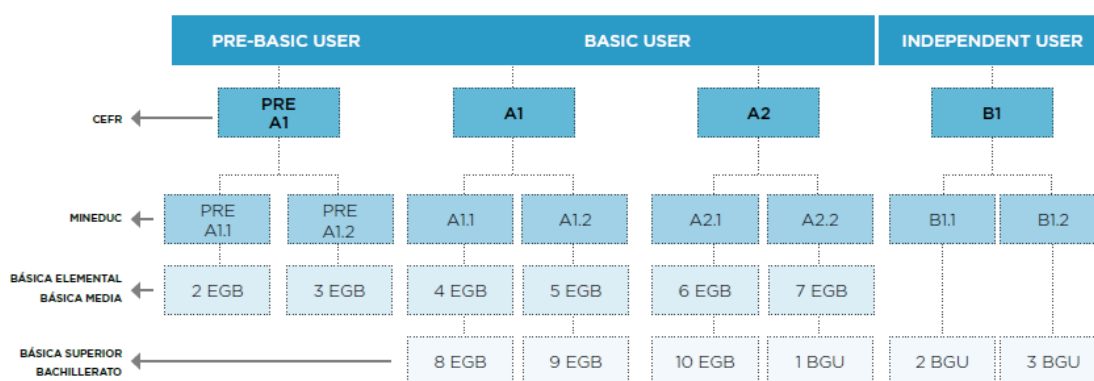
## **2.3 Legal Foundation.**

The implementation of the English language curriculum from the second to the seventh grade of General Basic Education in all the educational institutions of the country should be carried out from the 2016-2017 school year for the Sierra Regime and 2017-2018 for the Costa System.

In the Integrator curriculum of the Basic General Education Sub-Level, a set of basic contents of Foreign Language-English are introduced, which set the starter level of the Pre A1.1 level of the Common European Framework of Reference for Languages: Learning, Teaching, Evaluation (CEFR) that is developed in the Elemental sub-level to be established from the 2016-2017 school year for the Sierra regime and 2017-2018 for the Costa regime.

The proposed levels for implementation in public, municipal and fiscomisional institutions throughout the country are described below:

Graph No.1 *Sierra Region Curricular Implementation*



Source: (MinEduc, 2017)

Through the Ministerial Agreement 2016-0020-A, it was established the obligatory nature of the teaching of English from the 2nd year of General Basic Education for the entire education system in Ecuador. With this regulation, it is shown that Ecuadorian students at the end of the 3rd year of secondary school, reach the competence according to the Common European Framework of Reference, which means that students can read and write without difficulty.

Academic Regime Regulations Official Registry RPC · SE · 13 · No.OS1 · 2013 approved on November 21, 2013, which became effective as of the 28th of the same month; CHAPTER III OF THE CURRICULAR STRUCTURE; Article 30, says: Learning a foreign language. - The subjects destined to the learning of the foreign language may or may not be part of the curricular network of the career. However, the IES will guarantee the level of proficiency of the language to meet the graduation requirement of the technical, higher technological or equivalent levels and third grade level, must organize or homologate r the corresponding subjects from the beginning of the race . The sufficiency of the foreign language must be evaluated once the student has completed and approved 60% of the subjects of the course; such proof will be enabled for the continuation of their studies, without prejudice to the fact that this requirement can be fulfilled previously.

Also, there are some legal basis which are mentioned as follows: The current Ecuadorian Constitution, in the Second Chapter, Rights of Good Living, Section fifth, Education, makes reference to the rights of Ecuadorians in the field of education, in the articles that go from 26 to 29. It becomes necessary, then, to make a definition of these two components: education and good living, that, from this modest point of view, are the bases of the political, social and economic activities that are starting in 2008 giving in Ecuador.

The Organic Law of Education Intercultural (LOEI) defines education as "... an instrument of transformation of society; contributes to the construction of the country, of the life projects and the freedom of their inhabitants, peoples and nationalities; recognizes human beings, in particular to girls, boys and adolescents, as the center of the process of learning and subjects of rights; and organizes on the basis of the precepts Constitutional Law "(LOEI, 2011, Art. 2 Principles, Lit. b). It can then be concluded that the education is a process of socialization of the individuals that when being educated assimilate and learn knowledge with a cultural and behavioral awareness where new generations acquire the modes of being of generations above and condition them to their new lifestyles, transforming, from this way to the self, its environment and to the society.

In the 21st Century, talk about Good Living, "Is to talk about equity and equality, both in social relations as in the distribution of resources; face the accumulation criteria with those of distribution; come into play well-being, good-acting among the individuals and in their relationship with the nature. "(Francisco Cevallos Tejada, responsible for monitoring policies Public Contracts for the Education). What has been said is found in the

Art. 2. Principles, in literals l, m and v of the LOEI, which says:

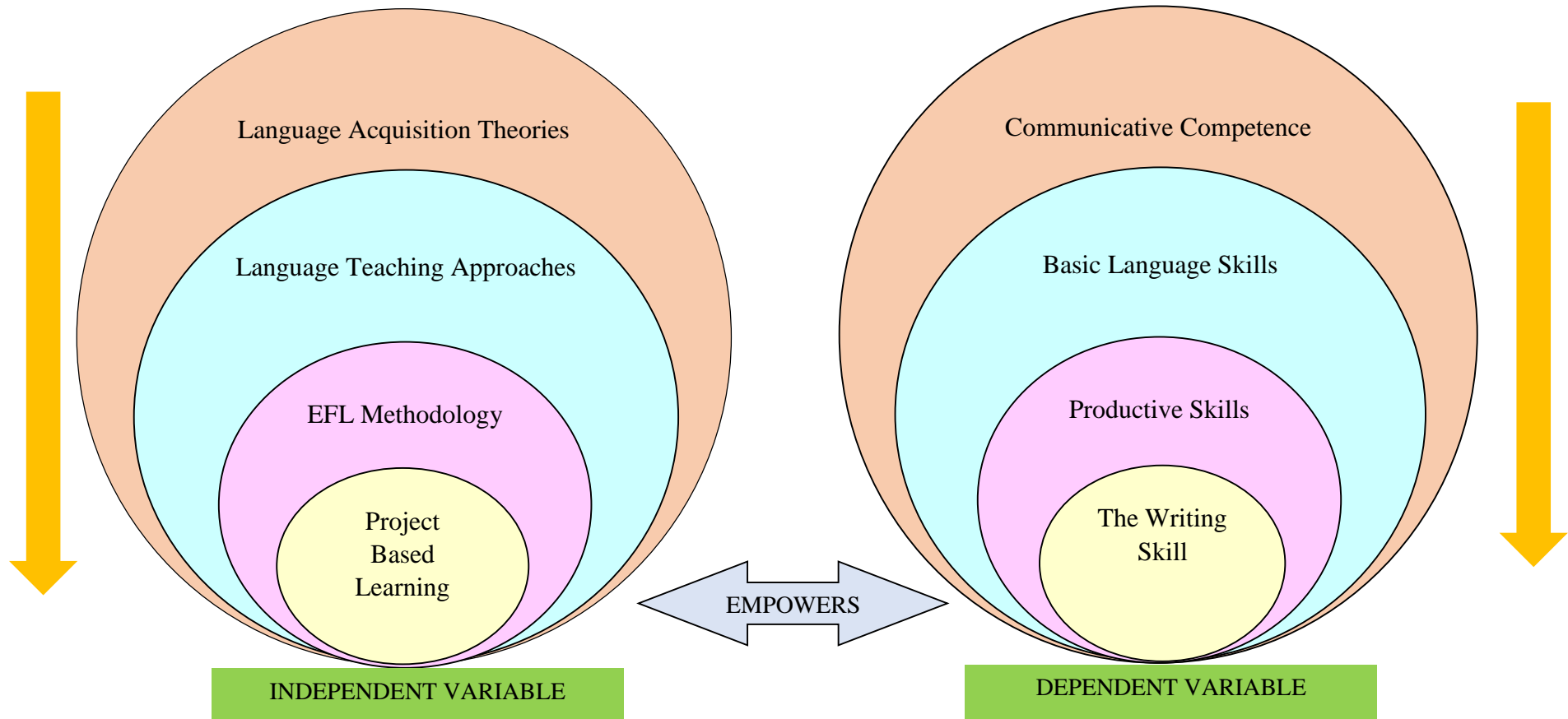
l. Gender equality.- The education must guarantee equal footing, opportunities and treatment between men and women. They are guaranteed affirmative action measures for make effective the exercise of the right to education without discrimination of any kind; m. Education for democracy.- The establishments educational are spaces the democratic exercise of human rights and promoters of the culture of peace, transformers of reality, transmitters and creators of knowledge, promoters of interculturality, equity, inclusion, democracy, citizenship, social coexistence, participation, social integration, national, Andean, Latin American and world; Equity and inclusion.- The equity and inclusion ensure

all people access, permanence and culmination in the Education system. Guarantees the equal opportunities to communities, towns, nationalities and groups with special educational needs and develops an ethic of inclusion with measures of affirmative action and an inclusive school culture in the theory and practice based on the equity, eradicating all forms of discrimination; What is connected with what is expressed in Art. 6, Lit. a, of the Second Chapter, De the obligations of the State with respect to education rights: to. Guarantee, under the principles of equity, equality, no discrimination and freedom, which all people have access to quality public education and closeness; and that is ratified in Objective 1 of the Plan National of Good Living, which says:

"We are engaged in overcome the conditions of inequality and exclusion, with proper distribution of wealth without discrimination of sex, ethnicity, social level, religion, orientation sexual or place of origin.

## 2.4 Fundamental Categories

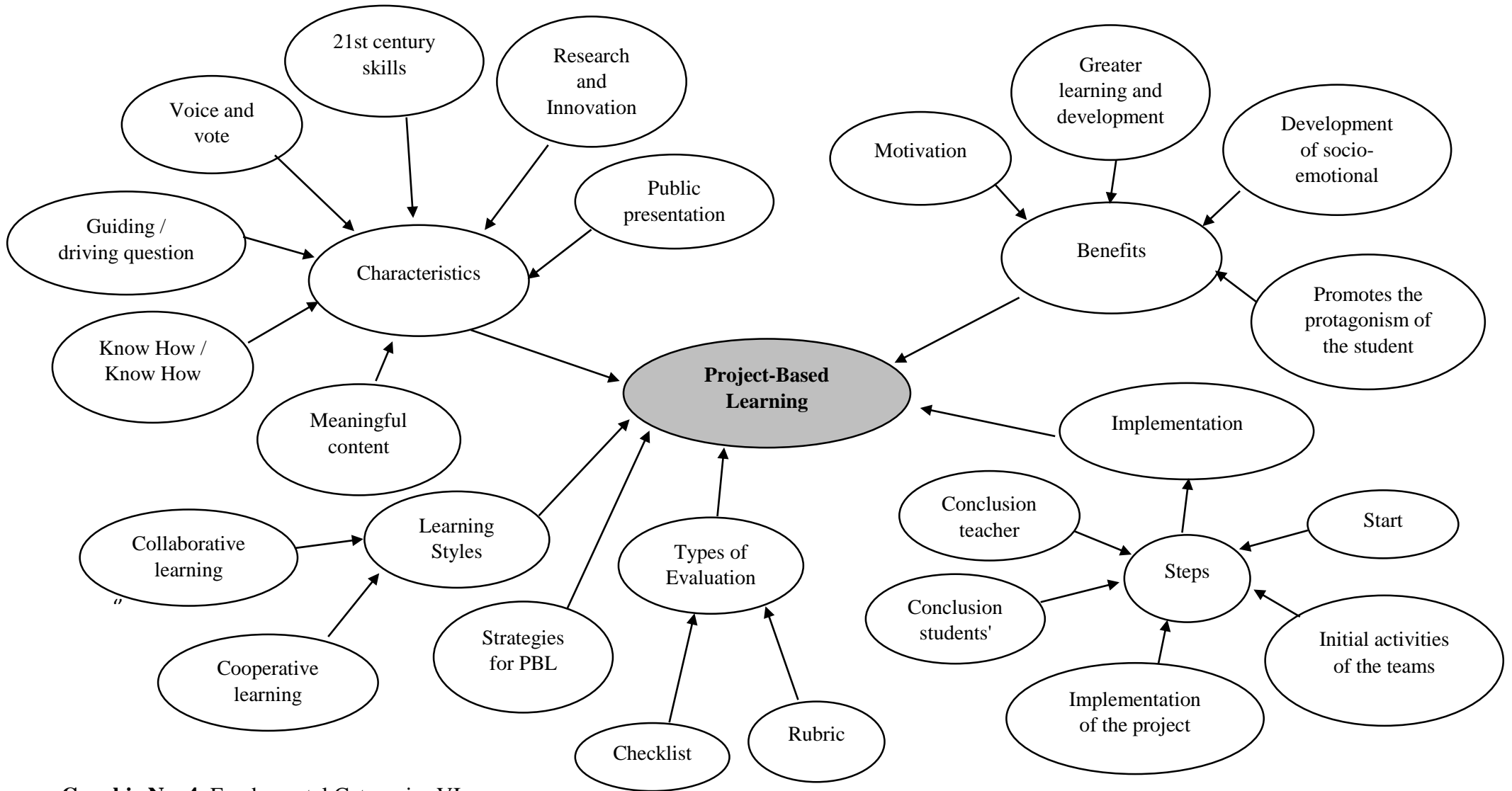
### Subordination of variables



**Source:** Direct research

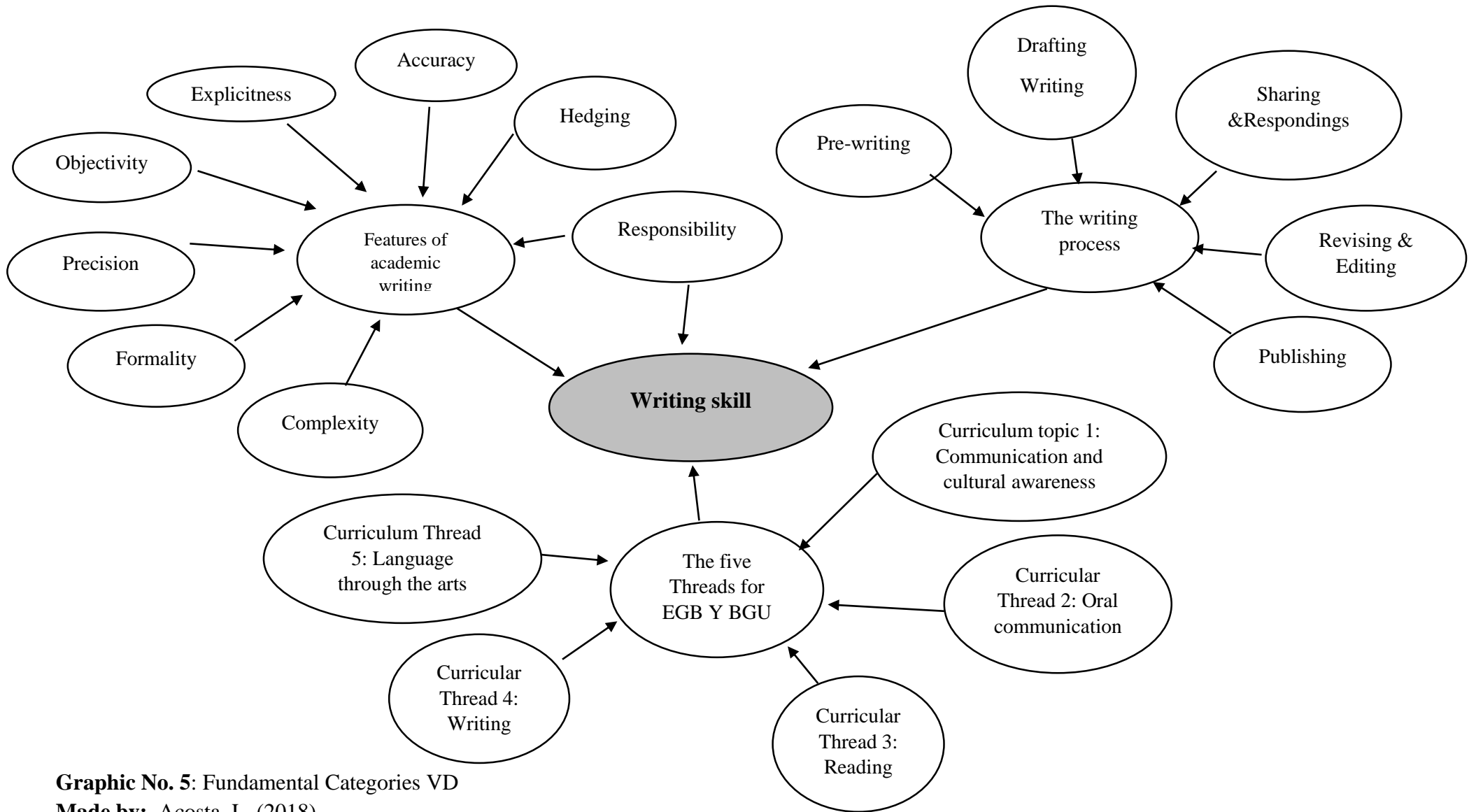
**Graphic No. 3** Fundamental Categories

**Made by:** Acosta, L. (2018)



**Graphic No. 4:** Fundamental Categories VI  
**Made by:** Acosta, L. (2018)





**Graphic No. 5:** Fundamental Categories VD  
**Made by:** Acosta, L. (2018)

## **2.4.1 Dialectical View of Concepting Variables.**

### **2.4.1.1 Independent Variable Theoretical Support.**

#### **LANGUAGE ACQUISITION THEORIES**

According to Paredes, (2015), there are several approaches and studies on language acquisition. Some theories try to explain the acquisition of the mother tongue (L1) and others focus their study on the acquisition of a second language (L2). In general, these theories try to respond to how a person acquires his knowledge of the language and the conditions that facilitate a successful mastery of it.

Among the main theories on the acquisition of language, the models provided by Chomsky, Bruner, Piaget, Vygotsky, Stern and Skinner stand out.

Laguillo (2015) states that Chomsky proposes the existence of an innate black box, a device for the acquisition of language or LAD (for its acronym in English), capable of receiving the linguistic input and, from it, derive the universal grammatical rules. This input is very imperfect; However, the child is able to generate a grammar that generates well-structured sentences and determines how they should be used and understood.

Laguillo (2015), Bruner suggested that the child learns to use language to communicate in the context of problem solving, rather than learning it per se; The communicative aspect of language development is emphasized more than its structural or grammatical nature.

Piaget emphasizes the universality of cognition and considers the context relatively unimportant and scarcely influential in the qualitative changes of cognition. The child is seen as an active constructor of his knowledge and, therefore, of language.

Laguillo (2015), Vygotsky mentions that language will precede thought and influence the nature of it: the levels of intellectual functioning would depend on a more abstract language. In addition, speech and action are intimately linked: the more complex the behavior and the more indirect the goal, the more important is the role of the language.

For Skinner, language learning would occur through simple conditioning mechanisms. At first the children would simply imitate, and then associate certain words with situations, objects or actions. The learning of vocabulary and grammar would be done by operant conditioning. The people around the child will reward the vocalization of grammatically correct sentences, the presence of new words in the vocabulary, the formulation of questions and answers, etc. and will punish with disapproval all forms of incorrect language, such as ungrammatical utterances, obscene words Laguillo (2015).

## **LANGUAGE TEACHING APPROACHES**

According to Mato, (2013), in relation to the various methods used in the field of language teaching at different times, throughout history, there have always been times when changes of a social, political and social nature have been experienced. Institutional, together with new approaches in the field of science and learning theory, which have led to a formulation of new conceptions of didactics and methodology in the learning of foreign languages.

These new approaches can be observed in the substitution of the traditional or grammar and translation method for the audiolingual / audiovisual one, of a more behavioral and structuralist nature, and in the development, since the second half of the seventies, of the Communicative approach, based on a cognitive-creative and pragmatic learning. These didactic and methodological approaches are marked by the new objectives and principles on which learning is based, which, in turn, result in new materials for the classroom. (Mato, 2013)

### **Method of grammar and translation**

Mato, (2013), this method is the first known as such in the history of teaching foreign languages and was the one that was traditionally used for the learning of classical languages, hence it became known as a "traditional" method. Its main objective is, basically, the knowledge of the grammatical words and rules of the target language, so that the student can understand sentences as well as build them and, in this way, come to appreciate the culture and literature of the foreign language, acquiring at the same time, if possible, a deeper knowledge of his own, as well as developing his intellect and capacity for reasoning methodology.

### **The audio-lingual-audiovisual method**

Mato, (2013), it is based on a series of new approaches to linguistic and psychological learning research that take place during the 1930s and 1950s, mainly in the United States. It is clearly influenced by linguistic structuralism and Bloomfield's (1933) language description theory, by which the system of rules of a given language is no longer considered as a starting point for the analysis of the language, as was the Latin, for example, but that any language can combine a set of characteristic structures and can be described from them. The basis of this method is the analysis of the spoken language and the procedure is descriptive and inductive.

### **The communicative method or approach**

Mato, (2013), the obvious shortcomings of all the methodologies described above showed that none achieved by itself the objective of the student learning to communicate in all senses, so the solution must be in a mixture of elements of all of them, a method that covers, through activities, texts, dialogues and varied and motivating exercises, all the areas in which communication takes place. This is how a new methodology, known as a "communicative" method or approach, appears in the eighties of the last century, whose characteristics are summarized as follows:

- Exhibits, as a starting point, thematic, functional, grammatical and lexical lists.
- It offers very diverse activities: interactive, motivating, based on content, focused on the development of communicative functions, sometimes even playful, etc.
- Try to expose a natural form of language, based on daily communication.
- Give fair importance to the grammatical, lexical and phonological aspects, which in other methods are particularly important and in this, on the other hand, are integrated into the communicative process.

## **EFL METHODOLOGY**

### **Methodology**

The methodology according to McMullin, (2013) is based on the oral and written comprehension of texts of different types and competences that play a fundamental role in the training of translators. In order to know the characteristics of different types of texts,

considered forms of communication and culture, so that the method fits better with teaching based on the texts, using it as a starting point for activities to help the student understand the structures and functions in context.

