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TEMA: “PROJECT BASED LEARNING METHOD TO DEVELOP SPEAKING SKILL
IN THE STUDENTS OF EIGHT LEVEL OF SAN FELIPE NERI SCHOOL
SEPTEMBER 2018 – JANUARY 2019”

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

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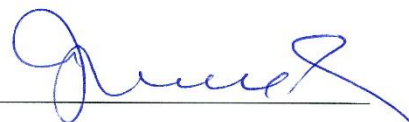
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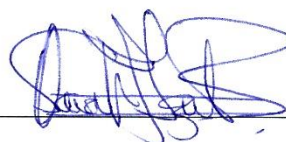
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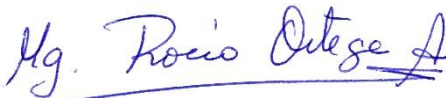
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DEDICATORIA

This work is dedicated to God creator of all things, the supreme being who has been my constant guide with love and wisdom. To my family who are the force that inspires me to follow each day, who are my home, my peace and my life.

To my dear son in whom I always found an unconditional friend.

Blessing

Gaby

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AUTORA: Licenciada Gabriela Alexandra Jaramillo Quinchuela

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FECHA: 19 de septiembre de 2018

RESUMEN EJECUTIVO

La investigación Project Based Learning (PBL) para mejorar la destreza oral representa una solución teórico-práctica al bajo nivel en *comunicación oral* de los estudiantes del octavo nivel de la Unidad Educativa San Felipe Neri (UESFN). El objetivo principal fue determinar la influencia de PBL en la comunicación oral en inglés en el aula. Los estudiantes trabajaron con proyectos sistematizados en un entorno dinámico y en un contexto real para mejorar el proceso de enseñanza-aprendizaje. Esto permitió a los estudiantes mejorar la pronunciación, gramática, vocabulario y la interacción. Se realizó una ardua revisión de la literatura para la delimitación de variables y el soporte teórico. Los métodos utilizados fueron analítico, deductivo y descriptivo. A través de una prueba de diagnóstico y una rúbrica (KET) aplicada al comienzo y al final del período establecido en la investigación, se determinó el nivel de *comunicación oral* de los estudiantes. El siguiente paso fue indagar sobre la percepción que los maestros tienen sobre el nivel de comunicación oral de sus estudiantes y la forma de trabajar con PBL por parte de los maestros de UESFN. Una vez que se determinó el problema, se aplicaron estrategias basadas en PBL que permitieron mejorar la habilidad comunicación oral. El seguimiento a la aplicación de PBL se realizó con una guía de observación. Los resultados sujetos a análisis estadísticos fueron positivos. Utilizando la prueba T-student, se determinó que el grupo experimental tuvo una mejora de 0.5 más en el promedio en el puntaje total que el grupo control. La guía de observación mostró una mejora gradual después de la ejecución de cada uno de los cuatro proyectos realizados. De esta manera se mejoró la habilidad de hablar en los estudiantes de UESFN. Se recomienda aplicar esta guía basada en PBL y desarrollar nuevos proyectos con PBL para mejorar las habilidades comunicativas.

PALABRAS CLAVE: PBL, HABLAR, ENSEÑANZA-APRENDIZAJE, MEJORA.

UNIVERSIDAD TÉCNICA DE AMBATO
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EXTRANJERA

THEME: PROJECT BASED LEARNING METHOD TO DEVELOP SPEAKING SKILL IN THE STUDENTS OF EIGHT LEVEL OF SAN FELIPE NERI SCHOOL SEPTEMBER 2018 – JANUARY 2019”.

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DATE: September 17th, 2019

ABSTRACT

The research Project Based Learning (PBL) to improve speaking represents a theoretical-practical solution at the low level of speaking of the students of the eighth level of Unidad *Educativa San Felipe Neri* (UESFN). The main objective was to determine the influence of PBL on oral communication in English in the classroom. The students worked with systematized projects in a dynamic environment and in a real context to improve the teaching-learning process. It let students improve pronunciation, grammar, vocabulary and interaction. An arduous literature review was carried out for the delimitation of the variables and theoretical support. The methods used were analytical, deductive and descriptive. Through a diagnostic test and a rubric (KET) applied at the beginning and end of the period established in the research, the level of speaking of the students was determined. The next step was to inquire about the perception that teachers have about the level of speaking of their students and the way of working with PBL by UESFN teachers. Once the problem was determined, strategies based on PBL were applied that allowed improving the speaking skill. The monitoring of the application of PBL was carried out with an observation guide. The results subject to statistical analysis were positive using the T-student test. It was determined that the experimental group had an improvement of 0.5 more in the average in the total score than the control group. The observation guide showed a gradual improvement after the execution of each one of the four projects performed. In this way the speaking skill in the UESFN students was improved. It is recommended to apply this guide based on PBL and develop new projects with PBL to improve communicative skills.

KEY WORDS: PBL, SPEAKING, TEACHING-LEARNING, IMPROVEMENT.

INTRODUCTION

A study done by Education First (EF, 2017) places Ecuador in the number 47 of 72 countries participating in a worldwide ranking of people proficiency in English evidencing that the level of English in the country is low, consequently people do not speak English. This fact was evidenced when it was applied a test to measure teachers' competences in the language and less than the 2% of them got the level B2. Ministry of Education, (2012), The problem increases due to students lack of opportunities to practice the language in the classroom as argued Raynaud, (2017)

(Permatasari, 2013) affirms that Students with low performance in speaking could improve their skill with PBL because students have the opportunity to interact in small and big groups. Bilqis (2013) argues that PBL learners are involved in focused communication to work on authentic events, so they have the opportunity to use the language in a fairly usual context and contribute in suggestive activities which entail reliable language use (Tsiplakides & Fragoulis, 2009). These activities permit to develop accurate content, genuine assessment, and explicit educational aims, as well, let teachers assist students in a better way (D. G. Moursund, 2002)

According to León (2013), Ecuadorian Government has realized the importance of having students able to use the English Language at the same level as those of the rest of the world. To achieve this goal, the Ministry of Education has launched some policies and programs, which set and foster the improvement of students' proficiency in the use of the English language. For instance, *Ministerio de Educación del Ecuador*, (2016) says that the National Curriculum Guidelines shaped by the CEFR have highlighted the philosophy of helping students to develop their communicative language skills

Bearing in mind the positive contribution of PBL, this research will work on a methodology to implement the Project Based Learning Method to improve the speaking skill in the students of eight level of *Educación Básica Superior at Unidad Educativa San Felipe Neri* School in the city of Riobamba.

The project presents a series of steps to solve the low level of speaking in the students of the eighth grade for it was organized in 6 chapters.

Chapter I presents an introduction to the problem studied and its contextualization. The critical analysis, prognosis, problem formulation, investigation questions, delimitation and objectives are also presented.

Chapter II presents a description of the project in a deductive way, the theoretical and scientific foundation necessary to support the project is presented.

Chapter III, the population, sample, methods, techniques and instruments that allowed to obtain the information are disclosed.

Chapter IV describes the collection, processing and presentation of data and results. The results of the application of the instruments are shown graphically and statistically.

Chapter V The conclusions and recommendations regarding the objectives are described.

Chapter VI explains in detail the development and application of Project Based Learning in speaking skills

CHAPTER I

1.1. Problem Statement

Project Based Learning Method to develop speaking skill in the students of eighth level of “San Felipe Neri School” September 2018 – January 2019

1.2. Contextualization of the problem

Šolcová & Thomas, (2011) mentions “Most students have had inadequate speaking opportunities at school, as a result of that they feel lack of confidence, unease, and anxiety in their ability to speak” as an alternative to this problem PBL proposes activities and real tasks that have brought new academic challenges for students to solve, as stated by Goodman (2010). The same author argues that these activities are based on the types of learning and work people do in the everyday world outside the classroom. Solomon (2003) concludes that some problems about teaching speaking are: There is not a student-centered methodology, interdisciplinary and integrated activities in real world situations. This fact forces teachers to rethink or reflect on their approaches regarding to the teaching-learning process of English as a Foreign Language. Gaer, (1998) mentions that it is necessary to teach students content, and develop speaking skill to successfully deal with the complexities of a demanding world.

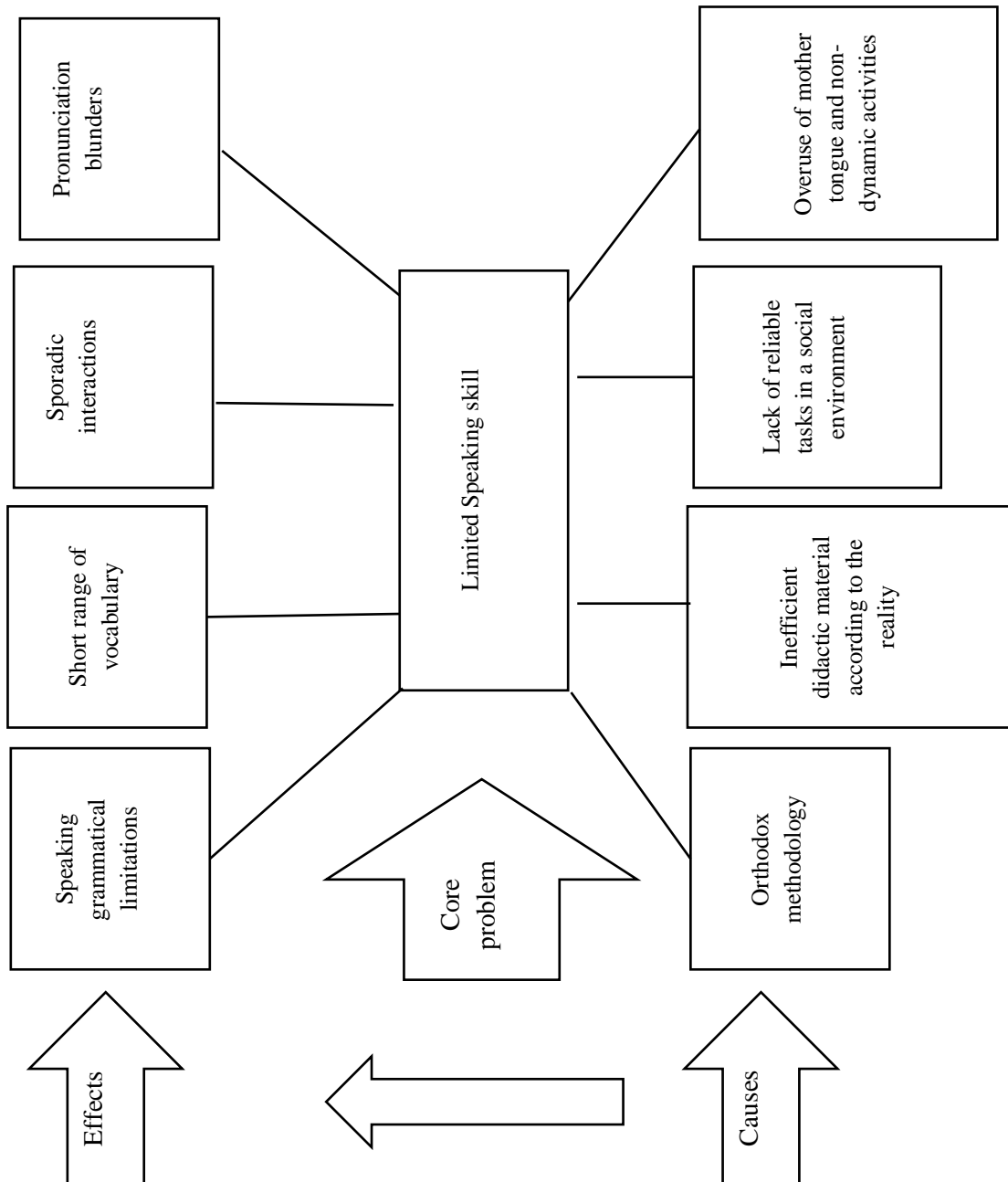
In Ecuador there are studies to improve speaking skill, at the Technical University of Ambato, Bermúdez (2013) studied the application of innovative phonology techniques in high school students to improve accent, fluency, intonation. In the Technical University of Cotopaxi, a study was carried out in 2013 to improve speaking of the students of the English Career; the use of the inductive-deductive method based on phonological theory allowed to develop exercises to optimize speaking skill of the study group. Rocío Juca in his thesis for graduation at the Central University of Ecuador in 2012 investigated how knowledge of Phonology improves speaking of her level students of the Language Center; The preparation of a guide with phonetic-articulatory activities was presented as a product of this work.

The problem was observed in the daily practices in the English-speaking level of the students of eighth at *Unidad Educativa “San Felipe Neri”* who performed their speaking

skills. A rubric of Cambridge University was used to determine the speaking level that the eighth-grade students have. The rubric presents in an objective way aspects as: mistakes in pronunciation, short periods of interaction, problems to construct phrases and sentences and the limited lexicon that students have. The procedure applied by the teachers is observed, it exposes that the actions performed in the class do not contribute meaningfully to the development of this important language skill. As the main causes of this problem determined by a systemized observation were the use of orthodox techniques, the kind of material used to develop the speaking skill, the overuse of the mother tongue and the lack of group work for the students. The effects generated for these didactical aspects affected primarily the communication between teacher and students. The main aspects identified were grammatical mistakes in communication, low level in speaking interaction, pronunciation mistakes and lack of vocabulary.

1.2.1 Critical analysis

Graph N° 1 Critical analysis



Source: Direct research

Graph No. 1 Critical Analysis

Made by: Jaramillo, G. (2019)

To teach speaking in English is a challenging task, however it demands to change some mental schemes that teachers and students have. Without any doubt there are many problems that have generated effects that can affect the English teaching learning process. This analysis shows as the main factors that affect this process the following: first Orthodox methodology, it produces speaking grammatical limitations because of the limited set of methods techniques and activities used by teachers. The second factor to analyze is inefficient didactic material according to students' reality as a consequence of this the short range of vocabulary that students use in real life communication. The third cause to study is lack of reliable tasks which results in sporadic interaction in a social environment, this limits the participation in a spontaneous way. In this point, it is possible to see how students work isolated, real world is different, man is considered by nature a social being, humans have the necessity to interact to develop real communication. Last cause is the overuse of mother tongue and boring activities that create pronunciation blunders. If a foreign language is taught in the mother tongue, students do not develop the skills of the foreign language. All these factors have developed many effects in the process of acquiring English as a foreign language.

The effects of this practice in the classroom can affect their speaking skill. According Cambridge (2012) the aspects evaluated are interaction, pronunciation, grammar and vocabulary. The development of these sub-speaking depends on the caused mention in the previous paragraph. This analysis is a reference to look positive effects after a treatment of the causes. The alternative presented as a meaningful methodological tool is Project Based Learning. This method develops creativity, security, the desire to interact, to practice and overcome challenge for the students. In the process the students can improve the speaking skill in a natural way.

1.2.3 Prognosis

The students' speaking level will not improve if new methods are not applied. PBL offers useful instruments to develop speaking skill while develop creativity, critical thinking and social interaction.

Currently speaking skill is practiced by teachers and students in the classroom but according to the diagnosis elaborated in this research, it is still a challenge for the students. If the methodology to develop this English skill is the same one that was applied in the past,

the results are going to be similar. But new methods have been developed and applied in the English teaching – learning process. These methods will contribute meaningfully in the improvement of speaking. A powerful tool to use in the class is Project Based learning, because of its wide resources to developed creativity, critical thinking, participation and communication. In the future with a deep study of the method and the willingness to incorporate it in the English class the result will be positive and transcendental in theory and practice.

1.2.4 Research problem Formulation

In which way does Project Based Learning Method influence in the development of speaking skill in students of Educación Básica?

1.2.5 Research questions

- What is the level of speaking skill of the students of eight level at San Felipe Neri School?
- In what way would the Project Based Learning Method strengthen the speaking skills in the English language students of the eighth level of Unidad Educativa “San Felipe Neri ”?
- What would be the techniques applied based on Project Based learning Method in order to potentiate the speaking skill in the classroom?

1.2.6 Delimitation of the Research Problem

This research will work on a methodology to implement the Project Based Learning Method to improve the speaking skill in the 76 students of eight level of Educación Básica Superior at Unidad Educativa “San Felipe Neri” in the city of Riobamba. The students are distributed in parallels A, B. The school is placed in the city of Riobamba in Juan de Velasco and Orozco streets. Currently the school has around 1700 students.

1.3. Justification

The proposal of developing English speaking skill through Task Based project will contribute significantly in the development of this productive skill. The eighth grader students of Unidad Educativa “San Felipe Neri” will be the direct beneficiaries. They will increase their ability to interact with other classmates in English, to produce phrases and sentences with a purpose; the students will improve their pronunciation and vocabulary. By training students in the speaking skill, they will develop the capacity to understand the real purpose of English which communication is.

In a study carried out by teachers of Unidad San Felipe Neri in 2016, in which the last-level students of high school took a Cambridge standardized tests, the low level of speaking skills was evidenced, obtaining The following results: 10% of the students had a B2 level, 25% B1, 30% A2 and 35% are in the A1 basic level. This shows that 65% of students have not gotten the necessary score to consider that they know the language.

The fact that this deficiency is present in the last levels in this school, when it is more difficult to overcome the deficiencies, this is one more reason to develop speaking on time and prevent the students of the other level of this high school suffer the same experience in the future.

The fundamental reason for improving the speaking skill is determined by the globalized world, many students from Ecuador travel to other countries to study. They could have lessons and interviews in English in the future. An even, for business or recreation, because when a person travels to another country for any reason, he/ she needs to communicate in oral way.

The state demands better-qualified staff, people with English proficiency could have more opportunities to compete for scholarships and for getting a job, one of the skills that this people should develop is speaking. Within this skill one of the aspects evaluated are pronunciation, interaction, grammar and vocabulary.

To avoid the mother tongue and speak in a foreign language is a challenge for students, teachers, and researchers. To speak in a precise and clear way will help the English learners to present their ideas to any foreign community.

It is necessary to make the students and professionals of this country produce the oral skill in an optimal way. It is important to find the underlying reasons that generate the problem and theorize about it. To explain the causal reasons based on methodological theory and propose exercises in context as possible solutions to the problems of speaking in English found in the eighth grader students. This study will also serve as a reference to change traditional methods that do not allow oral production effectively.

This project will contribute directly in the academic performance of the students mentioned above as well in the teachers' performance. This research could be used as a theoretical reference for future researches in the English teaching and learning process in the province and the country. The activities, techniques, procedures and the method applied represent and inkling in the contemporaneous methodologies and a link between the theoretical constructs and the professional practice. All the ideas, fundamentals and materials of this project will contribute meaningfully in the application of the new curriculum of Ecuador.

1.4 Objectives

1.4.1 General objective

- To assess the influence of the PBL method in the development of the speaking skill.

1.4.2 Specific objectives

- To diagnose the current students' level in the speaking skill.
- To apply an intervention proposal based on Project Based Learning method to develop speaking skill.
- To evaluate the results obtained from the application of the proposal and contrast them with the data obtained in the diagnostic phase.

Chapter II

THEORETICAL FRAMEWORK

2.1 Research background

The PBL effectiveness is supported by Permatasari, (2014) whose study improved students speaking skill through Project Based Learning for second graders of SMPN, the author also affirms that the 85% of the population showed significant improvements in the speaking skill. In this research was also evidenced the participation of the student, interaction was developed constantly and the students felt free to present their ideas.

(Maulany, 2013) in his research “The use of project-based learning in improving the students’ speaking skill” also sustains that, after the application of PBL 80% of the students progressed in their comprehension, vocabulary, grammar, fluency, and pronunciation skills. The author describes the process to achieve the improvement in this skill. The teacher worked with a framed students’ center program to help student to express their ideas.

GökhanBaş (2014) states the effects of project-based learning on students’ academic achievement and the implementation in a language classroom to enhance the learners’ English skills is high effective. Jones, Rasmussen, & Moffitt, (1997) affirms Project-Based Learning is considered as the most adequate method for stimulating, theretofore indisposed and disconnected students (e.g., low-motivated students) develop interest and involve learners.

Project Based Learning classrooms were observed by Horan, Lavaroni& Beldon, (1996) twice during a year, once in the fall and once in the springtime semester. In both cases, they associated the conduct of a high capacity to PBL in group problem-solving tasks and activities. The consequences from the study are challenging. Generally, high-skilled students involved in social behaviors were two and one-half times better than low-skilled learners in the four regular classes observed and in critical thinking behaviors almost 50% more regular.

In her research Boaler (1997) presents the study of English learning in two different institutions. The differences between women and men in their favorite learning style and the level in dissimilar procedures of instruction. Boaler mentions that girls showed the desire to be educated using procedures. Boaler also advocates additional contact to project-based methods might raise the English accomplishment of all scholars.

In Ecuador there are similar researches related to PLB. Fierro (2017) in his research “Implementation of a Project Based Learning Approach for the Senior Year and Fourth Course of Secondary from Henri Becquerel Experimental High School” explains how the students react about the application of PBL. The author mentions that most of the students improve their English level. It is also mentioned that PBL incorporates a new methodology which involves the active participation of all students to develop critical thinking, interactive oral communication and to acquire knowledge.

Another work applied by Apolo (2013) “Application of Project-Based Learning (PBL) to motivate English learning of ninth year students of Unidad Educativa Particular Eloy Alfaro of Machala City, during the first term of 2012-2013 Academic Year” determined the importance of PBL to motivate students in their English learning process. The research demonstrated how the application of PBL let the teacher create strategies for developing critical thinking and meaningful learning in learners.

PBL is not relatively a new method. People have worked with this method for a long time. However, the incorporation of it to the English teaching and learning process is growing day by day. The previous researches demonstrated the application of PBL has gotten great results around the world. However, the application of this methods is a process that never ends. PBL develops communicative skills affording the researches, however the reach of this method has to be still studied.

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communicative skills affording the researches, however the reach of this method has to be still studied .

2.2 Philosophical foundations

To develop critical thinking in student is without any doubt a wonderful challenge. PBL is a method which in a positive sense contrasts with orthodox methods in English teaching. To apply this method is necessary to understand that the philosophical conception of education has to change. To avoid repetition and memorization is an essential part of PBL.

PBL is a method that can be placed under Constructivism. (Wilson, 1996, p. 135) in a classical deep study mentions that “Constructivism is a philosophical view on how we come to understand or know.” The author describes the main principles of constructivism. The first principle is to understand the world that surrounds students. People have to be in contact with the environment. The second one mentions that the cognitive conflict is the stimulus for learning and to put in order what is learned. And the last principle is the evolution of knowledge which is determined by the individual perception and social interaction.

Based on these principles the author describes PBL as a clear example of constructivism. The author says that it cannot exist theory without practice and vice versa. PBL has been applied in areas as medicine, Science and Education. The author concludes that:

According to Wilson (1996) PBL is strictly related to constructivism. Its objective is to link theory and practice. One the main characteristic of PBL is the activities and tasks focus in the environment the students work in. This method is student-center and tries to help students to develop their communicative skills according their reality. Students are fortified and expected to develop critical thinking and creativity, students monitor their own understanding. It is a way of developing metacognitive function. Through PBL students work in teams to solve problems while they develop social interaction.

From this perspective, it is possible to agree with the writer that PBL is a Socratic method in which students are involved in a metacognitive process.

This project is under the Ideal Paradigm of education. According to (Martinez, 2000) Ideal Paradigm “in a philosophical sense refers to a set of doctrines that, from various positions tend to highlight the ideal reality of the world”. To help students to think about an ideal world, it is necessary to develop in themselves an ontological, axiological and logical perspective about the reality that surround them. This is the starting point to understand the external world and change it.

This project pretends to help students to reflect and develop criteria about the world and issues that surround humans. In contrast with this educational paradigm established by the author is the Realist Paradigm of Education. It is necessary to analyze the reality about the world to determine the ideas about it. The elements involved in the two variables of the project were analyzed systematically to study the influence of PBL in the speaking skill and develop new ideas about the topic.

Epistemology is a branch of philosophy. (Moser, 2010, p. 1) affirms that “Epistemology is the theory of knowledge, the philosophical study of the nature, origin, and scope of knowledge”. In this project every issue has been studied in a systematical way. The theories about PBL and speaking skill have been proved in a cyclical way. The foundation and application of this project is based on scientific knowledge.

2.3. Sociological Foundation

Mora (2005) has studied the foundations about English teaching. Based on that work it is possible to determine the main coincidence with this project, the development of communication. This project studies basically the incidence of PBL in the speaking skill. To speak is necessary to interact with other people, when students develop projects; they need social interaction through communication. Through PBL students develop communicative competence while they interact in a real context.

2.4 Legal basis

The conception about language teaching and learning has changed in Ecuador. The orthodox methodologies must be replaced for methodologies that promote the

development of communicative skills as well as communicative competences. PBL promotes the development of the English language skills.

According to León (2013), Ecuadorian Government has realized the importance of having students able to use the English Language at the same level as those of the rest of the world. To achieve this goal, the Ministry of Education has launched some policies and programs, which set and foster the improvement of students' proficiency in the use of the English language. For instance, Ministerio de Educación del Ecuador, (2016) says that the National Curriculum Guidelines shaped by the CEFR have highlighted the philosophy of helping students to develop their communicative language skills.

(Ministry of Education, 2013, p. 17) in their Curriculum specification for speaking suggests that "teachers should carefully select topics and activities that fit their learners' interests as well as use strategies that require students themselves to take responsibility for their own talking and for monitoring their interaction." The document considers with these activities' students will develop critical thinking, collaborative learning, fluency and security when they speak.

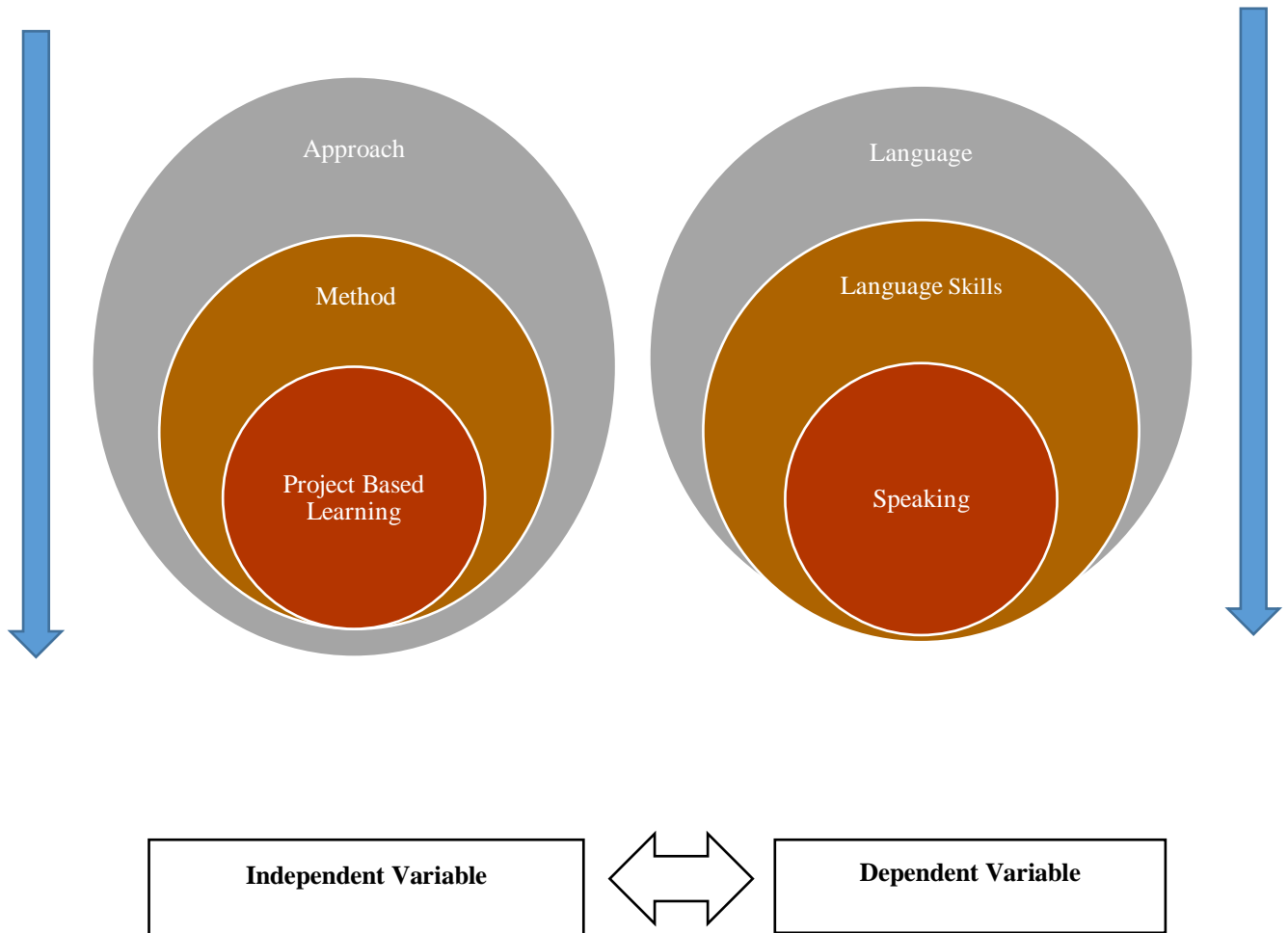
The curriculum for English as a foreign language also mentions the importance of developing the speaking skill through projects. It is explained in the following words

(Ministerio de Educación del Ecuador (2016) recommends working in teams and pairs. In this way students develop social interaction, cooperation, respect and tolerance. Students also develop critical thinking, creativity and meaning negotiation. The participation of students in different situations and social and communicative of the English language. Teachers can request students to develop small projects, to review answer in pairs and participate in interactive dialogues to develop communication and a better human perspective of life.

Ministry of Education established the requirement to work with project to develop speaking skill. PBL to develop speaking is based on legal, social and philosophical fundamentals.

2.5 Fundamental categories

Graph N° 2 Key categories



Source: Direct research
Graph No. 2 Key categories
Made by: Jaramillo, G. (2019)

2.6.1. Approach

Richards & Rodgers (2014) describe an approach in the teaching learning process as a set of rules related to the nature to develop knowledge. An approach studies in a deep and holistic way all the elements involved in the process of teaching and learning English. The author contrasts this concept with a method which is considered a specific means of doing activities. An approach studies what, how and why people learn in a determined way. An approach works with theories related to the nature of language acquisition.

Patel & Jain (2008) establish a difference between two kinds of processes and their function in teaching and learning. The authors mention a structural approach which presents a set of rules to determine language. It refers to order elements and modifications according the elements used in grammatical constructions. Example: The blue car is mine. The position of the adjective according to the English language is before the noun. On the other hand, the author mentions the Communicative Approach in which teachers try to develop Communicative abilities in students. These abilities according to Patel and Jain are: Grammar competence, speech competence, technical competence and sociolinguistic competence.

To study Communicative Approach permits to clarify the idea of a second and a foreign language development. The trends of language development around the world point CA as the most effective way of acquiring not only linguistic competences but to perform a language in a high way. To develop language competences means to listen, read, write and speak in a proper way. This idea is sustained in the following asseveration.

Beltrán-Palanques, (2014,) states that Communicative Approach (CA) is the most appropriate the most appropriate method to develop language in an interactive context, at the same time learners develop communicative competence. The four skills: listening, speaking, reading and writing are develop through CA. Thus, the students can achieve certain knowledge to help them to communicate effectively in various ways.

Communicative Approach shows up as a solution to the traditional way of teaching and learning English. As it was mentioned previously, it is a very effective way in the development of a foreign or second language. However, Tonkin & Reagan (2003) do not consider that everything was done. The authors present a clear explanation about the

evolution of approaches and methods. The writers consider that in the 21st century there is an important development in the teaching learning process to teach English. However, these methods are focused in the individual performance and how students learn. The objective according to Tonkin and Reagan must be centered in the social development of the language. Based on these criteria, it is necessary to implement a methodology that empowers the students' interaction.

2.6.2 Method

To teach a foreign language is a challenge that teachers have to assume. Therefore, knowledge about methods to teach English is imperative. For (Richards ,2013, p.3000) a method is “(...) a way of teaching a language which is based on systematic principles and procedures, i.e. which is an application of views on how a language is best taught and learned and a particular theory of language and language learning.” Richards mentions that to know the principles of a method is essential to combine them. According to his perspective, all methods have something positive and teachers have to make the best decision about the use of them. Methods evolve constantly for that reason it is not easy to determine a unique definition. However, the time has showed that the perspectives about it have changed.

All methods have tried to develop communication in different ways. Fazili (2007) presents a summary about the concepts and evolution of methods in foreign language teaching. The author presents Stern's conception about methods who mentions that method is a theory of language teaching in a target language, this concept has resulted from practical and theoretical discussion along history. A method shows the objective about language and the process in language learning. After that, in 70s Krashen changes the concept about method and focus his attention in learners. The conception of a method was debated between Chomsky and Hymes, the first author conceptualized method as the development of linguistic competences while the second considered that a method oversees communicative competence.

The evolution of concepts about methods has changed them. As a starting point of methods for teaching foreign language we have: Grammar Translation Method, Direct Method, Silent Way, after that Community language Learning, Suggestopedia. New methods appeared to replace mechanical drills for linguistic competences and social

interaction. Krashen monitors model for real communication. The evolution in these methods gave origin to communicative method. The following chart presents the evolution of methods along time.

Graph N° 3 Evolution of methods



Source: (Fazili, 2007, p. 10)

Based on the exposed by the author, a method and an approach are highly linked. An approach is the philosophical support in which methods are based on. A method shows the way of applying theories according to the nature of context of a target language; a method takes into account all the elements that intervene in the teaching learning process. A technique is according to Richard and Rogers (2014) the implementation of an action in the classroom which strategically follows certain objectives and works in harmony with a method and an approach.

After the review of methods and approaches, it can be observed in those methods the necessity to aware in students' critical thinking, group work and more participation when they learn English. Since early times teachers had tried to make students conscious of the importance of solving problems through intellectual and cognitive dialogues an example of that is Socrates's method. Even all methods can contribute meaningfully to the development of language there is a methods that present a different perspective of the use of language in real context that is Project Based Learning. (Tavares, 2018, p. 3) says "If PBL is the main approach in learning, the word *process* must be for us a constant reminder that everything in PBL is about how student go to the product, and not so much about the product itself". PBL is different from other methods because it establishes challenges and questions to be solved in a collaborative way, the author mentions that students use their intellectual capacity to make decision, investigate and develop autonomy. The main objective it is not the presentation of results but to discover, inspire the world with interesting ideas that came from the passion of learning and in a sense try to change the world in which humans live in.

2.7 Project Based Learning

It is a students centered method that classifies learning through projects to solve real world problems , it works in a dynamic environment to develop critical thinking with reliable content, multidisciplinary themes reliable assessment, teacher facilitation, explicit educational aims, it implicates students in design, research groups, problem-solving, community service, making decisions, research activities, autonomous work and expositions. It is not only a way of teaching or learning, it is to help the student to wonder what they can do to change their way of thinking, the context that they live, to question in a positive sense if the things that they learn are truth.

Experiential learning or PBL refers to the organization of the learning process on the basis of the pedagogical principle of "learning by doing", which means that learners acquire knowledge after having experienced or done something new (Kotti; 2008, p. 32). (Efstratia, 2014) claims that "PBL originates from Pragmatism, the philosophical movement which appeared in the middle of the 19th century and promotes action and practical application of knowledge in everyday life."

In PBL learners participate in concrete activities that enable them to experience what they are learning about and the opportunity to reflect on those activities (Silberman, 2007, p. 8), since “learning is the process whereby knowledge is created through the transformation of experience” (Kolb, 2015) as well as Morgan, (1983) explains that PBL approach is the idea that learning is most effective when students put theory into practice.

According to Danford, (2006) in PBL the learner’s role changes from “learning by listening to learning by doing.” PBL considers the idea of interdisciplinarity. This method focus on interdisciplinarity equips students with the adaptability and holistic thinking to tackle issues which defy disciplinary boundaries. In Ecuador the present English teaching-learning system has the goal of contributing to develop students’ skills. To achieve such aims of the National Curriculum Guidelines (2014) recognizes the following issues:

The significance of the English Language as a mechanism which prepares people to comprehend people and principles beyond linguistic and geographic limits; the need to bring into line of the English curriculum to standards like the Common European Framework of Reference: Learning, teaching, assessment (CEFR)—which is globally renowned and offers a common foundation for the expansion of language curriculum guidelines and programs.

The Communicative Approach is presently the most acknowledged, accepted standard in the area of language teaching and learning globally because it includes a theoretically well-informed set of ideologies about the nature of language and language learning and teaching. Because of these policies and having as a central basis the CEFR; in 2012, it was established the English Language Learning Standards (ELLS) which consist in structured outcomes learners are expected to achieve at the final of the course.

Based on what Richards and Rodgers (2001) say, the rules to support learners developing their communicative language skills to be able to effectively communicate are the following: language is a system of communication and transference of a message; the main purpose of language is contact and communication; the construction of language replicates; its practical and communicative uses. Therefore, *Ministerio de Educación del Ecuador* implemented those principles as the highest objectives of the English curriculum.

.7.1 Project Based-Learning method around projects.

Project-based learning is a method that categorizes learning through projects. Jones (1997) says projects are well-defined as significant but difficult activities, based on stimulating interrogations or problems, that implicate students in design, problem-solving, making decisions, or research activities; bounce students the opportunity for autonomous work including extended periods to conclude in final products or expositions. Other defining features presented by Moursund (2003) in the literature contain reliable content, reliable assessment, teacher facilitation but not direction, explicit educational aims.

Definitions of project-based learning method include characteristics related to the use of realistic interrogation, a community of inquiry, and the use of cognitive technology-based tools (Krajcik, Blumenfeld, Marx, & Soloway, 1994) and "Expeditionary Learning" adds features of comprehensive school enhancement, community service, and multidisciplinary themes.

(Allen, 2004) states the processes and objectives to a more fundamental educational philosophy is underpinned to constructivism because through the use of PBL students can develop problem - solving and higher order critical thinking skills which are very important. Bruner as cited in Takaya (2013) says that those skills are life-long, manageable skills to settings outside the classroom . The growth of PBL is related to educational approach associated with a set of principles

Swee (2014) proposes the philosophical principles, that PBL theories include:

- Student-centeredness of the learning environment, student-empowerment in the learning process.
- Development of lifelong learning skills
- Encouragement of independent, active and self-directed learning combining with significant implications of these principles.
- Design and structure of curricula and the adoption of appropriate assessment processes.

2.7.2 Phases of Project Based Learning

Katz and Chard as cited in Saracho (2012) explain that PBL Method involves three stages as follows:

Getting started

Students and teacher select and refine the topic to be studied. They have to make connections between what they had read or heard in other areas and in their daily lives. It is a good idea to elaborate questions which contribute to focus students on the topic and predict the findings at the end of the project.

Field work

Learners investigate about events, objects, places or topics and get in contact with different contexts and doings. This phase helps students to develop their capabilities to observe, construct models, and verify their new knowledge.

Culminating and debriefing events

This is the last phase, in which students demonstrate their acquired knowledge presenting the final outcome that is nurtured with their own contributions. Generally, the results questions by the teacher will be answered during the final stage.

Pinzon (2013) claims that the variety of final tasks in foreign language teaching is the component to prepare learners to use English in the world beyond the classroom, activities that allow learners to experiment with the roles they use in real life. Spanish and English languages have been used to incorporate pre-concepts to facilitate them to interrelate. The Language usage is encouraged in all periods of the activities and classroom interaction to learn a new way to communicate ideas, feelings, emotions and knowledge (Silberman, 2007).

Willis as cited in Goldstein & Driver (2014) states that Speaking is the hardest skill for teachers to teach. Motivating ideas, dialogues and comments development takes a long time after practicing. Every class is a challenge because fluency when speaking is a communicative weakness. Students feel unconfident and limited when trying to mention something that they think and really need to express.

2.7.3 Steps to class research based on Project Based learning

PBL follows certain stages and specific steps. There is correlation between the steps and the phases in the application of PBL.

“Maximizing the Benefits of Project Work in Foreign Language Classrooms”. The steps are: Step 1: Students and instructor agree on a theme for the project. Step 2: Students and instructor determine the outcome. Step 3: Students and instructor structure the project. Step 4: Instructor prepares students for the language demands of information gathering. Step 5: Students gather information. Step 6: Instructor prepares students for the language demands of compiling and analyzing data. Step 7: Students compile and analyze information. Step 8: Instructor prepares students for the language demands of the culminating activity. Step 9: Students present the final product. Step 10: Students evaluate the project (Alan, B. & Stoller, F. L., 2005, as cited in Pham 2018p. 331-332)

All these steps demonstrate that with knowledge and willingness students can develop project using a foreign language. To make students feel confidence and participate actively along the process will quote significantly in their academic and personal growing.

2.7.4 Dynamic environment through Project-Based Learning

PBL offers an extensive range of benefits to teachers and students. The use of project-based learning in schools involve students, cut absenteeism, boost cooperative learning skills, and improve academic performance (George Lucas Educational Foundation, 2001).

The benefits of project-based learning for students include:

- a) Improved attendance, growth in self-reliance, and improved attitudes toward learning (Thomas, 2000).
- b) Academic improvements equal to or better than the produced by other models, with students involved in projects taking higher responsibility for learning than during more traditional classroom activities (Boaler, 2000).
- c) Opportunities to improve complex skills, such as higher-order thinking, problem-solving, cooperating, and communicating (SRI, 2000), and;
- d) Access to a wider range of learning opportunities in the classroom, providing a strategy for engaging culturally diverse learners (Railsback, 2002).

For teachers, the PBL benefits include enhanced professionalism and collaboration among colleagues, and opportunities to build relationships with students (Thomas, 2000).

Furthermore, many teachers are pleased due to PBL accommodates diverse learning styles and multiple intelligences by introducing a wider range of learning opportunities into the classroom.

2.7.5 PBL vs traditional Classroom

The Intel Teach to the Future (2003) describes a classroom where the teacher is using the project-based learning model effectively, as follows:

- There is a problem with no predetermined answer
- There is an atmosphere that tolerates error and change
- Students make decisions with a framework
- Students design the process for reaching a solution
- Students have a chance to reflect on the activities
- Assessment takes place continuously
- A final product results and is evaluated for quality

PBL fosters a paradigmatic revolution which from the point of view of Brown as cited in Walker, Leary, Hmelo-Silver, & Ertmer, (2015) goes from following orders to carrying out self-directed learning activities; from memorizing and repeating to discovering, integrating, and presenting; from listening and reacting to communicating and taking responsibility; from knowledge of facts, terms, and content to understanding processes; from theory to application of theory; from being teacher dependent to being empowered (Intel, 2003).

2.7.8 The six A for Project-Based Learning

Steinberg as cited in Dillon (2014) assumes “The Six A’s” that constitute a powerful list of features that are present in high-quality classroom projects.

Authenticity

Projects rich of authenticity infuse learners’ work with purpose and passion by connecting project work to real-world issues. For being authentic Projects should have the following features:

- Solve difficulties or question that is meaningful for the students.
- Involve a problem to be solved in schools or in the communities.

- Require students producing something that has personal and social value beyond the classroom.

Academic rigor

Projects that feature academic rigor, challenge students to entirely engage their thoughts by mastering content standards and using professional-level thinking skills. Lead students to apply and master content standards and knowledge to one or more or content areas or disciplines.

- Challenge students to use approaches of analysis to one or more disciplines (for example, to think like a scientist, historian, etc.)
- Searching for evidence, talking different perspectives is what students require to develop higher-order thinking skills and habits of mind

Adult connections

Projects that characterize adult connections: allow students to meet and observe adults with significant capability and experience, give students the opportunity to work closely with at least one adult and ask adults to cooperate on the design and assessment of student work. Projects that incorporate adult connections support and inspire students through the important involvement of adults beyond the classroom.

Active exploration

Projects with active exploration engage students through hands-on, field-based work. Projects that characterize active exploration: ask students to spend meaningful amounts of time doing field-based work, need students to engage in real exploration, using a variety of methods, media, and source and expect students to communicate what they are learning over formal exhibitions.

Applied learning

Projects that incorporate applied learning enhance students to use their learning right away and to practice important skills required by the workplace. Projects that characterize applied learning: implicate learning that involve context of a semi-structured problem, grounded in real-world issues and settings, lead students to acquire and use abilities expected

in high-performance work societies (for example, problem solving, teamwork, and communications, require students developing self-management and organizational skills.

Assessment practices

Projects with assessment practices provide students opportunities to have relevant feedback during and after working on projects. Projects that feature exceptional assessment procedures: ask students to reflect regularly on learning, using clear project criteria that helped students to set, involve adults from outside the classroom to assess student work and help students develop a sense of real-world standards providing opportunities for ongoing evaluation of student work through a range of approaches, including portfolios and exhibitions.

2.8 Communication

As it was mentioning previously all methods have worked to develop communication. But what is communication? According to (Richards, 2013b, pp. 123–124)

Communication is the exchange of ideas, information, etc., between two or more persons. In an act of communication there is usually at least one speaker or sender, a communication message which is transmitted, and a person or persons for whom this message is intended (the receiver).

Communication implies bilateral interaction between the sender and the receiver of the message. Language and language body are used to transmit messages. Interactors use facial expression, eye contact, gestures and sound to clarify meaning and confirm that the message is clear. These factors help to the conversation take place in accurate and fluent way. When accuracy and fluency is in a conversation, mistakes in vocabulary, grammar and pronunciation are reduced. Communication is possible when language is developed under these characteristics:

2.8.1 Language Skills

Chomsky (1995) considers that language is a social matter. The author also mentions that language is a set of utterances in a human context. This idea is sustained by Richards (2013) who mentions that language is a human communication system; it is an arranged

construction which includes morphemes, phonemes, sentences and utterances. Human language is a very sophisticated system.

Language is divided in input skills (listening and reading) and output skill (writing and speaking). The objective in the teaching of languages as a foreign or a second language is to empower these skills to permit communication. Beltrán-Palanques, (2014) considers that the main objective is to develop the four communicative skills. The author presents as the best way of teaching the Communicative Approach, CA, not only to develop the four communicative skills but develop in students their communicative competences too.

2.9 Speaking

According to Goh & Burns (2012) speaking is an essential skill that has to be taught in order to develop a really good communication. This cognitive and physiological process can determine the level of students in a foreign language. The phonetical constructions which objective is to create meanings to interact in a social environment are determined by a mental procedure. Speaking is very important not only for academic or scientific purposes but for life itself. CAELA: ESL Resources: Digests (1999,) mentions that speaking is an interactive process in which speakers send and receive information. There are some elements immerse in this process: participant, message, collective experiences, objective of the speech, environment. It is also mentioned that speaking behavior changes while the conversation is developed. The author cites Burs (1997) to affirm that a good speaker can integrate skills, functions and elements to perform his speech in the best possible way. Teachers should motivate students to participate constantly in class, develop confidence and give them the opportunity to develop this essential skill.

Santanusana et al. (2005) say that for teachers is a great challenge to teach speaking. When a student transmits a message is not the message what the listener receives. A message contains thoughts, feelings and background that are transmitted in communication. The challenge for teachers is to help students to communicate a in a real time and specific or spontaneous situations. For Santanusana (2005) speaking is a construction situation, content, context, relations and interactions with other people.

(Olson, Torrance, & Hildyard, 1985, p. 105) analyze the difference between writing and speaking as productive skills. The author mentions that writing is an integrated skill which is developed with more time, speaking on the other hand, is performed at the moment of communication. Other characteristic of speaking in contrast with writing is that writing is in charge of transferring characters while oral communication is interactional. When teachers analyze speaking implications, they can then understand the cycle of teaching speaking.

Graph N° 4 The teaching speaking Cycle

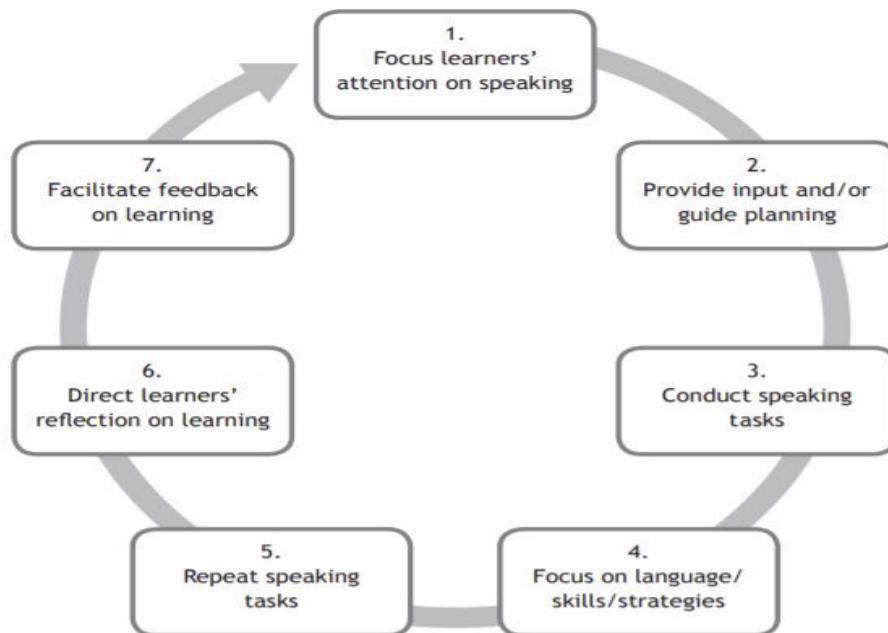


Figure 2. The Teaching-Speaking Cycle

Source: Olson, Torrance, & Hildyard, 1985

When students interact, they encode and decode information constantly. As it was mentioned before, there are many elements in this process, a process that can be considered cognitive and physiological.

2.9.1 The sophisticated process of speaking skill

To understand the speaking process is necessary to analyze different perspectives. The first one studies speaking as a physical process in which the function of the organs of speech to produce sounds with meaning for listeners and speakers are studied. In this

complex process the phonological systems uses all its resources to produce what is known as speech.

2.9.1.1 Physiological Process

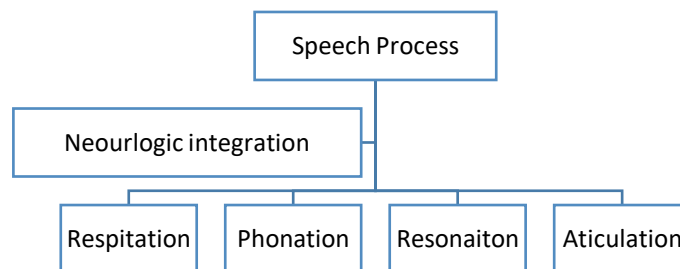
The concept of speaking as a physical process is summarized in the following words:

(Kurudayioğlu (2011) Speaking is to transfer a message with the vocal organs with a previous idea produced by complicated operations in the brain. This sophisticated process is the most common and important for human communication. Speaking, is social and individual and determines the success of people in society. The author presents a wide description of the organs of speech areas, their specific functions and how sounds are produced. To know how the organs of speech work was necessary to study the meticulous work that Roach did. In his research the writer presents in detail each detail of phonic and phonological development. For this study the summary of the physical process of speaking production is presented.

The muscles in the chest that we use for breathing produce the flow of air that is needed for almost all speech sounds; muscles in the larynx produce many different modifications in the flow of air from the chest to the mouth. After passing through the larynx, the air goes through what we call the vocal tract, which ends at the mouth and nostrils; we call the part comprising the mouth the oral cavity and the part that leads to the nostrils the nasal cavity. Here the air from the lungs escapes into the atmosphere (Roach, 2010, p. 8).

According to Kantner as cited in Saraubh & et al.(2015) this process has five stages respiration, phonation, resonance, articulation and neurologic integrations. To have an excellent development in the function all the stages are arranged, and they depend to each other. The following figure synthetize this idea.

Graph N° 5 Physiological Process



Source: Jaramillo G. (2018)

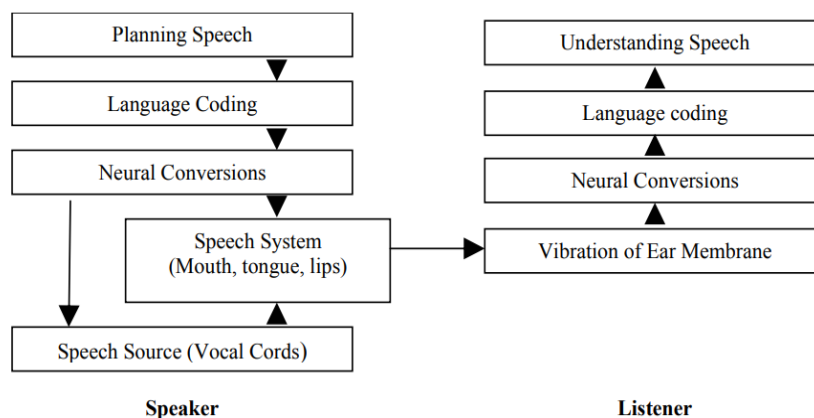
2.9.1.2 Psycholinguistic process

Psycholinguistics studies the psychological process of speaking. This process follows the next steps:

- Conversion of speaker's ideas into words
- Generation of voice of the words using the vocal cords and speech system
- Transmission of voice to the ear of the listener as vibrations
- Transmission of voice to brain via auditory nerves of the listener and conversion of those vibrations to language code equivalent by the brain
- Extraction of meaning from those codes, words, gathered (Tunali, 2005, p. 3).

All processes are integrated to produce speech, the psychological process can be presented graphically as follows.

Graph N° 6 Physiological Process



(Tunali, 2005, p. 4)

There is a wide explanation about the psychological process of speaking, Liu & Fan, (2014) in their study “*The Research of Speaking Process in Language Attention System*” do a detailed study on this topic. They explain that the speaking process can be studied from two perspectives, the first one from psycholinguistics and the other from Cognitive Linguistics. The cognitive perspective focus points to attention and knowledge as an essential factor of the speaking process. These authors mention that the cognitive process of speaking is similar to the any other cognitive process.

These two analyses from the physiological and psychological perspectives help to illustrate that speaking can be taught and learned. The most important factor is classroom interaction using the appropriate methods, techniques, teacher and students' reflection in the pre, during and post speaking process. However, presenting clear criteria for speaking activities based on a theoretical foundation is crucial. Then, the use of instruments to evaluate speaking in this research has to be based on the established theory. This background points to the importance of developing student's pronunciation, grammar, vocabulary and motivating students and teachers to interact in the classroom. Thus, speaking as a communicative skill can be put in practice.

2.9.1.3 Cognitive process

According to Xianqing & Fan (2014) the cognitive process of speaking production involves two stages: a monitoring of attention of language production and the leading and distribution of language production. In the first stage the speaker tries to understand the context of the conversation, the social interaction and the state of knowledge. The state of knowledge represents the cognitive background that the person has. The second stage of the cognitive process represents metacognition, in this stage the speaker reflects about what he is saying: ideas, meanings, grammar, pronunciation, interactions and vocabulary. In this stage the speaker learns from his mistakes and it helps him to evolve in language frame. In this stage the speaker can recognize different tone of voice, moments of silence and possible hesitations. When this process is improving the speaking level increases. The main aspects to improve in skills are interaction, grammar, vocabulary and pronunciation.

2.9.2 Aspects to develop in Speaking skill

Cambridge, (2014) in its international tests evaluates the four communicative skill listening, speaking, reading and writing. In speaking skill, in its rubric for evaluation, Cambridge includes these speaking subskills: interaction, vocabulary, grammar and pronunciation.