Davini, (2013), it is fundamental to recognize and value the active and reflective role of the teacher in the practical definition of teaching, according to their educational values, the context in which they are carried out and the specific needs of the subjects they learn. Teachers are always active mediators in the realization and realization of teaching, including the realization of political, social and educational purposes. But it is also necessary to recognize and value that the didactic provides them with a toolbox to support their decisions, based on public knowledge and practical experiences.

Davini, (2013), there is no contradiction between methods and teaching strategies. The methods constitute general structures, with basic sequence, following educational intentions and facilitating certain learning processes. The methods thus provide a criterion or general framework of action that can be analyzed independently of specific contexts and actors.

Davini, (2013), a method is not a straitjacket or a rule to be followed nor is the teacher just a passive follower of a method nor does it apply it mechanically. On the contrary, it analyzes and reconstructs it, combining methods, elaborating specific strategies for specific situations, contexts and subjects, selecting and integrating the appropriate means to its ends.

Davini, (2013), teachers must not only actively develop their teaching strategies, but they do so in accordance with their personal styles or approaches, that is, their own characteristics, their choices and their ways of seeing the world. In this way, some teachers feel more comfortable with the participation of the students in the process of teaching and learning, others feel more secure when they exercise greater control of performance and plan their activities in detail, while others have manifest difficulties for a certain type. of tasks such as making verbal expositions or dialog with others, among other varied styles.

### **EFL (English as a foreign language)**

When the student is in a country where English is not the official or secondary language, so he will learn this language as a Foreign Language. (Forst, 2017)

It is important to consider that learning is not a passive phenomenon, but that students should be encouraged to participate actively in the teaching process, building knowledge through experience, so the methodology to be used must build a base of information that is received, related to previous knowledge, so that students use the knowledge they have to understand new ones.

### **PROJECT-BASED LEARNING (PBL)**

The methodology of PBL consists of the development of a project of great amplitude, on the part of the students. Through it, they seek solutions to real problems through the posing of new questions, debating ideas, collecting and analyzing data, reflecting on their learning process, drawing conclusions, communicating their ideas, creating products and sharing their learning with an audience real. (Larmen, 2015)

Project-based learning is a teaching approach that engages students in sustained and collaborative real-world research. The projects are organized around a driving question, and students participate in a variety of tasks that seek to address this question in a meaningful way. (Pérez, 2014)

According to Pérez, (2014) in the model of project-based learning is the essence of problem teaching, showing the student the way to obtain the concepts. The contradictions that arise and the ways to solve them, contribute to this object of pedagogical influences becoming an active subject. This learning model requires that the teacher be a creator, a guide, that encourages students to learn, to discover and feel satisfied by accumulated knowledge, which can be achieved if correctly applied project-based teaching.

### **Characteristics**

Stivers (2010) argues project-based learning varies from classroom, but it is often characterized by the following procedures: 1. Organized around a problem or challenge without a predetermined solution. 2. Creates a need to know of essential content and skills. 3. Students design the process for reaching a solution. 4. requires critical thinking, problem solving, collaboration, and various forms of communication. 5. Provides the opportunity for students to examine the task from different perspective using variety of resources, separate relevant from irrelevant information, and manage the information they gather. 6. Students regularly reflect on what they are doing. 7. A final product is produced and is evaluated for

quality. 8. The classroom has an atmosphere that tolerates error and change. 9. The teacher takes on the role of a facilitator rather than leader. According to (Bert, 2013), the characteristics of the PBL are:

### **Meaningful content**

The teacher must plan a project for his students, which focuses on the most relevant contents derived from the standards (curricular bases). The theme of the project must also be meaningful for the lives of its students, and their interests.

### **Know How / Know How**

The teacher activates the curiosity of the students for the project, starting with a milestone that starts the investigation. It can be a video, a guest to the class, a field trip, a lively debate, among others.

### **Guiding / driving question**

The teacher introduces the theme (problem / challenge that the project seeks to answer) and an initial brainstorming to answer it, the students with the teacher create a guiding question that captures the heart of the project, and that gives them a challenge.

### **Voice and vote**

The teacher explains the requirements of the project, establishing the standard of the products to be generated (with real-life examples that students will be making) and how they will be evaluated.

### **21st century skills**

The students choose the product to be generated by the group, how they will design, create and present it. The students are organized in groups to fulfill this purpose.

### **Research and Innovation**

Students investigate on the theme of their projects to answer the guiding question. This does not mean reading about the topic and then transcribing it, but the students raise their own questions about the topic to be investigated, then they test their ideas, to finally sketch their own conclusions.

### **Evaluation and review**

While researching and developing their products, different groups of students review and feedback their work, making use of rubrics and exemplary models. The teacher reviews the students' research notes, their drafts and plans, and meets with the groups to monitor their progress.

### **Public presentation**

The students present their project in front of an audience. For the presentation, representatives, other teachers and members of the school community are invited. Students answer questions in public, reflect on how they completed the project, and what they gained in terms of content and skills.

### **Benefits of Project Based Learning (PBL)**

Larmer, (2015) says that project based learning is a powerful teaching method that does the following : 1. Motivates students. 2. Prepares students for college, careers, and citizenship. 3.Helps students meet standards and do well on tests that ask students to demonstrate in-depth knowledge and thinking skills. 4. Allows teachers to teach in a more satisfying way. 5. Provides schools and districts with new ways to communicate and to connect with parents, communities, and the wider world. According to Solar, (2018) the main benefits of Project Based Learning (PBL) are:

### **Motivation**

Students who learn with the PBL methodology increase their motivation and commitment to their own learning.

### **Greater learning and development of cognitive skills**

The PBL methodology allows students to acquire deeper learning, which is retained for a longer period of time and which translates into gains in students' overall academic achievement.

### **Development of socio-emotional skills**

Students, through project work, develop socio-emotional skills, such as self-confidence, autonomy and collaboration with their peers



### **Promotes the protagonism of the student**

The work with the didactics of the projects puts students at the center of the learning process, since it is they who take the responsibility to learn, through their active participation in the development of a project.

### **The Nature of Project-Based Learning**

Markham (2011) defines “Project-based learning integrate learning and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. ”While according to Ferrara (2012) “Project- based learning is a systemic teaching method that engages students in learning essential knowledge and skills through an extended, students influenced inquiry process structured around complex, authentic questions and carefully designed tasks and products. ”According to the definitions above, it can be concluded that project-based learning is a systematic learning method that gives opportunity to students to do project as a medium to achieve learning goals. The Characteristic of Project-Based Learning Stivers (2010) argues project-based learning varies from classroom, but it is often characterized by the following procedures :1. Organized around a problem or challenge without a predetermined solution. 2.Creates a need to know of essential content and skills.3. Students design the process for reaching a solution. 4.Requires critical thinking, problem solving, collaboration, and various forms of communication. 5. Provides the opportunity for students to examine the task from differentperspective using variety of resources, separate relevant form irrelevant information, and manage the information they gather. 6. Students regularly reflect on what they are doing. 7.A final product is produced and is evaluated for quality. 8.The classroom has an atmosphere that tolerates error and change. 9.The teacher takes on the role of a facilitator rather than leader.

### **Why Project-Based Learning?**

Research on PBL supports an increase in student engagement and achievement, and helps students develop the 21st-century skills they need to succeed in their future careers.

### **Here are 3 reasons to incorporate PBL into the curriculum:**

- PBL is a multidisciplinary pedagogical approach that provides meaningful learning opportunities. While project-based learning can certainly be content-specific, it also provides a vehicle for integrating multiple subjects. PBL encourages students to

make meaningful connections across content areas, rather than thinking about each subject area in isolation.

- PBL helps build 21st-century skills students need to succeed. Students must be prepared to meet the demands of a global society. Project-based learning supports 21st-century student learning outcomes. Students learning in a PBL setting are often more engaged in the learning process and develop a deeper understanding of the content and skills required for college, work, and life beyond school. PBL helps build 21st-century skills students need to succeed and develops students' capacity for critical thinking, communication, collaboration, and creativity, also known as the Four Cs of 21st-century learning. PBL integrates the "Four C's" into classroom teaching and learning across a variety of grade levels and disciplines.
- PBL provides opportunities to engage students in real-world learning. PBL is a great opportunity to engage students in authentic projects and/or performance tasks tied to real-world careers and experiences. Real-world tasks give students a deeper understanding of concepts through relevant and authentic learning experiences.

## **Implementation**

### **Steps for the implementation of an activity in Project-Based Learning:**

(Galeana, 2015) mentions the following:

#### **Start**

- Define the topic. Share the information about the process of the previous section. Facilitate a discussion of this with the whole class.
- Establish programs, partial goals and evaluation methods.
- Identify resources.
- Identify prerequisites.
- Schedule a class to discuss:
  - o How to define and develop a complex project?
  - o How is it going to obtain, in order to carry out the project, the new knowledge that the students will need about the subject?
  - o How are new and necessary knowledge or skills to be acquired in ICT?
- Establish the objectives of the project.
- Form the teams.
- Discuss the frequency and location of meetings.

### **Initial activities of the teams**

- Preliminary planning. To share knowledge on the subject and suggest possible projects for the team.
- Establish tentatively how specific the project should be. Deepen knowledge. Specify tentatively the work plan. Divide the project into components and assign responsibilities.
- Feedback from the teacher. This is a key partial goal.
- Review the plan based on feedback.

### **Implementation of the project**

- Make sure that students complete the tasks and partial goals one by one. The work plan should divide the project into a sequence of tasks, each with its programming and goal.
- With the teacher's approval, teams must continuously adjust the definition of the project.
- The members of the teams take part in collaborative learning and cooperative problem solving.
- Carry out a self-evaluation and a mutual evaluation between the members of the teams. The teacher also evaluates and gives feedback.
- Progress towards completion. A project has as a final result a product, a presentation or an interpretation directed to a specific audience.
- If necessary, repeat the steps in this section until all partial goals have been reached.

### **Conclusion from the students' perspective**

- Final revision. Complete the project and polish the final product, presentation or interpretation.
- Final evaluation. The finished work is presented in the agreed form. In general, the whole class participates and together with the teacher, offers constructive feedback.
- Closing. Individuals and teams analyze their products, presentations or final interpretations, based on the feedback received.

### **Conclusion by the teacher**

- Prepare the closing. Facilitate a discussion and general evaluation of the project in the class.
- Make a record of the notes. Reflect on the project: about what worked well and what needs to be improved for the next time students use it in a class.

### **Learning style**

Clavero, (2015), although individuals have a style or more than one learning style, they recognize the flexibility and the possibilities of being able to change or readjust the style for the achievement of a more efficient learning.

Clavero, (2015), the learning style are cognitive, affective and physiological traits that serve as relatively stable indicators of how students perceive interactions and respond to their learning environments.

Learning styles can be copied, that is, imitated from one person to another as long as the pattern is positive. The student can even use combinations of styles and over the years, according to their interests and possibilities, a particular style will be consolidated, which is nothing more than the sum of previous experiences regarding the confrontation with the Clavero knowledge, (2015 ).

### **Collaborative learning**

DIIE, (2014), collaborative learning is a didactic technique that promotes student-centered learning by basing work in small groups, where students with different skill levels use a variety of learning activities to improve their understanding of a subject . Each member of the working group is responsible not only for their learning, but also for helping their classmates to learn, creating an atmosphere of achievement.

### **Cooperative learning**

Pliego, (2015), cooperative learning is the didactic use of small teams of students, generally of heterogeneous composition in performance and capacity, although occasionally they can be more homogeneous, using a structure of the activity such that equal participation is ensured so that all team members have the same opportunities to participate and maximize the simultaneous interaction between them.

### **Strategies for PBL**

Herrera, (2016), instead of teaching the standards, students are taught to apply the standards. To achieve this, it is not necessary to have a classroom full of computers and the latest in the market. The use of technology does not necessarily make a class task more authentic: authenticity is linked to the objectives and content of the activity developed by the teacher.

It should be focused on separating the student from the traditional thinking box and directing him to think creatively to look for solutions to problems in contexts that are authentic.

## **Types of Evaluation**

### **Checklist**

Bocalett, (2011), consists of a list of criteria or aspects that make up indicators of achievement that allow establishing their presence or absence in the learning achieved by the students.

### **Rubric**

Bocalett, (2011), the rubric is an evaluation instrument in which the criteria and levels of achievement are established through the provision of scales to determine the quality of execution of students in specific tasks or products they perform. It allows teachers to obtain an approximate measure of both the product and the process of student execution in these tasks. There are two types of rubric: global or holistic and analytical

## **Project-Based Learning avoids traditional classroom**

When it comes to prepare the next generation for the future, then education becomes the primary concern. Traditional learning in classroom-based education is being challenged by the ever increasing complexity in our lives and societies. Researches in the leaning methods have opened new vistas in Project-Based Learning. The fast emerging method is catching the attention of the educationist and policy makers to introduce this in their education systems.

Project-based learning focuses on developing critical thinking and problem solving skills in the students. Its inquiry-based method of learning to solve the problems given as projects to the students is a style of active learning. In short, we can say “Project-Based Learning integrates knowing and doing” when student apply what they know to solve authentic problems with intentions to produce results that matter.

A project has scope of work, resource, and planning activity to execute and manage resourceσ to get the desired results. In the present world of full of ever increasing complexity, project-based learning is preparing students to solve the real world problems.

Here are 12 reasons why you as teachers, guides, educators, educationists, or students should go for project-based learning.

### **1. Scope Of Work**

The first and foremost reason to go for project-based learning is that it enables educators, teachers, and students to learn and adopt structures around projects rather than having lecture-based learning and reading-writing assignments of the traditional classed room learning. Students learn to comprehend the entire scope of the project and put the execution into a structure under guidance of their teachers or supervisors.

### **2. Real World Problem Simulation**

Project-based learning focuses on enabling student to face real world situations simulated in the forms of the projects. Students learn while doing what they know and develop new learning around hobbies, passions, and careers. They often develop new hobbies, passions, and liking for new careers.

### **3. Improves The Interpersonal Skills Of A Student**

It greatly impacts the development of interpersonal skills of the students. Projects given often are more complex than in the assignments given in the traditional classroom-based learning. Students need to structure their efforts in organizing their survey required for the projects, analyze the survey results, and prepare reports to reach markets and collaborates with sponsors of the projects. In the entire approach or different stages of the project they improve their communication skills to collaborate with various stakeholders.

### **4. Concept And Creativity Development**

Project-based learning develops greater depth of understanding the concepts than in traditional classroom-based learning and results in improved levels of student's creativity. Real world situations given in the project are more capable to draw students' attention and capture their interest to provoke the needed level of thinking to apply new knowledge in a problem solving context.

### **5. Determines The Actual Knowledge**

Project-based learning determines in depth knowledge and experience of the students and sometimes of teachers in comparison to the fixed length of learning experience of traditional

classroom-based learning. In project-based learning student develop their skills and knowledge while classed-based learning has shorter span of memorizing based experience derived from a rote approach.

#### **6. Choice Of Selecting Real World Problems**

Another great reason to go for project-based learning is that projects are chosen by the students or assigned by the teachers according to the students' interest. Students are presented to have choice based on their interest in selecting a real world problem presented in the project. Interest-based selection of projects gives student unique ways of solving different problems which are diverse even in the same class, where as traditional classroom-based learning has question/answer-based essays and exam writing, including assignments given to all students of the class.

#### **7. New Style Assessment Of Students' Skills**

Teachers are able to assess students' capabilities to observe, survey, and investigate, then allocate the projects determining the activities and events based on their interest. Students find themselves capable of honing their observation and analyzing skills. Teachers can directly assess the development of these skills among their students when they perform activities of the project work.

#### **8. Visits To Field-Sites Of Real World Problems**

A significant feature of project-based learning is field-site visits by the students, teachers, and other involved researchers and educationists as needed in the project executions which open new ways of learning and collaborating with stakeholders and new people.

#### **9. Direct Demonstration Of The Capability**

Teachers get greater opportunity to assess their students' capabilities demonstrated in the performing activities and events organized in the projects than the essays and exams of the traditional classroom learning based on rote learning and memorization to write what teachers have taught as their fixed and pre-determination of the topic or subject.

#### **10. Technology Inclusion**

Project-based learning is an effective way of including technology in the learning laboratories of the education system. Projects selected by students according to their interest

are now likely to involve computers and the internet, as well as interactive whiteboards, GPS devices, and cameras.

### **11. Tracking Of Progress**

In project-based learning teachers and students both can track their activities involved in the project given to the student to solve real world problems. In traditional classroom-based learning this is ever missing, as not required or non-existing mechanism in the structure.

### **12. End-To-End Problem-Solving Skills**

In project-based learning students undergo various stages of problem solving through structure of the project which include various stages like project scoping, work planning, activity performing and tracking, managing uncertainties presented during problem solving activities of the project, presentation of the project, and closure. Students have opportunities to develop skills of observation, survey, research, reporting, presentation, communication, and collaboration with people involved, team building, and leadership in the end-to-end problem solving approach of project-based learning.

### **Final Word**

Giving a project to students is better nowadays, rather than making them sit in a class and speaking it all out for them. This makes the children go out on their own and learn on their own, giving them a better understanding of the topic. This way, students will learn to take up an initiative on their own and know more on their chosen topics. Gaining knowledge should be fun and interesting, where children should engage themselves in a world of facts.

#### **2.4.1.2 Dependent Variable Theoretical Support.**

### **COMMUNICATIVE COMPETENCE**

Communicative competence is the most general term for the communicative capacity of a person, a capacity that encompasses both the knowledge of the language and the ability to use it. The acquisition of such competence is mediated by social experience, needs and motivations, and action, which is at the same time a renewed source of motivations, needs and experiences (Rincon, 2014).



The Communicative competence requires not only the ability to manage a language but also knowing how to situate oneself in the communicative context of each specific community, in its diverse social, cultural and ideological formations (Rincon, 2014).

Communicative competence manifests itself in primary communication systems as well as in secondary systems: Primary systems are those of daily communication. They serve for the necessary communicative exchange in the performance of all the roles that life in society implies: a telephone call, a letter, a memorandum, a poster, a radio newscast, etc; the secondary systems are more elaborate and complex. They require more cognitive capacity of the real speaker-listener in their work of coding and decoding texts, since these communications take place in areas of more cultural elaboration (Rincon, 2014).

### **BASIC LANGUAGE SKILLS**

The language skills or abilities are the ways in which the use of the language is activated. According to Aware, (2017) the role that the individual plays in communication, as a sender or receiver; and according to the method of language transmission, oral or written, four communication skills have been established:

Listening comprehension: listening and understanding communication, giving meaning to what is heard, attending to the intentionality, the feelings of the speaker and the ideas that underlie his speech.

Oral expression: speaking, giving coherence and meaning to the speech, beyond the emission of sounds or words. It consists of transmitting our own ideas and feelings in a coherent and orderly manner, so that our interlocutor understands us.

Reading comprehension: reading, understanding what is read, not only decoding words without more, but accessing their meaning to make sense of what is being read. It is of great importance because through reading learning is developed in other areas of knowledge, as it allows to know and reflect on new ideas.

Written expression: production of written language through which, not only do we limit ourselves to scribbling, but we also expose our thoughts, organizing their content.

## **PRODUCTIVE SKILLS**

Productive skills in the context of English language teaching are those skills that require the student to produce something. Consequently, productive skills are speaking and writing rather than listening and reading, which are considered receptive skills. (Teflpedia, 2012)

According to Sheth, (2016) when a person begins to learn a foreign language, surely and subconsciously he is exposed to both categories of linguistic ability. productive skills, also called active skills, mean the transmission of information that a user of the language produces orally or in writing, would not exist without the support of receptive skills or passive skills, such as listening and reading, it symbolizes a springboard for the implementation Active grammatical structures, lists of passive vocabulary, audible and repeated sounds of a foreign language.

This theoretical background applies to any language studied. This should also show that both types of abilities are inseparable and one cannot exist without the other. When learning a foreign language, receptive skills usually come first and must be followed by the practical application of productive ones. If a learning process lacks one of them, the final result will not be complete. (Sheth, 2016)

## **THE WRITING SKILL**

Writing skill is an important part of communication. Good writing skills allow people to communicate their message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. People might be called upon to write a report, plan or strategy at work; write a grant application or press release within a volunteering role; or may fancy communicating their ideas online via a blog. And, of course, a well written CV or résumé with no spelling or grammatical mistakes is essential if people want a new job. (Skills you need). (El-Awady, 2015)

### **Features of academic writing**

The same author mentions that academic writing in English is linear, which means it has one central point or theme with every part contributing to the main line of argument, without digressions or repetitions. Its objective is to inform rather than entertain. As well as this it is

in the standard written form of the language. There are eight main features of academic writing that are often discussed. Academic writing is to some extent: complex, formal, objective, explicit, hedged, and responsible. It uses language precisely and accurately.

### **Complexity**

Written language is relatively more complex than spoken language. Written language has longer words, it is lexically denser and it has a more varied vocabulary. It uses more noun-based phrases than verb-based phrases. Written texts are shorter and the language has more grammatical complexity, including more subordinate clauses and more passives.

### **Formality**

Academic writing is relatively formal. In general this means that in an essay people should avoid colloquial words and expressions.

### **Precision**

In academic writing, facts and figures are given precisely.

### **Objectivity**

Written language is in general objective rather than personal. It therefore has fewer words that refer to the writer or the reader. This means that the main emphasis should be on the information that students want to give and the arguments they want to make. For that reason, academic writing tends to use nouns (and adjectives), rather than verbs (and adverbs).

### **Explicitness**

Academic writing is explicit about the relationships in the text. Furthermore, it is the responsibility of the writer in English to make it clear to the reader how the various parts of the text are related. These connections can be made explicit by the use of different signaling words.

### **Accuracy**

Academic writing uses vocabulary accurately. Most subjects have words with narrow specific meanings. Linguistics distinguishes clearly between "phonetics" and "phonemics"; general English does not.

## **Hedging**

In any kind of academic writing students do, it is necessary to make decisions about their stance on a particular subject, or the strength of the claims they are making. Different subjects prefer to do this in different ways.

A technique common in certain kinds of academic writing is known by linguists as a 'hedge'.

## **Responsibility**

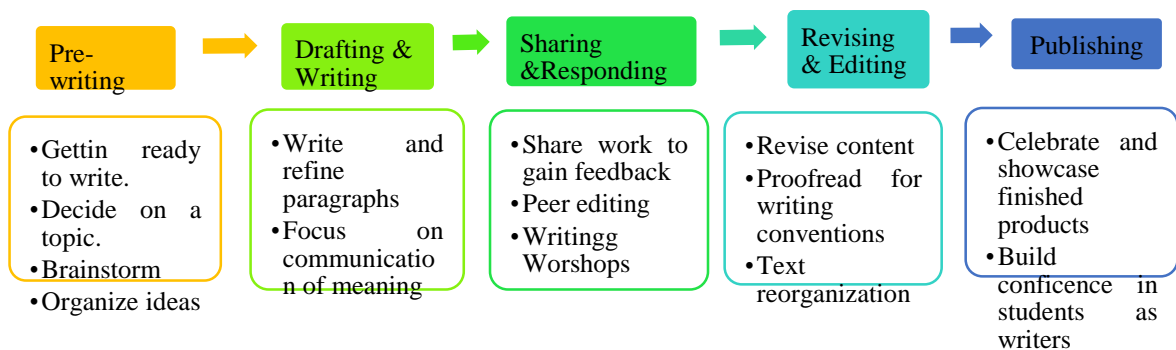
In academic writing students must be responsible for, and must be able to provide evidence and justification for, any claims they make. Students are also responsible for demonstrating an understanding of any source texts they use. (UEFAP, 2010)

## **The writing process**

The Writing Process Today Writing instruction began to change throughout the United States as teachers found more holistic approaches to teaching writing. Responding to the need for innovative instruction and pedagogies, the last two decades saw an emergence of new practices that moved beyond rote repetition and technical instruction. Instead, writing was taught as a vehicle for creative expression and critical thought. (Hawthorne, 2016)

The same author mentions that rather than focusing on spelling, grammar, and other writing conventions, the holistic process emphasizes the actual process of writing. It concentrates on writing as a recursive process in which writers have the opportunity to plan, draft, edit, and revise their work. The writer is taught to review and revise several drafts, which enables and encourages new ideas. Grammatical changes and conventional editing occur during the revision or editing stage. Furthermore, since grammar and conventions are not the focus of writing, the writing process may be adapted for use even with young writers in kindergarten.

Writing is a uniquely individual undertaking and the same individual may use different methods to express him or herself. Characteristically, the writing process approach recognizes that there are many stages to writing and that these stages are fluid and overlapping (Hawthorne, 2016). However, researchers and educators have identified several logical steps that most writers go through, displayed in the figure below.



**Graph No. 6** The Writing Process Report

**Source:** The Writing Process. An Overview of Research on Teaching Writing as a Process

**Made by:** Acosta, L. (2018)

**Pre-writing**

Pre-writing, or planning out what is going to be written, is an essential step in the writing process and should account for 70 percent of the writing time (Murray, 1982). Research indicates that skilled writers spend significantly more time organizing and planning what they are going to write (Hillocks, 1986). Most students, however, spend on average only about 3 minutes to prepare for their writing (National Center for Educational Statistics, 1996). Students spend little time thinking and planning how to express their thoughts before writing them down and therefore are not accessing information and ideas that could possibly enhance their writing.

**Drafting and writing**

The second step of the writing process involves drafting. During drafting, the writer puts his ideas into complete thoughts, such as sentences and paragraphs. The writer organizes his ideas in a way that allows the reader to understand his message. He does this by focusing on which ideas or topics to include in the piece of writing. During drafting, the writer will compose an introduction to the piece and develop a conclusion for the material. At the end of this step of the writing process, the author will have completed a “rough draft.” ng and writing

### **Sharing and responding**

In the not-too-distant past, teachers responded only after the writing was “done.” They “marked” the papers, often focusing only on errors, provided a grade, and went on to the next assignment. It is true that students should be expected and helped to edit their writing, but response should focus on more than error, and the purpose in responding to a student’s writing is not solely to identify all the errors or problems. More often today, teachers provide response during the writing process—at any time: planning, drafting, revising, editing, publishing, and reflecting. Response does not have to occur in a formal conference setting; it can occur casually as the teacher looks over a student’s shoulder or in an informal conversation held just before the start of class. Responses do not have to be long, either. In fact, sometimes an extended conference with a student can overload the student’s circuits such that the student does not understand what to do or how to progress.

### **Revising and editing**

While revising focuses mainly on making your content clear for readers, editing focuses on making texts meet the conventions of standard written English. During the editing stage, check the following:

- Grammar
- Sentence structure
- Word choice
- Punctuation
- Capitalization
- Spelling
- Register and format

### **Publishing**

Writing is communication if students have written something, they must have intended for someone to read it, even if that person is only themselves. When they publish a document, they are releasing it to the public for others to read. Not all of the writing has to be taken through the publishing stage, but even turning a paper in to the teacher constitutes “publishing.”

### **Writing Sub skills**

Sub-skills 3.2.1 Creative Skill Creativity also relates to attitudes. A teacher with an open attitude, who formulates questions, who values unusual responses, and who plans different

approaches to similar problems can do a lot to promote creativity. There is a need to prepare teachers for promoting creativity in their classrooms, not only in their initial teacher training, but in continuous professional development. The importance of training teachers for developing creativity is a key competence. Creativity as an ability that can be nurtured and developed, involves that teachers and students have to become more aware of the necessary factors, to increase their creative potential, and school and training institutions have to promote these factors. The main challenge, thus, is to create an environment where factors conducive to creativity are nurtured. Creative skill of knowing how to teach is a must for every teacher and is the key to acquiring new skills and sharpening the ability to think through problems. Teach smarter-not harder. A secondary benefit of learning how to teach is that it empowers the teachers' ability to develop a measurable task repeatedly.

### **Critical Thinking Skill**

Critical thinking clarifies goals, examines assumptions, discerns hidden values, evaluates evidence, accomplishes actions and assesses conclusions. Critical thinking can occur whenever one judges, decides or solves a problem in general, whenever one must figure out what to believe or what to do, and to do so in a reasonable one reflective way. The list of core critical thinking skill includes observation, interpretation, analysis, inference, evaluation, explanation and metacognition. Critical thinking skill is considered important in the academic field because it enables one to analyses, evaluate, explain and restructure their thinking, thereby decreasing the risk of adopting, acting on or thinking with a false belief. There are some advantages for teachers who have critical thinking skill. First, critically thinking mind can find the best solutions to the unexpected problems through evaluating the advantages and disadvantages of the situation. Second, they can think without biases and prejudices so they can give reasonable decisions. Third, they question, search, ask for and give reasons, judge and evaluate.

### **Decision making skill**

Decision making skill is important for the teacher in preparation for teaching or lesson planning. Decision making and problem solving skill are closely linked and each requires creativity in identifying and developing options, for which the brainstorming technique is particularly useful. Good decision-making requires a mixture of skills, creative development and identification of option clarity of judgment, firmness of decision and effective implementation. In decision making process, the following steps should be followed:

1. Define and clarify the issue- does it warrant action? If so, now? Is the matter urgent, important or both.
2. Gather all facts and understand their causes.
3. Think about or brainstorm possible options and solutions.
4. Consider and compare the pros and cons of each options –consult is necessary – it probably will be.
5. Select the best options - avoid vagueness or foot in both camps - compromise.
6. Explain your decisions to those involved and affected, and follow up to ensure proper and effective implementation.

### **Problem Solving Skills**

Problem solving is a mental process and is part of the larger problem process that includes problem finding and problem shaping. Considered the most complex of all intellectual functions, problem solving has been defined as higher-order cognitive process that requires the modulation and control of more routine or fundamental skills. Problem solving occurs when an organism or an artificial intelligence system needs to move from a given state to a desired goal state. There are many different ways to solve a problem, however all ways involve a series of steps.

### **Self-study Skill**

There are three method of seeking education. They are formal education, informal education and self-education or self-directed educations. Being a teacher, one has to deal with these education, especially self-education. Self-education can be also known as self-study skill or autodidactic. Autodidactic means learning on your own or by yourself and an autodidact is a person who teach him or herself something.

### **Synthesis and Analytical Skills**

Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationship between parts and recognition of the organizational principles involved. Make inferences and find evidence to support generalizations (Bloom,1956).

Analytical skill is the ability to visualize, articulate, and solve complex problems and concepts, and make decisions that make sense based on available information. Such skills



include demonstration of the ability to apply logical thinking to gathering and analyzing information, designing and testing solutions to problems, and formulating plans. Synthesis involves putting small parts together to create a whole. This is really a common-sense definition of the word. In normal language, when we put together a whole series of skills, we say we are synthesizing those skills. Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information) (Bloom, 1956).

### **Writing and Young Learners**

Writing can be an engaging, interesting and inspiring activity for young learners. Children are active learners and thinkers (Piaget 1965), learn through social interaction (Vygotsky 1978) and learn effectively through scaffolding by others (Maybin et al 1992), who can be adults or peers. Collaborative and well-planned writing tasks encourage the context for all of these characteristics to be fully exploited in the young learner classroom.

### **Why the need to develop writing skills with young learners?**

Writing tends to be somewhat neglected in the classroom, but it is an essential part of language development. Good writing skills are based on good reading skills, you need to recognize words in order to write and use them comprehensibly (Linse 2005).

- Many young learners will not have fully developed their own L1 writing skills, and these strategies may not necessarily transfer to writing in English.
- Writing allows young learners to practice new vocabulary and structures.
- It allows for a high degree of personalization and creativity.
- It provides young learners to take risks and try out new language, with more “thinking time.”
- Writing skills equip young learners with a solid base for future development and learning.
- A focus on writing tasks in the classroom creates variety and caters for different learning styles
- Teachers can diagnose learners’ strengths and areas to develop in terms of vocabulary, structure, spelling etc.
- Focusing on this area can inspire the joy of writing from an early age.

## **Theories to consider**

Much of the theory behind L2 writing is based on research into the development of L1 writing skills. Two main approaches have emerged out of this research: writing as a process and as a product.

Writing as a process involves:

- Thought-showering or ‘brainstorming’ notes, ideas, words and phrases about a topic
- Categorizing and ordering the ideas according to the task requirements
- Writing a first draft
- Revising the first draft by improving content and accuracy
- Implementing the improvements in the re-written text

## **Writing as a product**

The end goal is an authentic task e.g. writing to inform, to thank etc. Success is gauged by the accuracy of the content and accuracy of the text.

Accuracy focuses on:

- Grammar and Vocabulary
- Spelling and punctuation
- Legibility and appropriate genre conventions

Content focuses on:

- Conveying information successfully to the reader
- Providing enough detailed information
- Logically ordering ideas
- Using appropriate register
- Originality of ideas

## **Considerations for classroom writing**

Here are some ‘top tips’ for encouraging more engaging writing tasks for young learners. Think about how you can employ these with your own young learner groups and try them out!

- Encourage collaboration between young learners and provide opportunities during thought-showering, making notes, planning, revising etc.
- Provide visuals, or ask the learners to draw their own pictures to provide the content for the tasks

- Topics should be engaging for your young learners e.g. relatable and intrinsically motivating. Write about what they know e.g. games, friends, favorite activities etc.
- Look at writing tasks from a different perspective e.g. rather than writing about their daily routine, they could write about their pet's daily routine, their pet's favorite activities, food etc.
- Let young learners choose their own characters to write about
- Set challenging but achievable tasks
- Have extension activities available for fast finishers
- Encourage pride in the presentation of their writing e.g. young learners can draw, annotate etc.
- Respond to written ideas, not just language
- Mark positively and give feedback on areas of content as well as language. Encourage learners to value writing.
- Give clear and simple criteria and encourage self/peer correction of written tasks. Using a range of smileys can encourage young learners to record how they feel about different writing tasks.
- After pair/group work, make time to share writing as a class e.g. read out good examples of writing (but don't name names!).
- Include presentation of learners' work. This depends on the task type, but work could be compiled into a short books, displayed in the classroom, school message boards etc. Young learners get a motivational 'boost' by seeing their written work 'on view.'

## **The five Threads for EGB Y BGU**

### **Curriculum topic 1: Communication and cultural awareness**

The thread of communication and cultural awareness seeks to cultivate in students the skills they need to study their world, understand the past and present social dimensions of life, fulfill their civic responsibility to respect and celebrate differences and obtain perspectives, as well as questions , their own cultural practices (MINEDUC, 2017).

### **Curricular Thread 2: Oral communication**

Although students may not be receptive to language analysis through grammar and structure, using it in real contexts and for real communication purposes. They will develop a level of precision that cannot be taught directly (MINEDUC, 2017).

### **Curricular Thread 3: reading**

MINEDUC, (2017), reading involves a variety of skills. As Grellet (1981) points out, some of these skills, but not all of them, are: deduce the meaning of new words using context clues, understanding explicit information and what is implicit, interpreting the text, extracting highlights and using them to form new ones Conclusions or deductions, infer by using syntactic and logical clues and using basic reference skills (pp. 4-5). Consequently, we can see that the reading class involves the application of a variety of reading strategies to improve comprehension.

### **Curricular Thread 4: Writing**

MINEDUC, (2017), writing is a complex intellectual task that involves different languages and cognitive skills, everything from punctuation and mechanics to grammar and choice of words. Writing well also means mastering organizational skills and having enough experience, information on a subject to write about something.

### **Curriculum Thread 5: Language through the arts**

Using the arts as a means to deepen language can be achieved by having students respond creatively to a piece of literature or music. They can formulate their response in a dramatization, song, image or poem. The options are practically endless and only limited by the creativity and initiative of the students. Stories too provide a starting point from which students can experience and enjoy language MINEDUC, (2017).

## **2.5 Hypothesis.**

H1: Project-Based Learning empowers the Writing skill development.

## **2.6 Identification of Variables.**

**Independent Variable:** Project-Based Learning

**Dependent Variable:** The Writing skill development

## CHAPTER III

### METHODOLOGY

#### **3.1. Research Approach.**

The research topic took place at "César Augusto Chávez" High school to students of First year of baccalaureate, twenty students belong to the experimental group and the other sixteen students to the control group; in the city of Ambato, province of Tungurahua. The present investigation focused on quantitative and qualitative approach.

Qualitative approach because it looked for the understanding of social phenomena oriented to the formation of hypotheses. (Naranjo, Herrera, & Medina, 2010). Moreover, because it sought to know the methodological characteristics that prevent students from writing correctly in another language.

Quantitative approach because it looked for the causes of the facts that it studied with a controlled measurement oriented to the verification of replicable hypothesis inferences. (Naranjo, Herrera, & Medina, 2010). In addition, because it allowed to analyze the data statistically for testing the hypothesis. It was a logical hypothesis because the study of variables was compared and verified the hypothesis using the  $X^2$  test of the results obtained in the data collection.

#### **3.2 Basic Research Modality.**

In this research, the basic research modality was: bibliographic or documentary research, and field research.

### **3.2.1 Bibliographic Documentary Research.**

Bibliographic or documentary because it helped to know, expand, analyze and deepen the different theories, conceptualizations and criteria of several authors on project-based learning and the writing skill development from books, magazines, documentaries, publications, websites, newspapers, government statistical publications, photographs and computer files.

### **3.2.2 Field Research.**

It According to the author Fidiás, G. (2006), defines: "Field research is one that is part of the collection of all directly Investigated, or of the reality where the events occur (primary data), without manipulate or control variables, that is, the researcher obtains the Information but does not alter the existing conditions. From there your carates of non-experimental research

According to the previous statement, this research was studied in the same scene and worked directly with the people involved in the place of events such as César Augusto Salazar Chavez High School

## **3.3. Level of Research.**

### **3.3.1 Descriptive.**

Research is descriptive when working with questions and hypotheses to compare two or more phenomena, situations or structures and classify elements and structures, behavior models, according to certain criteria. (Naranjo, Herrera, & Medina, 2010)

The present investigation was descriptive because it was possible to know the situations, customs and predominant attitudes in the methodology of teaching English through the exact description of the activities and processes related to the writing activities of the students.

### **3.3.2 Quasi experimental.**

Studies before / after: This study established a measurement prior to the intervention and a subsequent one. In addition, it could include a comparison group that did not receive the intervention and that was also evaluated before and after in order to measure other external variables that change the expected effect for reasons other than intervention. (Cardona, 2013)

The research was quasi-experimental, the techniques for gathering information in the study were standardized tests, interviews, observations, etc. to later used the pre and post tests in order to analyze the equivalence between the experimental and control groups.

### 3.4. Population and Sample

#### Population

The population to which the present investigation will be directed was the following:

**Table N°: 1 Population**

<b>Unit of Analysis</b>	<b>Population</b>
First BGU students at César Augusto Salazar Chávez High School from the afternoon section (Experimental Group)	20
First BGU students at César Augusto Salazar Chávez High School from the morning section (Control Group)	16
<b>TOTAL</b>	<b>36</b>

**Source:** direct research

**Created by:** Acosta, L. (2018)

#### Sample

In the sample of the current investigation for its reliability, the whole population was taken into account because it is a small universe, that is, 36 students.



### 3.5. Operationalization of Variables

#### 3.5.1 Operationalization of the Independent Variable

**Table No. 2** Operationalization of the Independent Variable.

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNICS INSTRUMENTS
<p><b>Project-Based Learning</b></p> <p><b>Learner-centered approach</b> involves students in the learning process actively, taking advantage of the following approaches: problem-solving, decision making, meaningful and real-world activities by developing <b>communicative skills</b> and culminate in <b>realistic products</b> about multidisciplinary themes by using authentic materials and collaborate activities.</p>	<ul style="list-style-type: none"> <li>• Learner-centered Approach</li> </ul>	<ul style="list-style-type: none"> <li>• Design</li> <li>• Problem-solving</li> <li>• Decision making</li> <li>• Meaningful real-world activities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Content</b> The writing clearly presents the information required by the task.</li> <li>• <b>Grammatical Accuracy</b> Excellent use of grammar given in the activity which makes the writing very clear.</li> <li>• <b>Vocabulary Range</b> Sufficient control of the vocabulary required by the task.</li> <li>• <b>Organization and cohesion</b> Capitals and periods are used when necessary. The message is clear, precise, and within the number of words required.</li> <li>• <b>Appropriateness of register and format</b> The expressions and the layout used make the text's register and format consistently appropriate to the task and its audience.</li> </ul>	<p>Technique: Observation</p> <p>Instrument: Pre-Test Post –test Survey Rubric</p>
	<ul style="list-style-type: none"> <li>• Communicative skills</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict-Management</li> <li>• Content-management</li> <li>• Interpersonal process</li> <li>• Nonverbal Communication</li> <li>• Verbal Communication</li> </ul>		
	<ul style="list-style-type: none"> <li>• Realistic Products</li> </ul>	<ul style="list-style-type: none"> <li>• Multidisciplinary themes</li> <li>• Authentic materials</li> </ul>		

**Source:** Bibliographic Research

**Created by:** Acosta, L. (2018)

### 3.5.2 Operationalization of the Dependent Variable

**Table N°: 3** Operationalization of the Dependent Variable

CONCEPTUALIZATION	CATEGORIES	INDICATORS	ITEMS	TECHNICS INSTRUMENTS
<p><b>Writing Skill Development</b></p> <p>A <b>communicative productive skill</b> which results of <b>steps in process</b> such as pre-writing, writing, revision, editing and publishing a product of feelings, mental ideas, critical thinking, arguments and problem-solving about how to think, develop and communicate them into <b>statements and paragraphs of symbols</b> that will be comprehensible to the <b>audience</b>.</p>	<ul style="list-style-type: none"> <li>• Communicative productive skill</li> </ul>	<ul style="list-style-type: none"> <li>• Feelings</li> <li>• Mental ideas</li> <li>• Critical thinking</li> <li>• Arguments</li> <li>• Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Content</b> The writing clearly presents the information required by the task.</li> <li>• <b>Grammatical Accuracy</b> Excellent use of grammar given in the activity which makes the writing very clear.</li> <li>• <b>Vocabulary Range</b> Sufficient control of the vocabulary required by the task.</li> <li>• <b>Organization and cohesion</b> Capitals and periods are used when necessary. The message is clear, precise, and within the number of words required.</li> <li>• <b>Appropriateness of register and format</b> The expressions and the layout used make the text’s register and format consistently appropriate to the task and its audience.</li> </ul>	<p>Technique: Observation</p> <p>Instrument: Pre-Test Post –test Survey Rubric</p>
	<ul style="list-style-type: none"> <li>• Steps in process</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-writing</li> <li>• Writing</li> <li>• Revising</li> <li>• Editing</li> <li>• Publishing</li> </ul>		
	<ul style="list-style-type: none"> <li>• Statements and paragraphs of symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• Grammar</li> <li>• Punctuation</li> <li>• Structure</li> <li>• Formal and Informal Writing Styles</li> <li>• Study Skills</li> <li>• Comprehension</li> </ul>		
	<ul style="list-style-type: none"> <li>• Audience</li> </ul>	<ul style="list-style-type: none"> <li>• On-line</li> <li>• In-situ</li> <li>• Readers</li> </ul>		

**Source:** Bibliographic Research

**Created by:** Acosta, L (2018)

### **3.6 Data Collection Plan**

The following instruments were applied by the researcher: the observation, questionnaires, pre-test and post-test, writing rubrics.

#### **Observation**

The observation technique was applied to appreciate how motivated the groups are and how they develop writing activities in class. The appreciations of these factors were significant in the way teacher include PBL activities in class and how it empowers writing skills development as well as observing the reaction of the students towards those activities. This is if learners find useful PBL activities for writing production.

#### **Survey**

A survey with five questions were applied to students in order to know their points of view about the teachers' methodology for developing writing skill. It let us to know the qualitative appreciation of how motivated the groups were when they were exposed to writing activities that teachers used in class. Therefore, a similar survey was applied to teachers to identify how much time they took to develop writing skill.

#### **Pre-test**

The pretest was designed to measure the dependent variable. That is why it was made along with the objectives and the operationalization of variables of this inquiry. It contained six topics with general instructions that allowed measuring the writing skill. Students' task was collected to be analyzed.

#### **Post-test**

The post-test was designed with very similar questions to the pretest with slight changes. It also contained six activities that allow measuring the writing skill. In this test, the students were also graded with the rubric.

Six PBL activities were specifically designed for the experimental group. These activities were collected by considering the most significant topics students are interested in. It contained clear instructions for teacher, a worksheet for students and a rubric to evaluate the writing according to the topic. This means the activities were applied after students took the post-test.