2.9.2.1 Interaction in speaking

Boxer & Cohen, (2004) mentions Speaking is the act of processing information in which the speaker sends a message and the receiver decode the data. To develop this skill in the class is an important step to avoid traditional methodology in which student do not interact. According to Robinson (2011) “Interaction is the process of referring to face-to-face action. It can be either verbal channeled through written or spoken words, or non-verbal channeled through proximity, eye contact, facial expressions, gesturing etc.” Interaction let students to develop socially, culturally and exchange experiences. According to Pastás, (2014) interaction let student increase their language if they are exposed to authentic linguistic material. They can produce language while they take part in real conversation, discussion, skit or dialogue journals. Language is produced with real interactions.

The writer also recommends teachers to choose the right method in order to let students to practice their speaking skill, at the same time they have to develop critical thinking, self-confidence and acquire knowledge. As it was explained above, the PBL helps student to develop all these skills.

2.9.2.2 Vocabulary

Locke (2013) mentions that vocabulary is essential not only to develop grammatical construction but to express ideas, feelings and to interact with other. All speaking subskills are related among them. All kinds of words verbs, nouns, interjection, etc., form part of the vocabulary. Without vocabulary it would be impossible to develop communication. Vocabulary in this way help to frame phrases, sentences, speech and dialogues; and to construct thoughts. Graves, et al. (2012) establish that through vocabulary learning students can develop fluency and accuracy. In order to help students to acquire vocabulary teachers have to provide a rich and a variety set of experiences, to teach individual words, word leading strategies and substitute words consciousness.

For the first stage learners have to use language through speaking. In the second stage the vocabulary is contextualized through exercises, examples, interaction and visual illustrations. The last two stages can be synthesized as the incorporation of the new

vocabulary in student's lexicon. The important fact is to incorporate vocabulary, at the same time students internalize the meaning of the words they learn. It means that student progress in their grammatical construction as well semantic recognition of the word they practiced.

(Goldenberg, 2011, p. 27) affirms that "Vocabulary development is critical for English learners because we know that there is a strong relationship between vocabulary knowledge in English and academic achievement". All these ideas reinforce the criteria that Project Based Learning will help the students to speak better while they acquire knowledge.

2.9.2.3. Grammar in speaking skill

Williams, (2006) states that grammar is a valuable instrument reinforce knowledge about vocabulary and grammatical frameworks. Students can learn grammar when they speak through reflection and practice.

Lynch & Anderson, (2013) affirm that grammar is not isolated in Speaking. Students learn vocabulary and sentences constructions but at the same time they develop meaningful communication. Yule (2010) states that grammar is a set of constructions according established rules.

In this context it is possible to construct words and sentences.

This concept demonstrates that grammar goes beyond the description and prescription of rules, the meaning and functionality of the language studied is recognized. Schleppergrell, (2003) mentions that grammar permits to develop fluency, vocabulary and accuracy.

In contrast with grammar translation method, grammar is a pedagogical instrument that improves communicative skills. Lynch & Anderson (2013) states that grammar is a resource to transmit meaning and not only a system of rules. However, to make grammar knowledge transcend and students develop fluency an accuracy Hinkle, (2003) mentions that practice is the only way to use grammar in a meaningfully.

2.9.2.4 Pronunciation

Roach, (2010) conceptualizes pronunciation as the way that sounds are produced in a determined language. English language sounds are analyzed into intonation, rhythm, accent and stress. The success of communication can be determined by the pronunciation through interactions. There are variations in speaking, this can change according certain circumstances as: age, place of origin, culture, etc.

Celce-Murcia, Celce-Murcia, Brinton, & Goodwin, (1996) did a deep study of how pronunciation is taught. The study presents in detail how teaching of pronunciation has changed through time. Their research has proposed a new methodology that consists in understanding individuals' background to improve their performance.

Chapter III

METHODOLOGY

3.1 Research Approach

This Research started with a questionnaire aimed at teachers of basic education and a diagnostic test (KET) aimed at students of the eighth grade parallel A and B of the UESFN in the City of Riobamba, Province of Chimborazo. An observation guide was applied to determine the level of PBL execution during the period September 2018 - January 2019. This research was carried out with the prior consent of the authorities, teachers and students.

The observed results demonstrated the need to improve speaking skills in the aspects: Pronunciation, grammar, vocabulary and interaction. For this, a qualitative-quantitative research was carried out.

In the research Descriptive, Quasi experimental and Correlational methods were applied each with its respective technique and instrument. The descriptive method was applied through an observation guide to the PBL method. The quasi-experimental method examined in detail the students' English-speaking level with a test and rubric (KET) of Cambridge University applied in a pre and posttest in a control and experimental group. The results obtained from the survey of teachers allowed to induce the problem for the application of PB in speaking and therefore to determine their correlation.

As mentioned previously this research is under a mixed approach. Ruiz, Borboa & Rodríguez (2013), phases this approach as follows: observe and evaluate a phenomenon, establish the possible causes and consequences test and prove them through scientific contrast, review assumptions with tests or analysis and finally propose.

In this approach there is supremacy of the qualitative method because the need for the PBL method was determined based on the survey instrument applied to teachers. The

observation guide yielded data that demonstrated the improvement in the application of the PBL method and therefore in speaking skills.

This research is quantitative because descriptive and inferential statistics were used to discard the null hypothesis and accept the alternative hypothesis. The data obtained after an arduous bibliographical analysis and through the application of the test instrument demonstrated the improvement in speaking skill.

3.2 Basic research Modality

The research modalities used in this work are:

Bibliographic – Documentary Research method

This research modality was used as reference scientific research articles, books, videos, graduation thesis, evaluation instruments and observation guides, dictionaries and other documents. These resources make this a documentary bibliographic investigation.

Field research method

The researcher used direct collection instruments, methodologies and techniques, as well as observation, experimentation, inductive and deductive analysis to demonstrate bibliographic support. The acquired instruments were previously used and tested in other investigations and served to demonstrate the validity of what was established by the researcher. For all the above, this is a field investigation.

Socio educational Research method

This research was socio-educational because it poses a solution to a social problem in a given context. It aims to fulfill one of the objectives of *Plan Nacional de desarrollo Toda una Vida*, which is to strengthen the capacities and potential of citizens. The direct beneficiaries are the students and indirectly the teachers and the educational community.

3.3 Level of Research

For the present investigation, three levels of research, descriptive level, quasi-experimental level and finally correlational level were considered to measure the relationship between the variables Project Based Learning and speaking.

Descriptive Research

The details and cognitive characteristics were observed and analyzed at this stage of the project, the sources of information were chosen and studied, and the instruments were elaborated and carefully applied. Finally, the data variables systematically obtained. These data served to intervene in one of the stages of the research.

Quasi Experimental Research

This research was quasi-experimental because the strategies with PBL to improve speaking were applied to an experimental group during the period September 2018- January 2019. These strategies were applied in four projects in five sessions in the mentioned period. The control group served as a change reference to determine the level of improvement.

Correlational Research

It was a correlation study because with the instruments applied, the correlation between the studied variables were demonstrated. This was proven in statistical terms since after the application of PBL strategies a qualitative and quantitative change in speaking skills is evident. A significant and critical improvement was evidenced that determines the degree of relationship between variables in the same subjects of a given context. The association of variables and their operationalization, together with the final verification of the hypothesis, allowed the development of the appropriate proactive framework for the concrete solution of the problem.

3.4 Population and Sample

The population and sample were chosen according to the research nature. The population was formed by 152 students divided into four parallel classes. The four parallel classes had the same characteristics, which is why the sample was chosen by random sampling. For the criteria, the studies of Babbie as cited in Marchena (2017) were considered. The distribution of the sample was as follows:

Table N° 1 Population

| Population | Frequency | Percentage |
|------------|-----------|------------|
| Students | 152 | 100% |
| Total | 152 | 100% |

By: Jaramillo G. (2018)

Table N° 2 Sample

| Sample | Frequency | Percentage |
|--------------------|-----------|------------|
| Control group | 38 | 25% |
| Experimental group | 38 | 25% |
| Total | 50 | 50% |

By: Jaramillo G, (2018)

3.5 Operationalization of independent variable

Table N° 3 Operationalization of independent variable

| CONCEPTUALIZATION | DIMENSIONS | INDICADORS | ITEMS | TECHNIQUE INSTRUMENTS |
|---|---------------------|--|-----------------------|--|
| <p>Independent variable</p> <p>Project-based learning Method</p> <p>It is a students centered method organized in stages to improve learning through projects, it is a set of systematic steps to solve real world problems, it implicates students in design, research groups to work in a dynamic environment to develop critical thinking with reliable content, research activities, autonomous work and expositions.</p> | Projects | Problem solving Making decision Community service | PBL structure | Questionnaire - Survey |
| | Stages | Getting started Field work Culmination and debriefing events | | Test/Rubric -Testing Observation guide - Observation |
| | Research groups | Research activities values Autonomous work | Student participation | |
| | Dynamic environment | Organization Participation Expositions | Classroom environment | |
| | Real world problems | Health Media Environment Education | Resources | |

Source: Direct Research

Author: Jaramillo G. (2018)

3.6 Operationalization o dependent variable

Table N° 4 Operationalization o dependent variable

| CONCEPTUALIZATION | DIMENSIONS | INDICADORS | ITEMS | TECHNIQUE INSTRUMENTS |
|---|---------------------------|--|-----------------------|--|
| <p>Dependent Variable Speaking Skill</p> <p>It is an interactive mental and physical practice, in which meaningful sounds are created in order to communicate, this ability produces vocabulary as oral outcomes that are subject to variate according to grammar and pronunciation of a specific language, the interactive communication let the speaker receive and transmit information</p> | Grammar | Sentence structure Omissions Word order | Grammar forms | Questionnaire - Survey |
| | Vocabulary | Word formation Range of lexicon | Range of vocabulary | Test/Rubric -Testing Observation guide - Observation |
| | Pronunciation | Vowels sounds Consonants sounds Intonation Rhythm | Phonological features | |
| | Interactive communication | Understand information Transmitting information Exchanging information | Simple exchanges | |

Source: Direct Research
Author: Jaramillo G. (2018)

3.7 Data Collection

For the present research three instruments to collect information were used: a pre and posttest and its rubric (KET), a questionnaire applied to teacher of UESFN and an observation guide to check the progress of the students' projects.

KET test and rubric

The first instrument applied was a KET test of Cambridge University. This test was applied to control and experimental group to determine the level of speaking of the sample studied. To evaluate the students' performance a rubric was used with the tests. The aspects evaluated in the rubric were pronunciation, grammar, vocabulary and interaction. This test was applied two times; a pretest to evaluate the student's speaking level and a posttest to determine the possible changes after the application Project Based Learning.

Questionnaire

A questioner with ten questions was applied to teachers of *Educación General Básica* at UESAFN to know their perspective about students' speaking level. The questioner was also used to determine if teachers use PBL method and how they applied this method in the class. This questioner was very useful to determine the necessities for teachers and create a manual for improving their performance in class.

Observation Guide

An observation guide was used in order to review the progress in the performance of Project Based Learning method. The strategies provided by the research teacher were applied to improve the speaking skill. The observation Guide also was used and a support to indicate the aspect in which teachers and students can improve the performance in the activities establish in PBL.

3.8 Process and analysis data plan

The investigation followed these steps:

- Analysis of the compiled information contrasted with several authors and enriched by an extensive bibliography based on the studied phenomenon.
- Second reading to optimize the theoretical conception of the studied phenomenon.
- Preparation of the matrix of variables to establish its dimensions, indicators and the instruments that were used
- Compilation of information, the result of the diagnosis was presented with its rubrics, the questionnaire to teachers and the observation of PBL strategies,
- Presentation of statistical data and interpretation of the results with reference to the theoretical framework, the results of the diagnosis and the final test were compared statistically compared to the control group and the experimental group.
- Demonstration of the hypothesis.
- Statement of conclusions and recommendations.

3.9 Data Collection questions

Table N° 5 Data Collection questions

| Basic Question | Explanation |
|-------------------------------------|--|
| 1. What for? | 1. To achieve the research objectives |
| 2. Which people or objects? | 2. Teachers, students |
| 3. What aspects about? | 3. Indicators obtained through the operationalization of the variable. |
| 4. Who? | 4. Researcher teacher |
| 5. When? | 5. September 2018 - January 2019 |
| 6. Where? | 6. In eight level at UESFN |
| 7. How many times? | 7. Two: one pre and one post. |
| 8. What collecting data techniques? | 8. Surveys, diagnosis, observation |
| 9. With what? | 9. Questionnaires, test and observation guide. |
| 10. In what situation? | 10. In the classrooms and offices. |

Source: Direct Research

Chapter IV

DATA ANALYSIS AND INTERPRETATION

4.1 KET test and Rubric

The research “Project Based Learning Method to develop Speaking Skill in the Students of eight level of San Felipe Neri School September 2018 - January 2019” demonstrates the influence that the independent variable PBL has on the speaking skill. To demonstrate this assertion, three instruments were used. The first, a KET test of the University of Cambridge with its respective rubric to determine the level of students in the speaking skill through a pre and post-test. These tests were used to measure the level of change after the application of PBL. A questionnaire was applied to know about the methodology applied regarding projects and the level that teachers consider their students have in speaking skills. An observation guide was applied to know the level of progress of PBL. These aspects were previously studied in the theoretical framework. The subskills evaluated were grammar, vocabulary, pronunciation and interaction.

4.1.1 Grammar and vocabulary KET Test

Table N° 6 Grammar and vocabulary KET Test

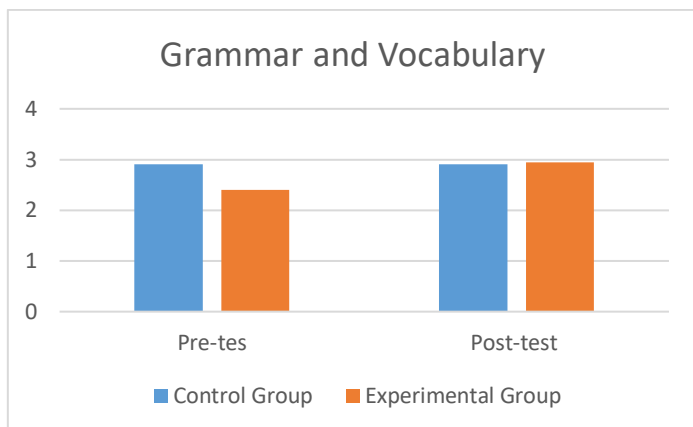
See annex 4

| KET test | Pre-test control group | Post-test control group | Pre-test Experimental group | Post-test Experimental group |
|------------------------|------------------------|-------------------------|-----------------------------|------------------------------|
| Grammar and vocabulary | 2.9 | 2.9 | 2.4 | 2.94 |

Source: Direct Research

Author: Jaramillo G. (2018)

Graph N° 7 Grammar and vocabulary KET Test



Source: Direct Research
 Author: Jaramillo G. (2018)

Analysis and interpretation

This table and statistical graphs show the quantitative change in the level of students in their grammar and vocabulary skills. For the control group there was no improvement in this sub skill since in the applied tests the result was 2.9/5 as an average of the course of 38 students. For the experimental group it was determined that there is indeed an improvement in grammar and vocabulary sub-skill after the application of PBL. In the pre-test the students obtained an average grade of 2.4/5 and in the post-test 2.94/5 The quantitative improvement in this sub skill is 0.54 points in the average. This improvement after the application of PBL can be interpreted as the direct result of strategies applied based on this methodology. The strategy ordering thought with PBL had as an objective to improve the use of grammar and vocabulary.

4.1.2 Pronunciation KET Test

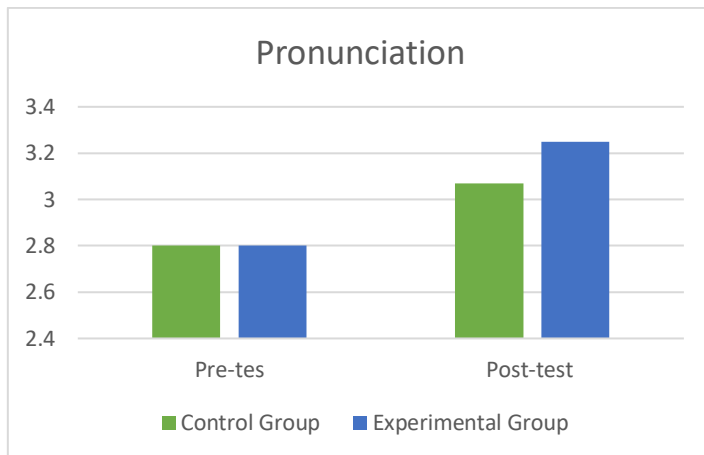
Table N° 7 Pronunciation KET Test

See annex 4

| KET test Pronunciation | Pre-test control group | Post-test control group | Pre-test Experimental group | Post-test Experimental group |
|---------------------------|------------------------|-------------------------|-----------------------------|------------------------------|
| | 2.8 | 3.07 | 2.8 | 3.25 |

Source: Direct Research
 Author: Jaramillo G. (2018)

Graph N° 8 Pronunciation KET Test



Source: Direct Research
 Author: Jaramillo G. (2018)

Analysis and interpretation

In the item interaction the student of the Control Group obtained a score of 2.8/5 in the pre-test and 3.4/5 in the post-test. While in the Experimental Group the students obtained a score of 3.2/5 in the pre-test and 3.6/5 in the post-test after the application of Project Based Learning. The improvement of 0.4 represents that along the academic term the speaking skills has been practiced more for the students. The application of PBL could contribute in the development of this necessary subskill. The teacher’s objective in the projects developed by the students was improving students’ pronunciation. To reflect constantly in their pronunciation improvement got good outcomes.

4.1.3 Interaction KET

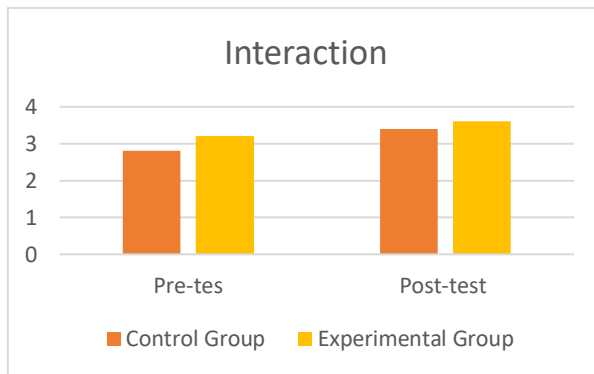
Table N° 8 Interaction KET

See annex 4

| KET test Interaction | Pre-test control group | Post-test control group | Pre-test Experimental group | Post-test Experimental group |
|----------------------|------------------------|-------------------------|-----------------------------|------------------------------|
| | 2.8 | 3.4 | 3.2 | 3.6 |

Source: Direct Research
 Author: Jaramillo G. (2018)

Graph N° 9 Interaction KET



Source: Direct Research
 Author: Jaramillo G. (2018)

Analysis and interpretation

In the item interaction the student of the Control Group obtained a score of 2.8/5 in the pre-test and 3.4/5 in the post-test. While in the Experimental Group the students obtained a score of 3.2/5 in the pre-test and 3.6/5 in the post-test after the application of Project Based Learning. The improvement of 0.4 represents that along the academic term the speaking skills has been practiced more for the students. The application of PBL could contribute in the development of this necessary subskill. The projects developed by the students had as a main objective interaction. The application of PBL represented an important factor to awake in students the desire of participating actively in class.

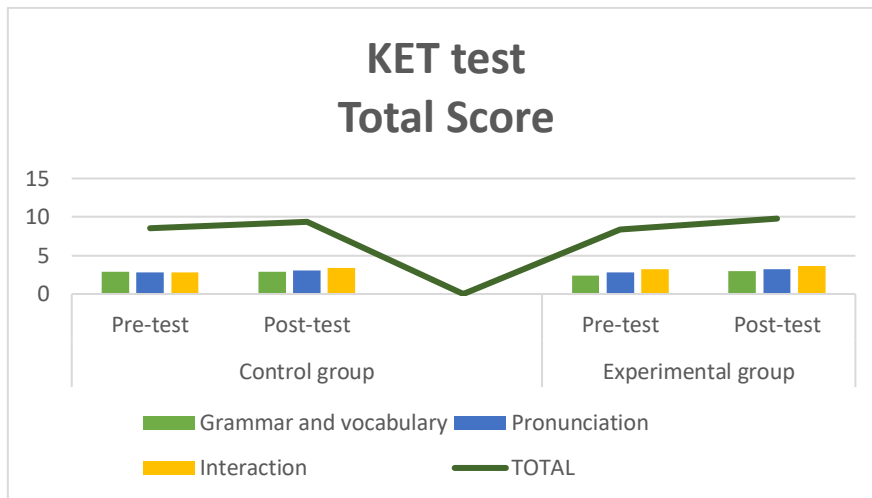
4.1.4 Total Score KET test

Table N° 9 Total Score KET test

| KET test Total Score | Pre-test control group | Post-test control group | Pre-test Experimental group | Post-test Experimental group |
|-------------------------|---------------------------|----------------------------|-----------------------------------|------------------------------------|
| | | 8.5 | 9.37 | 8.4 |

Source: Direct Research
 Author: Jaramillo G. (2018)

Graph N° 10 Score total KET test



Source: Direct Research
 Author: Jaramillo G. (2018)

In the total average score of the diagnostic test the Control Group obtained 8.5 / 15 equivalent to 56.7% of the maximum score. While in the post-test a score of 9.37 / 15 was obtained, representing 62.5% of the highest score. There is evidence of 5.8% of improvement without intervention of the researcher teacher with PBL. The experimental group obtained in the pre-test an average score of 8.4 / 15 which represents 56% of the total score. In the post-test, the total qualification in speaking skill was 9.79 / 15, which represents 65.2%. Statistical data showed that there is a 9.2% improvement in speaking skills after the application of PBL. The intensive work with the students of the Experimental Group demonstrates a significant change in the level of speaking. From the total score, the improvement of 1.39 % in the speaking skill represents approximately the improvement of 2.3% in the English language level. The improvement in speaking skills can influence other language skills because all the skills are connected directly. The strategies applied got the main objective that was the improvement of speaking skill, but the result could be better. It is necessary to explain that the students of the institution are certified annually but it is a process that had started three years ago. Students answered positively to the project but the time they receive English class is relatively short this factor could affect the results.

4.2 Survey

The questionnaire instrument consisted of 10 questions; the first 5 questions focused on application while the last 5 questions on speaking skills.

4.2.1 Question N° 1

Table N° 10 Question N° 1

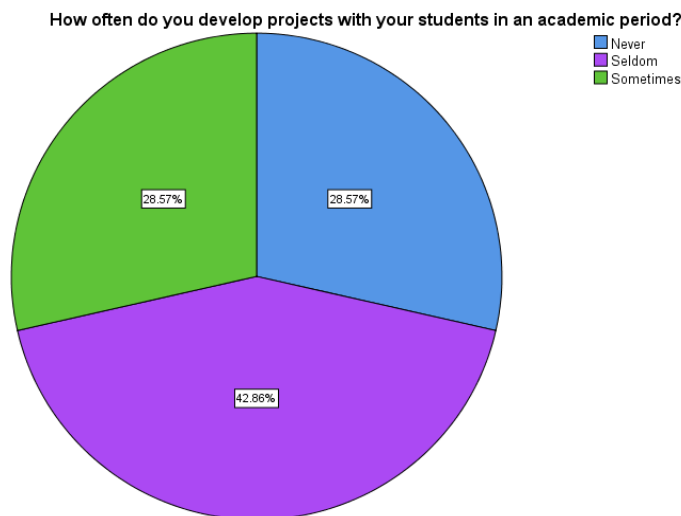
How often do you develop projects with your students in an academic period?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Never | 2 | 28.6 | 28.6 | 28.6 |
| | Seldom | 3 | 42.9 | 42.9 | 71.4 |
| | Sometimes | 2 | 28.6 | 28.6 | 100.0 |
| | Total | 7 | 100.0 | 100.0 | |

Source: Direct Research

Author: Jaramillo G. (2018)

Graph N° 11 Question N° 1



Source: Direct Research

Author: Jaramillo G. (2018)

The first question shows a very high percentage of seldom in terms of the application of PBL in class. 28.6% of teachers mentioned that they do not work with PBL, while 28% mentioned that they work sometimes, there were no teachers who mentioned that they work with PBL always or almost always. These data allow determining that the practice of PBL in the class is low or very low. This information determines the need to work with projects for improving the English language.

4.2.2 Question N° 2

Table N° 11 Question N° 2

How often do you follow the sequence for the development of a project: getting, started, field work debriefing events?

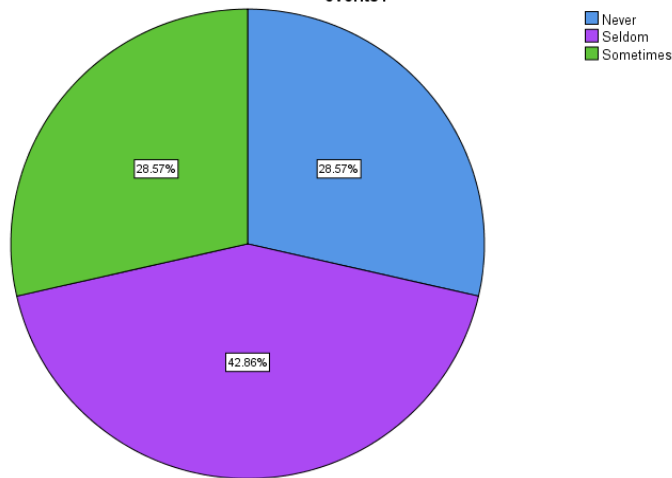
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Never | 2 | 28.6 | 28.6 | 28.6 |
| | Seldom | 3 | 42.9 | 42.9 | 71.4 |
| | Sometimes | 2 | 28.6 | 28.6 | 100.0 |
| | Total | 7 | 100.0 | 100.0 | |

Source: Direct Research

Author: Jaramillo G. (2018)

Graph N° 12 Question N° 2

How often do you follow the sequence for the development of a project: getting, started, field work debriefing events?



Source: Direct Research

Author: Jaramillo G. (2018)

Analysis and interpretation

In question number 2 the tendency towards the application of PBL is maintained. 28.6% of teachers indicate that they never follow the sequence determined in the question when working with projects. 42.9% point out that they rarely. 26.8% point out that sometimes. This question indicates that, although there are teachers who work with projects,

they do not necessarily follow these specific stages for the application of projects with students. There is a relatively low percentage that knows or applies this specific knowledge.

4.2.3 Question N° 3

Table N° 12 Question N° 3

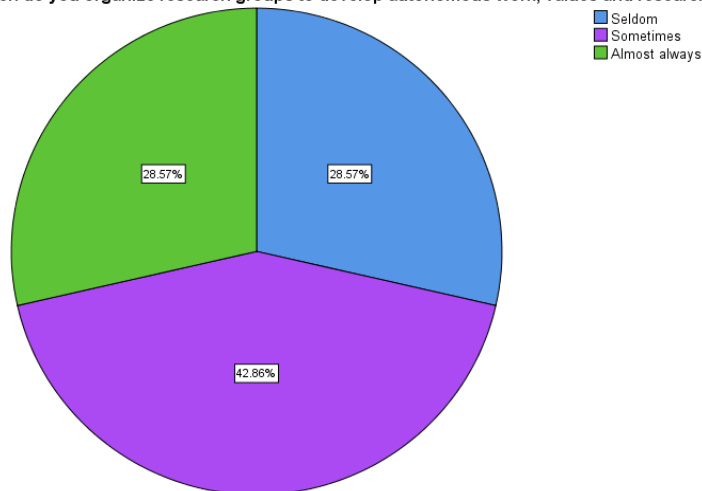
How often do you organize research groups to develop autonomous work, values and research activities?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | Seldom | 2 | 28.6 | 28.6 | 28.6 |
| | Sometimes | 3 | 42.9 | 42.9 | 71.4 |
| | Almost always | 2 | 28.6 | 28.6 | 100.0 |
| | Total | 7 | 100.0 | 100.0 | |

Source: Direct Research
 Author: Jaramillo G. (2018)

Graph N° 13 Question N° 3

How often do you organize research groups to develop autonomous work, values and research activities?