## **Rubrics**

Due to the fact that the dependent variable of this research is the Writing skill, a standardized rubric was used. It was taken from the Pearson library. It allowed measuring each students' task. Through the rubric, each participant had a grade (number) in both the pretest and posttest. This number (grade) would let to compare the results of the pre-test and post-test.

### **3.7 Process and Analysis Plan**

The collected data will be transformed following certain procedures:

- Critical review of the information collected; that is to say cleaning of defective information: contradictory, incomplete, not pertinent, etc.
- Repetition of the collection, in certain individual cases, to correct errors of interpretation and response.
- Tabulation or tables according to the nature of the question, with the help of excel.
- Statistical studies of data for presentation of results, like the previous point with excel.
- Analysis and interpretation of results.

### 3.7.1 Analysis progressing and inference.

**Table No. 4** *Data Collection*

	<b>Basic Questions</b>	<b>Rationale</b>
<b>1</b>	<b>What for?</b>	To point out the problem is real and it needs a solution.
<b>2</b>	<b>Which the Unit of Analysis will be from?</b>	Population
<b>3</b>	<b>What aspects will be it about?</b>	Independent Variable: Project-Based Learning Dependent Variable: The Writing Skill Development
<b>4</b>	<b>Who it will be developed by?</b>	Alexandra Lorena Acosta Morales
<b>5</b>	<b>Who for?</b>	20 First BGU students at “César Augusto Salazar Chavez High School” from the afternoon section (Experimental Group) 16 First BGU students at “César Augusto Salazar Chavez High School” from the morning section (Control Group)
<b>6</b>	<b>When?</b>	First quarter of the 2018-2019 school year.
<b>7</b>	<b>Where?</b>	At “César Augusto Salazar Chavez High School”
<b>8</b>	<b>How many times?</b>	Once
<b>9</b>	<b>Which data collection technique will be used?</b>	Pre and Post Tests
<b>10</b>	<b>Which instruments will be used?</b>	A Validated Questionnaire
<b>11</b>	<b>In what situation?</b>	English lessons

**Source:** Direct Research

**Created by:** Acosta, L. (2018)

## CHAPTER IV

### ANALYSIS AND INTERPRETATION

#### 4.1 Analysis of results and data interpretation.

Based on the surveys analysis, the measurement of the writing skill was developed taking into consideration the criteria in order to provide an accurate way of assessing qualitatively students and teacher. Four criteria were evaluated Always, Almost always, Sometimes, Almost never, Never.

#### 4.2.1 Questionnaire results.

##### 1. Do you do projects in the class to develop writing skill?

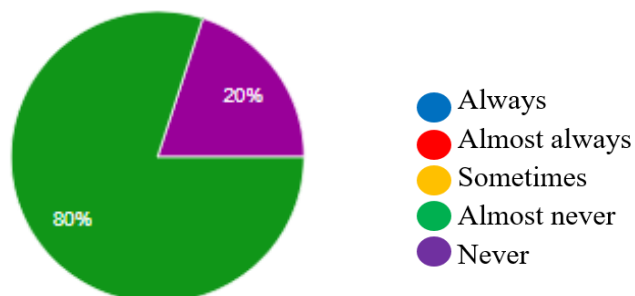
**Table N°: 5** Projects in class

Option	Frequency	Percentage
Always	0	0%
Almost always	0	0%
Sometimes	0	0%
Almost never	4	80%
Never	1	20%
<b>Total</b>	<b>5</b>	<b>100%</b>

**Source:** From teachers' survey

**Created by:** Acosta, L. (2018)

**Graph N°: 7** Projects in class



**Source:** From teachers' survey

**Created by:** Acosta, L. (2018)

**Analysis and Interpretation.** - Out of a total of 5 teachers, 80% say that they almost always do projects in the class to develop writing skills, and the other 20% of them says they never do projects in the class. These results demonstrate that virtually all the teachers survey consider that the use of different classroom resources to plan the classes is really important as a part of their planning activities.

## 2. Do you organize individual and group activities for a writing tasks?

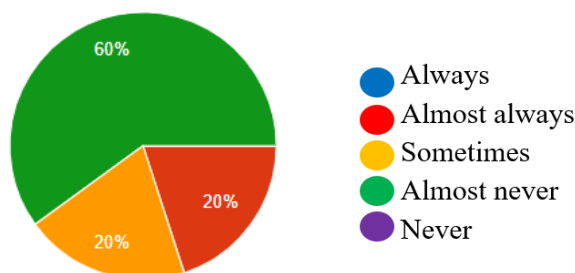
**Table N°: 6** Individual and group activities

Option	Frequency	Percentage
Always	0	0%
Almost always	1	20%
Sometimes	1	20%
Almost never	3	60%
Never	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

**Source:** From teachers' survey

**Created by:** Acosta, L. (2018)

**Graph N°: 8** Individual and group activities



**Source:** From teachers' survey

**Created by:** Acosta, L. (2018)

**Analysis and Interpretation.** – According to the data seen above, 60% of teachers state that almost never organize individual and group activities for writing tasks, 20% of them say this is almost always and 20% says sometimes. As it is clearly illustrated in the graph, most of the teachers surveyed dare to say that they almost never include in their plans this kind of activities due to the number of students per each class and the timing, which is not good because if the classes are planned with some activities to let them to participate in mingle activities they can be aware of their own mistakes.



### 3. Do you include writing activities like journals in the class to practice the writing skill?

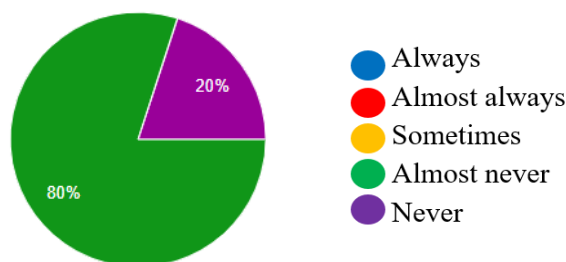
Table N°: 7 Journals

Option	Frequency	Percentage
Always	0	0%
Almost always	0	0%
Sometimes	0	0%
Almost never	4	80%
Never	1	20%
<b>Total</b>	<b>5</b>	<b>100%</b>

Source: From teachers' survey

Created by: Acosta, L. (2018)

Graph N°: 9 Journals



Source: From teachers' survey

Created by: Acosta, L. (2018)

**Analysis and Interpretation.** – Checking the data above 80% of teachers almost never include writing activities like journals in the class to practice the writing skill, which means that most of the time they are spending time on grammar and testing activities. On the other hand, 20% of them say that they never include writing activities like journals in the class to practice the writing skill. This data contributes a lot to this research because if the teacher focuses on collecting grades than developing language skills, the learning process could not be significant.

#### 4. Do you teach the process for writing activities before you assign them?

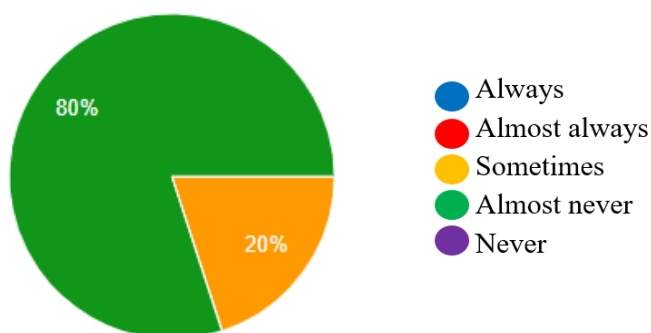
Table N°: 8 Writing process

Option	Frequency	Percentage
Always	0	0%
Almost always	0	0%
Sometimes	0	0%
Almost never	4	80%
Never	1	20%
<b>Total</b>	<b>5</b>	<b>100%</b>

Source: From teachers' survey

Created by: Acosta, L. (2018)

Graph N°: 10 Writing process



Source: From teachers' survey

Created by: Acosta, L. (2018)

**Analysis and Interpretation.** – This questions support the thesis of this project because as the graph shows above 80% of the teachers almost never teach the process for writing activities before they assign them, and 20% says never. In spite of professional training teachers could have most of them do not have the opportunities to develop every single skills in class. In spite of, teachers had an academic training in their careers. Also, teachers state that public institutions are worried about the administrative process than in how students learn and if they do it or not.

## 5. Do you focus writing activities on real life situations?

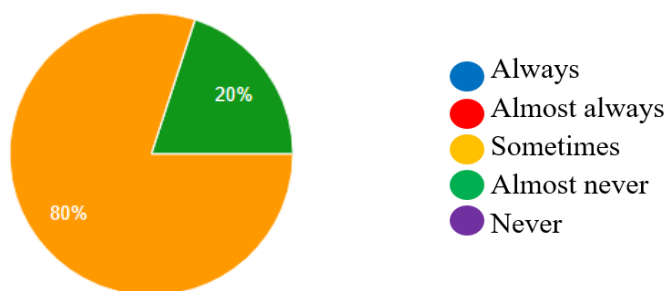
Table N°: 9 Real life situations

Option	Frequency	Percentage
Always	0	0%
Almost always	0	0%
Sometimes	4	80%
Almost never	1	20%
Never	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

Source: From teachers' survey

Created by: Acosta, L. (2018)

Graph N°:11 Real life situations



Source: From teachers' survey

Created by: Acosta, L. (2018)

**Analysis and Interpretation.** – As it can be demonstrating in the data above 80% of the teachers state that their classes sometimes focus writing activities on real life situations; 20% of them says that almost never can do. The results reflect how important real event on the learning process is because they can related the knowledge to their own experiences.

The survey was applied to students from First year BGU.

**1. Do the activities presented in the class let the students express their ideas, emotions and opinions in a writing activity?**

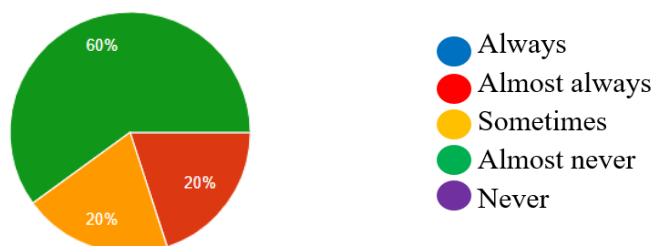
**Table N°: 10** Activities express ideas, emotions and opinions

Option	Frequency	Percentage
Always	0	0%
Almost always	7	20%
Sometimes	7	20%
Almost never	22	60%
Never	0	0%
<b>Total</b>	<b>36</b>	<b>100%</b>

**Source:** From students' survey

**Created by:** Acosta, L. (2018)

**Graph N°: 12** Activities express ideas, emotions and opinions



**Source:** From teachers' survey

**Created by:** Acosta, L. (2018)

**Analysis and Interpretation.** – An average of 60% students say that the activities presented in the class let them express their ideas, emotions and opinions in a writing activity, most of them ask for an specific topic; 20% of them says almost always and 20% sometimes. These results demonstrate that virtually most of students survey can express what they want or feel as well as feel freely to do a writing activity in a free style.

## 2. Do the activities presented in the class promote the writing skill in the class?

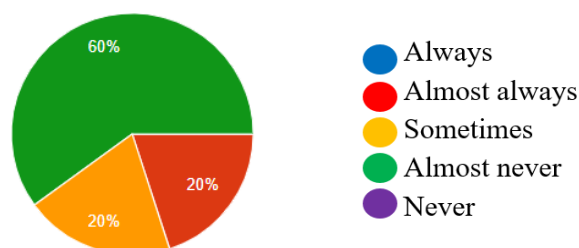
**Table N°: 11** Activities promote writing skills

Option	Frequency	Percentage
Always	0	0%
Almost always	7	20%
Sometimes	7	20%
Almost never	22	60%
Never	0	0%
<b>Total</b>	<b>36</b>	<b>100%</b>

**Source:** From teachers' survey

**Created by:** Acosta, L. (2018)

**Graph N°: 13** Activities promote writing skills



**Source:** From teachers' survey

**Created by:** Acosta, L. (2018)

**Analysis and Interpretation.** – According to the data seen above, 60% of students state that sometimes the activities presented in the class promote the writing skill, 20% of them say this is almost always, 20% sometimes. As it is clearly illustrated in the graph, more than a half of the students surveyed dare to say that they sometimes face activities to promote their writing skill, which is not good because if the classes are planned with some activities to let students face different writing tasks in class they can feel motivated to learn as well as improving it.

### 3. Do the writing activity follow a process for a writing production?

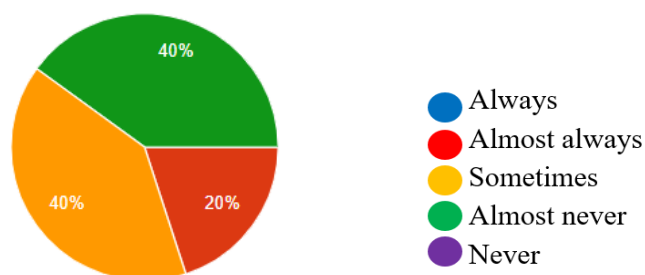
Table N°: 12 Students centered approach

Option	Frequency	Percentage
Always	0	0%
Almost always	7	20%
Sometimes	7	20%
Almost never	22	60%
Never	0	0%
<b>Total</b>	<b>36</b>	<b>100%</b>

Source: From teachers' survey

Created by: Acosta, L. (2018)

Graph N°: 14 Students centered approach



Source: From teachers' survey

Created by: Acosta, L. (2018)

**Analysis and Interpretation.** – Checking the data above 40% of students sometimes follow a process for a writing production in their classes, that result is contrasting with 40% of them that say almost never, which means that the instructions and the explanations is not clear and there is not an adequate modeling process and 20% almost always do that. This data contributes a lot to this research because if the teacher makes sure their students understand the steps to complete the writing task the process the learning process become more significant.

#### 4. Are there some patterns and formats presented in the class to construct writing texts?

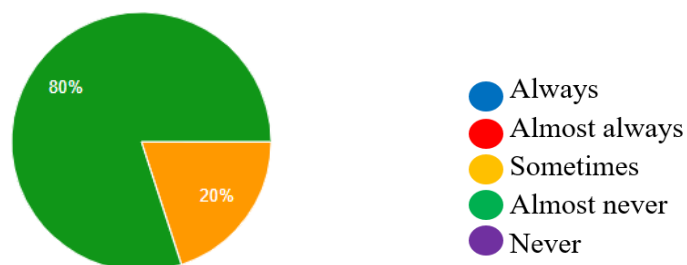
Table N°: 13 Patterns and formats

Option	Frequency	Percentage
Always	0	0%
Almost always	0	0%
Sometimes	7	20%
Almost never	29	80%
Never	0	0%
<b>Total</b>	<b>36</b>	<b>100%</b>

Source: From teachers' survey

Created by: Acosta, L. (2018)

Graph N°: 15 Patterns and formats



Source: From teachers' survey

Created by: Acosta, L. (2018)

**Analysis and Interpretation.** – This questions support the thesis of this project because as the graph shows above 80% of students almost never have some patterns and formats presented in the class to construct writing texts, contrasting to this result 20% sometimes do. However, teacher can get a lot of information from the internet and the textbook to prepare material to bring the class.

**5. Is there a mingle activity presented in the class to improve the writing skill?**

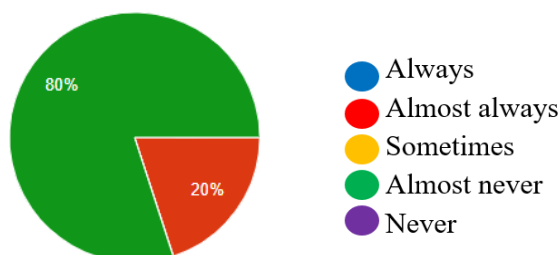
**Table N°: 14** Mingle activity

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
Always	0	0%
Almost always	7	20%
Sometimes	7	20%
Almost never	22	60%
Never	0	0%
<b>Total</b>	<b>36</b>	<b>100%</b>

**Source:** From teachers' survey

**Created by:** Acosta, L. (2018)

**Graph N°: 16** Mingle activity



**Source:** From teachers' survey

**Created by:** Acosta, L. (2018)

**Analysis and Interpretation.** – As it can be demonstrating in the data above 80% of the students participate in a mingle activity in the class to improve the writing skill; 20% of them almost always do it. The results reflect how important is for students face activities to let them participate actively with their classmates in this kind of activities to let them feel relaxed and freely to express their opinions about other students' task.



#### **4.2.2. Pre-test and post-test results**

For the analysis of the collected data five aspects regarding the writing skill were taken into account.

- Content
- Grammatical Accuracy
- Vocabulary Range
- Organization and cohesion
- Appropriateness of register and format

The scores of the four tests: PRE-TEST (CONTROL AND EXPERIMENTAL) AND POST-TEST (CONTROL AND EXPERIMENTAL) are presented in the following charts.

**Table N° 15*****Pre-test control group***

<b>Student</b>	<b>Content</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Organization</b>	<b>Register</b>	<b>Total</b>
1	1	1	2	2	1	7
2	2	2	1	1	1	7
3	1	2	2	1	1	7
4	3	2	1	2	2	10
5	2	1	2	2	1	8
6	1	3	1	1	2	8
7	2	1	3	1	1	8
8	2	2	1	1	2	8
9	2	2	2	2	1	9
10	1	2	2	1	2	8
11	2	3	1	1	1	8
12	2	1	2	1	2	8
13	2	2	3	1	1	9
14	3	1	1	2	2	9
15	1	2	1	1	1	6
16	2	3	1	2	1	9
X	1,81	1,88	1,63	1,38	1,38	8,06

**Source:** pre-test results

**Created by:** Acosta, L. (2018)

The media of the control group concerning the pretest is 8.06 over 20

**Table N° 16*****Pre-test experimental group***

<b>Student</b>	<b>Content</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Organization</b>	<b>Register</b>	<b>Total</b>
1	2	1	1	2	1	7
2	2	2	1	1	1	7
3	2	2	1	2	1	8
4	1	2	1	1	1	6
5	2	1	2	1	1	7
6	2	3	1	1	2	9
7	3	1	3	1	1	9
8	2	2	1	1	1	7
9	2	2	2	2	1	9
10	3	2	2	1	2	10
11	2	3	1	1	1	8
12	2	1	2	3	1	9
13	3	2	3	1	1	10
14	3	1	1	2	3	10
15	3	2	1	2	1	9
16	2	1	1	1	2	7
17	1	1	2	1	1	6
18	2	2	1	2	1	8
19	3	1	2	1	2	9
20	2	3	1	1	1	8
X	2,2	1,75	1,5	1,4	1,3	8,15

**Source:** pre-test results

**Created by:** Acosta, L. (2018)

The media of the experimental group concerning the pretest is 8,15 over 20

**Table N° 17*****Post-test control group***

<b>Student</b>	<b>Content</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Organization</b>	<b>Register</b>	<b>Total</b>
1	3	2	2	3	2	12
2	3	3	3	4	4	17
3	3	2	3	3	3	14
4	3	3	4	4	2	16
5	4	3	2	3	4	16
6	2	3	1	4	3	13
7	3	1	3	3	2	12
8	3	2	1	2	3	11
9	2	2	2	3	2	11
10	3	3	4	3	2	15
11	4	3	3	4	3	17
12	2	2	2	3	4	13
13	4	3	3	4	2	16
14	3	3	1	3	3	13
15	3	2	2	3	2	12
16	2	3	3	2	3	13
X	2,94	2,50	2,44	3,19	2,75	13,81

**Source:** post-test results

**Created by:** Acosta, L. (2018)

The media of the control group concerning the pretest is 13,81 over 20

**Table N° 18*****Post-test experimental group***

<b>Student</b>	<b>Content</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Organization</b>	<b>Register</b>	<b>Total</b>
1	3	2	3	4	3	15
2	4	3	4	4	4	21
3	4	4	4	3	4	21
4	4	3	4	4	4	19
5	3	2	4	4	3	16
6	4	3	3	3	4	18
7	3	2	4	4	4	15
8	3	4	3	4	4	18
9	4	3	4	4	4	19
10	2	2	3	4	4	15
11	3	3	4	4	4	18
12	3	3	3	4	4	15
13	3	2	3	3	4	14
14	4	2	2	4	4	15
15	2	4	4	4	4	18
16	2	4	3	4	4	17
17	3	1	2	4	4	15
18	2	2	3	4	4	15
19	4	4	4	4	4	22
20	3	4	3	4	3	16
X	3,15	2,85	3,25	4	3,85	17,1

**Source:** post-test results

**Created by:** Acosta, L. (2018)

The media of the experimental group concerning the pretest is 17,1 over 20

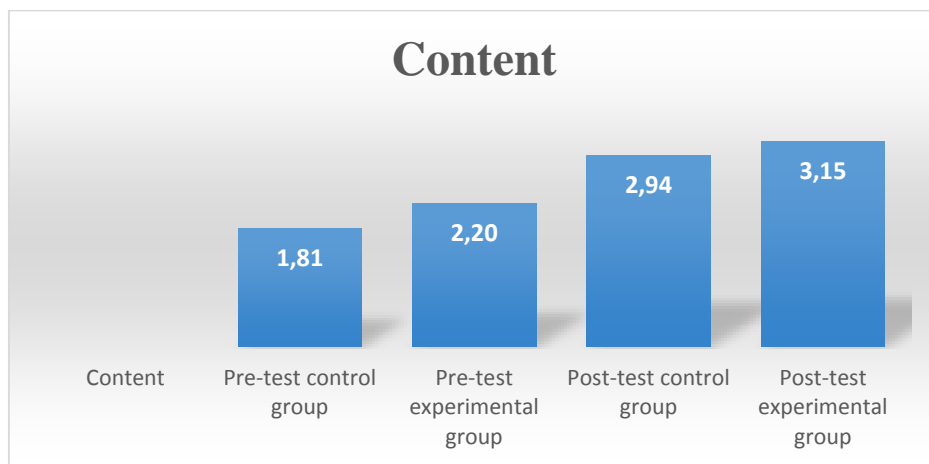
**Table 19**

*Content Results*

<b>Content</b>	
Pre-test control group	1,81
Pre-test experimental group	2,20
Post-test control group	2,94
Post-test experimental group	3,15

**Source:** pre-test and post-test results

**Created by:** Acosta, L. (2018)



**Graph 17.** Content from pre-test and post-test

**Created by:** Acosta, L. (2018)

**ANALYSIS AND INTERPRETATION**

The Content criteria graded in the pre-test, the average of the 36 students in the control group is 1,81 and the average of the experimental group in this criteria is 2,20. These numbers show that both groups had almost the same average concerning content in the pre-test. In the same way, the average in the post-test of the control group is 2,94 and the average of the experimental group is 3,15. Also, these numbers show that there was an increase of after the application process for the average in the experimental group.

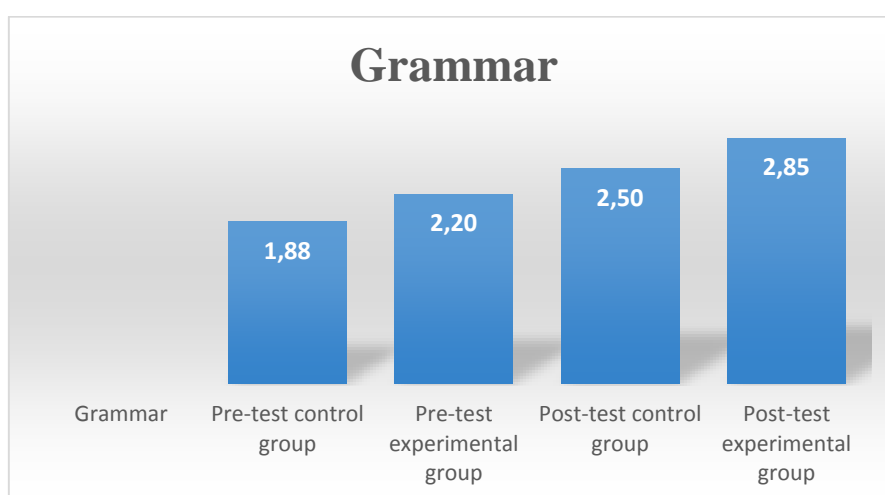
**Table 20**

*Grammar Results*

<b>Grammar</b>	
Pre-test control group	1,88
Pre-test experimental group	2,20
Post-test control group	2,50
Post-test experimental group	2,85

**Source:** pre-test and post-test results

**Created by:** Acosta, L. (2018)



**Graph 18.** Grammar from pre-test and post-test

**Created by:** Acosta, L. (2018)

**ANALYSIS AND INTERPRETATION**

The average comparison figure shows that the average of the control group in the pre-test is 1,88 and the average of the experimental group in this test is 2,20. Consequently, both groups started with the similar results. After applying PBL activities as a strategy to empower the writing skill, the experimental group got an average of 2,85. This is 0,35 points more than the average of the control group. This means that both groups had a bit increase, but the increase gotten in the experimental group was higher. Therefore, PBL activities promote the writing skill.

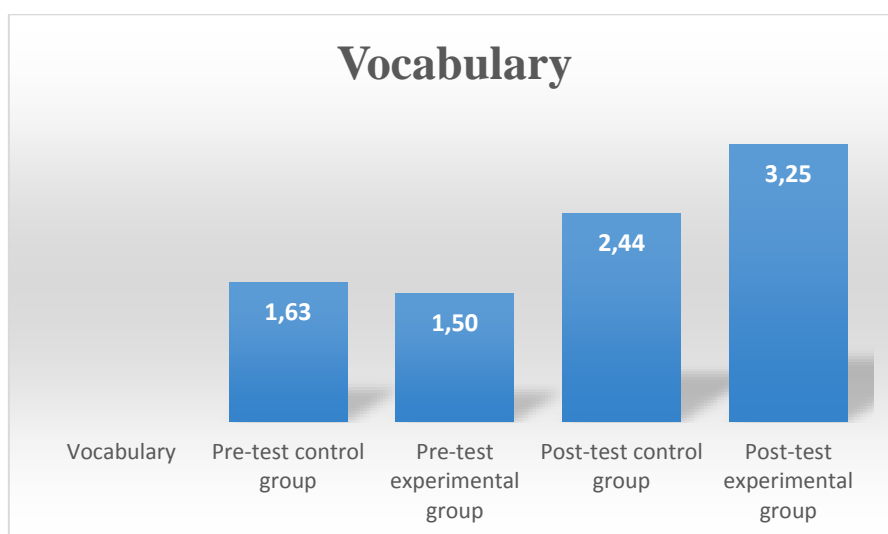
**Table 21**

*Vocabulary Results*

<b>Vocabulary</b>	
Pre-test control group	1,63
Pre-test experimental group	1,50
Post-test control group	2,44
Post-test experimental group	3,25

**Source:** pre-test and post-test results

**Created by:** Acosta, L. (2018)



**Graph 16.** *Vocabulary from pre-test and post-test*

**Created by:** Acosta, L. (2018)

**ANALYSIS AND INTERPRETATION**

The criteria about vocabulary in the pre-test, the average in the control group is 1.63 and the average of the experimental group is 1.5. These values show that both groups had almost the same average. In the same manner, the average of the post-test control is 2,44 and the average of the post-test experimental is 3.25. Consequently, these values show that there was an increase of 0.81 after the application process for the average in the experimental group.



**Table 22**

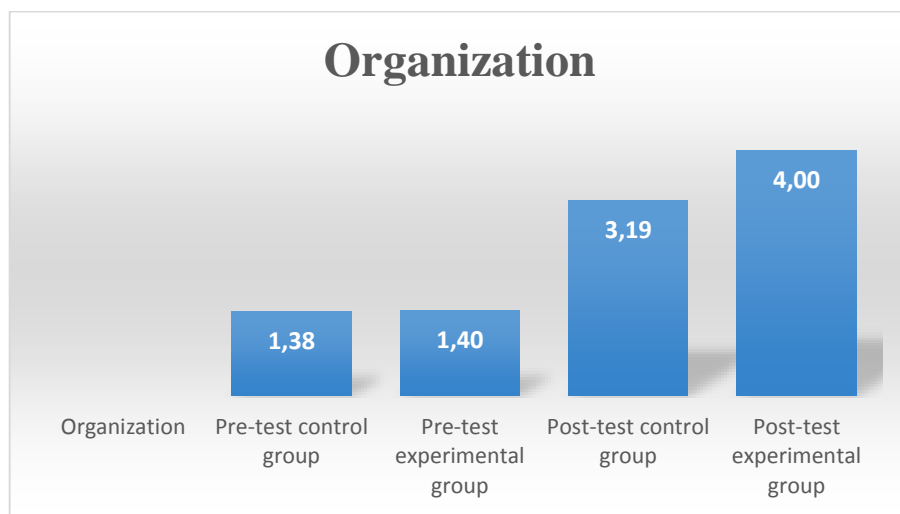
*Organization Results*

**Organization**

Pre-test control group	1,38
Pre-test experimental group	1,40
Post-test control group	3,19
Post-test experimental group	4,00

**Source:** pre-test and post-test results

**Created by:** Acosta, L. (2018)



**Graph 20.** Organization from pre-test and post-test

**Created by:** Acosta, L. (2018)

**ANALYSIS AND INTERPRETATION**

Analyzing the data above, the average in the pre-test in the control group is 1.38 and the average of the experimental group is 1.40. As it is clear displayed, there is a significant increase in the average the average of the post-test where the control group is 3,19 and the average of the post-test experimental is 4,00. Consequently, these values show that there was an increase of 0.81 after the application process for the average in the experimental group.

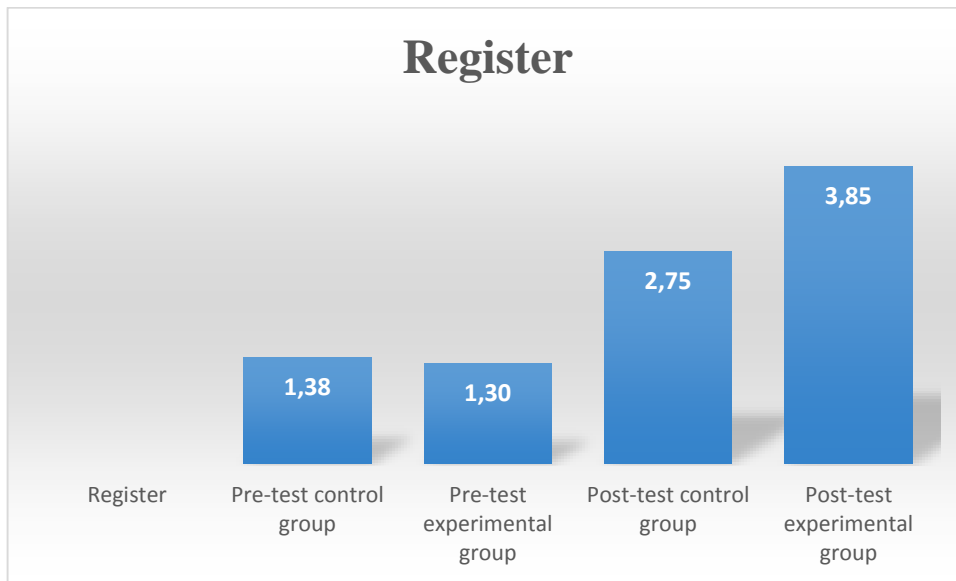
**Table 23**

*Register Results*

<b>Register</b>	
Pre-test control group	1,38
Pre-test experimental group	1,30
Post-test control group	3,19
Post-test experimental group	3,85

**Source:** pre-test and post-test results

**Created by:** Acosta, L. (2018)



**Graph 21.** Register from pre-test and post-test

**Created by:** Acosta, L. (2018)

**ANALYSIS AND INTERPRETATION**

The data above show similarities results in the pre-test, the control group average is 1,38 and the average of the experimental group is 1,30. These results demonstrate show that both groups had almost the same average regarding vocabulary in the pre-test. That is not the same situation for the post-test where the control group average is 2,75 and the experimental group is 3,85. Consequently, these values show that there was a significant increase of 1,1 after the application process for the average in the experimental group.

### 4.3 Hypothesis Verification

To determine whether or not Project-Based Learning empowers the Writing skill development. Teachers, and students were asked some opinions questions, which have a Likert scale (always, almost always, sometimes, almost never, never) In order to verify the hypothesis, the Student's T-test will be carried out.

#### 4.3.1 Hypothesis Approach.

**Null Hypothesis (H<sub>0</sub>):** Project-Based Learning **do not** empower the Writing skill in students from First year BGU.

**Alternative Hypothesis (H<sub>1</sub>):** Project-Based Learning **do** empower the Writing skill in students from First year BGU.

#### 4.3.2 Mathematical model

$$H_0: \bar{X}_A = \bar{X}_B$$

$$H_1: \bar{X}_A \neq \bar{X}_B$$

$\bar{X}_A$ : media experiemental group

$\bar{X}_B$ : media control group

#### 4.3.3 Statistical model.

$$t = \frac{\bar{X}_A - \bar{X}_B}{\frac{S}{\sqrt{N}}}$$

$$t = \frac{17,10 - 13,81}{\frac{4,21}{\sqrt{36}}}$$

$$t = \frac{3,29}{\frac{4,21}{6}}$$

$$t = \frac{19,74}{4,21}$$

$$t = 4,68$$

t= T-student

$\bar{X}_A$ : media experimental group

$\bar{X}_B$ : media control group

S= standard deviation

N= number of students

#### 4.3.4 Significance level.

C= 95% of confidence level

$\alpha= 0.05$

#### 4.3.5 Degrees of freedom.

df=n-1

df= 36-1

df= 35

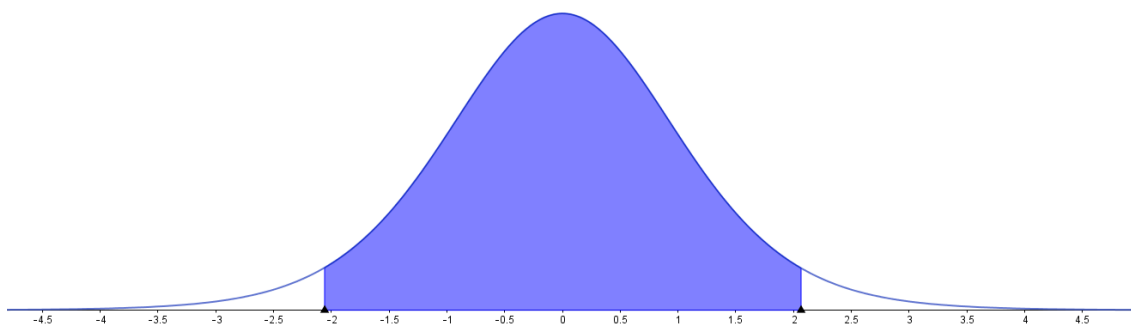
df= degrees of freedom

N= number of students

#### 4.3.6 Bell Curve.

### Normal Distribution Density Curve Student t-Distribution

Graph N°: 22 Normal distribution Density Curve



Source: statistical geogebra

Created by: Acosta, L. (2018)

#### **4.4 Final Decision.**

Calculated T or statistic T is greater than critical T ( $4,68 > 2,0555$ ). Therefore, the null hypothesis is rejected and the alternative hypothesis (Project-Based Learning empowers the Writing skill development) is accepted.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions.

Using Project-Based learning to empower the writing skill development in students from First BGU level, as positive for students. These results have successfully proved the advantages of this method because the analysis of the pre and post- tests applied on the students plentifully demonstrate the working premise.

According to the results obtained in the surveys, the Chi Square mathematical calculation as well as in the pre and post tests, it can be said that Project-Based Learning does empower the writing skill development but are not effectively presented and used in the inter-learning of the English language.

- The application of Project-Based Learning in class empowers the writing skill, through the frequent use of PBL activities which make students more confident to write and identify the format for each task. Also, it will make the writing activity more meaningful and easy to achieve.
- Students' written production lacks of strategies and writing processes such as: pre-writing, drafting-writing, sharing-respond, revising-editing and publishing, which facilitate the development of written skills during the learning process of the English language. Even when the textbooks contain an activity for writing in the workbooks there is not clear process to follow so many teachers are not focusing on it and most of them aren't worried if students complete that section or not. In addition, there is a limited use of strategies for written production at English classes. Public institutions are worried on finishing the curriculum content than developing language skills in a specific place given for each period. This cause that teachers discriminate some content topics from the curriculum.

- The effectiveness of activities inside PBL really works because students are exposed to activities that encourage them to develop writing skills. PBL activities lead an integrating learning and real use of English for producing written texts. These activities take into consideration the context, level and needs of students so they can feel identified and motivated with to develop writing skills. This effectiveness will be evident if the writing process is correctly and more frequently used in class as well as students feel more motivated to do it.
- English teachers, who were interviewed do not frequently plan activities to develop writing skills in class, so this project emphasizes on guiding the teacher through the framed activities proposed within PBL task. That makes students find the writing activity more fascinating and easy to do and guide the teachers during the learning process for making students to produce written texts.

## **5.2 Recommendations.**

The following recommendations come out of the reached conclusion of the present research.

- Teachers must develop students' writing skills and sub skills by applying methodological techniques such as Project-Based Learning, which allows the student to develop written texts on real situations.
- Teachers must plan writing activities considering the process it requires, and making a habit which will help students do the task effectively. In addition, it will develop learning skills by integrated the language and vocabulary students learn in class. If teachers have to discriminate activities to reach the objectives of ACP (Annual Curricular Plan), they must consider the most important skills that let students develop language production (speaking and writing) or integrate these skills developing subskills as well.
- Teachers should take into account the effectiveness of PBL when they want to develop writing skills considering that it is a student-centered approach. Teachers should take into account student-centered activities for the development of written skills.
- Teachers must innovate their classes constantly by using the handbook proposed in this research which contains different PBL activities that will help students to empower the writing skill development. Teachers do not only use these activities to cover the aims of ACP, they must be aware that these activities help them to integrate productive skills at the same time simplifying teachers' job in class.



## **CHAPTER VI**

### **PROPOSAL**

#### **6.1 INFORMATION DATA.**

##### **a. TOPIC.**

A HANDBOOK OF PROJECT-BASED LEARNING ACTIVITIES TO EMPOWER WRITING SKILL DEVELOPMENT

##### **b. INSTITUTION.**

“César Augusto Salazar Chávez High School”

##### **c. BENEFICIARIES.**

Direct beneficiaries were the 36 students of “César Augusto Salazar Chavez High School” who will get the most from the curriculum for writing activities using project based learning as a student centered activity. Also, teachers could get insight from the proposal incorporating the practices described in micro-planning and delivering lessons.

##### **d. LOCATION.**

Ambato, Ecuador

##### **e. ESTIMATED EXECUTION TIME.**

Six weeks

##### **f. TEACHING TEAM ON CHARGE.**

Researcher: Lcda. Lorena Acosta

English Area Director: Mg. Janeth Velasteguí

## **6.2 Background Proposal.**

Among the studies made related to the following research project about project based learning activities to empower writing skill development. I state that teachers have limited use of teaching strategies for the production of written skills as well as presenting processes or guidelines (planning, writing and review) which facilitate their production and learning. Therefore, students maintain a deficit in writing skills, because many of the teachers do not reinforce the written skill of the English language.

English teachers maintain conventional methods which cause a deficit in the knowledge of students. This leads to teachers and students not meeting the needs and objectives in inter-learning.

On the other hand, another antecedent is highlighted, which the non-application of student-centered activities for the development of is written skills such as: journal as teachers focus on the development of grammar, not of the skills of the English language, being unfavorable the learning of the students.

The most important thing to take into account is that the English language is one of the most influential languages worldwide, since it is a necessary tool to understand a culture and to cope with any situation. Due to this, it can be understood that the Educational Institutions where the research was conducted did not take into account the true importance of teaching and learning that language. Therefore, a change in the learning process is necessary, complementing the acquisition of contents with the development of the written skill of the English language.

One of the recommendations of this final project is to make a handbook that entails some project based learning activities that teachers can take an advantage of it and make students' learning process more significant.

## **6.3. Justification.**

Education itself, is a challenge for English teachers, because students do not worry about the importance of their own learning, this could be because they are not sufficiently motivated. This is one of the circumstances for which it is necessary to apply new didactic strategies in the inter-learning of the language. Taking into account these aspects requires working on project-based learning, since traditionally the teacher exposes the information while the

students only receive, but do not build their own learning. Therefore, for the correct application first a problem that has been previously analyzed by the English teacher is presented. This is necessary to verify the indispensable requirements to solve it and during the process to improve the written skill.

New strategies are also required to be able to motivate and promote written skills in students. Therefore, the teacher must implement project-based learning to generate critical thinking. This is necessary to develop cognitive works.

On the other hand, students of the first year of Unified General Baccalaureate in the teaching of English as something mandatory, which is why there is little interest in their learning. This is because there is nothing relevant to the real world. This is how it transcends problems during inter-learning, making it impossible to structure the writings.

Everything stated helps to understand, justify and accept the proposal, since project-based learning is a method where students form their own learning, even more in the development of the written skill of the English language, through the teaching techniques. In this way, the student acquires the English language in a motivating way, obtaining good results during the learning in the César Augusto Salazar Chavez High School.

#### **6.4. Objectives.**

To develop a handbook of Project-Based Learning activities to help students from “César Augusto Salazar Chavez High School” empower their writing skill development.

##### **6.4.2 Specific Objectives.**

- To analyze the most useful and significant project-based learning activities to make them authentic and more practical when applying them with First BGU students.
- To establish methodological process to develop writing skill based on PBL.
- To socialize the handbook proposed with English teachers of the institution so that they know what project-based learning activities are needed in it and how they work.
- To encourage English teachers to use the activities proposed in the handbook with their students to make them develop their writing skill.

## **6.5 Feasibility Analysis.**

The proposal is feasible to develop because it will carry many advantages for the teachers and students. Also it does not require any specific issues for developing just the willing of each participant and the permission of the authorities of the institution.

On the other hand, the space and the training aspects must be done in order to help teacher to be able at applying each activity in class.

## **6.6 Proposal Fundamentals.**

### **THEORETICAL**

#### **Project-Based Learning (PBL)**

The methodology of PBL consists of the development of a project of great amplitude, on the part of the students. Through it, they seek solutions to real problems through the posing of new questions, debating ideas, collecting and analyzing data, reflecting on their learning process, drawing conclusions, communicating their ideas, creating products and sharing their learning with an audience real. (Larmen, 2015)

Project-based learning is a teaching approach that engages students in sustained and collaborative real-world research. The projects are organized around a driving question, and students participate in a variety of tasks that seek to address this question in a meaningful way. (Pérez, 2014)

According to Pérez, (2014) in the model of project-based learning is the essence of problem teaching, showing the student the way to obtain the concepts. The contradictions that arise and the ways to solve them, contribute to this object of pedagogical influences becoming an active subject. This learning model requires that the teacher be a creator, a guide, that encourages students to learn, to discover and feel satisfied by accumulated knowledge, which can be achieved if correctly applied project-based teaching.

## **Characteristics**

According to (Bert, 2013), the characteristics of the PBL are:

### **Meaningful content**

The teacher must plan a project for his students, which focuses on the most relevant contents derived from the standards (curricular bases). The theme of the project must also be meaningful for the lives of its students, and their interests.

### **Know How / Know How**

The teacher activates the curiosity of the students for the project, starting with a milestone that starts the investigation. It can be a video, a guest to the class, a field trip, a lively debate, among others.

### **Guiding / driving question**

The teacher introduces the theme (problem / challenge that the project seeks to answer) and an initial brainstorming to answer it, the students with the teacher create a guiding question that captures the heart of the project, and that gives them a challenge.

### **Voice and vote**

The teacher explains the requirements of the project, establishing the standard of the products to be generated (with real-life examples that students will be making) and how they will be evaluated.

### **21st century skills**

The students choose the product to be generated by the group, how they will design, create and present it. The students are organized in groups to fulfill this purpose.

### **Research and Innovation**

Students investigate on the theme of their projects to answer the guiding question. This does not mean reading about the topic and then transcribing it, but the students raise their own questions about the topic to be investigated, then they test their ideas, to finally sketch their own conclusions.

## **Evaluation and review**

While researching and developing their products, different groups of students review and feedback their work, making use of rubrics and exemplary models. The teacher reviews the students' research notes, their drafts and plans, and meets with the groups to monitor their progress.

## **Public presentation**

The students present their project in front of an audience. For the presentation, representatives, other teachers and members of the school community are invited. Students answer questions in public, reflect on how they completed the project, and what they gained in terms of content and skills.

## **Benefits of Project Based Learning (PBL)**

According to Solar, (2018) the main benefits of Project Based Learning (PBL) are:

### **Motivation**

Students who learn with the PBL methodology increase their motivation and commitment to their own learning.