Source: Direct Research
 Author: Jaramillo G. (2018)

Analysis and interpretation

The present chart and graph show the teacher works on research projects. 42.9 of the teachers mention doing this kind of activities. While 28.6% point out that they almost always

organize research work. Only 26.8 % mention they rarely work organizing research groups. This that aspect can be considered positive because if teacher work in small research groups, they only need a guide to help the to organize and systematize projects.

4.2.4 Question N° 4

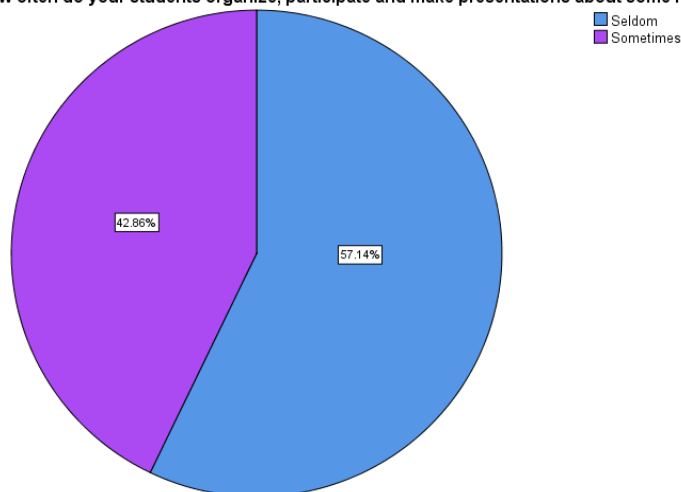
Table N° 13 Question N° 4

How often do your students organize, participate and make presentations about some research?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Seldom | 4 | 57.1 | 57.1 | 57.1 |
| | Sometimes | 3 | 42.9 | 42.9 | 100.0 |
| | Total | 7 | 100.0 | 100.0 | |

Graph N° 14 Question N° 4

How often do your students organize, participate and make presentations about some research?



Source: Direct Research
 Author: Jaramillo G. (2018)

In question number 4 there is no clear negative trend, because there are not answers with never. 57 % teachers mention that they seldom organize and participate in presentation about research. This answer makes the researcher suppose that the jobs are presented by writing. While 49.9% say they sometimes do this class of activities. This question help to

reflect about the practice of speaking in the classroom, especially to report any kind of research work and the possibility to provide interactive, dynamic and communicative based on Project Based Learning not only to practice speaking but also to develop more capabilities about research and academic development.

4.2.5 Question N° 5

Table N° 14 Question N° 5

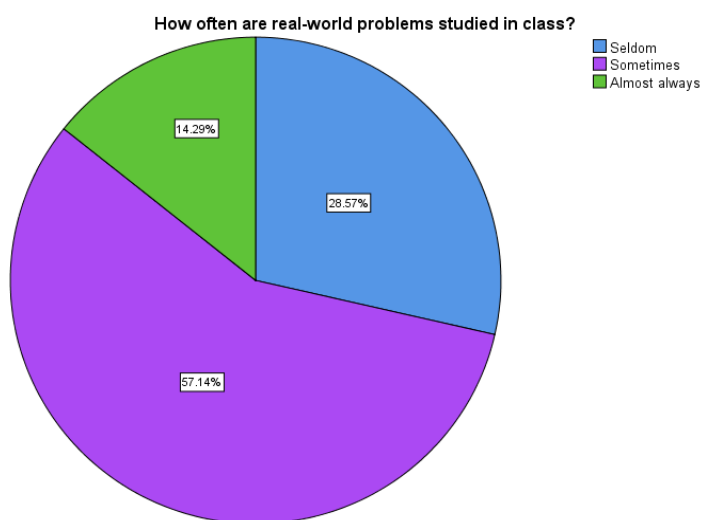
How often are real-world problems studied in class?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Seldom | 2 | 28.6 | 28.6 | 28.6 |
| | Sometimes | 4 | 57.1 | 57.1 | 85.7 |
| | Almost never | 1 | 14.3 | 14.3 | 100.0 |
| | Total | 7 | 100.0 | 100.0 | |

Source: Direct Research

Author: Jaramillo G. (2018)

Graph N° 15 Question N° 5



Source: Direct Research

Author: Jaramillo G. (2018)

Question number 5 had as main objective to know the frequency of working with real world activities. 28.57% said they seldom work with real world problems in the class.

Maybe a different methodology or a scheme imposed by the curricula or the book do not let them to do these activities. On the other hand, 57.14% indicated that sometimes and 14.29% indicated that they almost always work in this way. This kind of activities can motivate and help student to in a better way the world that surrounds them. If teachers work with real world material, they could help student to develop a different perspective about the established curricula.

4.2.6 Question N° 6

Table N° 15 Question N° 6

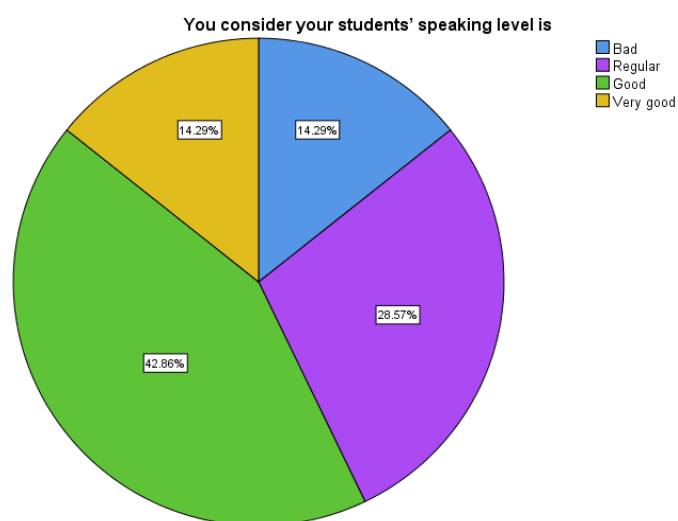
You consider your students' speaking level is

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Bad | 1 | 14.3 | 14.3 | 14.3 |
| | Regular | 2 | 28.6 | 28.6 | 42.9 |
| | Good | 3 | 42.9 | 42.9 | 85.7 |
| | Very good | 1 | 14.3 | 14.3 | 100.0 |
| | Total | 7 | 100.0 | 100.0 | |

Source: Direct Research

Author: Jaramillo G. (2018)

Graph N° 16 Question N° 6



Source: Direct Research

Author: Jaramillo G. (2018)

Perhaps this is the item with the most pronounced diversity in the answers. 14.29 % of the respondents indicated they considered their students' level is bad, while 28.6% indicated that their students' level is regular. Most of the respondents 42.9% considered their students have a regular speaking level. 14.29% considered their students have a very good speaking level. There were no cases in which teacher consider their students have excellent level. These answers allowed the researcher to conclude that there is a need of a proposal to improve the speaking skill.

4.2.7 Question N° 7

Table N° 16 Question N° 7

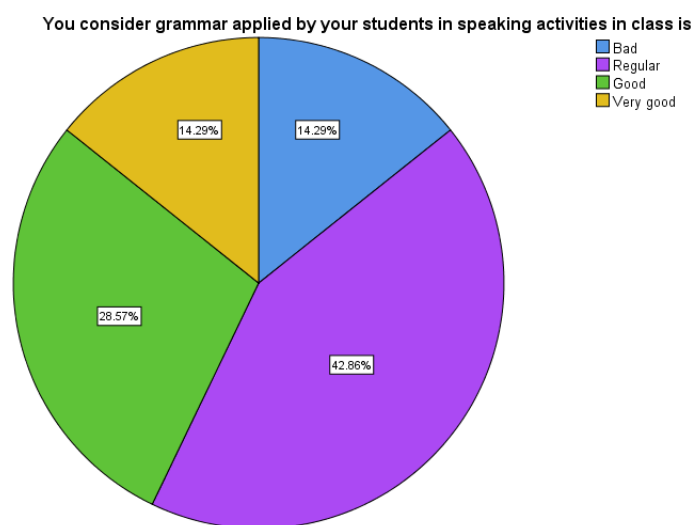
You consider grammar applied by your students in speaking activities in class is

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Bad | 1 | 14.3 | 14.3 | 14.3 |
| | Regular | 3 | 42.9 | 42.9 | 57.1 |
| | Good | 2 | 28.6 | 28.6 | 85.7 |
| | Very good | 1 | 14.3 | 14.3 | 100.0 |
| | Total | 7 | 100.0 | 100.0 | |

Source: Direct Research

Author: Jaramillo G. (2018)

Graph N° 17 Question N° 7



Source: Direct Research

Author: Jaramillo G. (2018)

In the theoretical framework the necessity of grammar was studied as a factor to improve speaking. When asking teachers about the level of grammar they consider they students have in speaking, they mentioned the following: 14.29% consider they have bad level, 42.86% a regular level, while 28.57% good level. The last 14.29% consider they students have very good level. Grammar is essential for speaking. Teachers must look for resources that let them improve this sophisticated system. However, grammar should be considered as a support to improve communication but not as the core of it.

4.2.8 Question 8

Table N° 17 Question N° 8

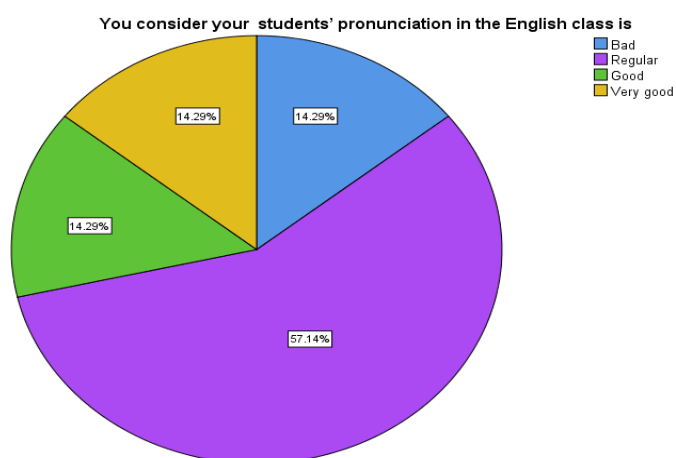
You consider your students' pronunciation in the English class is

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Bad | 1 | 14.3 | 14.3 | 14.3 |
| | Regular | 4 | 57.1 | 57.1 | 71.4 |
| | Good | 1 | 14.3 | 14.3 | 85.7 |
| | Very good | 1 | 14.3 | 14.3 | 100.0 |
| | Total | 7 | 100.0 | 100.0 | |

Source: Direct Research

Author: Jaramillo G. (2018)

Graph N° 18 Question N° 8



Source: Direct Research

Author: Jaramillo G. (2018)

Another factor studied in the research was pronunciation. The results show 14.29% of the respondents consider their students have bad pronunciation. 57% regular level, while 14.29 % good level. Finally, 14.29% consider their students have a good level pronunciation. Pronunciation permits that people communicate fluently. The project worked to help students to improve pronunciation. The proposal provided resources to help teachers to interact developing projects while students improve their pronunciation.

4.2.9 Question N° 9

Table N° 18 Question N° 9

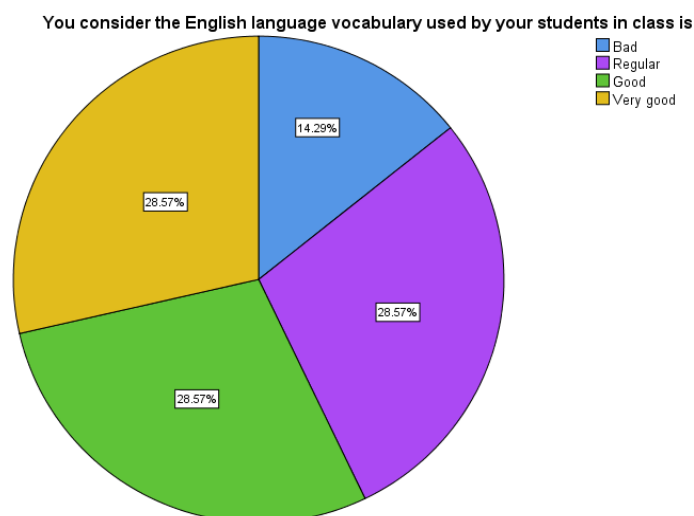
You consider the English language vocabulary used by your students in class is

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Bad | 1 | 14.3 | 14.3 | 14.3 |
| | Regular | 2 | 28.6 | 28.6 | 42.9 |
| | Good | 2 | 28.6 | 28.6 | 71.4 |
| | Very good | 2 | 28.6 | 28.6 | 100.0 |
| | Total | 7 | 100.0 | 100.0 | |

Source: Direct Research

Author: Jaramillo G. (2018)

Graph N° 19 Question N° 9



Source: Direct Research

Author: Jaramillo G. (2018)

In percentages, of the 7 surveyed, 14.29% said their students' vocabulary is bad, 28.6% regular, 28.57% good level. 28.57, 9% say their students have a very good level. This item refers the level of vocabulary the students use in class. The distribution in the answer is relatively similar. Vocabulary is necessary to develop any language; according to the survey vocabulary needs to be improved. The range of words and knowledge of vocabulary is necessary to have good communication. Consequently, teachers need resources to improve vocabulary.

4.2.10 Question N° 10

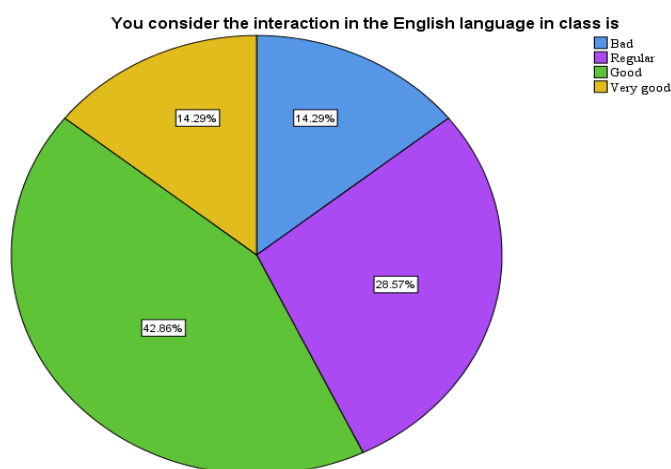
Table N° 19 Question N° 10

You consider the interaction in the English language in class is

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Bad | 1 | 14.3 | 14.3 | 14.3 |
| | Regular | 2 | 28.6 | 28.6 | 42.9 |
| | Good | 3 | 42.9 | 42.9 | 85.7 |
| | Very good | 1 | 14.3 | 14.3 | 100.0 |
| | Total | 7 | 100.0 | 100.0 | |

Source: Direct Research
 Author: Jaramillo G. (2018)

Graph N° 20 Question N° 10



Source: Direct Research
 Author: Jaramillo G. (2018)

In question number 10 teachers were asked about the perception of their students' level in interaction they responded as follows. 14.29 % say their interaction is bad, 28.6% regular, and 42.86% good. On the other hand, 14.29% say they have a very good level. The results presented in this survey, demonstrate the students' level is relatively low but better than the other subskills. In the project these subskills are practiced constantly. All the result obtained through the instrument questioner were studied with the result gotten in the KET test.

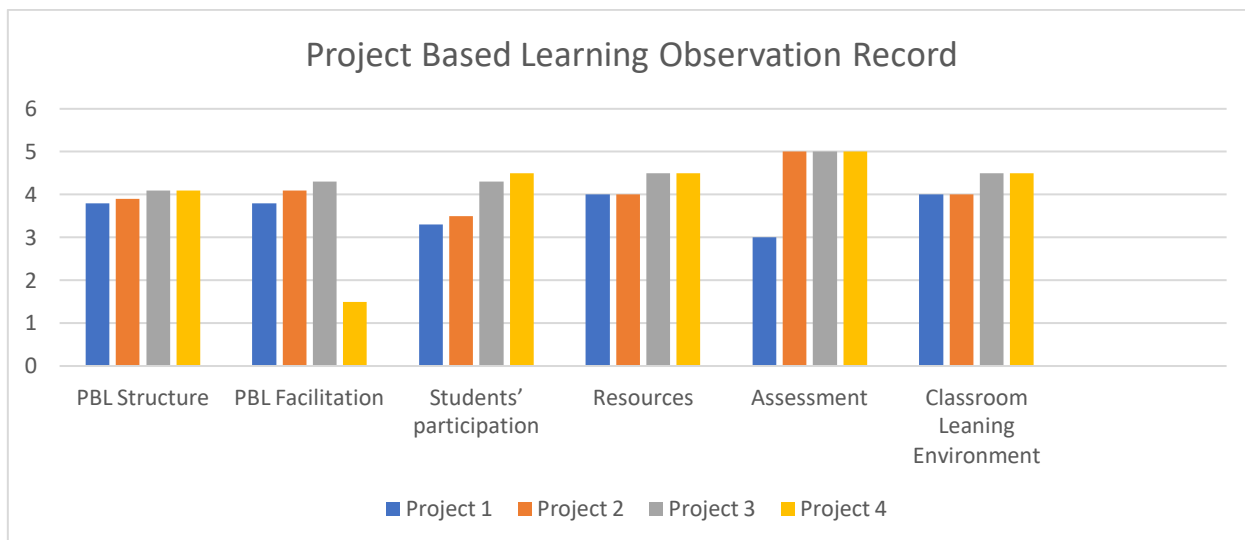
4.3 Observation Guide

The observation guide was applied during the development of the academic term 2018-2019. The instrument mentioned measured the level of development of PBL in six aspects established by the guide: PBL structure, PBL facilitation, students' participation, resources, assessments, classroom learning environment. The guide was applied in four occasions with the following results:

Table N° 20 Observation Guide

| PROJECT BASED LEARNING OBSERVATION RECORD | | | | |
|--|------------------|------------------|------------------|------------------|
| Evaluated Issues | Project 1 | Project 2 | Project 3 | Project 4 |
| PBL Structure | 3.8 | 3.9 | 4.1 | 4.1 |
| PBL Facilitation | 3.8 | 4.1 | 4.3 | 4.5 |
| Students' participation | 3.3 | 3.5 | 4.3 | 4.5 |
| Resources | 4 | 4 | 4.5 | 4.5 |
| Assessment | 3 | 4 | 5 | 5 |
| Classroom Learning Environment | 4 | 4 | 4.5 | 4.5 |

Graph N° 21 Observation Guide



The observation guide for PBL was useful not only to check the mistakes in the performance of PBL but also to change constantly the issues studied in the rubric. After a thorough work of already 2 years of data collection, theorization, application of PBL and an extensive and meticulous analysis of content through statistic data, it was determined that students actually have improved their speaking skill. The application of PBL has evolved with speaking evolution in the students of eight grades at UESFN. The results gotten in the observation guide are positive. In the aspect PBL structure there is change of 0.3 points in the comparison between the first and the fourth project. In PBL facilitation there is an improvement of 0.7 points between the first and last project performed. The students' participation has improved meaningfully with 1.2 points between the projects mentioned above. The change in the item resources is 0.5 between the two projects. In assessment the change was from 3 to 5. And finally, in Classroom Learning Environment the change is 0.5. Project Based Learning has helped student to practice speaking and according to KET test to improve Grammar, vocabulary, pronunciation and interaction

4.4 Hypothesis Verification

To determine whether or not Project-Based Learning empowers the speaking skill development. Students were exposed to a KET test, which has three aspects to score grammar and vocabulary, pronunciation and interaction. The students received a score in a pre and a port-test. In order to verify the hypothesis, the T-Students test was applied.

Null hypothesis.

The application of Project Based Learning Method will not develop Speaking Skill in the Students of eight level of San Felipe Neri School September 2018 - January 2019.

Alternative Hypothesis

The application of Project Based Learning Method will develop Speaking Skill in the Students of eight level of San Felipe Neri School September 2018 - January 2019.

Data collection pre and post-test Control and Experimental groups

Table N° 21 KET test

| KET TEST | | | | | | |
|---------------|----------|-----------|--------|--------------------|-----------|--------|
| Control group | | | | Experimental Group | | |
| Student | Pre-test | Post-test | Change | Pre-test | Post-test | Change |
| S1 | 7 | 7 | 0 | 8 | 9 | 1 |
| S2 | 8 | 9 | 1 | 8 | 8 | 0 |
| S3 | 7 | 10 | 3 | 7 | 6 | -1 |
| S4 | 8 | 10 | 2 | 11 | 13 | 2 |
| S5 | 7 | 11 | 4 | 7 | 6 | -1 |
| S6 | 7 | 7 | 0 | 9 | 11 | 2 |
| S7 | 7 | 8 | 1 | 7 | 10 | 3 |
| S8 | 9 | 10 | 1 | 7 | 11 | 4 |
| S9 | 11 | 13 | 2 | 10 | 9 | -1 |
| S10 | 9 | 8 | -1 | 8 | 9 | 1 |
| S11 | 7 | 9 | 2 | 11 | 15 | 4 |
| S12 | 7 | 8 | 1 | 7 | 7 | 0 |
| S13 | 10 | 10 | 0 | 7 | 6 | -1 |
| S14 | 11 | 13 | 2 | 12 | 9 | -3 |
| S15 | 7 | 7 | 0 | 7 | 6 | -1 |
| S16 | 8 | 7 | -1 | 13 | 16 | 3 |

| | | | | | | |
|------|-----|-----------|----|-----|-----------|----|
| S17 | 9 | 11 | 2 | 7 | 6 | -1 |
| S18 | 7 | 8 | 1 | 7 | 6 | -1 |
| S19 | 8 | 8 | 0 | 7 | 8 | 1 |
| S20 | 10 | 7 | -3 | 7 | 12 | 5 |
| S21 | 7 | 7 | 0 | 7 | 10 | 3 |
| S22 | 9 | 10 | 1 | 8 | 11 | 3 |
| S23 | 11 | 12 | 1 | 11 | 14 | 3 |
| S24 | 7 | 8 | 1 | 11 | 10 | -1 |
| S25 | 7 | 8 | 1 | 8 | 8 | 0 |
| S26 | 14 | 15 | 1 | 7 | 10 | 3 |
| S27 | 7 | 7 | 0 | 9 | 14 | 5 |
| S28 | 7 | 8 | 1 | 7 | 7 | 0 |
| S29 | 15 | 15 | 0 | 8 | 9 | 1 |
| S30 | 7 | 7 | 0 | 7 | 11 | 4 |
| S31 | 7 | 9 | 2 | 11 | 11 | 0 |
| S32 | 8 | 10 | 2 | 13 | 14 | 1 |
| S33 | 9 | 7 | -2 | 8 | 12 | 4 |
| S34 | 8 | 8 | 0 | 7 | 9 | 2 |
| S35 | 7 | 10 | 3 | 7 | 10 | 3 |
| S36 | 7 | 8 | 1 | 7 | 7 | 0 |
| S37 | 15 | 12 | -3 | 8 | 11 | 3 |
| S38 | 7 | 7 | 0 | 7 | 9 | 2 |
| Mean | 8.5 | 9.37 | | 8.4 | 9.79 | |

Source: Direct Research
 Author: Jaramillo G. (2018)

4.5 T-student Test

To carry out the T-student test, taken into account as a statistical test of contrast, it was necessary to take into consideration the table of data observed in the pre and post-test related to the object of the investigation, in this case proposed within the field study in the sample of Control and Experimental group. From the observed results, a comparative chart was made with the scores collected by the researcher, thus a logical model of the acceptance and rejection was framed to analyze the null hypothesis and alternative hypothesis.

NPar Tests

Before starting with T-test it was necessary to measure the level of regularity in the obtained data (pre and post-test). For this reason, Wilcoxon was used for a sample less than 50 individuals with the follow results:

- a. Based on availability of workspace memory.

Wilcoxon Signed Ranks Test

Table N° 22 Wilcoxon Signed Ranks Test

| | | Ranks | | |
|----------------------|----------------|-----------------|-----------|--------------|
| | | N | Mean Rank | Sum of Ranks |
| Post Test - Pre test | Negative Ranks | 9 ^a | 8.72 | 78.50 |
| | Positive Ranks | 23 ^b | 19.54 | 449.50 |
| | Ties | 6 ^c | | |
| | Total | 38 | | |

- a. Post Test < Pre test
- b. Post Test > Pre test
- c. Post Test = Pre test

Test Statistics^a

| Post Test - Pre test | |
|-------------------------|---------------------|
| Z | -3.505 ^b |
| Asymp. Sig. (2-tailed) | .000 |

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The expected result was less than 0.5 of significance, the result gotten was .000 It means here symmetry between pre and post-test. Based on the data it is possible to use T-student. The following graphs show the result obtained:

Graph N° 22 Regularity Test Gauss Bell

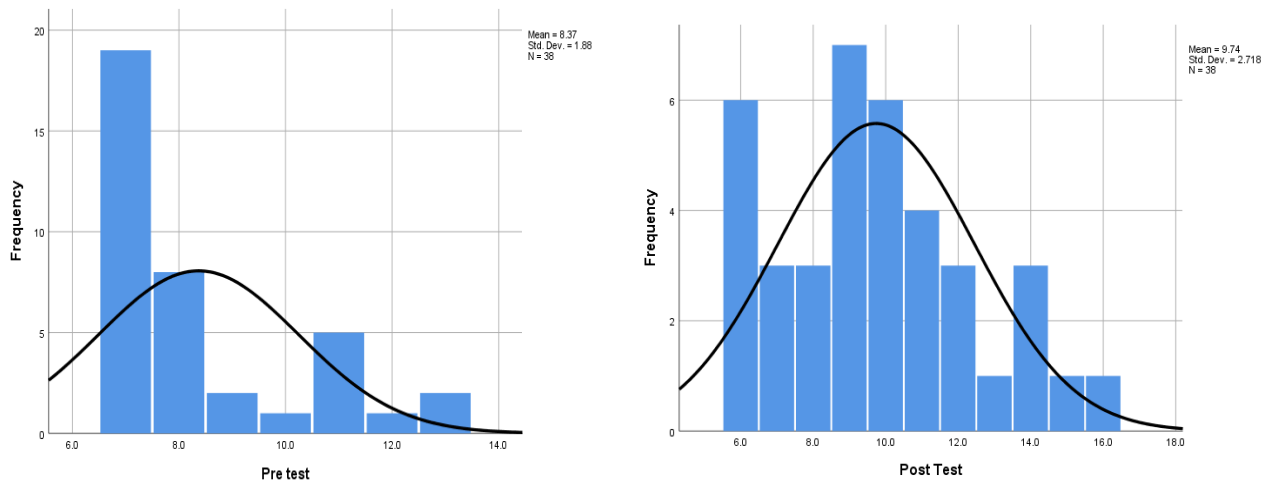


Table N° 23 Paired Samples Statistics

Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------------|-----------|-------|----|----------------|-----------------|
| Control | Pre test | 8.500 | 38 | 2.2270 | .3613 |
| | Post Test | 9.368 | 38 | 2.4097 | .3909 |
| Experimental | Pre test | 8.368 | 38 | 1.8805 | .3051 |
| | Post Test | 9.737 | 38 | 2.7181 | .4409 |

Table N° 24 Paired Samples Correlations

Paired Samples Correlations

| | | N | Correlation | Sig. |
|--------------|----------------------|----|-------------|------|
| Control | Pre test & Post Test | 38 | .871 | .000 |
| Experimental | Pre test & Post Test | 38 | .654 | .000 |

Paired Samples Test

| | | Paired Differences | | | |
|--------------|-------------------------|--------------------|----------------|-----------------|--|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference Lower |
| Control | Pre test - Post Test | -.8684 | 1.1894 | .1929 | -1.2594 |
| Experimental | Pre test - Post Test | -1.3684 | 2.0589 | .3340 | -2.0452 |

Paired Samples Test

| | | Paired Differences | | | |
|--------------|----------------------|---|--------|----|-----------------|
| | | 95% Confidence Interval of the Difference | | | |
| | | Upper | t | df | Sig. (2-tailed) |
| Control | Pre test - Post Test | -.4775 | -4.501 | 37 | .000 |
| Experimental | Pre test - Post Test | -.6917 | -4.097 | 37 | .000 |

T-student Test determined the quantitative change in the Control and Experimental group with the difference in their means. The mean of change in Control group is .86 while in the Experimental group the change is 1.36. The improvement in the experimental groups is higher. The level of significance is less than 0.5, the maximum accepted. Based on this data the Null is rejected and the alternative one is accepted. PBL influences positively in speaking skill.