### **Greater learning and development of cognitive skills**

The PBL methodology allows students to acquire deeper learning, which is retained for a longer period of time and which translates into gains in students' overall academic achievement.

### **Development of socio-emotional skills**

Students, through project work, develop socio-emotional skills, such as self-confidence, autonomy and collaboration with their peers

### **Promotes the protagonism of the student**

The work with the didactics of the projects puts students at the center of the learning process, since it is they who take the responsibility to learn, through their active participation in the development of a project.

## **Implementation**

### **Steps for the implementation of an activity in Project-Based Learning:**

(Galeana, 2015) mentions the following:

## **Start**

- Define the topic. Share the information about the process of the previous section. Facilitate a discussion of this with the whole class.
- Establish programs, partial goals and evaluation methods.
- Identify resources.
- Identify prerequisites.
- Schedule a class to discuss:
  - o How to define and develop a complex project?
  - o How is it going to obtain, in order to carry out the project, the new knowledge that the students will need about the subject?
  - o How are new and necessary knowledge or skills to be acquired in ICT?
- Establish the objectives of the project.
- Form the teams.
- Discuss the frequency and location of meetings.

## **Initial activities of the teams**

- Preliminary planning. To share knowledge on the subject and suggest possible projects for the team.
- Establish tentatively how specific the project should be. Deepen knowledge. Specify tentatively the work plan. Divide the project into components and assign responsibilities.
- Feedback from the teacher. This is a key partial goal.
- Review the plan based on feedback.

## **Implementation of the project**

- Make sure that students complete the tasks and partial goals one by one. The work plan should divide the project into a sequence of tasks, each with its programming and goal.
- With the teacher's approval, teams must continuously adjust the definition of the project.
- The members of the teams take part in collaborative learning and cooperative problem solving.
- Carry out a self-evaluation and a mutual evaluation between the members of the teams. The teacher also evaluates and gives feedback.
- Progress towards completion. A project has as a final result a product, a presentation or an interpretation directed to a specific audience.
- If necessary, repeat the steps in this section until all partial goals have been reached.

### **Conclusion from the students' perspective**

- Final revision. Complete the project and polish the final product, presentation or interpretation.
- Final evaluation. The finished work is presented in the agreed form. In general, the whole class participates and together with the teacher, offers constructive feedback.
- Closing. Individuals and teams analyze their products, presentations or final interpretations, based on the feedback received.

### **Conclusion by the teacher**

- Prepare the closing. Facilitate a discussion and general evaluation of the project in the class.
- Make a record of the notes. Reflect on the project: about what worked well and what needs to be improved for the next time students use it in a class.



## 6.7 OPERATING MODEL

**Table N°: 24:** Operating Model

<b>PHASES</b>	<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>	<b>PEOPLE RESPONSIBLE</b>	<b>TIME</b>
1. PLANNING	To make the agenda for the activities, in order to socialize the proposal to English teachers	Send an official letter to the school principal asking for authorization to carry out a workshop with the English teacher  Prepare a one-day workshop to present the Project-based learning activities	Official letter  Handbook	High School principal  Author of the proposal	2 hours
2. SOCIALIZATION	To present the Project-based learning activities to English teachers by having real demonstrations of how they work.	Demonstrative classes  Execution of Project-based learning activities	PPT presentations  Projector  Handbook  Didactic material	Author of the proposal  English teachers	2 hours

3. APPLICATION	To apply all the activities suggested on the handbook with students in the classroom	Execution of 2-3 Project-based learning activities per week	Handbook Didactic material	Author of the proposal English teachers	6 weeks
4. EVALUATION	To assess the effectiveness of the Project-based learning activities applied with the students.	Complete an evaluation form to assess each Activity.	Evaluation form A room	Author of the proposal English teachers	1 hour

**Source:** Handbook

**Created by:** Acosta, L. (2018)

**LORENA ACOSTA**

# PBL

**HANDBOOK**

# First BGU

**2019**

**WRITING ACTIVITIES**



"Writing is the best way to talk without  
being interrupted"

Jules Renard

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<b>PBL 4 A brochure</b>	
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<b>PBL 5 A newspaper article</b>	
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### ***TO THE TEACHERS***

*EFL teachers must be conscious that teaching English requires the use of authentic and interesting materials that enable students to use English to develop the four basic skills, specially writing. It must be done following the appropriate process that gives as a result an interesting product which students can feel interesting and identified with.*

*For this reason, this handbook is created and it contains project-based learning activities to empower the writing skill development. Teachers and students will find interesting and expose students to develop the writing skill following a certain dynamic process. Along each project, students will love doing writing and find the real purpose to do it as well as encourage teachers to be prepared for making this process entertaining and creative.*

*Acosta, L.*



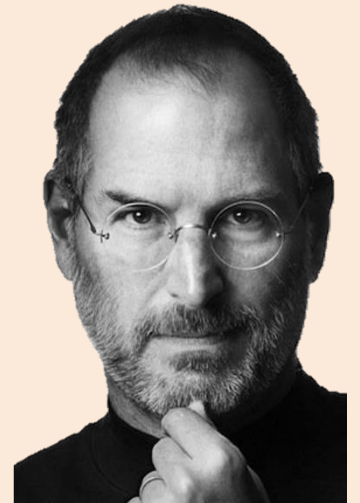
# PBL ACTIVITIES TO EMPOWER WRITING SKILL



## PBL 1 A person I admire

### Content

- Lesson plan
- Teacher's notes
- Student's worksheet
- Rubric



PROJECT LESSON PLAN		N°1	
<b>Name of Project:</b> A person I admire		<b>Duration:</b> 5 hours per week	
<b>Subject/Course:</b> English as a Foreign Language	<b>Teacher(s):</b> Lcda. Lorena Acosta	<b>Grade Level:</b> First BGU	
<b>Learning Outcomes/Target:</b> To produce a paragraph about the person you admire, expressing ideas and opinions effectively and appropriately.			
<b>Key Knowledge and Understanding</b> (Curricular Threads)	<p><b>Curricular Thread 1: Communication and Cultural Awareness</b> EFL 5.1.7 Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)</p> <p><b>Curricular Thread 2: Oral Communication: (Listening and Speaking)</b> EFL 5.2.11 Express opinions on abstract topics, such as film and music, and concrete topics, such as personal experiences, while describing one’s reactions to them and others’ opinions.</p> <p><b>Curricular Thread 3: Reading</b> EFL 5.3.4 Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.)</p> <p><b>Curricular Thread 4: Writing</b> EFL 5.4.4 Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, Google Drive, infographic makers, audio and video editing, presentation apps, etc.) EFL 5.4.7 Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts.</p> <p><b>Curricular Thread 5: Language through the Arts</b> EFL 5.5.6 Evaluate one’s own and others’ work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. (Examples of criteria: clarity of ideas, use of English grammar and vocabulary, register, originality, visual presentation, etc.)</p>		
	<b>Success Skills</b> (to be taught and assessed)	Critical thinking	X

	Problem-solving	X	Other: Decision Making	X
<b>Project Summary</b>	<p><b>Students' Role</b></p> <ul style="list-style-type: none"> <li>- Organize chronologically the information about the person they chose.</li> <li>- Have students get in groups, organize, summarize and write the information in their own words.</li> <li>- Encourage students to use sequence expressions: Two years ago, then, after that, before, finally, when, where, recently so that they organize the information chronologically.</li> </ul> <p><b>Issue / Problem / Challenge</b></p> <ul style="list-style-type: none"> <li>-Creation of an original paragraph</li> </ul> <p><b>Action Taken</b></p> <ul style="list-style-type: none"> <li>-Presentation in classes of each paragraph in the class</li> </ul>			
<b>Driving Questions</b>	<p>Which characteristics does the person who I admire have?          What are the person's most important achievements?</p>			
<b>Methodology</b>	<p>The writing process will be developed through PBL activity:</p> <ul style="list-style-type: none"> <li>- Pre-writing</li> <li>- Drafting-writing,</li> <li>- Sharing-respond</li> <li>- Revising-editing</li> <li>- Publishing</li> </ul>			
<b>Products</b>	<b>Individual:</b>		<p>Specific content and competencies to be assessed:          Brainstorming ideas about the person he/she choose to write about          Using adjectives, nouns, to describe he/she etc.</p>	
	<p>Think about a person he/she admire          Complete the guided graphic          Write a paragraph following the instructions and format</p>			
	<b>Team:</b>		<p>Specific content and competencies to be assessed:          Writing Standards and critical thinking          Communication and collaboration</p>	
	<p>Oral and written presentation</p>			



<b>PROJECT DESIGN</b>	
<b>Making Products Public</b> (include how the products will be made public and who students will engage with during/at end of project)	-Invite other courses to the exposition -Presentations in the class
<b>Resources Needed</b>	
	On-site people, facilities: students
	Equipment: computers
	Materials: cards, markers
	Community Resources: high school classrooms
<b>Formative Assessment</b>	Rubric:
<b>Notes:</b>	

**Taken from:** BUCK INSTITUTE FOR EDUCATION. (2015)

**Adapted by:** Acosta, L. (2018)

## TEACHER'S NOTES Project 1: A person I admire

**Lead in:** Tell students they are going to write about a person they admire. First, they have to choose the person they consider inspirational and the aspects of his/her life they want to write about.

**Organize the writing** Students do the following activities:

- Organize chronologically the information about the person they chose.
- Have students get in groups, organize, summarize and write the information in their own words.
- Encourage students to use sequence expressions: Two years ago, then, after that, before, finally, when, where, recently so that they organize the information chronologically.

**Independent practice:**

- Students use their graphic organizer as a guide to write their draft.
- Once students have finished their task, students exchange it to do a mingle activity.
- Everyone has to check the first draft. After that, they have to work in pairs to give a feedback.

**Create a visual presentation for this information.**

- Bring materials such as cardboard, colored pencils and old magazines, or ask students to bring their own materials.
- Have students create a collage to use as a visual aid. Tell students to use only visual aids and to keep the text to a minimum so that they get help from the pictures and avoid reading everything.
- Encourage students to prepare the presentation.

### Graphic organizer

Beginning	Who? Where?
	1. Something you admire
Middle	Tell me more
	2. Something you admire
Ending	Tell me more
	Feeling

**HERE IS AN EXAMPLE Project 1: A person I admire**

**Who? Where?**

Steve Jobs, San Francisco in 1955

**Something you admire**

Innovate the technology

**Tell me more**

Works for Apple

**Something you admire**

Finished working at Apple in 2011

**Tell me more**

Died in 2011

**Feeling**

Keep going to reach goals.

**Steve Jobs**

He was born in San Francisco in 1955. He innovated the technology through the development of revolutionary devices as the iPod, iPad and MacBook. In 2003, in the very beginning, Apple computers were sold from Jobs parents' garage. **After that**, Apple computers expanded rapidly as the market for home computers began to become increasingly significant. He worked at Apple until August 2011, **where** he finally retires to concentrate on his deteriorating health. **Finally**, he died on 5 October 2011 in Palo Alto, California. I admire him because he makes me keep going to reach my goals.

**STUDENT'S WORKSHEET Project 1: A person I admire**

**Graphic organizer**

Beginning	<b>Who? Where?</b>
	<b>Something you admire</b>
Middle	<b>Tell me more</b>
	<b>Something you admire</b>
Ending	<b>Tell me more</b>
	<b>Feeling</b>

Topic: \_\_\_\_\_

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## RUBRICS QUALITATIVE ASPECTS OF WRITING PRODUCTION

### PROJECT 1 (20 POINTS)

Grading Scale	1	2	3	4
<b>Content</b>	The topic and the task are not developed. It lacks the intended message or it is not related to it. Does not provide enough arguments to support his / her ideas to give the reasons why he/she choose that person.	The topic and the task are not completely developed. It lacks the intended message or it is poorly related to it. Does not provide enough arguments to support his / her ideas to give the reasons why he/she choose that person.	The topic and the task are developed, but it lacks part of the intended message or it is not completely related to it. Provides Arguments to support his / her ideas to give the reasons why he/she choose that person..	The topic and the task are well developed. It achieves the intended message. Provides strong arguments to support his / her ideas to give the reasons why he/she choose that person.
<b>Grammatical Accuracy</b>	Inappropriate use of structures (tenses) and verb patterns (gerunds and infinitives) to express his / her ideas on the reasons he/she writes about that person. Little demonstration or no understanding of their use.	Attempts to use structures (tenses) and verb patterns (gerunds and infinitives) to express his / her ideas on the reasons he/she writes about that person. Many mistakes are present, which makes the message confusing at times.	Appropriate use of structures (tenses) and verb patterns (gerunds and infinitives) to express his / her ideas on the reasons he/she writes about that person. A few mistakes may be present, but this does not impede conveying a clear message.	Structures (tenses) and verb patterns (gerunds and infinitives) to express his / her ideas on the reasons he/she writes about that person. The message is very clear.
<b>Vocabulary Range</b>	The range of vocabulary to talk about future plans and interests is poor. Permanent use of inappropriate words related to personality impedes communication.	Limited range of vocabulary to talk about the person he/she admires. Lexical limitations may distort communication.	Shows control and an average range of vocabulary to talk about the person he/she admires. Few words has been incorporated but they do not greatly impede communication.	Shows sufficient range and accurate control of vocabulary to talk about the person he/she admires. Has incorporated a good range of words related to personality.
<b>Organization and cohesion</b>	Does not provide a main statement, arguments or a conclusion. Incorrect use of connectors of cause and effect ( <i>so, because, because of, due to, as a result</i> ) obscures the message. There is no logical connection between ideas.	Does not include one or two of these: a main statement, arguments and a conclusion. Incorrect use of connectors of cause and effect ( <i>so, because, because of, due to, as a result</i> ) causes transitional problems among ideas.	Writes a text following the suggested indications. Good use of connectors of cause and effect ( <i>so, because, because of, due to, as a result</i> ) establishes transition among ideas. However, cohesion and coherence can be improved.	Excellent completion of the suggested indications to write the text required. Properly handles connectors of cause and effect ( <i>so, because, because of, due to, as a result</i> ). The message is clear and easily understandable.
<b>Appropriateness Of register and format</b>	The paragraph's register (formal) and format (mainly journalistic) are inappropriate or inconsistent for the topic.	The paragraph's register (formal) and format (mainly journalistic) are inappropriate throughout most of the text. Formal treatment of language is still poor.	The paragraph has a formal register and well-structured sentences, which are usually appropriate for the topic.. Generally, uses a formal tone and a journalistic style.	The paragraph has a formal register and well-structured sentences which are consistently appropriate for the topic.

**Taken from:** Teacher's guide MINEDUC. (2016)

**Adapted by:** Acosta, L. (2018)



# PBL ACTIVITIES TO EMPOWER WRITING SKILL

## PBL 2 A learning campaign

### Content

- Lesson plan
- Teacher's notes
- Student's worksheet
- Rubric



<b>PROJECT DESIGN</b>		<b>Nº2</b>
<b>Name of Project:</b> A learning Campaign		<b>Duration:</b> 5 hours per week
<b>Subject/Course:</b> English as a Foreign Language	<b>Teacher(s):</b> Lcda. Lorena Acosta	<b>Grade Level:</b> First BGU
<b>Learning Outcomes/Target:</b> To produce a poster about A learning campaign, expressing ideas and opinions effectively and appropriately.		
<b>Key Knowledge and Understanding</b> (Curricular Threads)	<p><b>Curricular Thread 1: Communication and Cultural Awareness</b> EFL 5.1.7 Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)</p> <p><b>Curricular Thread 2: Oral Communication: (Listening and Speaking)</b> EFL 5.2.11 Express opinions on abstract topics, such as film and music, and concrete topics, such as personal experiences, while describing one’s reactions to them and others’ opinions.</p> <p><b>Curricular Thread 3: Reading</b> EFL 5.3.4 Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.)</p> <p><b>Curricular Thread 4: Writing</b> EFL 5.4.4 Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, Google Drive, infographic makers, audio and video editing, presentation apps, etc.) EFL 5.4.7 Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts.</p> <p><b>Curricular Thread 5: Language through the Arts</b> EFL 5.5.6 Evaluate one’s own and others’ work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. (Examples of criteria: clarity of ideas, use of English grammar and vocabulary, register, originality, visual presentation, etc.)</p>	

<b>Success Skills</b> (to be taught and assessed)	Critical Thinking/Problem Solving	X	Self-Management	X
	Collaboration	X	Other: Decision Making	X
<b>Project Summary</b>	<p><b>Students' Role</b> -Students will be grouped in groups of 4 people, in each group students will be assigned the roles of: secretary, host, designer, editor. Students will watch some advertisements about railway stations, airports, shops, restaurants, schools, offices. Students will discuss and select one line of advertisement they want to work on. Students will take notes of important aspects of the advertisements. Students will present their advertisement.</p> <p><b>Issue / Problem / Challenge</b> -Creation of interesting posters about a learning campaign</p> <p><b>Action Taken</b> -Presentation in classes of each poster.</p>			
<b>Driving Question</b>	How to create interesting posters about a learning campaign?			
<b>Methodology</b>	<p>The writing process will be developed through PBL activity:</p> <ul style="list-style-type: none"> <li>- Pre-writing</li> <li>- Drafting-writing,</li> <li>- Sharing-respond</li> <li>- Revising-editing</li> <li>- Publishing</li> </ul>			
<b>Products</b>	<b>Individual:</b> Selecting a specific line of advertisements. Create two advertisements each one.	<p>Choose one learning activity per group to promote in a campaign. Prepare a set of recommendations for students to get involved in the activity your group is promoting.</p>		
	<b>Team:</b> Oral and written presentation	<p>Specific content and competencies to be assessed: Writing Standards and critical thinking Communication and collaboration</p>		



<b>PROJECT DESIGN</b>	
<b>Making Products Public</b>	-Invite other courses to the exposition -Expositions in the classroom
<b>Resources Needed</b>	
	On-site people, facilities: students
	Equipment: computers
	Materials: cards, markers
	Community Resources: high school
<b>Formative Assessment</b>	Rubric:
<b>Notes:</b>	

**Taken from:** BUCK INSTITUTE FOR EDUCATION. (2015)

**Adapted by:** Acosta, L. (2018)

## TEACHER’S NOTES Project 2: A learning campaign

**Starting the task:** Ask students to get in groups of 4.

**Organize the writing:** Give each student an information sheet with the things they need to do.


### Group activity:

1. Ask students every single group will work with the same topic “A learning campaign”
2. Brainstorming ideas in the group about the topic given.
3. Do some research and write a short paragraph about it
4. Make a poster on A3 piece of paper.
5. Stick a few pictures on the poster to create interest and be original.
6. Writing a few short sentences on the poster with general ideas only
7. Presentation day: you are going to talk about your topic and teach the other students something about it.

### Individual activity:

Ask students write a short paragraph about the topic given. It must be used in the talking time. Teacher monitors students’ activity.

## FORMAT

<p><b>Headline</b> Title and name</p>	<p>“A learning campaign”</p>
<p><b>Illustration</b> It must be creative</p>	
<p><b>Content</b> Grammar and vocabulary accuracy and spelling</p>	<p>Write sentences about the suggestions given in the brainstorming ideas Stick some pictures for every advice</p>
<p><b>Slogan and creativity</b> Grammar and vocabulary accuracy and spelling</p>	<p>Write a slogan to catch other students’ attention.</p>

## HERE IS AN EXAMPLE Project 2: A Learning Campaign

### FORMAT

Learning English through listening to music



**LEARNING  
CAMPAIGN**

Listening to music is a fun way to spend free time and learn lots of things.

I highly recommend listening to pop music with good and positive message.

You will be able to enjoy different rhythms and music styles!!!!

“César Augusto Salazar Chavez High School”

**MAY 12TH 4 PM  
SCHOOL COURT**

Tickets at [www.cesaraugutochavez.com](http://www.cesaraugutochavez.com)

#### **Opinion:**

I consider that learning English with lyrics is a great opportunity to face real situations as well as a fun way to spend free time and learn lots of things. You must practice every day by selecting music with good lyrics. I highly recommend listening to pop music which bring out a good and positive message. You will be able to enjoy different rhythms and music styles.

Listening to music is a fun way to spend free time and learn lots of things. Be sure to listen to music with good lyrics. I highly recommend listening to pop music which bring out a good and positive message. You can get familiar with foreign idioms and colloquial expressions, you will be able to enjoy different rhythms and music styles.

## **STUDENT'S WORKSHEET Project 2: A learning campaign**

Instructions:

1. Get in groups of 4
2. Focus on this topic "A learning campaign"
3. Brainstorming ideas in the group about the topic given and complete the format.
4. Do some research and write a short paragraph about it
5. Make a poster on A3 piece of paper.
6. Stick a few pictures on the poster to create interest and be original.
7. Writing a few short sentences on the poster with general ideas only
8. Presentation day: you are going to talk about your topic and teach the other students something about it. Write a short paragraph about the topic given. It must be used in the talking time.

### **FORMAT**

<b>Headline</b>
<b>Illustration</b>
<b>Content</b>
<b>Slogan and creativity</b>

## RUBRICS QUALITATIVE ASPECTS OF WRITING PRODUCTION

### PROJECT 2 (20 POINTS)

Grading Scale	1	2	3	4
<b>Content</b>	The topic and the task are not developed. It lacks the intended message or it is not related to it. Does not provide enough arguments to support his / her ideas presented in the poster.	The topic and the task are not completely developed. It lacks the intended message or it is poorly related to it. Does not provide enough arguments to support his / her ideas presented in the poster.	The topic and the task are developed, but it lacks part of the intended message or it is not completely related to it. Provides Arguments to support his / her ideas presented in the poster.	The topic and the task are well developed. It achieves the intended message. Provides strong arguments to support his / her ideas presented in the poster.
<b>Grammatical Accuracy</b>	Inappropriate use of structures (tenses) and verb patterns (gerunds and infinitives) to express his / her ideas presented in the poster. Little demonstration or no understanding of their use.	Attempts to use structures (tenses) and verb patterns (gerunds and infinitives) to express his / her ideas presented in the poster.. Many mistakes are present, which makes the message confusing at times.	Appropriate use of structures (tenses) and verb patterns (gerunds and infinitives) to express his / her ideas presented in the poster. A few mistakes may be present, but this does not impede conveying a clear message.	Structures (tenses) and verb patterns (gerunds and infinitives) to express his / her ideas presented in the poster. The message is very clear.
<b>Vocabulary Range</b>	The range of vocabulary to talk about future plans and interests is poor. Permanent use of inappropriate words impedes communication.	Limited range of vocabulary to talk about the topic presented in the poster. Lexical limitations may distort communication.	Shows control and an average range of vocabulary to talk about the topic presented in the poster. Few words has been incorporated but they do not greatly impede communication.	Shows sufficient range and accurate control of vocabulary to talk about the topic presented in the poster. Has incorporated a good range of words related to personality.
<b>Organization and cohesion</b>	Does not include suggestions indicators for making a poster. The ideas are not clear. There is no logical connection between ideas.	Does not include The suggestions indicators for making a poster. The ideas are not clear enough.	Writes ideas on the poster following the suggested indications. However, cohesion and coherence can be improved.	Excellent completion of the suggested indications to write the ideas on the poster. The message is clear and easily understandable.
<b>Appropriateness Of register and format</b>	Sentences, which are not appropriate for the topic and inconsistent.	Structured sentences, which are usually appropriate for the topic. Formal treatment of language is still poor.	Well-structured sentences, which are appropriate for the topic.. Generally, uses a simple structures.	Well-structured sentences which are consistently appropriate for the topic.