Chapter V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- The results demonstrated that the students of eight level at UESFN considered the experimental group was 8.4/ 15 in the average of the score in their speaking skill. The rubric of Cambridge demonstrated that the speaking level in KET test was regular, more than 50% of the total score A2. This score can be the result of a methodology that does not permit students to develop speaking skill.
- The application of Project Based Learning originated strategies to improve the speaking skill of UESFN students. These strategies pointed to solve problems about Grammar and vocabulary, interaction and pronunciation. Each strategy dealt not only with the aspect mentioned above but with the development of critical thinking and social interactions.
- The improvement in the speaking level was 1.39 in the average score according to the rubric of Cambridge in KET test. The good performance achieved in speaking skills is a factor that positively affects the study group, in the academic aspect, as well as in social interaction, in class participation and also benefits teachers.

5.2 Recommendations

- It is recommended to apply new methodologies to improve the level of speaking skill. it will help learners to communicate, develop critical thinking and social interaction. It is necessary to improve the teaching-learning process for speaking skill to monitor their development continuously.
- The development of strategies based on PBL shows the interrelation of the speaking skill and the methodological development, this project showed how didactic resources were used for the development of this skill, it is recommended, deepen, develop and promote the use of contemporary methodological tools to improve all communication skills and critical thinking.
- It is recommended that teachers innovate methodological strategies based on PBL and other communication methods, systematize them to optimize their use, it is necessary to increase the time of exposure to language through these activities, to improve oral skills and therefore communication.

Chapter VI

PROPOSAL

6.1 Information Data

a. Topic

Manual for the development and application of Project Based Learning to improve speaking skill of eighth grade students at Unidad Educativa “San Felipe Neri”.

b. Institution

“Unidad Educativa San Felipe Neri”

c. Beneficiaries

The beneficiaries of this project were student of eight level of Unidad Educativa San Felipe Neri.

d. Location

Riobamba, Ecuador

e. Estimated execution time

Four months

f. Teaching team on charge

Researcher: Lic. Gabriela Jaramillo

6.2 Background Proposal.

The oral communication skill development is positively impacted by PBL. Moreover, it is considered to be essential to success in the learning process, not only because of the teacher-student interaction but also to all the academic activities which involve producing ideas orally (Burns & Joyce, 1997). Most students have had inadequate speaking opportunities at school, as a result of that they feel lack of confidence, unease, and anxiety in their ability to speak (Lui& Littlewood,1997).

Project Based Learning (PBL) is the most suitable strategy to help students to improve their speaking skill. Owing to PBL proposes activities and real tasks that have brought new academic challenges for students to solve, as stated by (Goodman, 2010). The same author argues that these activities are based on the types of learning and work people do in the everyday world outside the classroom. It is extremely linked to Cooperative Learning. In consequence, the activities that the teacher proposes are generally done in groups of students working together towards a common goal.

6.3 Justification.

This project is legally, philosophically and socially founded. It means the project is according to the regulations established by the Ecuadorian Curriculum of Education. The curriculum establishes that teachers need to work with project to promote creativity, participation and security in students when they participate in English classes. The Ministry of Education of Ecuador demands A1 level to eighth grade students in all country. Founded on the lawful premises, this project is justified because it provides the necessary training and quality standards demanded by UESFN and the Ecuadorian state.

In addition, based on its deep research this project provides practical exercises to frame and internalize the English language. To promote creativity, critical thinking, confidence and welfare in students is the essential base of this project. This manual contributes to the students' academic, social and personal life.

6.4 Objectives

- To develop interactive speaking communication through the creation of projects based on PBL that contribute meaningfully to intellectual, human, and social growing of students at UESFN.

-

6.4.2 Specific Objectives.

- To construct the theoretical framework for the effective application of Project Based Learning to improve speaking skills, identifying the speaking features, its advantages, the importance using this skill and its application in projects.

- To determine the main aspects to evaluate and therefore improve in speaking skill through the application of the proposal. The four aspects to improve were grammar, pronunciation, interaction and vocabulary.
- To design a manual for the development and application of PBL through the practice of real-world, interactive, and didactic activities in teaching-learning process in order to improve speaking.

6.5 Feasibility Analysis.

The manual of PBL to improve speaking presents didactic exercises to help students to interact and develop critical thinking, confidence and autonomous learning in the English language. To have as a reference international standard in English speaking development, the Common European Framework of Reference for Languages were studied. Based on the parameters that this institution demands in A2 level the proposal was developed. UESFN provided all the facilities to develop the project. The high school works to certify students internationally.

6.6 Proposal Fundamentals.

Theoretical

Project Based-Learning method around projects.

Project-based learning is a method that categorizes learning through projects. Projects are well-defined as significant but difficult activities, based on stimulating interrogations or problems, that implicate students in design, problem-solving, making decisions, or research activities; bounce students the opportunity for autonomous work including extended periods to conclude in final products or expositions (Jones,1997). Other defining features found in the literature contain reliable content, reliable assessment, teacher facilitation but not direction, explicit educational aims, (Moursund, 1999).

Definitions of project-based learning method include characteristics related to the use of realistic interrogation, a community of inquiry, and the use of cognitive technology-based tools (Krajcik, 1994) and "Expeditionary Learning" adds features of comprehensive school

enhancement, community service, and multidisciplinary themes (Expeditionary Learning Outward Bound, 1999).

The processes and objectives to a more fundamental educational philosophy is underpinned to constructivism because through the use of PBL students can develop problem - solving and higher order critical thinking skills which are very important (Allen, 2004). They are life-long, manageable skills to settings outside the classroom. The growth of PBL from simply an educational approach associated with a set of principles (Bruner, 1966).

Swee (2014) proposes the philosophical principles, which PBL theories include:

- Student-centredness of the learning environment, student-empowerment in the learning process.
- Development of lifelong learning skills
- Encouragement of independent, active and self-directed learning combining with significant implications of these principles.
- Design and structure of curricula and the adoption of appropriate assessment processes.

Phases of The Project Based Learning

Katz and Chard (1989) explain that PBL Method involves three stages as follows:

Getting started

Students and teacher select and refine the topic to be studied. They have to make connections between what they had read or heard in other areas and in their daily lives. It is a good idea to elaborate questions which contribute to focus students on the topic and predict the findings at the end of the project.

Field work

Learners investigate about events, objects, places or topics and get in contact with different contexts and doings. This phase helps students to develop their capabilities to observe, construct models, and verify their new knowledge.

Culminating and debriefing events

This is the last phase, in which students demonstrate their acquired knowledge presenting the final outcome that is nurtured with their own contributions. Generally the results questions by the teacher will be answered during the final stage.

Pinzon (2013) claims that the variety of final tasks in foreign language teaching is the component to prepare learners to use English in the world beyond the classroom, activities that allow learners to experiment with the roles they use in real life. Spanish and English languages have been used to incorporate pre-concepts to facilitate them to interrelate. The Language usage is encouraged in all periods of the activities and classroom interaction to learn a new way to communicate ideas, feelings, emotions and knowledge (Silberman, 1996).

Speaking is the hardest skill for teachers to teach (Willis, 1983) however, motivating ideas, dialogues and comments development takes a long time after practicing. Every class is a challenge because fluency when speaking is a communicative weakness. Students feel unconfident and limited when trying to mention something that they think and really need to express.

Benefits of Project-Based Learning

PBL offers an extensive range of benefits to teachers and students. The use of project-based learning in schools involve students, cut absenteeism, boost cooperative learning skills, and improve academic performance (George Lucas Educational Foundation, 2001).

The benefits of project-based learning for students include:

- e) Improved attendance, growth in self-reliance, and improved attitudes toward learning (Thomas, 2000)
- f) Academic improvements equal to or better than the produced by other models, with students involved in projects taking higher responsibility for learning than during more traditional classroom activities (Boaler, 2000).
- g) Opportunities to improve complex skills, such as higher-order thinking, problem-solving, cooperating, and communicating (SRI, 2000), and;
- h) Access to a wider range of learning opportunities in the classroom, providing a strategy for engaging culturally diverse learners (Railsback, 2002).

For teachers, the PBL benefits include enhanced professionalism and collaboration among colleagues, and opportunities to build relationships with students (Thomas, 2000). Furthermore, many teachers are pleased due to PBL accommodates diverse learning styles and multiple intelligences by introducing a wider range of learning opportunities into the classroom.

PBL Vs Traditional Classroom

The Intel Teach to the Future (2003) describes a classroom where the teacher is using the project-based learning model effectively, as follows:

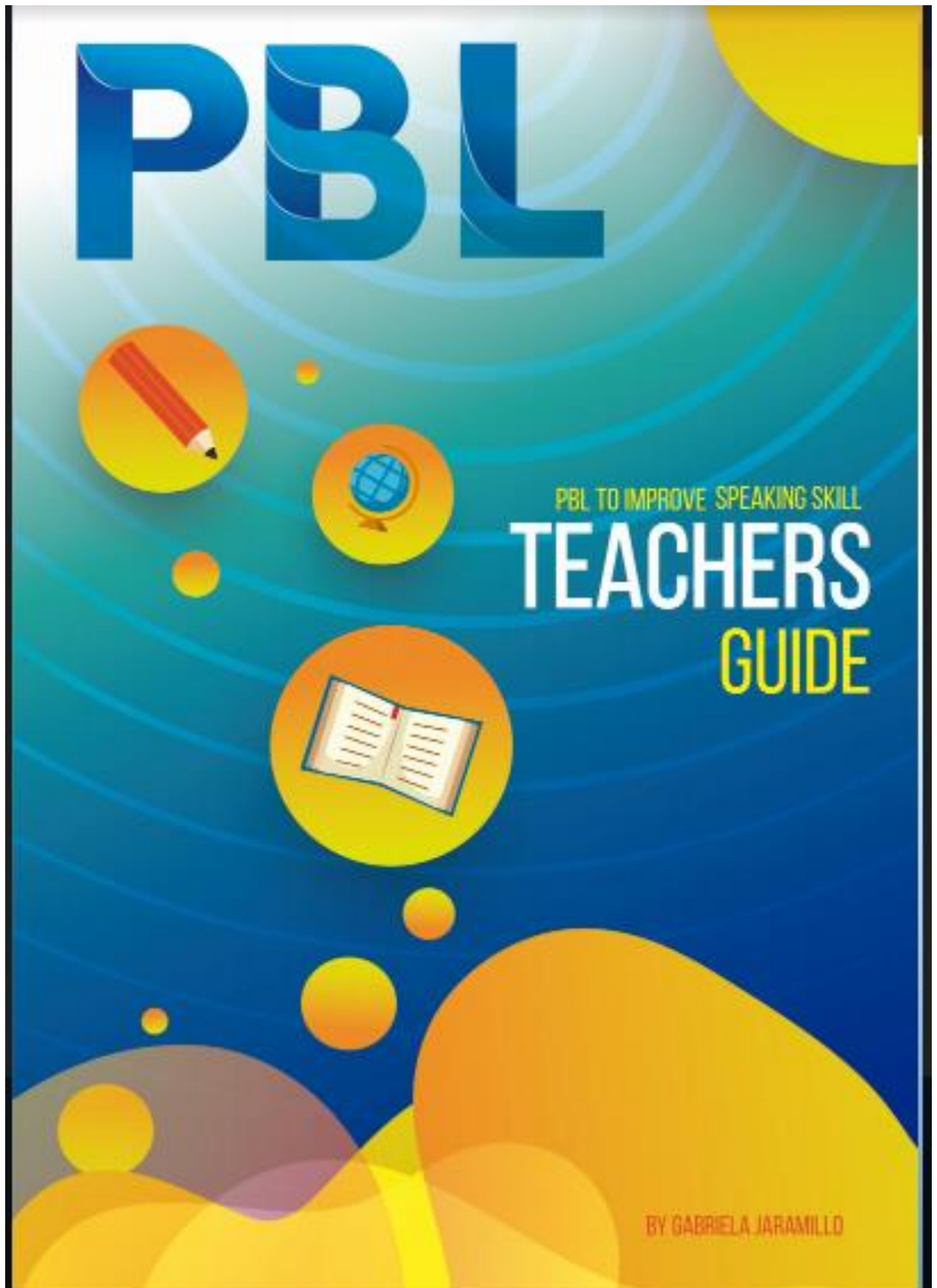
- There is a problem with no predetermined answer
- There is an atmosphere that tolerates error and change
- Students make decisions with a framework
- Students design the process for reaching a solution
- Students have a chance to reflect on the activities
- Assessment takes place continuously
- A final product results and is evaluated for quality

PBL foster a paradigmatic revolution which from the point of view of Bransford, Brown, & Conking (2000) goes from following orders to carrying out self-directed learning activities; from memorizing and repeating to discovering, integrating, and presenting; from listening and reacting to communicating and taking responsibility; from knowledge of facts, terms, and content to understanding processes; from theory to application of theory; from being teacher dependent to being empowered (Intel, 2003).

Operating Model

| Phases | Objectives | Activities | Resources | Responsible | Time |
|-------------------|---|--|---|--------------------|------------------------|
| 1.- Organization | To Socialize the proposal to 8th level teachers for them to know about its application | Deliver and socialize in the Foreign Language Area meeting the proposal to teachers in order to read and review its content. | Module | Author | 1 hour |
| 2.- Socialization | To Socialize the time that the proposal will take to be applied and the Schedule along its application. | Review teacher's schedules to contrast them between the teacher and the researcher in order to fit in the same class and time. | Module | Author Teachers | 1 hour |
| 3.- Application | Follow the process as PBL method proposes through the module in class | Apply 1 to 2 sessions per week | Module Didactic material Projector Laptop | Author Teacher | 50' minutes |
| 4.- Evaluation | To assess the PBL application, process and results | To use the observation guide to assess the process | Observation guide Module Didactic material Projector Laptop | Author Teacher | 10 minutes per session |

6.7 Teacher Guide





PROPOSAL CONTENTS

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6.8 Manual of PBL for speaking

To help students to develop speaking CEFRL standards were studied. The objectives of the proposal were constructed according to the level that these international schemes demand. This proposal is also according to mission, vision and values to UESFN. The following strategies were developed in order to improve vocabulary, grammar, interaction and pronunciation in English speaking. The implementation of the four projects reported below was really positive. The observation guide and the practical experience help to improve the Language skill as well the development of projects.

- Ordering thoughts with PBL.
- Constructing English vocabulary with PBL
- Improving pronunciation with PBL
- Interacting through PBL.

Each strategy represents a project that students developed. These strategies helped the students to be identified with the topic they studied about and at the same time to develop specific aspect about speaking. The student learns grammar, vocabulary, pronunciation and interaction while they identify with each topic of the project. The proposal contributes meaningfully in monitoring the students' investigation about each topic.

6.8.1 Ordering thoughts with PBL

**EIGHT LEVEL OF UNIDAD EDUCATIVA “SAN FELIPE NERI”
ORDERING THOUGHTS WITH PBL STRATEGY THROUGH PRACTICAL,
INTERACTIVE, AND DIDACTIC ACTIVITIES
A2 LEVEL – ELEMENTARY**

| STRATEGY INFORMATION DATA |
|--|
| Strategy No: 1 |
| Methodological and pedagogical identifier: Ordering thoughts with PBL |
| Education level: Eighth level- Elementary A2 – UESFN |
| Members: Teacher and students |
| Responsible for applying the Strategy: Researcher – teachers |
| Functional and communicating activities: Didactic activities to improve grammar- The use of simple present |
| Period of activity: 5 sessions |

| PROCEDURAL CONTEXTUALIZATION |
|---|
| Integrated levels: 2 levels of knowledge integration (starter and elementary) |
| Summary of the theme presented: This strategy works with the student in the three stages of PBL, getting started, field work and culminating and briefing events. The present strategy focusses mainly in field work with the application of practical, interactive and didactic activities to teach some sentence pattern in simple present. The student work with the topic How to avoid bullying |
| Teaching objectives: <ul style="list-style-type: none"> • To structure a project with the students • To develop critical thinking about students’ behavior and positive social interaction • To practice sentence patterns through speaking in a determine context • To constitute a methodological strategy plan to improve speaking |
| Integral activities: <ul style="list-style-type: none"> • Introduction to bullying and the values to overcome this problem. |

- Individual and group lectures for improving the use grammar in context.
- Group analysis about bullying using simple present patterns.
- Testing through spoken ideas to identify times, people and use of patterns.
- Connecting activities of grammar with interactive follow-up activities.
- Practice dialogues and communicative demonstration after researching activities of diverse grades of difficulty.
- Development of didactic and interactive activities for actions with the use of speaking.

Resources:

- Didactic and interactive material to reflect about bullying and learn grammar.
- Computer and projector for presentation material of sentence patterns.
- Means of directed dialogue and demonstration of use of simple present by tutoring.
- Pre - while - post - grammar strategies.

BINDING STRUCTURAL FOLLOW-UP

GRAMMAR

(Richards & Schmidt, 2007, p.480) says that a sentence is "the largest unit of grammatical organization with the parts of discourse (for example, nouns, verbs, adverbs)", When student transmit ideas they do with words, phrase and sentences. Based on the concept, students can transmit a lot information with sentences

SENTENCE PATTERNS

In this research are presented 5 useful sentence pattern based on the research done by (Mohd Noah, Omar, & Yusrin, 2015)

Pattern 1: Noun + be + adjective / adjectival

According to this patter the noun (N) agrees with the verb. Subject means what is described in this pattern is "what is described." Be mean what can be described. Examples:

- My classmate is happy.
- Respect is important

Pattern 2: Noun + be + adverb

The to BE verb in pattern 2 usually explains location, time, position.

Non-inflected words can be adverbs like: here, there, tomorrow, yesterday, over, though, above, below, before, after up, down, in, out, inside, outside, upstairs, downstairs, on, off, then, now.

- The game was yesterday
- The teacher is at the door

Pattern 3: Noun1 + be + Noun1

In this model, the second Noun1 has the same referent as the first Noun1. The meaning of BE in this model is "identify or classify as". The first noun 1 has the grammatical meaning of "what is identified", and the second noun1 of "that which identifies the subject". Personal pronouns also occupy this position. Example:

- My classmates are my friends
- Life is happiness.

Pattern 4: Noun + Intransitive verb (InV)

In this model the verb must agree with the subject. Example:

- The teachers arrive
- Mary works

Pattern 5: Noun1 + Transitive verb (TrV) + Noun2

In this model, the sentence can be completed with a noun or pronoun, noun 2 is the direct object of the verb and has the grammatical meaning of "the receiver of the action" Example

- I love my school
- I respect my parents

List of activities:

- Agreement about the theme, the outcomes, and structure of the project.
- Development of dynamic, reflective and interactional material organized according to the students' level. The teacher presents information and prepare students to analyze the information to use language (Simple present) about the chosen topic. The students gather information about bullying.
- Student present and evaluate the project.

Session N° 1: 30 minutes

(PRE-TEACHING)

- A. Student and teacher discuss about problems in the school and what they think about bullying. They will watch a video to illustrate their ideas.**



<https://www.youtube.com/watch?v=I0RZvBUYgnQ>

- B. Teacher will provide material and students will research about the topic; they are able to search for more material.**
- C. Teacher and student will agree about the presentation and evaluation (Teacher's evaluation) of the project. In this opportunity the students and teacher agreed to discuss (round table) about the topic and present a role play. The teacher will present a mind map for helping student to present their ideas.**

WHILE TEACHING

Session N° 2: 40 minutes

- A. Student will watch the same video about bullying again.
- B. The teacher will ask the students about the video. Students will construct some sentence about bullying. The sentences can be according to the patterns that teacher has explained previously with examples. They report the sentences in an oral way any sentence is possible.

| | | | | |
|----------------|--------------|------|--------------|--|
| Pattern 1 | The boy | Is | Sad. | |
| | | | | |
| Pattern 2 | The students | Are | in the class | |
| | | | | |
| Pattern 3 | The children | are | students | |
| | | | | |
| Pattern 4 | The kids | sits | | |
| | | | | |
| Pattern 5 | The kids | hit | The boy | |
| | | | | |
| More sentences | | | | |

Note: The patterns are only references students are free to construct sentences with any mistakes. The teacher will help to frame sentences. The most important issue is students' ideas.

- C. The teacher will ask some questions about the video about specific information using simple present. The teacher can use the following list. More questions can be added. The ideas were adapted from (PACER Center, 2017)

- Be ready to take notes about student responses to present to the classroom later.

1. What is Bullying?

WHILE TEACHING

Session N° 2: 40 minutes

- A. Student will watch the same video about bullying again.
- B. The teacher will ask the students about the video. Students will construct some sentence about bullying. The sentences can be according to the patterns that teacher has explained previously with examples. They report the sentences in an oral way any sentence is possible.

| | | | | |
|----------------|--------------|------|--------------|--|
| Pattern 1 | The boy | Is | Sad. | |
| | | | | |
| Pattern 2 | The students | Are | in the class | |
| | | | | |
| Pattern 3 | The children | are | students | |
| | | | | |
| Pattern 4 | The kids | sits | | |
| | | | | |
| Pattern 5 | The kids | hit | The boy | |
| | | | | |
| More sentences | | | | |

Note: The patterns are only references students are free to construct sentences with any mistakes. The teacher will help to frame sentences. The most important issue is students' ideas.

- C. The teacher will ask some questions about the video about specific information using simple present. The teacher can use the following list. More questions can be added. The ideas were adapted from (PACER Center, 2017)

- Be ready to take notes about student responses to present to the classroom later.

1. What is Bullying?

- Ask the students how they define bullying. Write their responses on the poster. Create a collaborative definition.

- Give examples of what bullying is and is not.

For example: A student runs and accidentally he or she runs into someone and apologizes (sorry/excuse me) is not bullying.

But if that student runs and intentionally runs into someone to make them fall down, that is bullying

2. Who is Bullied? Why Do Kids Bully? Are you a bully?

- Ask the students who are bullied and why do kids bully.
- Talk about differences as being positive and valuable.
- Ask the children about how bullying makes them feel. Write their responses on the poster.

3. What do students do about Bullying?

- Ask the students how they think they can prevent bullying. Offer tips on what to do if they are bullied, see bullying, or are bullying.

4. How do we stop bullying?

5. Summary

- Summarize the discussion and present it in your own words
- D. The teacher will provide an audio about bullying. Student will listen it at home to have an idea.



https://www.youtube.com/watch?time_continue=9&v=w7ByNcLHaus

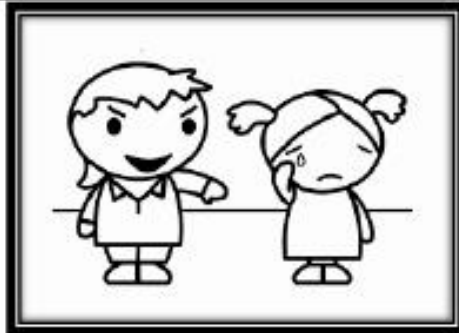
Session N° 3: 20 minutes

- A. The teacher will play the audio sent as an assignment to help students to remember
- B. The teacher will provide a list of verbs with their definition and picture for helping student to explain what they understood about the video. Student will report their ideas. The concepts were taken from dictionary (Cambridge, 2018)



Source: <https://www.autismsociety-nc.org/to-bully-or-be-bullied-that-is-the-question/>

To bully: to **try** to **frighten** (to make someone **afraid** or **nervous**) someone who is **smaller** or **weaker**



Source: <https://www.edupics.com/coloring-page-to-tease-to-bully-i23964.html>

To tease : to **laugh** at someone or say **bad** things to them



Source: <https://www.thesouthafrican.com/tag/business>

To pick on someone: to **treat** one **person** **badly** in a **group** of **people**



Source: <https://www.wikihow.com/Get-Someone-to-Leave-You-Along>

To leave alone: not to disturb, upset or tease



Source: <https://www.pinterest.com/pin/336433034645230099/?lp=true>

Wonder: to want to know something or to try to understand the reason for something

C. Student will watch a video about how to stop bullying



<https://www.youtube.com/watch?v=4nrE5zeEvt4>

Session N° 4: 40 minutes

- A. Students will provide some ideas about the video they watched at home. The ideas will focus on tip and advices to stop bullying.
Example: Children win security with good friend.

B. Student will read the text "Saying no to bullies". They will answer some question by writing and speaking

SAYING "NO" TO BULLIES!

Bullying is when someone, continually insults or hurts you. Many young people are bullied at school. But there are some positive ways to solve the problem.

Ana and Luis have something in common: they are bullied at school. These students prove that bullying does not necessarily stop you from being successful, says Kidscape, a children's organization in Britain.

Kidscape has some original ways of stopping bullies. The "bully box", for example, is a box in school where students put notes about bullying. The important thing is to tell an adult about the bully.

Teachers usually learn how to recognize when a kid is being bullied but sometimes schools can't solve the problem alone. In some cases, the police arrests people to bully others. People say "The school sometimes does not solve the problem which can become very serious. So, people go to the police.

But most bullies are stopped by the school or by the kids themselves. At the Martial Arts for Peace association in America, Dr Terence Webster-Doyle suggests discussing the problem openly with the bully. Dr Webster-Doyle teaches martial arts for self-defense, not for fighting. He says that if you know you can defend yourself, "you are not afraid of the other person".

Adapted from: <https://www.anglaisfacile.com/free/news/printbulliesf.shtml>

QUESTIONS

1. What do Ana and Luis have in common?
2. Who is a bully?
3. What does Dr. Webster Doyle recommend?
4. What do you think about the story?
5. Do you live a bully situation

C. Students will write some ideas about how to stop bullying

Session N° 5

Time: 80 minutes

A. Students will start the Round Table (discussion) about bullying the teacher will be moderator and help students to presents their ideas. Students can use some pictures

to illustrate their ideas. Each participant will be in charge of an aspect the rest of the student will presents some questions and comments.



- B. **Pair work:** Students will talk about the topic presented in class and report their ideas.
- C. **Student will prepare a role pay about “stop bullying” for homework**



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D. Teacher will perform evaluation with a rubric provide by the teacher.

| Role-Play Rubric | | BLM 6-17 | |
|--|--------------------|-------------|--|
| Name _____ | Date: _____ | | |
| Activity: _____ | Role played: _____ | | |
| Assessment done by _____ | | | |
| Criteria: | Rating: | | |
| Speech was clear with appropriate volume and inflection. | 5 4 3 2 1 | | |
| Role was played in a convincing, consistent manner. | 5 4 3 2 1 | | |
| Arguments and viewpoints expressed fit role played. | 5 4 3 2 1 | | |
| Costume and props were effectively used. | 5 4 3 2 1 | | |
| Role play was well prepared and organized. | 5 4 3 2 1 | | |
| Role play captured and maintained audience interest. | 5 4 3 2 1 | | |
| Additional Criteria: | | | |
| _____ | | | |

Source:

File:///C:/Users/franc/Documents/Thesis%20Alexandra/Thesis%20Francisco/TESSIS%20GABY/rubric%20role%20play.pdf

Teacher's role:

- To create teaching material.
- To motivate and monitor activities in class
- To compile audio and videos to present to the students
- To provide clear instruction and analysis of activities

Students' Role

- To acquire knowledge in autonomous and social work
- To perform project to develop critical thinking
- To ask and question the reality that surround them
- To produce solution to contribute social changes

By: Gabriela Jaramillo

6.8.2 Constructing English vocabulary with PBL

EIGHT LEVEL OF UNIDAD EDUCATIVA “SAN FELIPE NERI”
CONSTRUCTING ENGLISH VOCABULARY WITH PBL STRATEGY THROUGH
PRACTICAL, INTERACTIVE, AND DIDACTIC ACTIVITIES
A2 LEVEL – ELEMENTARY

| STRATEGY INFORMATION DATA |
|---|
| Strategy No: 2 |
| Methodological and pedagogical identifier: Constructing English vocabulary with PBL |
| Education level: Eighth level- Elementary A2 – UESFN |
| Members: Teacher and students |
| Responsible for applying the Strategy: Researcher – teachers |
| Functional and communicating activities: Didactic activities to increase vocabulary about “Save our planet” |
| Period of activity: 5 sessions |

| PROCEDURAL CONTEXTUALIZATION |
|---|
| Integrated levels: 2 levels of knowledge integration (starter and elementary) |
| Summary of the theme presented: This strategy works with the student in the three stages of PBL, getting started, field work and culminating and briefing events. The present strategy focusses mainly in field work with the application of practical, interactive and didactic activities to teach vocabulary about the protection of the planet. The student work with the topic “Save our planet” |
| Teaching objectives: <ul style="list-style-type: none"> • To structure a project with the students • To develop critical thinking about the action to protect the planet • To practice vocabulary about the protection of the world through speaking in a determine context • To constitute a methodological strategy plan to improve speaking |

Integral activities:

- Introduction to problems that our planet has and the values to overcome this problem.
- Individual and group lectures for incorporating new vocabulary.
- Group analysis about the problems of the planet.
- Testing through spoken ideas to practice vocabulary about the topic.
- Connecting activities of vocabulary with interactive follow-up activities.
- Practice dialogues and communicative demonstration after researching activities of diverse grades of difficulty.
- Development of didactic and interactive speaking activities using the vocabulary learnt.

Resources:

- Didactic and interactive material to reflect about the problems of our planet and learn vocabulary.
- Computer and projector for presentation material about vocabulary.
- Means of directed dialogue and demonstration of the use of vocabulary by tutoring.
- Pre - while - post – vocabulary development strategies.

BINDING STRUCTURAL FOLLOW-UP

DEFINITION OF VOCABULARY

Richards & Schmidt, (2007) define vocabulary as the set of single words, compound words and idioms that compose a language.

Simple Vocabulary

Without vocabulary communication can be possible (Pilott, 2013, p. 99) mentions that to teach a language successfully vocabulary has to be taught considering the following ideas: Frequency, Pronunciation, collocation, learning burden, teaching and context. Vocabulary has to be taught according to the most useful and common words, with the correct pronunciation to avoid future mistakes, with related words that usually go with the taught words. The reason of learning each word in a determined context has to be explained and the most important fact is how teacher explain those words.

List of activities:

- Agreement about the theme, the outcomes, and structure of the project.
- Development of dynamic, reflective and interactional material organized according to the students' level. The teacher presents information and prepare students to analyze the information to learn vocabulary about the chosen topic. The students gather information about "Save our planet".
- Student present and evaluate the project.

Session N° 1:

30 minutes

(PRE-TEACHING)

- A. Student and teacher discuss about problems about the environment and nature. They will watch a video to illustrate their ideas.



<https://www.youtube.com/watch?v=L99QWDWipyk>

- B. Teacher will provide material and students will research about the topic, they are able to search for more material.
- C. Teacher and student will agree about the presentation and evaluation (peer- evaluation) of the project. In this opportunity the students and teacher agreed to present a practical social project to protect the planet. The teacher will help students with the elaboration of the material.
- D. Students will watch the same video at home for having more ideas

WHILE TEACHING

Session N° 2: 40 minutes

- A. Student will present their ideas about problems in the planet observed in the video

B. The teacher will present a list of words about "Save our planet". The student will work in groups of four to find those word in a crossword .

Flashcards **Environment** © www.kids-pages.com

| | | |
|--|--|--|
|  <p>acid rain</p> |  <p>deforestation</p> |  <p>global warming</p> |
|  <p>endangered animals</p> |  <p>air pollution</p> |  <p>water pollution</p> |
|  <p>recycle</p> |  <p>ozone hole</p> |  <p>greenhouse effect</p> |

Source: <https://www.kids-pages.com/folders/flashcards/Environment/page1.htm>

fnugvdeasykaljjrvbuskndwfp
 roluahpodvjkkmorlyrwohbna
 dichwnlssbkevlmlapggjirxwc
 ntohglobalwarmingmgtteeui
 husykauyrnnyvjhhkxublt d
 xlyqlayytesauqlvljhzlaov
 xlwgreenhouseeffectlehr
 eozrbblzrbkmzigebshwos sa
 rpdereduazzhdzrfallepaemi
 p nmytpaamstewvdyayx zayn
 xrgbwggwrlwebkradmgarcooss
 xiwosanendangeredirxempzv
 tarecycleerzyorkknvltuoml
 ytmclezitsigkgtabanrasmqg
 darzlmnnoitatserofedwxkfk

- Global warming Deforestation Endangered animals
- Water pollution Air pollution Acid rain Recycle
- Ozone hole Greenhouse effect

Answers:-

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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| i | | | | | | | | | | | | i | | e | | | | | | | | | | | | | | | |
| t | g | l | o | b | a | l | w | a | r | m | i | n | g | t | e | i | | | | | | | | | | | | | |
| u | | | | | | | | | | | | u | | l | | d | | | | | | | | | | | | | |
| l | | | | | | | | | | | | l | | o | | | | | | | | | | | | | | | |
| l | g | r | e | e | n | h | o | u | s | e | e | f | f | e | c | t | l | e | h | r | | | | | | | | | |
| o | | | | | | | | | | | | s | | o | | | | | | a | | | | | | | | | |
| p | | | | | | | | | | | | l | | p | | | | | | e | i | | | | | | | | |
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| r | | | | | | | | | | | | m | | | | | | | | r | o | | | | | | | | |
| i | | | | | | | e | n | d | a | n | g | e | r | e | d | i | | | e | z | | | | | | | | |
| a | r | e | c | y | c | l | e | | | | | | | | | n | | | | t | o | | | | | | | | |
| | | | | | | | | | | | | | | | | a | | | | a | | | | | | | | | |
| | | | | | | | | | | | | | | | | n | o | i | t | a | t | s | e | r | o | f | e | d | w |

- C. The students will report the found words. The teacher will provide the previous flash cards and student will talk about them in their groups. They will present short ideas about what they see in the pictures.
- D. Student will watch a video and find the meaning of the following words in Cambridge dictionary. They will do this activity as an assignment.



<https://www.youtube.com/watch?v=6XqfD2oqcoo>

| | |
|-----------|--|
| To dream | |
| Waterfall | |
| animals | |
| Love | |
| Mountains | |
| Oceans | |
| Earth | |
| Take care | |

Session 3

Time: 30 minutes

- A. The teacher will play the song to the kids. TPR will be used to help the students to remember the words and enjoy the song.



- B. After playing with the song student will make some gestures to make the other student guess the word. They Will replay TPR activities.
- C. Students will solve puzzles with the concept of the studied words.

Crossword

Ma-English.com Title for students

Down

1. To be curious, watchful, thorough etc.

2. The planet that we live on.

3. A very high hill.

4. To see a friend or a person in your family very much.

Across

1. A large area of salt water.

4. Events and images in your mind while you are sleeping. (A dream).

6. A natural fall of water from a height such as a rock or a cliff.

7. Anything that lives and moves, including people, birds, etc.

P D O A E L O O N Y W Y
 E A D E G D N C O T A T
 C A U D D V J E S T O M
 V E R K H E K A I A B O
 B C K T B Q Y N F E H U
 U O K C H I M E I E O N
 W J J P Y R A Z M L T
 G P N Q U B N K I C S A
 S L G D A P P K X A V I
 A H I M A L S K B R Y H
 P D K U P P Y M W E D Y
 M Y W A T R R P A L L O
 J V I Q X M E J P J W O
 L M C R U K H E I K L F
 M Y R D R R A M E T Q B

Crossword

Ma-English.com Title for students

Down

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1. A large area of salt water.

4. Events and images in your mind while you are sleeping. (A dream).

6. A natural fall of water from a height such as a rock or a cliff.

7. Anything that lives and moves, including people, birds, etc.

P D O A E L O O N Y W Y
 E A D E G D N C O T A T
 C A U D D V J E S T O M
 V E R K H E K A I A B O
 B C K T B Q Y N F E H U
 U O K C H I M E I E O N
 W J J P Y R A Z M L T
 G P N Q U B N K I C S A
 S L G D A P P K X A V I
 A H I M A L S K B R Y H
 P D K U P P Y M W E D Y
 M Y W A T R R P A L L O
 J V I Q X M E J P J W O
 L M C R U K H E I K L F
 M Y R D R R A M E T Q B

D. Students will play with the concept of the word they studied. A student will say the concept and other student will say the word. The teacher will check the concepts with the students.

E. Students will read the text Earth day, every day

Session N° 4: 40 minutes

A. Teacher will present the reading to solve some activities

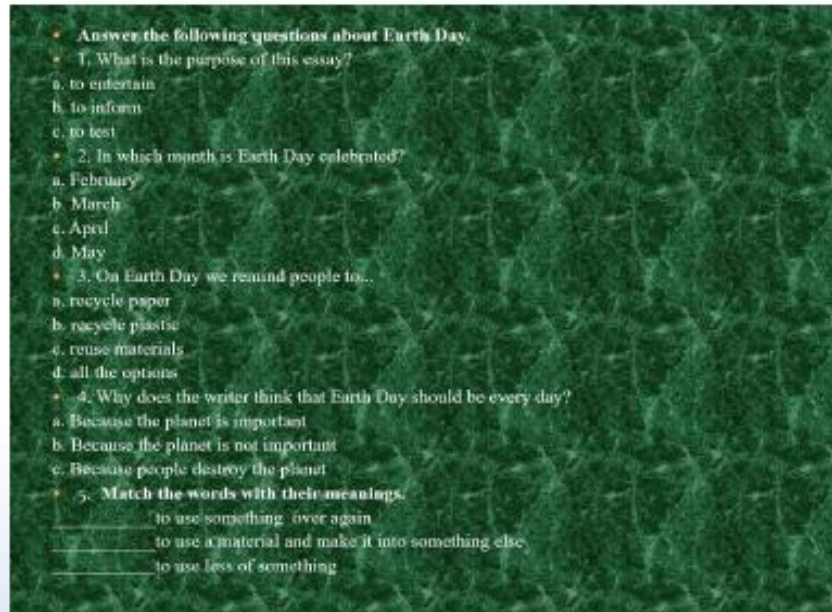


Source: <https://www.abcteach.com/free/723.pdf>

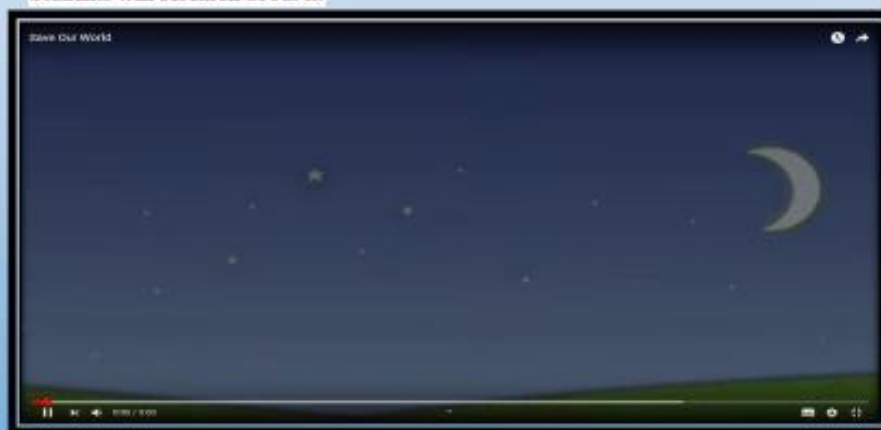
B. Teacher will close the slide. Students will work in pair to match the word with its corresponding meaning. The concepts were taken from Cambridge dictionary(2018)

| Word | Definition |
|-----------|---|
| Keep | to make something less |
| Reduce | what comes next, often used to introduce a list , report , etc. |
| Reuse | to remove the dirt from something |
| Recycle | to use something again |
| Remind | to use paper , glass , plastic , etc. again and not throw it away |
| Clean | to make someone or something stay in a particular state |
| Following | to make someone remember something, or remember to do something |

C. Students will answer the following question. The questions were adapted from <https://www.abcteach.com/free/723.pdf>



- D. Student will imagine and draw a situation about contamination and a simple solution. They will explain their pictures in groups according their elections.
- E. Student will watch the video save our planet to have more ideas about the final project. Students will research about it.



Source: https://www.youtube.com/watch?v=bn8P_Xqji10

Session N° 5: 60 minutes

- A. Students will participate in an open house with practical solution to solve problems about the environment.



Jaramillo G. (2018)

- B. Students will perform qualitative peer-evaluation with a rubric provide by the teacher

| Group number: | Project: | | | |
|--|------------|-----------|------|---------|
| Criteria | Evaluation | | | |
| The group speech was | Excellent | Very good | Good | Regular |
| The group interaction in the project was | | | | |
| The vocabulary used by the group was | | | | |
| The grammar in speaking used by the group in the project was | | | | |
| The pronunciation of the members of the group in the project was | | | | |

Source: Jaramillo G. (2018)

Teacher's role:

- To create teaching material.
- To motivate and monitor activities in class
- To compile audio and videos to present to the students
- To provide clear instruction and analysis of activities

Students' Role

- To develop knowledge in autonomous and social work
- To perform projects to develop critical thinking
- To ask and question the reality that surround them
- To produce solution to contribute social changes

6.8.3 Improving vocabulary with PBL

**EIGHT LEVEL OF UNIDAD EDUCATIVA "SAN FELIPE NERI"
IMPROVING VOCABULARY WITH PBL STRATEGY THROUGH PRACTICAL,
INTERACTIVE, AND DIDACTIC ACTIVITIES
A2 LEVEL – ELEMENTARY**

| STRATEGY INFORMATION DATA |
|---|
| Strategy No: 3 |
| Methodological and pedagogical identifier: Improving vocabulary with PBL |
| Education level: Eighth level- Elementary A2 – UESFN |
| Members: Teacher and students |
| Responsible for applying the Strategy: Researcher – teachers |
| Functional and communicating activities: Didactic activities to improve pronunciation |
| Period of activity: 5 sessions |

| PROCEDURAL CONTEXTUALIZATION |
|---|
| Integrated levels: 2 levels of knowledge integration (starter and elementary) |
| Summary of the theme presented: This strategy works with the student in the three stages of PBL, getting started, field work and culminating and briefing events. The present strategy focusses mainly in field work with the application of practical, interactive and didactic activities to teach pronunciation in simple past. The student work with the topic "Multimedia" |
| Teaching objectives: <ul style="list-style-type: none"> • To structure a project with the students • To develop critical thinking about the use of multimedia • To practice pronunciation of some verbs in past and another words • To constitute a methodological strategy plan to improve pronunciation |
| Integral activities: |

- Introduction to pronunciation practice.
- Individual and group lectures for improving pronunciation in context.
- Group analysis about multimedia.
- Testing pronunciation in students' ideas.
- Connecting activities for pronunciation with interactive follow-up activities.
- Practice dialogues and communicative demonstration after researching activities of diverse grades of difficulty.
- Development of didactic and interactive activities for actions to improve speaking.

Resources:

- Didactic and interactive material to reflect about the use of multimedia.
- Computer and projector for presentation material for improving pronunciation.
- Means of directed dialogues and demonstration of pronunciation by tutoring.
- Pre - while - post - grammar strategies.

BINDING STRUCTURAL FOLLOW-UP

PRONUNCIATION

(Richards & Schmidt, 2007, p.469) mentions that pronunciation is "the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer". It is not possible to explain something if there is not conscious about what is spoken. To teach pronunciation in this proposal were consider Mompean & Fouz-González, (2015) research who essential aspects : training received to teach pronunciation, methods ,materials and evaluation to teach pronunciation and what happens outside the class.

List of activities:

- Agreement about the theme, the outcomes, and structure of the project.
- Development of dynamic, reflective and interactional material organized according to the students' level. The teacher presents information and prepare

students to practice pronunciation and analyze the information about the chosen topic. The students gather information about Multimedia.

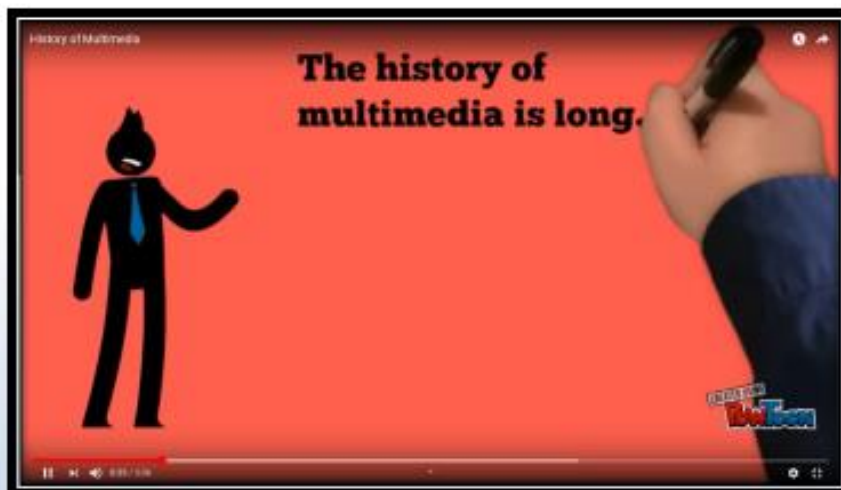
- Student present and evaluate the project.

Session N° 1:

30 minutes

(PRE-TEACHING)

- A. Student and teacher discuss about multimedia. They will watch a video about the history of multimedia.



<https://www.youtube.com/watch?v=fn8PhlssrdQ&t=56s>

- B. Teacher will provide material and students will research about the topic, they are able to search for more material.
- C. Teacher and student will agree about the presentation and evaluation (self-evaluation) of the project. In this opportunity the students and teacher agreed to create a video about multimedia and present commentaries in WhatsApp group.

WHILE TEACHING

Session N° 2:

40 minutes

- A. Student will watch the video about the History of multimedia again.

31

B. Student will find some regular verbs in past time in the video. The teacher will classify them according the sound and will add some more to explain the sounds.

| PRONUNCIATION OF REGULAR VERBS IN PAST TIME | | |
|--|---|---------------------------------------|
| /T/ | /D/ | /ID/ |
| Verbs ending in sounds [p, k, th, f, s, sh, ch, x] | Verbs ending in a vowel sound or voiced consonant sound [b, g, v, j, z, l, m, n, r] | Verbs ending in the sounds [t] or [d] |

| | | |
|----------|----------|-----------|
| asked | agreed | accepted |
| accepted | played | created |
| cooked | answered | visited |
| baked | arrived | collected |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| (t) | (d) | (Id) |

C. The teacher will provide a reading to the student with a list of verbs to fill in the blanks. After 6 minutes the teacher will read aloud empathizing in verbs sounds.
Student will practice in pairs reading the text aloud.

You can do more and more on the internet!

Internet History

The internet [] in the 1960s. The United States Department of Defense [] it because they [] a computer network to help the American army. In the 1970s, scientists [] on it and [] how to send messages between computers. Then in the 1980s, telephone companies [] possible to communicate on the computer network in many more countries. An international computer language [] and the internet [] globally. So, did people find the internet useful in 1970s? Many people did not use the internet because they did not have the computers to use it.

Adapted from (Tariq, 2016)

You can do more and more on the internet!

Internet History

The internet started in the 1960s. The United States Department of Defense started it because they wanted a computer network to help the American army. In the 1970s, scientists worked on it and learned how to send messages between computers. Then in the 1980s, telephone companies made it possible to communicate on the computer network in many more countries. An international computer language was born, and the internet went globally. So, did people find the internet useful in 1970s? Many people did not use the internet because they did not have the computers to use it.

Answers:

- D. The teacher will interact with students to classify the sound of regular verbs.
- E. Student will watch a video at home about "a communication history", the student will practice pronunciation with it.



Source: <https://www.youtube.com/watch?v=0ay2Qy3wBe8>

Session:3

Time: minutes

- A. The teacher will pronounce some verbs in past and students will make a line in the class, they will jump according to the sound they listened /d/ left, /t/ right, /Id/.

| | | |
|----------|----------|-----------|
| asked | agreed | accepted |
| accepted | played | created |
| cooked | answered | visited |
| baked | arrived | collected |
| (t) | (d) | (Id) |

- B. The teacher will ask some questions about the video "A history of communication".

1. What is communication?
2. Why and when do we need communication?
3. What were the most important changes in communication?
4. Is listening important in communication?
5. Did culture, gender, nationality or social class influence in communication?
6. What role do facial expressions, gestures and pauses play in communication?

7. Did the development of the internet and social media a change the way we communicate, how?

8. Did people communicate in the same way before?

C. The students will work with the song “Set on fire” to improve pronunciation

Set Fire to the Rain

I let it fall, my heart,
And as it fell you rose to catch it
It was dark and I was over
Until you kissed my lips and you saved me

My hands, they were strong
But my knees were for too weak
To stand in your arms
Without falling to your feet

CHORUS
But there's a side to you
That I never knew, never knew,
All the things you'd say
They were never true, never true,
And the games you play
You would always win, always win


But I set fire to the rain,
Watched it pour as I touched your face,
Well, it burned while I cried
'Cause I heard it screaming out your name, your name!

When I lay with you
I could stay there
Close my eyes
Feel you here forever
You and me together
Nothing gets better

CHORUS

I set fire to the rain
And I threw us into the flames
Well, it felt something died
'Cause I knew that that was the last time, the last time!

Sometimes I wake up by the door,
That heart you caught must be waiting for you
Even now when we're already over
I can't help myself from looking for you



| | | | |
|------|------|-------|-------|
| let | save | touch | feel |
| fall | knew | burn | catch |
| rise | set | cry | be |
| hear | rigg | watch | throw |

© 2011

D. Students will sing the song with the teacher

E. Student will read the text “Are mobile phones over our lives” as an assignment to share their ideas about the reading in the class.

Are Mobile Phones Taking Over Our Lives?

Next time you're in a public place, take a look around you, and count how many people are using their phones. I can tell you now that it is probably more than half, whether you're on public transport, in a café or simply walking down the street.

I'm not saying that I am not an example of this, but it always **amazes** me how people can spend so much time on their phones without actually talking to anyone in **particular**. With the constant upgrade of technology we can now do practically anything on a device which can fit in the palm of our hands. But has it gone too far? Do we spend too much time on our mobiles and not enough time talking to people 'in real life'?

For example, I recently visited London and travelled on the tube while I was there. Apart from the people asleep, almost everybody else was on their phones, and because of the nature of the tube, it is difficult not to see exactly what they are all doing. Of course, being underground it is difficult to get any signal, which rules out texting or using the internet, but there is still plenty you can use your phones for. People were playing games, reading articles and listening to music, and I am sure that as soon as they **emerged** from the train station they would start texting or calling or checking their emails. There is a constant connection to everyone in the world, as long as you have a mobile phone in your hand.

Recently, my smart phone broke and had to be sent off to the warehouse for repair for a week or so. In the meantime I had to use a really old, basic phone just to **keep me in touch** with my family and friends. All I could do on this phone was send text messages, make calls and play one game. And I loved it. I loved being free from the internet, and I really didn't mind not having constant updates about what my friends were doing or what the latest celebrity story was. It was quite **refreshing** and it allowed me to spend more time taking in my surroundings - I could enjoy my time in London more, for example, and I could watch the people around me and really see what was going on.

However, I knew that as soon as I got my smart phone back I would be one of those people once again, **obsessed** with finding out what everyone is doing and wasting my time playing games or checking social network sites. Perhaps I should just go back to using the basic phone and forget I ever got my smart phone back.

(Morgan, 2013)

Session N° 4

Time: 40 minutes

- A. The teacher will play bingo with verbs in present and past. The words will be taken from the reading. Student put the word as they prefer in their charts 4x4.

Emerge: Emerged

Brake: Broke

Have: Had

Can: Could

Love: Loved

Is/are: Was/were

Allow: Allowed

| | | | |
|-------|------|---------|----------|
| Is | Can | Allowed | Obsessed |
| Could | Knew | Brake | Had |
| Love | Get | Allow | Have |
| Loved | Was | Emerge | Broke |

Know: Knew

Get: Got

obsess: Obsessed

Send: Sent

Repair: Repaired

Make: made

Mind: minded

Watch: watched

B. The teacher will read the story she will present pictures related to the sequence of the story.



Source: <https://www.cancer.org/latest-news/updated-cell-phone-study-findings-still-inconclusive.html>



Source: <http://learnenglishteens.britishcouncil.org/magazine/science-technology/are-mobile-phones-taking-over-our-lives>



Source: https://www.123rf.com/photo_75209393_passengers-in-a-train-use-their-cellphone-or-smartphone.html



Source: <https://www.redbubble.com/es/people/ericthemagenta/works/31232930-broken-glass-cell-phone-screen-texture-shattered-cracked?p=iphone-case>



Source: <https://myrepublica.nagariknetwork.com/news/we-become-victim-of-cell-phone-addiction-without-even-realizing/>

- C. Students will establish some question about the story
- D. Student will use the picture to try to reproduce in simple words the story. The teacher will paraphrase students' sentences to practice pronunciation.

E. Student will watch a video about cellphone addition at home to have more ideas for their project



Source: <https://www.youtube.com/watch?v=Qug0oaNRnsk>

Session N° 5

Time: 40 minutes

A. Students will record a video about the use of multimedia.



B. The volunteers will present the video in the class.

C. Student will record a short audio in WhatsApp with their opinions about multimedia.

D. Students will perform qualitative self-evaluation with a rubric provide by the teacher

| | | | | |
|--|------------|-----------|------|---------|
| Name: | Project: | | | |
| Criteria | Evaluation | | | |
| My Speaking along the project was | Excellent | Very good | Good | Regular |
| My interaction along the project was | | | | |
| The vocabulary used along the project was | | | | |
| My grammar in speaking along the project was | | | | |
| My pronunciation along the project was | | | | |

Source: Jaramillo G. (2018)

Teacher's role:

- To create teaching material.
- To motivate and monitor activities in class
- To compile audio and videos to present to the students
- To provide clear instruction and analysis of activities

Students' Role

- To create knowledge in autonomous and social work
- To perform project to develop critical thinking
- To ask and question the reality that surround them
- To produce solution to contribute social changes

By: Gabriela Jaramillo

6.8.4 Interacting through PBL

**EIGHT LEVEL OF UNIDAD EDUCATIVA "SAN FELIPE NERI"
INTERACTING THROUGH PBL STRATEGY THROUGH PRACTICAL,
INTERACTIVE, AND DIDACTIC ACTIVITIES
A2 LEVEL – ELEMENTARY**

| STRATEGY INFORMATION DATA |
|---|
| Strategy No: 4 |
| Methodological and pedagogical identifier: Interacting through PBL |
| Education level: Eighth level- Elementary A2 – UESFN |
| Members: Teacher and students |
| Responsible for applying the Strategy: Researcher – teachers |
| Functional and communicating activities: Didactic activities to improve interaction |
| Period of activity: 5 sessions |

| PROCEDURAL CONTEXTUALIZATION |
|---|
| Integrated levels: 2 levels of knowledge integration (starter and elementary) |
| Summary of the theme presented: This strategy works with the student in the three stages of PBL: getting started, field work and culminating and briefing events. The present strategy focusses mainly in field work with the application of practical, interactive and didactic activities to help student to interact. Students will work with the topic "Health" |
| Teaching objectives: <ul style="list-style-type: none"> • To structure a project with the students • To develop critical thinking about health • To practice interaction with topics related to health |

- To constitute a methodological strategy plan to improve interaction

Integral activities:

- Introduction to interaction practice.
- Individual and group lectures for improving pronunciation in context.
- Group analysis about health.
- Testing interaction in students' ideas.
- Connecting activities for interaction with didactic and follow-up activities.
- Practice dialogues and communicative demonstration after researching activities of diverse grades of difficulty.
- Development of didactic and interactive activities for actions to improve speaking.