**Taken from:** Teacher's guide MINEDUC. (2016)

**Adapted by:** Acosta, L. (2018)



# PBL ACTIVITIES TO EMPOWER WRITING SKILL



## PBL 3 A storytelling show

### Content

- Lesson plan
- Teacher's notes
- Student's worksheet
- Rubric



<b>PROJECT DESIGN</b>		<b>N°3</b>
<b>Name of Project:</b> A storytelling Show		<b>Duration:</b> 5 hours per week
<b>Subject/Course:</b> English as a Foreign Language	<b>Teacher(s):</b> Lcda. Lorena Acosta	<b>Grade Level:</b> First BGU
<b>Learning Outcomes/Target:</b> To create a story and reflect on its message expressing ideas and opinions effectively and appropriately.		
<b>Key Knowledge and Understanding</b> (Curricular Threads)	<p><b>Curricular Thread 1: Communication and Cultural Awareness</b> EFL 5.1.7 Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)</p> <p><b>Curricular Thread 2: Oral Communication: (Listening and Speaking)</b> EFL 5.2.7 Present information clearly and effectively in a variety of oral forms for a range of audiences and purposes. (Example: summarizing, paraphrasing, personal narratives, research reports, essays, articles, posters, charts and another graphics, etc.)</p> <p><b>Curricular Thread 3: Reading</b> EFL 5.3.2 Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.)</p> <p><b>Curricular Thread 4: Writing</b> EFL 5.4.7 Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts. EFL 5.4.8 Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary</p> <p><b>Curricular Thread 5: Language through the Arts</b> EFL 5.5.5 Create original, imaginative stories using appropriate vocabulary and elements of the literature learners have read or heard.</p>	

<b>Success Skills</b> (to be taught and assessed)	Critical thinking	X	Self-Management	X
	Problem-solving	X	Other: Decision Making	X
<b>Project Summary</b>	<p><b>Students' Role</b></p> <ol style="list-style-type: none"> <li>1. Students plan a story telling session where they will tell and listen to stories</li> <li>2. Get students to work in their groups on their stories.</li> <li>3. Give students a story chart sheet to brainstorming their ideas about the story they are going to write.</li> <li>4. Ask students to write a different ending and settings so that there is discussion and students use Second conditional</li> <li>5. After that, ask students to write a short summary from it. Explain they have to identify the most basic an essential information.</li> </ol> <p><b>Issue / Problem / Challenge</b> -Creation of original story ending</p> <p><b>Action Taken</b> -Presentation in classes of each story in the class</p>			
<b>Driving Question</b>	<p><b>Language through the Arts</b> How to create an interesting storytelling show?</p>			
<b>Methodology</b>	<p>The writing process will be developed through PBL activity:</p> <ul style="list-style-type: none"> <li>- Pre-writing</li> <li>- Drafting-writing</li> <li>- Sharing-respond</li> <li>- Revising-editing</li> <li>- Publishing</li> </ul>			



<b>Products</b>	<b>Individual:</b> Can produce simple, connected texts on topics which are familiar or of personal interest	Narrates real and fictional events and connects those events, conveying attitudes and moods. Plans what to say and how to say it considering the effect on the audience.
	<b>Team:</b> Oral and written presentation	Specific content and competencies to be assessed: Writing Standard and critical thinking Communication and collaboration
<b>PROJECT DESIGN:</b>		
<b>Making Products Public</b> (include how the products will be made public and who students will engage with during/at end of project)	-Invite other courses to the exposition -Expositions in the classroom	
<b>Resources Needed</b>		
	On-site people, facilities: students	
	Equipment: computers	
	Materials: cards, markers	
	Community Resources: high school	
<b>Formative Assessment</b>	Rubric:	
<b>Notes:</b>		

**Taken from:** BUCK INSTITUTE FOR EDUCATION. (2015)

**Adapted by:** Acosta, L. (2018)

## TEACHER'S NOTES Project 3: A Storytelling Show

**Starting the task:** Ask students to get in groups of 3.

**Organize the writing:** Give each student an information sheet with the story chart.

**Group activity:**

1. Students plan a story telling session where they will tell and listen to stories
2. Get students to work in their groups on their stories.
3. Give students a story chart sheet to brainstorming their ideas about the story they are going to write.
4. Ask students to write a different ending and settings so that there is discussion and students use Second conditional
5. After that, ask students to write a short summary from it. Explain they have to identify the most basic an essential information.

### 6. Story Chart

**Title:** \_\_\_\_\_

#### **SETTING**

Where and when the story took place

#### **CHARACTERS**

People who participate in the story

#### **CONFLICT**

A problem to solve in the story

#### **RESOLUTION**

Actions to solve the conflict

## HERE IS AN EXAMPLE Project 3: A Storytelling Show

### Title: Goldilocks and the three dogs

#### SETTING

*Once upon a time  
House in the city*

#### CHARACTERS

*Goldilocks / Papa dog  
Mama dog/ Baby dog*

#### CONFLICT

*While the dogs were away, Goldilocks went into the dogs' house.  
He ate a bowl of cereals, laid down in a bed and fall asleep*

#### RESOLUTION

*Goldilocks ran away and never comes back.  
You should respect other people's property*

### Goldilocks and the three dogs

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair. One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry. Goldilocks ate all the porridge. Goldilocks was tired now and sat on the chair but she broke it. Goldilocks was very tired. She went



upstairs and went to sleep on one of the beds. Soon, the bears came home and realized that someone's been eating the porridge, someone has been sitting on my chair and it's broken, someone's been sleeping in my bed. Goldilocks woke up and saw the three bears. 'Help!' She ran downstairs and into the forest. She never came back again.

## STUDENT'S WORKSHEET Project 3: A Storytelling Show

### Instructions:

1. Plan a story telling session follow the Story Chart below
2. Write a different ending and settings
3. write a short summary from it.

### Story Chart

Title: \_\_\_\_\_

**SETTING**

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**CHARACTERS**

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**CONFLICT**

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**RESOLUTION**

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### SUMMARY

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## RUBRICS QUALITATIVE ASPECTS OF WRITING PRODUCTION

### PROJECT 3 (20 POINTS)

Grading Scale	1	2	3	4
<b>Content</b>	The story lacks of detailed information and it is not clear which makes the story no understandable.	The information included in the story is sometimes unclear and confusing.	The story present the intended message. Task input is used some parts of the story may be confusing but overall the required message is conveyed.	The story clearly presents the information required by the task. Task input is fully used and ideas are kept short and simple.
<b>Grammatical Accuracy</b>	Inappropriate use of grammar given in the unit which makes the story not clear to understand..	Attempts to use of grammar given in the unit, many mistakes are still present which makes the story confusing.	Appropriate use of grammar given in the unit which makes the story clear.	Excellent use of grammar given in the unit which makes the story very clear.
<b>Vocabulary Range</b>	Very limited control of the vocabulary required by the task. Frequent confusion of words makes the intended message mostly incomprehensible.	Limited control of the vocabulary required by the task. Frequent confusion or misuse of words may obscure the message of the text.	Shows average control of the vocabulary required by the task. Some errors may be present, but they do not impede communication.	Sufficient control of the vocabulary required by the task
<b>Organization and cohesion</b>	The text lacks punctuation (periods and commas) and capitals. The message consists mostly of unconnected sentences, which are not properly organized. The limited organization and cohesion make the message mostly incomprehensible. Too far below the number of words required by the task.	The text shows some attempts to capitalize and use punctuation (periods and mmas), but most of the time this is done incorrectly. Shows some attempts at connecting sentences with basic connectors such as and, but, also and so, but this is not done consistently. Only a few of the sentences are organized appropriately. The message is much shorter than suggested in the task.	Capitals and punctuation (periods and commas) are used appropriately most of the time. Sentences are often correctly linked using basic connectors such as <i>and, but, also</i> and <i>so</i> . The text covers at least two-thirds of the words asked for in the task.	Capitals and periods are used when necessary. Sentences are linked using basic connectors such as <i>and, but, also</i> and <i>so</i> and are organized correctly. The message is clear, precise, and within the number of words required.
<b>Appropriateness Of register and format</b>	The expressions and the layout used make the text's register (informal) and format (a letter) mostly inappropriate to or inconsistent with the task and its audience.	The expressions and the layout used make the text's register (informal) and format (a letter) somewhat inappropriate to or inconsistent with the task and its audience.	The expressions and the layout used make the text's register (informal) and format (a letter) usually appropriate to the task and its audience. Some mistakes may be present, but they do not impede communication.	The expressions and the layout used make the text's register (informal) and format (a letter) consistently appropriate to the task and its audience. Communication is easily achieved.

**Taken from:** Teacher's guide MINEDUC. (2016)

**Adapted by:** Acosta, L. (2018)

# PBL ACTIVITIES TO EMPOWER WRITING SKILL

## PBL 4 A brochure

### Content

- Lesson plan
- Teacher's notes
- Student's worksheet
- Rubric



PROJECT DESIGN		N°4
<b>Name of Project:</b> A brochure		<b>Duration:</b> 5 hours per week
<b>Subject/Course:</b> English as a Foreign Language	<b>Teacher(s):</b> Lcda. Lorena Acosta	<b>Grade Level:</b> First BGU
<b>Learning Outcomes/Target:</b> To produce a paragraph describing, comparing and giving opinions about travelers and touristic activities by expressing ideas effectively and appropriately.		
<b>Key Knowledge and Understanding</b> (Curricular Threads)	<p><b>Curricular Thread 1: Communication and Cultural Awareness</b> EFL 5.1.11 Apply self-correcting and self-monitoring strategies in social and classroom interactions by adjusting presentation and language production to effectively express opinions and make evaluations. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations, etc.)</p> <p><b>Curricular Thread 2: Oral Communication: (Listening and Speaking)</b> EFL 5.2.14 Request and provide information and assistance orally for personal, social and academic purposes in order to clarify and extend meaning in spoken interactions.</p> <p><b>Curricular Thread 3: Reading</b> EFL 5.3.6 Display an appreciation of the language by interacting and engaging with a variety of digital and print texts and resources and by selecting and evaluating these materials as a means to promote and strengthen literacy skills and language acquisition. EFL 5.3.7 Detect complexities and discrepancies in information presented in both print and online references and resources.</p> <p><b>Curricular Thread 4: Writing</b> EFL 5.4.2 Identify a variety of types and formats of potential resources and the value, purpose and audience of each for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.) EFL 5.4.4 Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, Google Drive, infographic makers, audio and video editing, presentation apps, etc.)</p> <p><b>Curricular Thread 5: Language through the Arts</b> EFL 5.5.6 Evaluate one's own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. (Examples of criteria: clarity of ideas, use of English grammar and vocabulary, register, originality, visual presentation, etc.)</p>	

<b>Success Skills</b> (to be taught and assessed)	Critical thinking	X	Self-Management	X
	Problem-solving	X	Other: Decision Making	X
<b>Project Summary</b>	<p><b>Students' Role</b></p> <ol style="list-style-type: none"> <li>1. Invite students to use the ideas</li> <li>2. Guide students to complete the chart to brainstorming ideas</li> <li>3. Students have to edit their drafts and peer correct the information</li> <li>4. Use pictures and maps to decorate the brochure</li> </ol> <p><b>Issue / Problem / Challenge</b></p> <p>-Creation of original brochures</p> <p><b>Action Taken</b></p> <p>-Presentation in classes of each brochure in the class</p>			
<b>Driving Question</b>	<p><b>Language through the Arts</b></p> <p>How to create an interesting brochure about travelers and touristic activities?</p>			
<b>Methodology</b>	<p>The writing process will be developed through PBL activity:</p> <ul style="list-style-type: none"> <li>- Pre-writing</li> <li>- Drafting-writing</li> <li>- Sharing-respond</li> <li>- Revising-editing</li> <li>- Publishing</li> </ul>			
<b>Products</b>	<p><b>Individual:</b></p> <p>Can produce simple connected texts on topics which are familiar or of personal interest</p>		<p>Writes a brochure about a place for tourist giving recommendations and directs.</p> <p>Provides reasons to support opinions and descriptions.</p>	



	<b>Team:</b> Oral and written presentation	Specific content and competencies to be assessed: Writing Standards and critical thinking Communication and collaboration
<b>PROJECT DESIGN</b>		
<b>Making Products Public</b> (include how the products will be made public and who students will engage with during/at end of project)	-Invite other courses to the exposition -Expositions in the classroom	
<b>Resources Needed</b>		
	On-site people, facilities: students	
	Equipment: computers	
	Materials: cards, markers	
	Community Resources: high school	
<b>Formative Assessment</b>	Rubric:	
<b>Notes:</b>		

**Taken from:** BUCK INSTITUTE FOR EDUCATION. (2015)

**Adapted by:** Acosta, L. (2018)

## TEACHER'S NOTES Project 4: A brochure

**Starting the task:** Ask students to get in groups of 5.

**Organize the writing:** Give each student an information sheet.

**Group activity:**

5. Invite students to use the ideas
6. Guide students to complete the chart to brainstorming ideas
7. Students have to edit their drafts and peer correct the information
8. Use pictures and maps to decorate the brochure

### Brochure Brainstorming Format

<b>Place:</b> Write the name of the place you are going to write to
<b>General description:</b> Write a paragraph with most remarkable information about the place
<b>Give a general opinion about the place:</b> Write an opinion sentence to express your idea about the place.
<b>Give reasons:</b> Write three sentences about the reason why a person must visit that place
<b>Tell about the alternatives or things to</b> Write five sentences about the activities you can do in the place
<b>Conclude</b> Express your feelings about the place

**HERE IS AN EXAMPLE Project 4: A brochure**

**Brochure Brainstorming Format**

<b>Place:</b> Ambato
<b>General description:</b> Ambato is a small city in the center of Ecuador. It has a lots of touristic places to visit like Baños, Cevallos, Mocha, and Quisapincha. You can visit Ambato anytime during the year.
<b>Give a general opinion about the place:</b> I think Ambato has more touristic attractions in the center of the country
<b>Give reasons:</b> Ambato is a commercial city. It has a lot of traditional places to visit. It's weather is warm.
<b>Tell about the alternatives or things to</b> You can visit to the museums You can sightseeing in Baños
<b>Conclude</b> I really enjoy spending time in Ambato.

# Ambato



Ambato is proud of its cultural heritage, and nicknames itself 'Tierra de Los Tres Juanes'. The city is called also "Garden of Ecuador", well-known by its production of peaches, apples, pears, grapes, oranges, strawberries, cane of sugar, cereals and all class of vegetables. Its industrial production is based on the textiles, flowers, conserves of fruits, articles of skin, rubber, and furniture.

Ambato has developed into an architectural marvel where modern buildings coexist elegantly with colonial edifices. Modern structures give the city a metropolitan feel while at the same time they enhance the remaining colonial architecture.

## STUDENT'S WORKSHEET Project 4: A brochure

### Instructions:

1. Choose the place and brainstorming ideas
2. Complete the chart below
3. Edit their drafts and peer correct the information
4. Use pictures and maps to decorate the brochure
5. Be creative!

### Brochure Brainstorming Format

<b>Place:</b>
<b>General description:</b>
<b>Give a general opinion about the place:</b>
<b>Give reasons:</b> 1. 2. 3.
<b>Tell about the alternatives or things to</b> 1. 2. 3. 4. 5.
<b>Conclude</b>

## RUBRICS QUALITATIVE ASPECTS OF WRITING PRODUCTION

### PROJECT 4 (20 POINTS)

Grading Scale	1	2	3	4
<b>Content</b>	The brochure lacks of detailed information and it is not clear which makes the brochure no understandable.	The information included in the brochure is sometimes unclear and confusing.	The brochure present the intended message. Task input is used some parts of the brochure may be confusing but overall the required message is conveyed.	The brochure clearly presents the information required by the task. Task input is fully used and ideas are kept text and simple.
<b>Grammatical Accuracy</b>	Inappropriate use of grammar given in the unit which makes the brochure not clear to understand..	Attempts to use of grammar given in the unit, many mistakes are still present which makes the brochure confusing.	Appropriate use of grammar given in the unit which makes the brochure clear.	Excellent use of grammar given in the unit which makes the story very clear.
<b>Vocabulary Range</b>	Very limited control of the vocabulary required by the task. Frequent confusion of words makes the intended message mostly incomprehensible.	Limited control of the vocabulary required by the task. Frequent confusion or misuse of words may obscure the message of the text.	Shows average control of the vocabulary required by the task. Some errors may be present, but they do not impede communication.	Sufficient control of the vocabulary required by the task
<b>Organization and cohesion</b>	The text lacks punctuation (periods and commas) and capitals. The message consists mostly of unconnected sentences, which are not properly organized. The limited organization and cohesion make the message mostly incomprehensible. Too far below the number of words required by the task.	The text shows some attempts to capitalize and use punctuation (periods and commas), but most of the time this is done incorrectly. Shows some attempts at connecting sentences with basic connectors such as and, but, also and so, but this is not done consistently. Only a few of the sentences are organized appropriately. The message is much shorter than suggested in the task.	Capitals and punctuation (periods and commas) are used appropriately most of the time. Sentences are often correctly linked using basic connectors such as <i>and</i> , <i>but</i> , <i>also</i> and <i>so</i> . The text covers at least two-thirds of the words asked for in the task.	Capitals and periods are used when necessary. Sentences are linked using basic connectors such as <i>and</i> , <i>but</i> , <i>also</i> and <i>so</i> and are organized correctly. The message is clear, precise, and within the number of words required.
<b>Appropriateness Of register and format</b>	The expressions and the layout used make the text's register (informal) and format (a letter) mostly inappropriate to or inconsistent with the task and its audience.	The expressions and the layout used make the text's register (informal) and format (a letter) somewhat inappropriate to or inconsistent with the task and its audience.	The expressions and the layout used make the text's register (informal) and format (a letter) usually appropriate to the task and its audience. Some mistakes may be present, but they do not impede communication.	The expressions and the layout used make the text's register (informal) and format (a letter) consistently appropriate to the task and its audience. Communication is easily achieved.

**Taken from:** Teacher's guide MINEDUC. (2016)

**Adapted by:** Acosta, L. (2018)

# PBL ACTIVITIES TO EMPOWER WRITING SKILL

## PBL 5 A newspaper article

### Content

- Lesson plan
- Teacher's notes
- Student's worksheet
- Rubric



<b>PROJECT DESIGN</b>		<b>Nº5</b>
<b>Name of Project:</b> A newspaper article		<b>Duration:</b> 5 hours per week
<b>Subject/Course:</b> English as a Foreign Language	<b>Teacher(s):</b> Lcda. Lorena Acosta	<b>Grade Level:</b> First BGU
<b>Learning Outcomes/Target:</b> To produce a newspaper article about general interest topics and major disasters by expressing ideas and opinions effectively and appropriately.		
<b>Key Knowledge and Understanding</b> (Curricular Threads)	<p><b>Curricular Thread 1: Communication and Cultural Awareness</b> EFL 5.1.6 Demonstrate an ability to make informed choices about and take action on issues of prejudice and discrimination.</p> <p><b>Curricular Thread 2: Oral Communication: (Listening and Speaking)</b> EFL 5.2.7 Present information clearly and effectively in a variety of oral forms for a range of audiences and purposes. (Example: summarizing, paraphrasing, personal narratives, research reports, essays, articles, posters, charts and another graphics, etc.).</p> <p><b>Curricular Thread 3: Reading</b> EFL 5.3.4 Find specific predictable information in short, simple texts in a range of age- and level- appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.)</p> <p><b>Curricular Thread 4: Writing</b> EFL 5.4.3 Apply new and prior knowledge in order to plan and create texts and determine if the new knowledge adds value to or contradicts prior information. EFL 5.5.2 Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p> <p><b>Curricular Thread 5: Language through the Arts</b> EFL 5.5.6 Evaluate one’s own and others’ work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. (Examples of criteria: clarity of ideas, use of English grammar and vocabulary, register, originality, visual presentation, etc.)</p>	

<b>Success Skills</b> (to be taught and assessed)	Critical thinking	X	Self-Management	X
	Problem-solving	X	Other: Decision Making	X
<b>Project Summary</b>	<p><b>Students´ Role</b></p> <ol style="list-style-type: none"> <li>1. Identify the situation to write about.</li> <li>2. Gather the facts. Identify who, what, where, when, how</li> <li>3. Write the article and add helpful details like testimonies or experts´ view</li> <li>4. Write the headline and use linker words /(when, then, but)</li> <li>5. Use pictures and be creative</li> </ol> <p><b>Issue / Problem / Challenge</b></p> <p>-Creation of original article</p> <p><b>Action Taken</b></p> <p>-Presentation in classes of each article in the class</p>			
<b>Driving Question</b>	<p><b>Language through the Arts</b></p> <p>How to produce a newspaper article about general interest topics and major disasters?</p>			
<b>Methodology</b>	<p>The writing process will be developed through PBL activity:</p> <ul style="list-style-type: none"> <li>- Pre-writing</li> <li>- Drafting-writing,</li> <li>- Sharing-respond</li> <li>- Revising-editing</li> <li>- Publishing</li> </ul>			
<b>Products</b>	<b>Individual:</b> Selecting an specific line of advertisements. Create 2 advertisements each one.	Specific content and competencies to be assessed: Short texts of the type found on roads, in railway stations, airports, shops, restaurants, schools, offices, etc.		
	<b>Team:</b> Oral and written presentation	Specific content and competencies to be assessed: Writing Standars and critical thinking Communication and collaboration		



<b>PROJECT DESIGN:</b>	
<b>Making Products Public</b> (include how the products will be made public and who students will engage with during/at end of project)	-Invite other courses to the exposition -Expositions in the classroom
<b>Resources Needed</b>	On-site people, facilities: students
	Equipment: computers
	Materials: cards, markers
	Community Resources: high school
<b>Formative Assessment</b>	Rubric:
<b>Notes:</b>	

**Taken from:** BUCK INSTITUTE FOR EDUCATION. (2015)

**Adapted by:** Acosta, L. (2018)

## TEACHER'S NOTES Project 5: A newspaper Article

**Starting the task:** Ask students to get in groups of 5.

**Organize the writing:** Give each student an information sheet.

### Group activity:

1. Identify the situation to write about.
2. Gather the facts. Identify who, what, where, when, how
3. Write the article and add helpful details like testimonies or experts' view
4. Write the headline and use linker words /(when, then, but)
5. Use pictures and be creative

### Newspaper chart

Who?
What?
Where?
When?
How?