Resources:

- Didactic and interactive material to reflect about the use of health.
- Computer and projector for presentation material for improving interaction.
- Means of directed dialogues and demonstration of interaction by tutoring.
- Pre - while - post – strategies for interaction.

BINDING STRUCTURAL FOLLOW-UP

INTERACTION

According to Robinson (2011) "Interaction is the process of referring to face-to-face action. It can be either verbal channeled through written or spoken words, or non-verbal channeled through proximity, eye contact, facial expressions, gesturing etc.". Interaction let students to develop socially, culturally and exchange experiences.

List of activities:

- Agreement about the theme, the outcomes, and structure of the project.
- Development of dynamic, reflective and interactional material organized according to the students' level. The teacher presents information and prepare students to practice pronunciation and analyze the information about the chosen topic. The students gather information about different topic of health.

- Student present and evaluate the project.

Session N° 1: 30 minutes

(PRE-TEACHING)

- A. Student and teacher discuss about health problems. They will watch a video about it to find new ideas.



Source: <https://www.youtube.com/watch?v=5xZYFPJ0fps>

- B. Teacher will provide material and students will research about the topic, they are able to search for additional material.
- C. Teacher and student will agree about the presentation and evaluation (Self-evaluation) of the project. In this opportunity the students and teacher agreed do a presentation about health. Student can use realia or pictures to illustrate their presentation.

WHILE TEACHING

Session: 2

Time: 40 minutes

- A. The teacher will describe a word found in the video student will participate in group of five. When student a student touches the picture, the teacher will make simple question about the picture. Example. How are the people in the picture?



<https://www.freepik.com/free-vectors/health>



<https://www.vocabulary.cl/english/health-problems.htm>



<https://en.islcollective.com/english-esl-powerpoints/vocabulary/food/fast-food-ppt/46916>



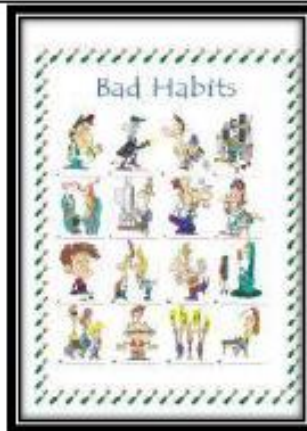
https://www.esprintables.com/vocabulary_worksheets/health/healthy_food/Healthy_food_fruit_vegetab_748792/



<https://sg.carousell.com/p/sports-flashcards-shichida-heguru-right-brain-training-flashcards-91963362/>



<http://gradetwospac.blogspot.com/2015/06/healthy-habits.html>



https://www.esprintables.com/vocabulary_worksheets/general_vocabulary/Bad_Habits_370401/

B. The teacher will help students to organize according their capabilities, they will work in groups of five students. Each student will have a roll in the group.

- a) Ask question to the group
- b) Take notes about students' ideas
- c) Task organizer
- d) Coordinator with teacher
- e) Poster designer

Once students organize, they will receive a picture with healthy and unhealthy habits. They will present report about why people have health problems. They can participate freely in the conversation but will respect their roles ate the same time.



https://www.esprintables.com/vocabulary_worksheets/health/healthy_or_unhealthy_331931/

- C. Students will watch the video about health problem again. They will take more idea from it.
- D. Student will present their ideas about health problems in class.
- E. Students will watch a video at home about healthy habits

Session N° 3:

40 minutes

- A. Student will watch the video “heathy habits” after that the teacher will provide slides with health problems. Students will work in pairs to present a solution for each problem.



<https://www.vocabulary.cl/english/health-problems.htm>

- B. Students will share their advices to solve health problems with the class.
- C. Students will perform a role play about advices to solve health problems.
- D. After a group finishes their role play. The teacher will ask what else people can do to solve that health problems.
- E. Student will watch a video about sports and will write a short rehearsal about it as homework

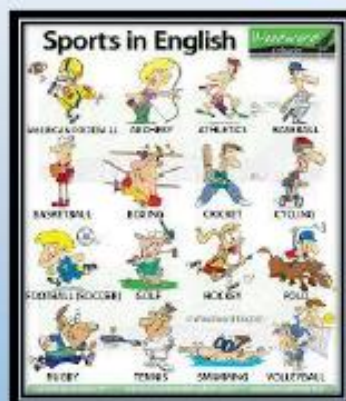


<https://www.youtube.com/watch?v=Gk2viCigXhg>

Session N° 4

Time: 40 minutes

- A. The teacher will show a student a flash card about sports the student will make gestures to help his classmates to guess the sport.



<http://hmelnof.ru/Winter-sports-learn-english.html>

- B. Student will work in pairs speaking about the sport they like or practice.
 C. Students will work in groups talking about the advantages of practicing sports.
 D. The teacher will present a video about Good sport the shen will present two hypothetical situation to study as a case. Studetus will present their ideas



<https://www.youtube.com/watch?v=0JvTJchIk48>

Situation one: Peter is insulting by his friend.

What does he have to do, why?

- a) To cry b) To attack c) To move d) To ignore him 5) To try to talk 6) Another action

Situation Two: You are in a soccer game and you have to kick a penalty in the last minute and you fail How do you imagine your reaction for that moment, why?

- a) To cry b) to breath and relax c) to wait everyone goes and think d) to wait and call a friend or relative e) to leave soccer forever f) Any other action

E. Students will read about good eating habits and will report their ideas in the class in an oral way.

Session N° 5

Time: 80 minutes

A. Students will do a presentation about health: role play, explanation, a conversation, a debate about "How to improve health"



Source: Jaramillo G. (2018)

B. Students will perform qualitative self-evaluation with a rubric provide by the teacher. At the same time the teacher will perform a parallel evaluation with the rubric presented previously for a role play or with the rubric bellow for presentations.

| Name: | Project: | | | |
|--|------------|-----------|------|---------|
| Criteria | Evaluation | | | |
| My Speaking along the project was | Excellent | Very good | Good | Regular |
| My interaction along the project was | | | | |
| The vocabulary used along the project was | | | | |
| My grammar in speaking along the project was | | | | |
| My pronunciation along the project was | | | | |

Source: Jaramillo G. (2018)

Oral Presentation Rubric

| | 4—Excellent | 3—Good | 2—Fair | 1—Needs Improvement |
|---------------------------------------|---|--|--|--|
| Delivery | <ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points | <ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection | <ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection | <ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/or monotonous tone, which causes audience to disengage |
| Content/ Organization | <ul style="list-style-type: none"> • Demonstrates full knowledge by answering all class questions with explanations and elaboration • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence | <ul style="list-style-type: none"> • Is at ease with expected answers to all questions, without elaboration • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions | <ul style="list-style-type: none"> • Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence | <ul style="list-style-type: none"> • Does not have grasp of information and cannot answer questions about subject • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions |
| Enthusiasm/ Audience Awareness | <ul style="list-style-type: none"> • Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject | <ul style="list-style-type: none"> • Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points | <ul style="list-style-type: none"> • Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points | <ul style="list-style-type: none"> • Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic |
| Comments | | | | |

readwritethink  **WJEC** © 2013 www.readwritethink.org/

(International Reading Association, 2013)

Teacher's role:

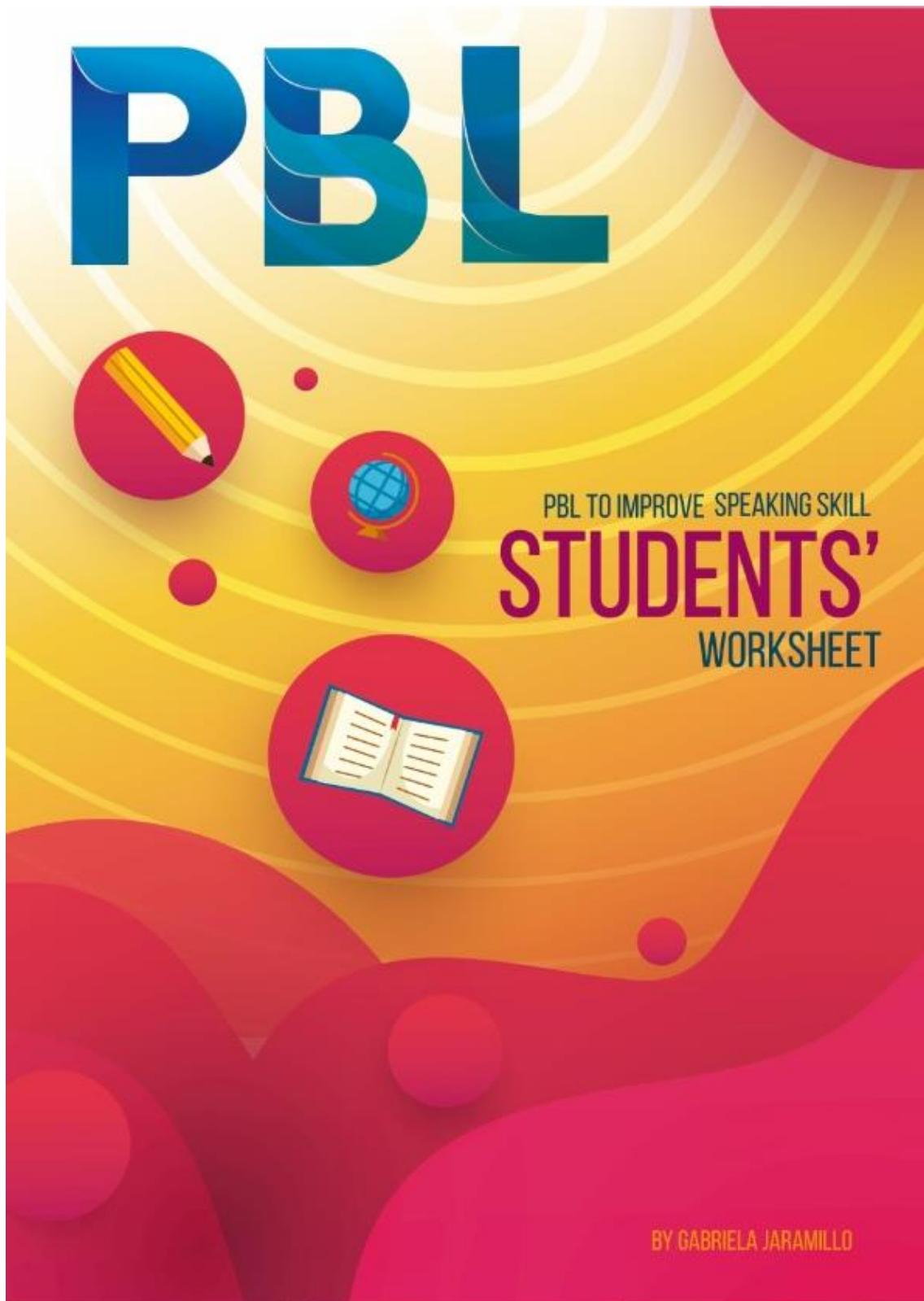
- To create teaching material.
- To motivate and monitor activities in class
- To compile audio and videos to present to the students
- To provide clear instruction and analysis of activities

Students' Role

- To create knowledge in autonomous and social work
- To perform project to develop critical thinking
- To ask and question the reality that surround them
- To produce solution to contribute social changes

By: Gabriela Jaramillo

6.8.5 Worksheet



MAKE OF YOUR SPEAKING PRACTICE AN INTERESTING EXPERIENCE!

PROJECT BASED LEARNING METHOD

Lets start!

Strategy one: Ordering thoughts with PBL.

1. Session 1

- ✓ Watch the video <https://www.youtube.com/watch?v=I0RZvBUYgnQ>. On your notebook take notes of the most important ideas.
- ✓ In groups, share your ideas and talk about the problems at school and what do you think about bullying.



2. Session 2

- ✓ Watch the video again
- ✓ Read the sentences in the chart below, follow the patterns and construct your own sentences about bullying.

| | | | | |
|-----------|--------------|------|--------------|--|
| Pattern 1 | The boy | Is | Sad. | |
| | | | | |
| Pattern 2 | The students | are | in the class | |
| | | | | |
| Pattern 3 | The children | are | students | |
| | | | | |
| Pattern 4 | The kids | slts | | |
| | | | | |
| Pattern 5 | The kids | hit | The boy | |

| | | | | |
|----------------|--|--|--|--|
| | | | | |
| More sentences | | | | |

✓ **Answer the following questions:**

✓ **What is Bullying?**

- How do you define bullying?. Write your responses on a wall paper creating a collaborative definition.
- Give examples of what bullying is and is not.

For example: A student runs and **accidentally** he or she runs into someone and apologizes (sorry/excuse me) is not bullying.

But if that student runs and **intentionally** runs into someone to make them fall down, that is bullying

✓ **Who is Bullied? Why Do Kids Bully? Are you a bully?**

- Who are bullied and why do kids bully?
- Talk about differences as being positive and valuable.
- How does bullying makes you feel? Write your responses on the wallpaper.

✓ **What do you do about Bullying?**

- How do you think you can prevent bullying. Offer tips on what to do if you are bullied, see bullying, or are bullying.

3. How do we stop bullying?

Summary:

Summarize the discussion and present it in your own words.

3.- Session 3



https://www.youtube.com/watch?time_continue=9&v=wrByNcLH8us

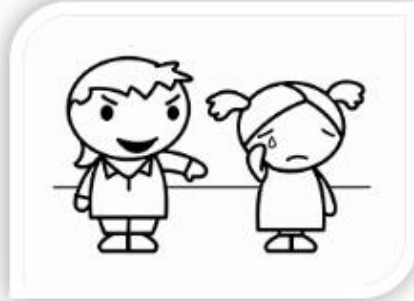
- ✓ Review what you listened at home from the video.
- ✓ Read the list of verbs with their definition and picture for helping you to explain what you understood about the video.
- ✓ Report your Ideas



Source: <https://www.autismsociety-nc.org/to-bully-or-be-bullied-that-is-the-question/>

To bully: to try to frighten (to make someone afraid or nervous) someone who is smaller or weaker

Source:



<https://www.edupics.com/coloring-page-to-tease-to-bully-i23964.html>

To tease : to **laugh** at someone or say **bad** things to them



Source:

<https://www.thesouthafrican.com/tag/business>

To pick on someone: to **treat one person badly** in a **group of people**



Source: <https://www.wikihow.com/Get-Someone-to-Leave-You-Alone>

To leave alone: **not to disturb, upset or tease**



Source: <https://www.pinterest.com/pin/336433034645230099/?lp=true>

Wonder: to want to know something or to try to understand the reason for something

Session 4



<https://www.youtube.com/watch?v=4mrE5zgEvt4>

- ✓ Think of the main ideas of this video you watched at home
- ✓ Read the text "Saying no to bullies" and answer the following questions by writing or speaking

SAYING "NO" TO BULLIES!

Bullying is when someone, continually insults or hurts you. Many young people are bullied at school. But there are some positive ways to solve the problem.

Ana and Luis have something in common: they are bullied at school. These students prove that bullying does not necessarily stop you from being successful, says Kidscape, a children's organization in Britain.

Kidscape has some original ways of stopping bullies. The "bully box", for example, is a box in school where students put notes about bullying. The important thing is to tell an adult about the bully.

Teachers usually learn how to recognize when a kid is being bullied but sometimes schools can't solve the problem alone. In some cases, the police arrests people to bully others. People say "The school sometimes does not solve the problem which can become very serious. So, people go to the police.

But most bullies are stopped by the school or by the kids themselves. At the Martial Arts for Peace association in America, Dr Terence Webster-Doyle suggests discussing the problem openly with the bully. Dr Webster-Doyle teaches martial arts for self-defense, not for fighting. He says that if you know you can defend yourself, "you are not afraid of the other person".

Adapted from: <https://www.anglaisfacile.com/free/news/printbulliesf.shtml>

QUESTIONS

1. What do Ana and Luis have in common?
2. Who is a bully?
3. What does Dr. Webster Doyle recommend?
4. What do you think about the story?
5. Do you live a bully situation

Session 5

Start the round table discussion about bullying. Your teacher is the moderator

Use some pictures to illustrate your ideas. Write your own questions, share and discuss them in pairs

- ✓ Talk about the topic presented in the class and report your ideas.
- ✓ Prepare a role-play about “stop bullying” as a homework.
- ✓ Read the rubric dimensions to evaluate your final work about bullying



Rubric to score project 1

| Role-Play Rubric | | BLM 6-17 |
|--|--------------------|-------------|
| Name: _____ | Date: _____ | |
| Activity: _____ | Role played: _____ | |
| Assessment done by: _____ | | |
| Criteria: | Rating: | |
| Speech was clear with appropriate volume and inflection. | 5 4 3 2 1 | |
| Role was played in a convincing, consistent manner. | 5 4 3 2 1 | |
| Arguments and viewpoints expressed fit role played. | 5 4 3 2 1 | |
| Costumes and props were effectively used. | 5 4 3 2 1 | |
| Role-play was well prepared and organized. | 5 4 3 2 1 | |
| Role-play captured and maintained audience interest. | 5 4 3 2 1 | |
| Additional Criteria: | | |
| _____ | | |

Strategy 2: Constructing English vocabulary with PBL

Session 1

- ✓ Talk about problems in the environment and nature. Watch this video to illustrate your ideas. <https://www.youtube.com/watch?v=L99QWDWjpyk>



Session 2

- ✓ Present your ideas about problems in the planet presented in the video
- ✓ Work in groups of four to find the following "environment words" in the crossword



acid rain



deforestation



global warming



endangered animals



air pollution



water pollution



recycle



ozone hole



greenhouse effect

PUZZLE

f n u g v d e a y k a l j j r v b u s k n d w f p
r o l u a h p o d v j k q m o r l y r w o h b n a
d i c h w n l s s b k e v l m l a p g j i z x w c
n t o h g l o b a l w a r m i n g m g t e e u i
h u s y k a u y m n r n y v j j h u k x u b l t d
x l y q l n y y t e s a u q l v l j h z l a o v
x l w g r e e n h o u s e e f f e c t l e h h r
e o z r b b l z z b k m z i g e b s h w o s s a
r p d c z c d u a z z h d z z f a l l e p a e m i
p n m y t p a a m s t e w v d y a y x z n y n
x r g b w g g w r l w e b k r a d m g a r e o s s
x i w o s a n e n d a n g e r e d i r x e m z p v
t a r e c y c l e r r z y o r k k n v l t u o m l
y t m c l e z i t s i g k g t a b a n r a s m q g
d a r z l m m n o i t a t s e r o f e d w x k f k

Global warming Deforestation Endangered animals
Water pollution Air pollution Acid rain Recycle
Ozone hole Greenhouse effect

ASSIGNMENT

✓ Watch this video <https://www.youtube.com/watch?v=6XqfD2ogcoo> and find the meaning of the following words in Cambridge dictionary.



| | |
|-----------|--|
| To dream | |
| Waterfall | |
| animals | |
| Love | |
| Mountains | |
| Oceans | |
| Earth | |
| Take care | |

Session 3

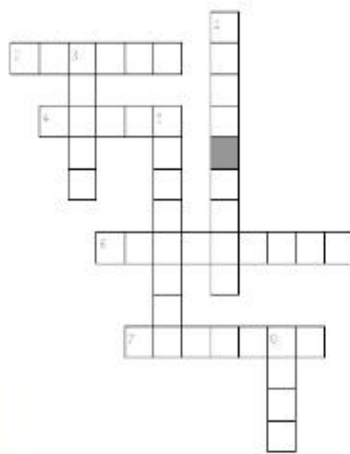
- ✓ Listen to the song
- ✓ TPR activity: Working in pairs, make gestures to your classmate in order to guess the verb, change the roles.
- ✓ Solve the crossword with the concept of the studied words.
- ✓ Read the definition and find the vocabulary words in the puzzle

MES-english.com

Crossword

Toile for educators

Down



1. To be cautious, watchful, thorough etc.



3. The planet that we live on



5. A very high hill



8. To like a friend or a person in your family very much



Across

2. A large area of salt water



4. events and images in your mind while you are sleeping (A dream)



6. A natural fall of water from a height such as a rock or a cliff



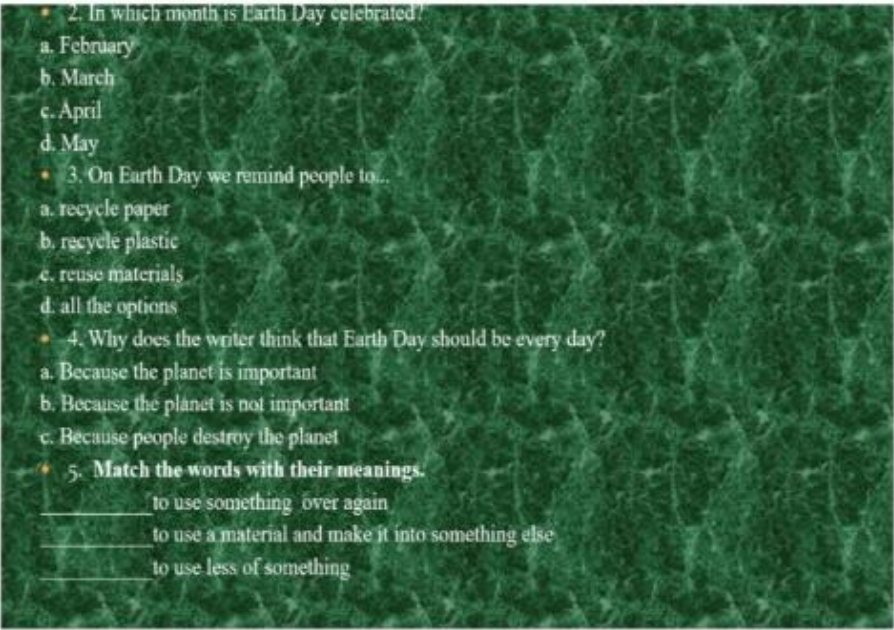
7. Anything that lives and moves, including people, birds, etc.



F D G A E L G O N Y W V
 E A D R G O N C O T A T
 C A U D D V J E Z T O M
 V E R K H E K A I A B O
 B E C K T B Q Y N F K H U
 U O K C H I M S I E O N
 W J J P Y E A Z M L T
 G P N O U E N K J C S A
 S L G D A P P K X A V I
 A N I M A L S H B R Y N
 F D K U F P V M W E B V
 M Y W A T E R F A L L D
 J V I Q X N E J P J W G
 L M C R U E H B I K L P
 M Y R D R E A M E T Q B

Session 4

- ✓ Read the questions and decide the best choice with your friends in the appointed group.
- ✓ Replace the words with your own drawing
- ✓ Imagine and draw a situation about contamination and a simple solution. Describe your pictures in groups.



• 2. In which month is Earth Day celebrated?

- a. February
- b. March
- c. April
- d. May

• 3. On Earth Day we remind people to...

- a. recycle paper
- b. recycle plastic
- c. reuse materials
- d. all the options

• 4. Why does the writer think that Earth Day should be every day?

- a. Because the planet is important
- b. Because the planet is not important
- c. Because people destroy the planet

• 5. Match the words with their meanings.

_____ to use something over again

_____ to use a material and make it into something else

_____ to use less of something

FINAL PRODUCT:

- ✓ Organize your ideas and choose the main problem found when talking about the environment, write a paragraph to answer the following questions, at the end give a possible solution.
- ✓ Prepare that activity through a poster and present it in the English "Open House" with the most suitable solution at the end.

Questions:

Why is it a problem?

Have you ever experienced something similar in your neighbour, house, or school?

What can you do to help to solve it?

- ✓ Read this rubric to evaluate your friend's presentation

✓ **Rubric for pair evaluation**

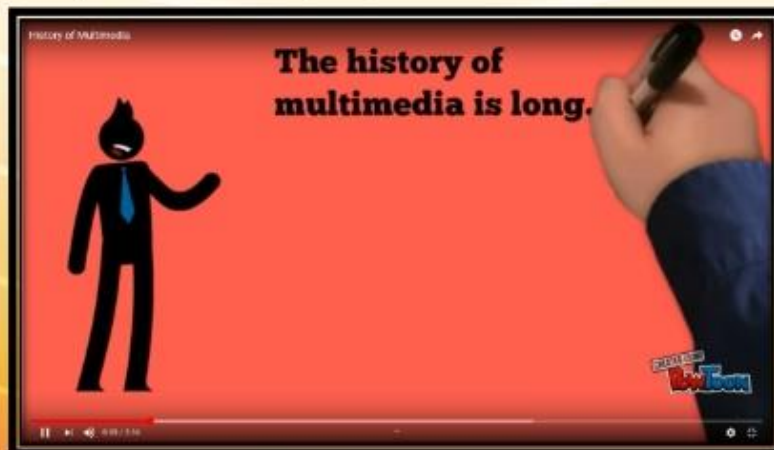
| | | | | |
|--|------------|-----------|------|---------|
| Group number: | Project: | | | |
| Criteria | Evaluation | | | |
| The group speech was | Excellent | Very good | Good | Regular |
| The group interaction in the project was | | | | |
| The vocabulary used by the group was | | | | |
| The grammar in speaking used by the group in the project was | | | | |
| The pronunciation of the members of the group in the project was | | | | |

Strategy 3: Improving vocabulary with PBL

Session 1

✓ Watch this video about the history of multimedia and working in pairs answer the following questions:

1. What do you think multimedia is?
2. Have you ever used multimedia?
3. Is it good or bad for the society? Why?



- ✓ Research about the topic and search for more material
- ✓ File the material found and describe it according to the importance range (your opinion). Explain the reasons you had to choose it.

Session 2

- ✓ Watch the video again
- ✓ Find some regular verbs in past time in the video. Classify them according to the final sound

| | | |
|----------|----------|-----------|
| Asked | agreed | accepted |
| accepted | played | created |
| cooked | answered | visited |
| baked | arrived | collected |
| | | |
| | | |
| | | |
| | | |
| | | |
| (t) | (d) | (ɪd) |

- ✓ Read the text and fill in the blanks with the corresponding verbs
- ✓ Repeat the verbs empathizing in verbs sound.
- ✓ Work in pairs and read the whole text aloud

You can do more and more on the internet!

Internet History

The Internet in the 1960s. The United States Department of Defense it because they a computer network to help the American army. In the 1970s, scientists on it and how to send messages between computers. Then in the 1980s, telephone companies possible to communicate on the computer network in many more countries. An International computer language and the internet globally. So, did people find the internet useful in 1970s? Many people did not use the Internet because they did not have the computers to use it.

Session 3

✓ Watch the video <https://www.youtube.com/watch?v=0ay2Qy3wBe8> and work in pairs to answer the following questions:

What do you know about the "History of communication"?

Do you think this video is going to be interesting? Why?



Time: minutes

- ✓ Listen to your teacher and repeat the sounds.
- ✓ Make a line in the class, they will jump according to the sound they listened /d/ left, /t/ right, /Id/.

| | | |
|----------|----------|-----------|
| asked | agreed | accepted |
| accepted | played | created |
| cooked | answered | visited |
| baked | arrived | collected |
| (t) | (d) | (Id) |

- ✓ The teacher will ask you some questions about the video "A history of communication" Answer them orally first.

1. What is communication?
2. Why and when do we need communication?
3. What were the most important changes in communication?
4. Is listening important in communication?
5. Did culture, gender, nationality or social class influence in communication?
6. What role do facial expressions, gestures and pauses play in communication?
7. Did the development of the internet and social media a change the way we communicate, how?
8. Did people communicate in the same way before?

SING A SONG

- ✓ Improve your pronunciation through this song. Listen and repeat as many times as possible.
- ✓ Sing along with a friend, in pairs, in groups and then the whole class.
- ✓ Underline the words you considered difficult to pronounce and make a flash card of them, practice with your material in pairs.

Set Fire to the Rain

I let it fall, my heart,
And as it fell you rose to claim it
It was dark and I was over
Until you kissed my lips and you saved me

My hands, they were strong
But my knees were far too weak
To stand in your arms
Without falling to your feet

CHORUS:
But there's a side to you
That I never knew, never knew.
All the things you'd say
They were never true, never true,
And the games you play
You would always win, always win.

But I set fire to the rain,
Watched it pour as I touched your face,
Well, it burned while I cried
'Cause I heard it screaming out your name, your name!

When I lay with you
I could stay there
Close my eyes
Feel you here forever
You and me together
Nothing gets better

CHORUS

I set fire to the rain
And I threw us into the flames
Well, it felt something died
'Cause I knew that that was the last time, the last time!

Sometimes I wake up by the door,
That heart you caught must be waiting for you
Even now when we're already over
I can't help myself from looking for you.

—

Let it burn



Find in the lyrics the past simple form of the following verbs.

| | | | |
|------|------|-------|-------|
| let | save | touch | feel |
| fall | know | burn | catch |
| rise | set | cry | be |
| hear | kiss | watch | throw |

Session 4

- ✓ Read the text and share the main ideas in class
- ✓ Using red underline the verbs in present and blue for verbs in past

- ✓ Socialize the words in class in order to use the most common verbs to play BINGO

Are Mobile Phones Taking Over Our Lives?

Next time you're in a public place, take a look around you, and count how many people are using their phones. I can tell you now that it is probably more than half, whether you're on public transport, in a café or simply walking down the street.

I'm not saying that I am not an example of this, but it always **amazes** me how people can spend so much time on their phones without actually talking to anyone in **particular**. With the constant upgrade of technology we can now do practically anything on a device which can fit in the palm of our hands. But has it gone too far? Do we spend too much time on our mobiles and not enough time talking to people 'in real life'?

For example, I recently visited London and travelled on the tube while I was there. Apart from the people asleep, almost everybody else was on their phones, and because of the nature of the tube, it is difficult not to see exactly what they are all doing. Of course, being underground it is difficult to get any signal, which rules out texting or using the internet, but there is still plenty you can use your phones for. People were playing games, reading articles and listening to music, and I am sure that as soon as they **emerged** from the train station they would start texting or calling or checking their emails. There is a constant connection to everyone in the world, as long as you have a mobile phone in your hand.

Recently, my smart phone broke and had to be sent off to the warehouse for repair for a week or so. In the meantime I had to use a really old, basic phone just to **keep me in touch** with my family and friends. All I could do on this phone was send text messages, make calls and play one game. And I loved it. I loved being free from the internet, and I really didn't mind not having constant updates about what my friends were doing or what the latest celebrity story was. It was quite **refreshing** and it allowed me to spend more time taking in my surroundings – I could enjoy my time in London more, for example, and I could watch the people around me and really see what was going on.

However, I knew that as soon as I got my smart phone back I would be one of those people once again, **obsessed** with finding out what everyone is doing and wasting my time playing games or checking social network sites. Perhaps I should just go back to using the basic phone and forget I ever got my smart phone back.

- ✓ Look at the pictures and retell the text “Are mobile phones taking over our lives?” using the pictures below to follow the sequence



Source: <https://www.cancer.org/latest-news/updated-cell-phone-study-findings-still-inconclusive.html>



Source: <http://learnenglishteensof.britishcouncil.org/magazine/science-technology/are-mobile-phones-taking-over-our-lives>



Source: https://www.123rf.com/photo_75209393_passengers-in-a-train-use-their-cellphone-or-smartphone.html



Source: <https://www.redbubble.com/es/people/erichthemagenta/works/31232930-broken-glass-cell-phone-screen-texture-shattered-cracked?p=iphone-case>



Source: <https://myrepublica.nagariknetwork.com/news/we-become-victim-of-cell-phone-addiction-without-even-realizing/>

Rubric : Self Evaluation

Read the rubric dimensions to know how your story is going to be evaluated

| Name: | Project: | | | |
|--|------------|-----------|------|---------|
| Criteria | Evaluation | | | |
| My Speaking along the project was | Excellent | Very good | Good | Regular |
| My interaction along the project was | | | | |
| The vocabulary used along the project was | | | | |
| My grammar in speaking along the project was | | | | |
| My pronunciation along the project was | | | | |

Strategy 4:



Source: <https://www.youtube.com/watch?v=5xZYFPJ0fps>

Session: 2

- ✓ Look at the pictures describe them
- ✓ Students work in group, touch the picture and make a simple question about each one.

Example: Why do you think people are together?



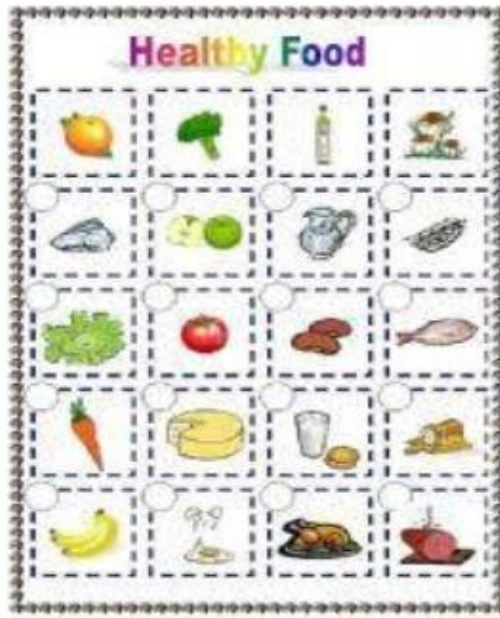
<https://www.freepik.com/free-vectors/health>



<https://www.vocabulary.cl/english/health-problems.htm>



<https://en.iscollective.com/english-esl-powerpoints/vocabulary/food/fast-food-ppt/46918>



https://www.esprintables.com/vocabulary_worksheets/health/healthy_food/Healthy_food_fruit_vegetab_748792/



<https://sg.carousell.com/p/sports-flashcards-shichida-heguru-right-brain-training-flashcards-91963362/>

- ✓ Get organized in groups of four, look at the picture provided by the teacher about healthy and unhealthy habits. Report the kind of problem observed



<http://gradetwospac.blogspot.com/2015/06/healthy-habits.html>

session 3

- ✓ Watch the video “healthy habits”
- ✓ Work in pairs and present a solution for each problem



- ✓ Share ideas in pairs about “advices” to solve health problems
- ✓ Work in groups to talk about the common healthy problems and write their causes
- ✓ Role play the ideas from the group in front of the class
- ✓ Write a short rehearsal as a group

<https://www.vocabulary.cl/english/health-problems.htm>



Session N° 4: Interacting trough PBL

- ✓ Talk about the sports you like to practice
- ✓ Affirm or regret the hypothetical situation to study as a case.

Sports in English

Woodward
Collection



<http://hmelnof.ru/Winter-sports-learn-english.html>

Session 4

- ✓ Guess the sport working in pairs
- ✓ Talk with your friend about his/her favorite sport



<https://www.youtube.com/watch?v=0JvTJchIk48>

Teachers' Rubric

Oral Presentation Rubric

| | 4—Excellent | 3—Good | 2—Fair | 1—Needs Improvement |
|--------------------------------------|---|--|--|--|
| Delivery | <ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points | <ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection | <ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection | <ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/or monotonous tone, which causes audience to disengage |
| Content/ Organization | <ul style="list-style-type: none"> • Demonstrates full knowledge by answering all class questions with explanations and elaboration • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence | <ul style="list-style-type: none"> • Is at ease with expected answers to all questions, without elaboration • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions | <ul style="list-style-type: none"> • Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence | <ul style="list-style-type: none"> • Does not have grasp of information and cannot answer questions about subject • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions |
| Enthusiasm/ Audience Awareness | <ul style="list-style-type: none"> • Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject | <ul style="list-style-type: none"> • Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points | <ul style="list-style-type: none"> • Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points | <ul style="list-style-type: none"> • Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic |
| Comments | | | | |

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INTERACTION

According to Robinson (2011) "Interaction is the process of referring to face-to-face action. It can be either verbal channeled through written or spoken words, or non-verbal channeled through proximity, eye contact, facial expressions, gesturing etc.". Interaction let students to develop socially, culturally and exchange experiences.

List of activities:

- Agreement about the theme, the outcomes, and structure of the project.

- Development of dynamic, reflective and interactional material organized according to the students' level. The teacher presents information and prepare students to practice pronunciation and analyze the information about the chosen topic. The students gather information about different topic of health.

- Student present and evaluate the project.

Session N° 1:

30 minutes

(PRE-TEACHING)

- ✓ **Discuss about healthy problems.**
- ✓ **Watch a video about it to find new ideas.**



Source: <https://www.youtube.com/watch?v=5xZYFPJ0fps>

- ✓ Research about the topic, for you to have additional material.
- ✓ Talk with your teacher and agree about the presentation and evaluation (Self-evaluation) of the project.
- ✓ Once you have agreed the final project about health. You will use realia this time or pictures to illustrate your presentation.

WHILE TEACHING

Session: 2

Time: 40 minutes

- A. Once your teacher find a word in the video you will participate in groups of five. When student you touch the picture, the teacher will make simple question about the it. Example. How do people in the picture feel?



<https://www.freepik.com/free-vectors/health>



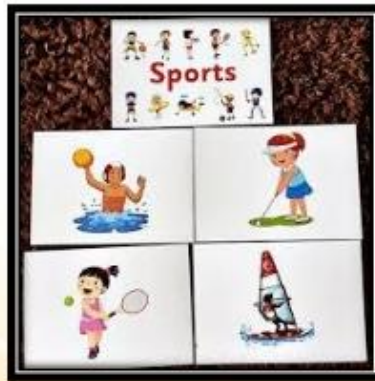
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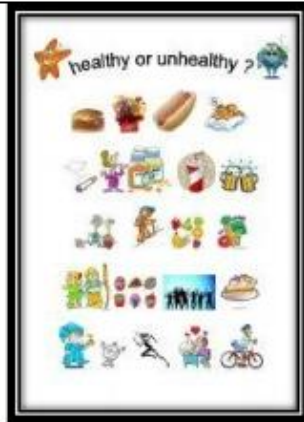


https://www.esprintables.com/vocabulary_worksheets/general_vocabulary/Bad_Habits_370401/

B. Work in groups of five. Each one of you will perform a role in the group.

- a) The students who will ask question to their classmates
- b) The student who will take notes about classmates' ideas
- c) The Task organizer
- d) The Coordinator
- e) Poster designer

- ✓ Once you have organized the groups, take yourself a picture of one day in your life. What kind of food you generally eat? .
- ✓ Write a short conclusion paragraph
- ✓ Share your advices to others
- ✓ Report about why do you think people have health problem?
- ✓ Participate freely in the conversation.



https://www.eslprintables.com/vocabulary_worksheets/health/healthy_or_unhealthy_331931/

- ✓ Watch the video about health problem again.
- ✓ Take more idea from it.
- ✓ Present your ideas about health problems in class.
- ✓ Watch a video at home about healthy habits

Session N° 3: 40 minutes

- ✓ Watch the video “healthy habits” after that, use the cards given by your teacher with health problems.
- ✓ Work in pairs to present a solution for each problem.



<https://www.vocabulary.cl/english/health-problems.htm>

- ✓ Share your advices to solve healthy problems with the class.
- ✓ Perform a role play about advices to solve healthy problems.
- ✓ Answer teacher's questions about each performance
- ✓ Student will watch a video about sports and will write a short rehearsal about it as homework



<https://www.youtube.com/watch?v=Gk2viCigXhg>

Session N° 4

Time: 40 minutes

A. Look at the flash card about sports, make gestures to help your classmates to guess the sport.



<http://hmelnof.ru/Winter-sports-learn-english.html>

- ✓ Work in pairs to talk about the sport you like or practice.
- ✓ Work in groups talking about the advantages of practicing sports.

- ✓ Look at the video presented by your teacher about Good sports!, then she will present two hypothetical situation to study as a case. You will present your ideas



<https://www.youtube.com/watch?v=0JvTjchik48>

Situation one: Peter is insulting by his friend.

What does he have to do, why?

- a) To cry b) To attack c) To move d) To ignore him 5) To try to talk 6) Another action

Situation Two: You are in a soccer game and you have to kick a penalty in the last minute and you fail How do you imagine your reaction for that moment, why?

- a) To cry b) to breath and relax c) to wait everyone goes and think d) to wait and call a friend or relative e) to leave soccer forever f) Any other action

B. Read about good eating habits and report your ideas in the class orally.

Session N° 5

Time: 80 minutes

- ✓ Do a presentation about health: role play, explanation, a conversation, a debate about "How to improve health"



Source: Jaramillo G. (2018)

- ✓ Perform qualitative self-evaluation with a rubric provided by your teacher.
- ✓ At the same time your teacher will perform a parallel evaluation with the rubric presented previously for a role play or with the rubric below for presentations.

| Name: | Project: | | | |
|--|------------|-----------|------|---------|
| Criteria | Evaluation | | | |
| My Speaking along the project was | Excellent | Very good | Good | Regular |
| My interaction along the project was | | | | |
| The vocabulary used along the project was | | | | |
| My grammar in speaking along the project was | | | | |
| My pronunciation along the project was | | | | |

Source: Jaramillo G. (2018)

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| Comments | | | | |

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(International Reading Association, 2013)

Teacher's role:

- To create teaching material.
- To motivate and monitor activities in class
- To compile audio and videos to present to the students
- To provide clear instruction and analysis of activities

Students' Role

- To create knowledge in autonomous and social work
- To perform project to develop critical thinking
- To ask and question the reality that surround them
- To produce solution to contribute social changes

YOU HAVE ALREADY CONCLUDED

GOOD JOB!

By: Gabriela Jaramillo

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Anexes

Annex 1

Frame and Sample Material for Speaking Part 2


NB. Please see 'Preparing for the Speaking Test' on page 48 for guidance on preparing candidates for Part 1.

The examiner will stop the interaction after 4 or 5 questions have been asked and answered. A different set of prompt cards is then given out, so that Candidate A has the opportunity to ask questions and Candidate B to answer them. In this example, the questions are about a library.

Candidate B have is some information about a bookshop.
Candidate A, you don't know anything about the bookshop.
so ask B some questions about it. Now A, ask B your questions about the bookshop and B, you answer them.

Candidate B - your answers. Candidate A - your questions.

WORLD BOOKS
212 Main Street



Largest bookshop in the country
Get your travel books here

Monkey - Sarsky 10.00 am - 8.00 pm
Sarsky 12.30 pm - 8.00 pm
Tel: 724 399

BOOKSHOP

- address ?
- big / small ?
- closed / Sunday ?
- sell / travel books ?
- telephone number ?

6 013 05 100 38

Part 2 3 - 4 minutes (Prompt card activity)

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


Example

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

Candidate A, here is some information about a museum.
Candidate B, you don't know anything about the museum,
so ask A some questions about it. Now B, ask A your questions about the museum and A, you answer them.

Candidate A - your answers. Candidate B - your questions.

SANDON AIR MUSEUM



More than 70 aeroplanes to look at
OPEN DAILY 10 am - 6 pm
Shop with books and postcards
Large free car park

Tickets: Adults £8.00
Students £5.00

MUSEUM

- what / see ?
- open / weekends ?
- student ticket? £ ?
- car park ?
- buy / postcard ?

There is a variety of acceptable questions which may be produced using this material. For example:

What can I see at the museum?
Is it open at the weekend?
How much is a student ticket?
Is there a car park?
Can I buy a postcard there?

38

English Qualifications

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

(Cambridge, 2014)

Annex 2



UNIVERSIDAD TÉCNICA DE AMBATO



MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

SURVEY

SURVEY ADDRESSED TO ENGLISH TEACHERS OF BASIC LEVEL AT *UNIDAD EDUCATIVA SAN FELIPE NERI*.

INSTRUCTIONS

Dear Teacher,

I cordially request you answer this questionnaire, which aims to obtain information about the level of speaking and the perception about pedagogical performance in project development in class. Mark with an X the best option that reflects your criteria, considering the qualitative and quantitative parameters of each question.

The results obtained will be used exclusively for academic purposes.

OBJETIVO

To obtain information on the activities used for the development of English-speaking skills through the application of projects in the students of *Educación Básica at UESP.N*.

| ABOUT CLASS PROJECT DEVELOPMENT | | | | | | |
|---------------------------------|--|---------------|-------------------------|------------------|---------------|--------------|
| | ¿How often ... | Always (5) | Almost always (4) | Sometimes (3) | Seldom (2) | Never (1) |
| 1 | do you develop projects with your students in an academic period? | | | | | |
| 2 | do you follow the sequence for the development of a project: getting, started, field work debriefing events? | | | | | |
| 3 | do you organize research groups to develop autonomous work, values and research activities? | | | | | |
| 4 | do your students organize, participate and make presentations about some research? | | | | | |



| ABOUT CLASS PROJECT DEVELOPMENT | | | | | | |
|---------------------------------|--|---------------|-------------------------|------------------|---------------|--------------|
| | ¿How often... | Always (5) | Almost always (4) | Sometimes (3) | Seldom (2) | Never (1) |
| 5 | are real-world problems studied in class? e.g. health, environment, medium, or others. | | | | | |

| ABOUT STUDENTS' SPEAKING LEVEL | | | | | | |
|--------------------------------|--|------------------|------------------|----------|----------------|---------|
| | You consider that... | Excellent (5) | Very good (4) | Good (3) | Regular (2) | Bad (1) |
| 6 | your students' speaking level is | | | | | |
| 7 | The grammar applied by your students in speaking activities in class is | | | | | |
| 8 | Your students' pronunciation in the English class is | | | | | |
| 9 | the English language vocabulary used by your students in class is | | | | | |
| 10 | the interaction in the English language in class is | | | | | |

¡THANK YOU!

Adapted from (Carrillo, 2018)

Annex 3

Project Based Learning Observation Record

Teacher _____

Date/Time _____

Subject area _____

School _____

PBL Title _____

PBL Description _____

To what extent was the following present? Please mark the box that best displays your response on a scale of 5 to 1. 5= to a great extent, 1 = no evidence.

(5)

(4)

(3)

(2)

(1)

Justification* _____

I. PBL Structure

1. The PBL has a well-defined outcome.
2. The PBL contains rigorous subject area content, which as a consequence leads to higher-order thinking.
3. The PBL lends itself to multiple, creative and unique tasks in which students can demonstrate a continuum of knowledge and understanding.
4. The PBL covers subject/grade level TEKS.
5. The PBL is not a stand-alone lesson.
6. The PBL is interdisciplinary.
7. The PBL contains high functioning activities requiring students to work in organized groups.

II. PBL Facilitation

8. The teacher clearly stated goals and tasks.
9. The teacher facilitated the students to remain on-task.
10. The teacher asked effective open-ended questions.
11. The teacher worked with members of all small groups.
12. The teacher achieved objectives he/she identified.

III. Student Participation

13. The students were actively engaged.
14. The students could explain tasks and solution strategies.
15. The students could explain the goal(s).

IV. Resources

16. The appropriate resources are ready and available for student use.
17. The students were proficient in using the resources (i.e. calculators, test books, computers).

V. Assessment

18. The assessment(s) was/were continuous and varied.
19. The evidence of holistic assessments existed (e.g. rubrics for participation/engagement, early stages of the PBL, or group work).
20. The students understood how the rubric would be used as an assessment.

VI. Classroom Learning Environment

21. The teacher identified and engaged students around their prior knowledge.
22. The teacher identified and engaged the students around their cultural diverse contexts.

Other comments or observations _____

Observer _____

Date _____

*Space provided on the observation form to justify each of the 22 indicators is omitted in this appendix to respect journal space.

(Stearns, 2012)

Annex 4

| Student (S) | Control group individual scores | | | | | | | | Difference |
|--------------------------|---------------------------------|---------------|------------------------------|------------|------------------------|---------------|------------------------------|------------|------------|
| | Pre-test KET | | | | Post-test KET | | | | |
| | Grammar/ vocabulary | Pronunciation | Interactive Communication | Total | Grammar/ vocabulary | Pronunciation | Interactive Communication | Total | |
| S1 | 3 | 2 | 2 | 7 | 3 | 2 | 2 | 7 | 0 |
| S2 | 3 | 3 | 2 | 8 | 3 | 3 | 3 | 9 | 1 |
| S3 | 3 | 2 | 2 | 7 | 4 | 2 | 4 | 10 | 3 |
| S4 | 3 | 1 | 2 | 8 | 4 | 3 | 3 | 10 | 2 |
| S5 | 2 | 2 | 2 | 7 | 4 | 4 | 3 | 11 | 4 |
| S6 | 3 | 2 | 2 | 7 | 3 | 2 | 2 | 7 | 0 |
| S7 | 2 | 3 | 2 | 7 | 3 | 3 | 2 | 8 | 1 |
| S8 | 3 | 3 | 3 | 9 | 4 | 3 | 3 | 10 | 1 |
| S9 | 4 | 4 | 3 | 11 | 4 | 4 | 5 | 13 | 2 |
| S10 | 3 | 3 | 3 | 9 | 4 | 2 | 2 | 8 | -1 |
| S11 | 2 | 3 | 2 | 7 | 2 | 4 | 3 | 9 | 2 |
| S12 | 3 | 2 | 2 | 7 | 3 | 3 | 2 | 8 | 1 |
| S13 | 4 | 3 | 3 | 10 | 2 | 4 | 4 | 10 | 0 |
| S14 | 4 | 4 | 3 | 11 | 4 | 5 | 4 | 13 | 2 |
| S15 | 3 | 2 | 2 | 7 | 2 | 3 | 2 | 7 | 0 |
| S16 | 3 | 2 | 3 | 8 | 2 | 3 | 2 | 7 | -1 |
| S17 | 2 | 3 | 4 | 9 | 3 | 4 | 4 | 11 | 2 |
| S18 | 2 | 2 | 3 | 7 | 2 | 3 | 3 | 8 | 1 |
| S19 | 3 | 2 | 3 | 8 | 2 | 2 | 3 | 8 | 0 |
| S20 | 4 | 3 | 3 | 10 | 2 | 3 | 4 | 9 | -3 |
| S21 | 3 | 2 | 2 | 7 | 2 | 3 | 2 | 7 | 0 |
| S22 | 3 | 3 | 3 | 9 | 2 | 3 | 5 | 10 | 1 |
| S23 | 4 | 4 | 3 | 11 | 4 | 4 | 4 | 12 | 1 |
| S24 | 3 | 2 | 3 | 8 | 2 | 3 | 3 | 8 | 1 |
| S25 | 2 | 3 | 2 | 7 | 2 | 3 | 3 | 8 | 1 |
| S26 | 4 | 5 | 5 | 14 | 4 | 4 | 5 | 14 | 1 |
| S27 | 2 | 3 | 2 | 7 | 2 | 2 | 3 | 7 | 0 |
| S28 | 2 | 3 | 2 | 7 | 2 | 2 | 4 | 8 | 1 |
| S29 | 5 | 5 | 5 | 15 | 5 | 5 | 5 | 15 | 0 |
| S30 | 2 | 3 | 2 | 7 | 2 | 2 | 3 | 7 | 0 |
| S31 | 2 | 3 | 2 | 7 | 2 | 3 | 4 | 9 | 2 |
| S32 | 2 | 3 | 3 | 8 | 3 | 3 | 3 | 10 | 2 |
| S33 | 3 | 3 | 3 | 9 | 2 | 3 | 3 | 8 | -2 |
| S34 | 3 | 2 | 3 | 8 | 3 | 2 | 3 | 8 | 0 |
| S35 | 2 | 2 | 3 | 7 | 4 | 2 | 4 | 10 | 3 |
| S36 | 2 | 2 | 3 | 7 | 2 | 2 | 4 | 8 | 1 |
| S37 | 5 | 5 | 5 | 15 | 5 | 5 | 5 | 15 | -3 |
| S38 | 2 | 2 | 3 | 7 | 2 | 2 | 3 | 7 | 0 |
| Average Score | 2,9 | 2,8 | 2,8 | 8,5 | 2,9 | 3,1 | 3,4 | 9,4 | |

| Student (S) | Experimental group individual scores | | | | | | | | Difference |
|------------------|--------------------------------------|---------------|------------------------------|-------|------------------------|---------------|------------------------------|-------|------------|
| | Pre-test KET | | | | Post-test KET | | | | |
| | Grammar/ vocabulary | Pronunciation | Interactive Communication | Total | Grammar/ vocabulary | Pronunciation | Interactive Communication | Total | |
| S1 | 2 | 3 | 3 | 8 | 2 | 3 | 4 | 9 | 1 |
| S2 | 2 | 4 | 2 | 8 | 2 | 3 | 3 | 8 | 0 |
| S3 | 2 | 3 | 2 | 7 | 2 | 2 | 2 | 6 | -1 |
| S4 | 3 | 4 | 4 | 11 | 3 | 5 | 5 | 13 | 2 |
| S5 | 2 | 3 | 2 | 7 | 3 | 3 | 3 | 9 | -1 |
| S6 | 3 | 3 | 3 | 9 | 3 | 4 | 4 | 11 | 2 |
| S7 | 2 | 3 | 2 | 7 | 2 | 3 | 5 | 10 | 3 |
| S8 | 2 | 3 | 2 | 7 | 3 | 4 | 4 | 11 | 4 |
| S9 | 3 | 4 | 3 | 10 | 3 | 3 | 3 | 9 | -1 |
| S10 | 3 | 3 | 2 | 8 | 4 | 2 | 3 | 9 | 1 |
| S11 | 3 | 4 | 4 | 11 | 5 | 5 | 5 | 15 | 4 |
| S12 | 2 | 3 | 2 | 7 | 2 | 2 | 3 | 7 | 0 |
| S13 | 2 | 3 | 2 | 7 | 2 | 2 | 2 | 6 | -1 |
| S14 | 3 | 5 | 4 | 12 | 2 | 4 | 3 | 9 | -3 |
| S15 | 2 | 3 | 2 | 7 | 2 | 2 | 2 | 6 | -1 |
| S16 | 3 | 5 | 5 | 13 | 5 | 5 | 5 | 16 | 3 |
| S17 | 2 | 3 | 2 | 7 | 2 | 2 | 2 | 6 | -1 |
| S18 | 2 | 3 | 2 | 7 | 2 | 2 | 2 | 6 | -1 |
| S19 | 2 | 2 | 3 | 7 | 3 | 3 | 2 | 8 | 1 |
| S20 | 2 | 2 | 3 | 7 | 2 | 4 | 3 | 9 | 5 |
| S21 | 2 | 2 | 3 | 7 | 3 | 3 | 4 | 10 | 3 |
| S22 | 2 | 2 | 4 | 8 | 4 | 3 | 4 | 11 | 3 |
| S23 | 3 | 3 | 5 | 11 | 4 | 5 | 5 | 14 | 3 |
| S24 | 2 | 3 | 5 | 10 | 4 | 5 | 4 | 13 | -1 |
| S25 | 3 | 2 | 3 | 8 | 2 | 3 | 3 | 8 | 0 |
| S26 | 2 | 2 | 3 | 7 | 3 | 3 | 4 | 10 | 3 |
| S27 | 3 | 2 | 4 | 9 | 4 | 4 | 3 | 14 | 5 |
| S28 | 2 | 2 | 3 | 7 | 2 | 3 | 2 | 7 | 0 |
| S29 | 3 | 2 | 3 | 8 | 3 | 3 | 3 | 9 | 1 |
| S30 | 2 | 2 | 3 | 7 | 3 | 2 | 4 | 9 | 4 |
| S31 | 3 | 3 | 5 | 11 | 3 | 5 | 5 | 13 | 0 |
| S32 | 4 | 4 | 5 | 13 | 4 | 5 | 5 | 14 | 1 |
| S33 | 3 | 2 | 3 | 8 | 4 | 3 | 3 | 12 | 4 |
| S34 | 2 | 2 | 3 | 7 | 3 | 3 | 3 | 9 | 2 |
| S35 | 2 | 2 | 3 | 7 | 2 | 3 | 5 | 10 | 3 |
| S36 | 2 | 2 | 3 | 7 | 2 | 2 | 3 | 7 | 0 |
| S37 | 3 | 2 | 3 | 8 | 3 | 3 | 4 | 10 | 3 |
| S38 | 2 | 2 | 3 | 7 | 3 | 2 | 4 | 9 | 2 |
| Average Score | 2,4 | 2,8 | 3,2 | 8,5 | 2,9 | 3,25 | 3,6 | 9,79 | |