**HERE IS AN EXAMPLE Project 5: A newspaper Article**

**THE SUSPICIOUS SUITCASE**

A kid
The suspicious suitcase
The bus stop/ the police station
Last Sunday afternoon
A kid found the suitcase in the bus station At the end it exploded



**THE SUSPICIOUS SUITCASE!!**

A suspicious suitcase was found near the bus station by a kid who was waiting for the bus alone. It happened last Sunday afternoon. The suspicious suitcase wasn't opened by the kid on the first moment. **Then**, He took it to the police station and **when** the police officer opened the suspicious suitcase, it exploded!!! The kid survived **but** the other police officers were killed by the bomb.



## RUBRICS QUALITATIVE ASPECTS OF WRITING PRODUCTION

### PROJECT 5 (20 POINTS)

Grading Scale	1	2	3	4
<b>Content</b>	The article lacks of detailed information and it is not clear which makes the brochure no understandable.	The information included in the article is sometimes unclear and confusing.	The article present the intended message. Task input is used some parts of the brochure may be confusing but overall the required message is conveyed.	The article clearly presents the information required by the task. Task input is fully used and ideas are kept text and simple.
<b>Grammatical Accuracy</b>	Inappropriate use of grammar given in the unit which makes the article not clear to understand..	Attempts to use of grammar given in the unit, many mistakes are still present which makes the article confusing.	Appropriate use of grammar given in the unit which makes the article clear.	Excellent use of grammar given in the unit which makes the article very clear.
<b>Vocabulary Range</b>	Very limited control of the vocabulary required by the task. Frequent confusion of words makes the intended message mostly incomprehensible.	Limited control of the vocabulary required by the task. Frequent confusion or misuse of words may obscure the message of the text.	Shows average control of the vocabulary required by the task. Some errors may be present, but they do not impede communication.	Sufficient control of the vocabulary required by the task
<b>Organization and cohesion</b>	The text lacks punctuation (periodsand commas) and capitals. The message consists mostly of unconnected sentences, which are not properly organized. The limited organization and cohesion make the message mostly incomprehensible. Too far below the number of words required by the task.	The text shows some attempts to capitalize and use punctuation (periods and commas), but most of the time this is done incorrectly. Shows some attempts at connecting sentences with basic connectors such as and, but, also and so, but this is not done consistently. Only a few of the sentences are organized ppropriately. The message is much shorter than suggested in the task.	Capitals and punctuation (periods and commas) are used appropriately most of the time. Sentences are often correctly linked using basic connectors such as <i>and, but, also</i> and <i>so</i> . The text covers at least two-thirds of the words asked for in the task.	Capitals and periods are used when necessary. Sentences are linked using basic connectors such as <i>and, but, also</i> and <i>so</i> and are organized correctly. The message is clear, precise, and within the number of words required.
<b>Appropriateness Of register and format</b>	The expressions and the layout used make the text's register (informal) and format (a letter) mostly inappropriate to or inconsistent with the task and its audience.	The expressions and the layout used make the text's register (informal) and format (a letter) somewhat inappropriate to or inconsistent with the task and its audience.	The expressions and the layout used make the text's register (informal) and format (a letter) usually appropriate to the task and its audience. Some mistakes may be present, but they do not impede communication.	The expressions and the layout used make the text's register (informal) and format (a letter) consistently appropriate to the task and its audience. Communication is easily achieved.

**Taken from:** Teacher's guide MINEDUC (2016)

**Adapted by:** Acosta, L. (2018)

# PBL ACTIVITIES TO EMPOWER WRITING SKILL

## PBL 6 A report

### Content

- Lesson plan
- Teacher's notes
- Student's worksheet
- Rubric



<b>PROJECT DESIGN</b>				<b>N°6</b>
<b>Name of Project:</b> A report			<b>Duration:</b> 5 hours per week	
<b>Subject/Course:</b> English as a Foreign Language		<b>Teacher(s):</b> Lcda. Lorena Acosta	<b>Grade Level:</b> First BGU	
<b>Learning Outcomes/Target:</b> To produce a report about issues from your country, expressing ideas and opinions effectively and appropriately.				
<b>Key Knowledge and Understanding</b> (Curricular Threads)	<p><b>Curricular Thread 1: Communication and Cultural Awareness</b> EFL 5.1.9 Communicate information and ideas effectively to diverse audiences using a variety of media and formats.</p> <p><b>Curricular Thread 2: Oral Communication: (Listening and Speaking)</b> EFL 5.2.7 Present information clearly and effectively in a variety of oral forms for a range of audiences and purposes. (Example: summarizing, paraphrasing, personal narratives, research reports, essays, articles, posters, charts and other graphics, etc.) EFL 5.2.8 Influence an audience effectively through persuasion, argument or negotiation using conventions and features of English. (Example: precise vocabulary, pronunciation, intonation, presentation strategies, etc.)</p> <p><b>Curricular Thread 3: Reading</b> EFL 5.3.9 Skim and scan reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs.</p> <p><b>Curricular Thread 4: Writing</b> EFL 5.4.5 Justify and explain the rationale for a position on an argument, using persuasive language, tone, evidence and well-developed arguments through essays, editorials, movie and book reviews, position papers and brochures.</p> <p><b>Curricular Thread 5: Language through the Arts</b> EFL 5.5.8 Contribute to team projects to produce original works and solve problems while effectively negotiating and managing interactions to accomplish social and classroom tasks.</p>			
	<b>Success Skills</b> (to be taught and	Critical thinking	X	Self-Management

assessed)	Problem-solving	X	Other: Decision Making	X
<b>Project Summary</b>	<p><b>Students' Role</b></p> <ol style="list-style-type: none"> <li>1. Choose an issue from your country to write about (title)</li> <li>2. Gather the facts.</li> <li>3. Complete the Chart</li> <li>4. Write a report with the information in the chart.</li> <li>5. Use pictures and be creative</li> </ol> <p><b>Issue / Problem / Challenge</b> -Creation of original report</p> <p><b>Action Taken</b> -Presentation in classes of each report in the class</p>			
<b>Driving Question</b>	<p><b>Language through the Arts</b></p> <p>How to create an interesting report?</p>			
<b>Methodology</b>	<p>The writing process will be developed through PBL activity:</p> <ul style="list-style-type: none"> <li>- Pre-writing</li> <li>- Drafting-writing</li> <li>- Sharing-respond</li> <li>- Revising-editing</li> <li>- Publishing</li> </ul>			
<b>Products</b>	<b>Individual:</b> Selecting an specific line of advertisements. Create 2 advertisements each one.		Specific content and competencies to be assessed: Short texts of the type found on roads, in railway stations, airports, shops, restaurants, schools, offices, etc.	
	<b>Team:</b> Oral and written presentation		Specific content and competencies to be assessed: Writing Standards and critical thinking Communication and collaboration	



<b>PROJECT DESIGN:</b>	
<b>Making Products Public</b> (include how the products will be made public and who students will engage with during/at end of project)	-Invite other courses to the exposition -Expositions in the classroom
<b>Resources Needed</b>	On-site people, facilities: students
	Equipment: computers
	Materials: cards, markers
	Community Resources: high school
<b>Formative Assessment</b>	Rubric:
<b>Notes:</b>	

**Taken from:** BUCK INSTITUTE FOR EDUCATION. (2015)

**Adapted by:** Acosta, L. (2018)

## TEACHER'S NOTES Project 6: A report

**Starting the task:** Ask students to get in groups of 5.

**Organize the writing:** Give each student an information sheet.

### Group activity:

1. Choose an issue from your country to write about (title)
2. Gather the facts.
3. Complete the Chart
4. Write a report with the information in the chart.
5. Use pictures and be creative

### Writing Information Report chart

<b>Title</b>
<b>Introduction</b> Tell what the report is going to be about
<b>Purpose</b> A supporting idea to go doing <i>This report describes the findings of some...</i> <i>Research made by.....</i>
<b>Methodology</b> <i>The survey asked .....</i> <i>Some people were interviewed.....</i>
<b>Results and recommendations</b> <i>A final thought to give a personal opinion</i> <i>The results showed....</i> <i>It was also found that....</i> <i>According to the findings of this survey.....</i> <b>RECOMMENDATIONS</b> <i>The following are some recommendations for people...</i>

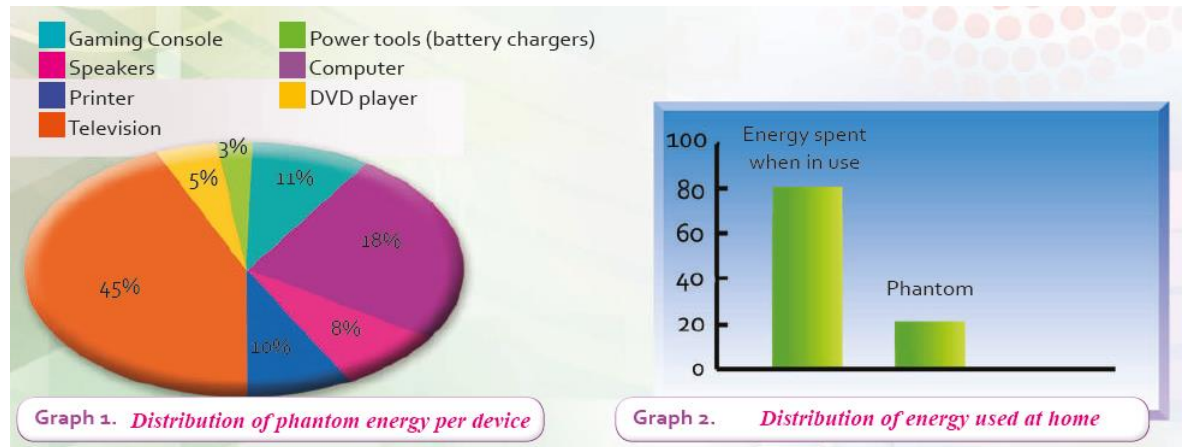
## HERE IS AN EXAMPLE Project 6: A report

### Smart tech users

#### Introduction

The use of technology is more evident these days, most people use any device or have one.

The report describes how much electricity people use.



According to the U.S. Energy Information Administration, 20% of the energy used at home is phantom energy (wasted energy from devices that are not turned off, or unplugged while they are not performing their primary function). It is recommended to:

- Reduce equipment and appliances that are not frequently use.

## **STUDENT'S WORKSHEET Project 6: A report**

### **Instructions:**

1. Choose an issue from your country to write about (title)
2. Gather the facts.
3. Complete the Chart
4. Write a report with the information in the chart.
5. Use pictures and be creative

### **Writing Information Report chart**

<b>Title</b>
<b>Introduction</b>
<b>Purpose</b>
<b>Methodology</b>
<b>Results and recommendations</b>

## RUBRICS QUALITATIVE ASPECTS OF WRITING PRODUCTION

### PROJECT 6 (20 POINTS)

Grading Scale	1	2	3	4
<b>Content</b>	The article lacks of detailed information and it is not clear which makes the brochure no understandable.	The information included in the article is sometimes unclear and confusing.	The article present the intended message. Task input is used some parts of the brochure may be confusing but overall the required message is conveyed.	The article clearly presents the information required by the task. Task input is fully used and ideas are kept text and simple.
<b>Grammatical Accuracy</b>	Inappropriate use of grammar given in the unit which makes the article not clear to understand..	Attempts to use of grammar given in the unit, many mistakes are still present which makes the article confusing.	Appropriate use of grammar given in the unit which makes the article clear.	Excellent use of grammar given in the unit which makes the article very clear.
<b>Vocabulary Range</b>	Very limited control of the vocabulary required by the task. Frequent confusion of words makes the intended message mostly incomprehensible.	Limited control of the vocabulary required by the task. Frequent confusion or misuse of words may obscure the message of the text.	Shows average control of the vocabulary required by the task. Some errors may be present, but they do not impede communication.	Sufficient control of the vocabulary required by the task
<b>Organization and cohesion</b>	The text lacks punctuation (periods and commas) and capitals. The message consists mostly of unconnected sentences, which are not properly organized. The limited organization and cohesion make the message mostly incomprehensible too far below the number of words required by the task.	The text shows some attempts to capitalize and use punctuation (periods and commas), but most of the time this is done incorrectly. Shows some attempts at connecting sentences with basic connectors such as and, but, also and so, but this is not done consistently. Only a few of the sentences are organized appropriately. The message is much shorter than suggested in the task.	Capitals and punctuation (periods and commas) are used appropriately most of the time. Sentences are often correctly linked using basic connectors such as <i>and</i> , <i>but</i> , <i>also</i> and <i>so</i> . The text covers at least two-thirds of the words asked for in the task.	Capitals and periods are used when necessary. Sentences are linked using basic connectors such as <i>and</i> , <i>but</i> , <i>also</i> and <i>so</i> and are organized correctly. The message is clear, precise, and within the number of words required.
<b>Appropriateness Of register and format</b>	The expressions and the layout used make the text's register (informal) and format (a letter) mostly inappropriate to or inconsistent with the task and its audience.	The expressions and the layout used make the text's register (informal) and format (a letter) somewhat inappropriate to or inconsistent with the task and its audience.	The expressions and the layout used make the text's register (informal) and format (a letter) usually appropriate to the task and its audience. Some mistakes may be present, but they do not impede communication.	The expressions and the layout used make the text's register (informal) and format (a letter) consistently appropriate to the task and its audience. Communication is easily achieved.

**Taken from:** Teacher's guide MINEDUC. (2016)

**Adapted by:** Acosta, L. (2018)

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## ANNEXES

### ANNEX 1: OFFICIAL LETTER FOR RESEARCH AUTHORIZATION



## UNIDAD EDUCATIVA "CÉSAR AUGUSTO SALAZAR CHÁVEZ"

*No estaremos entre los más grandes, pero sí entre los mejores*

EL PISQUE – ATAHUALPA

Ambato, 29 de agosto de 2018

Licenciada

Lorena Acosta M.

**DOCENTE DE INGLÉS DE LA UNIDAD EDUCATIVA "CÉSAR AUGUSTO SALAZAR CHÁVEZ"**

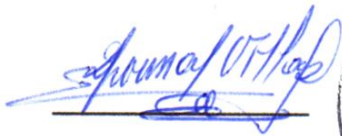

Presente

De mi consideración:

Luego de expresarle un atento y cordial saludo, le comunico que usted ha sido autorizada para la aplicación de su proyecto de investigación titulado: **"PROJECT-BASED LEARNING IN THE WRITING SKILL DEVELOPMENT"** previo a la obtención del grado académico de su Maestría.

Particular que comunico para los fines pertinentes.

Atentamente,

Mg. Hirma Villacís V.  
**RECTORA DE LA UNIDAD EDUCATIVA  
"CÉSAR AUGUSTO SALAZAR CHÁVEZ"**

## ANNEX 2: URKUND CERTIFICATE

Reporte URKUND

URKUND

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### Urkund Analysis Result

**Analysed Document:** TESIS LORENA ACOSTA.docx (D47054307)  
**Submitted:** 1/21/2019 4:45:00 AM  
**Submitted By:** lm.melendez@uta.edu.ec  
**Significance:** 7 %

Sources included in the report:

<https://jurnal.unimed.ac.id/2012/index.php/eltu/article/download/342/150>

Instances where selected sources appear:

112





### ANNEX 3: TEACHER'S SURVEY

#### UNIVERSIDAD TECNICA DE AMBATO DIRECCION DE POSGRADO

#### MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA

#### Encuesta dirigida a docentes del Área de Lengua Extranjera INGLES de la Unidad Educativa "César Augusto Salazar Chávez"

**Objetivo:** Investigar como la aplicación de proyectos basado en problemas empodera el desarrollo de la destreza de escritura.

**Instrucciones:** A continuación, se presenta una serie de enunciados relacionados con la aplicación de proyectos basado en problemas para empoderar el desarrollo de la destreza de escritura. Por favor, indique el grado en que está de acuerdo o en desacuerdo con cada una de las interrogantes, haciendo una cruz en la casilla que corresponda.

CUESTIONARIO	1 Siempre	2 Casi siempre	3 Algunas veces	4 Casi nunca	5 Nunca
1. Aplico proyectos en la clase para desarrollar la habilidad de escritura.					
2. Organizo actividades individuales y grupales para la aplicación de actividades de escritura.					
3. Incluyo en mis clases actividades de escritura como: diarios para practicar la destreza de escritura.					
4. Enseño el proceso adecuado para las actividades de escritura antes de asignarlas.					
5. Me concentro en la aplicación de actividades que se enfoquen en episodios de la vida real.					

**GRACIAS POR SU COLABORACION**



## ANNEX 4: STUDENT'S SURVEY

UNIVERSIDAD TECNICA DE AMBATO  
DIRECCION DE POSGRADO

### MAESTRIA EN LA ENSEÑANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA

Encuesta dirigida a estudiantes del Área de Lengua Extranjera INGLES de la  
Unidad Educativa "César Augusto Salazar Chávez"

**Objetivo:** Investigar como la aplicación de proyectos basado en problemas empodera el desarrollo de la destreza de escritura.

**Instrucciones:** A continuación, se presenta una serie de enunciados relacionados con la aplicación de proyectos basado en problemas para empoderar el desarrollo de la destreza de escritura. Por favor, indique el grado en que está de acuerdo o en desacuerdo con cada una de las interrogantes, haciendo una cruz en la casilla que corresponda.

CUESTIONARIO	1 Siempre	2 Casi siempre	3 Algunas veces	4 Casi nunca	5 Nunca
1. Las actividades presentadas en la clase me permiten expresar mis ideas, emociones y opiniones.					
2. Las actividades presentadas en la clase promueven la habilidad de escritura en la clase.					
3. La actividad de escritura sigue un proceso para una producción de escritura					
4. Hay algunos patrones y formatos presentados en la clase para construir textos de escritura.					
5. Se presenta una actividad mixta en la clase para mejorar la habilidad de escritura.					

**GRACIAS POR SU COLABORACION**

**ANNEX 5: KET CLASSROOM ACTIVITIES FOR WRITING SKILL**  
**FROM OXFORD UNIVERSITY PRESS**

**Worksheet: complete cloze**



**Board at beginning of activity:**

Team A		Team B
	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____!</p>	

**Example of board in the middle of the activity:**

Team A		Team B
6	<p>_____ girl _____ in her tent _____ a</p> <p>_____ she _____ a _____ books _____,</p> <p>_____ the tent</p> <p>_____ small and her feet _____!</p>	8

**Board at the end of the activity:**

Team A		Team B
20	<p>I think this girl wants to stay in her tent for a long time because she has a lot of books to read, but I hope it does not rain because the tent is too small and her feet will get wet!</p>	22

Source: KET Classroom Activities. OUP (2018)

## Worksheet: expanding sentences

### 1 Writing task from KET for Schools (Part 9):

Read the email from your English friend, Alex.

<b>From:</b>	Alex
<b>To:</b>	

It's great you can come to my house this evening to watch a DVD. What time can you come? Which DVD do you want to watch? What would you like to eat?

Write an email to Alex and answer the questions.  
Write **25–35** words.  
Write the email on your answer sheet.

### 2 Student answer:

I can come at 7:30.  
I want to watch 'High School Musical'.  
I would like to eat a pizza.

### 3 Board at end of activity (added words in bold):

Team A		Team B
16	<b>Hi Alex, I can come to your house this evening at around 7:30. Is that OK? I really want to watch 'High School Musical' if possible. I love it, especially the fantastic songs! I would like to eat a tomato and ham pizza and a coke. Is that OK? I hope so. See you later.</b>	20

Source: KET Classroom Activities. OUP (2018)

**Worksheet: a group story**

- A. Last weekend, Thomas decided to take the bus and go to the town centre
- B. because .....
- C. But when he .....
- D. So he decided to .....
- E. because .....
- F. But he didn't know that .....
- G. So .....
- H. Then .....
- I. After that, .....
- J. Finally, .....

Source: KET Classroom Activities. OUP (2018)

**Worksheet: phone messages**

<b>While you were out ...</b>
Message for: _____
Message from: _____
Telephone number: _____
Message: _____
_____
_____
_____
_____

<p><b>Student A</b></p> <p>You're Rob.</p> <p>You phone Mike.</p> <p>The football match is now on Sunday, not on Saturday.</p> <p>It's at 3pm.</p> <p>Your phone number: 0702-495-8218</p>	<p><b>Student B</b></p> <p>You're Jake/Jane (Mike's brother/sister).</p> <p>You answer the phone.</p> <p>Mike's gone to the cinema.</p> <p>Take a message.</p>
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<p><b>Student A</b></p> <p>You're Steve/Stephanie.</p> <p>(You're Suzie's brother/sister.)</p> <p>You answer the phone.</p> <p>Suzie is not at home. She's gone shopping.</p> <p>Take a message.</p>		<p><b>Student B</b></p> <p>You're Amanda.</p> <p>You phone Suzie.</p> <p>Your birthday party starts at 6pm, not at 7pm.</p> <p>It's at your house.</p> <p>Your phone number: 419-339-2557.</p>
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Source: KET Classroom Activities. OUP (2018)

**ANNEX 6: PHOTOS**





