UNIVERSIDAD TÉCNICA DE COTOPAXI

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LINGÜISTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA.

MODALIDAD: INFORME DE INVESTIGACIÓN.

Titulo:

Project - based learning to develop speaking skill.

Trabajo de titulación previo a la obtención del título de magister en Lingüística Aplicada a la Enseñanza el Idioma Inglés como lengua extranjera.

Autor:

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2023

APROBACIÓN DEL TUTOR

En mi calidad de Tutor del Trabajo de Titulación Project-based learning to develop speaking skill presentado por Diana Karina Taipe Vergara, para optar el título magister en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera.

CERTIFICO

Que dicho trabajo de investigación ha sido revisado en todas sus partes y se considera que reúne los requisitos y méritos suficientes para ser sometido a la presentación para la valoración por parte del Tribunal de Lectores que se designe y su exposición y defensa pública.

Latacunga, abril ,14, 2023

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Mg. Wilmer Patricio Collaguazo Vega.

ID: 1722417571

APROBACIÓN TRIBUNAL

El trabajo de Titulación, ha sido revisado, aprobado y autorizada su impresión y empastado, previo la obtención del título de Magister en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera, el presente trabajo reúne los requisitos de fondo para que el estudiante pueda presentarse a la exposición y defensa.
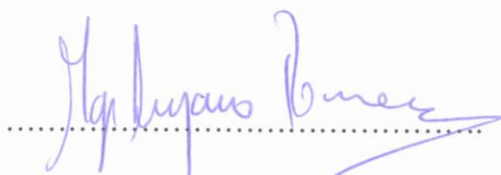
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DEDICATORIA

Quiero dedicar este trabajo
investigativo a mis queridos padres, a
mis hermanos, y a mi esposo, ellos
siempre han sido ese apoyo en todo lo
que siempre me he propuesto
profesionalmente. Me he convertidoen
una mujer fuerte y decidida por todos
sus consejos brindados. Y a misnenas
por ser siempre mis compañeras en
cada noche de desvelo.

Karina Taipe.

AGRADECIMIENTO

Quiero agradecer a la prestigiosa Universidad Técnica de Cotopaxi, por permitirme formar parte de su alma mater desde hace seis años, siempre brindándonos la oportunidad y el apoyo para cada día ser mejores profesionales y así aportar con nuestros conocimientos a la sociedad.

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A mis amados papá y mamá Carlos y Rita, mis hermanos Roberto, David, Santiago, y mis nenas Luna y Rufa. Gracias por siempre apoyarme en todo.

Karina Taipe.

RESPONSABILIDAD DE AUTORÍA

Quien suscribe, declara que asume la autoría de los contenidos y los resultados obtenidos en el presente Trabajo de Titulación.

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AVAL DEL PRESIDENTE

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UNIVERSIDAD TÉCNICA DE COTOPAXI

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANEJRA

Título: Aprendizaje basado en proyectos para desarrollar la habilidad oral.

Autor: Mg. Diana Karina Taipe Vergara.

Tutor: Mg. Wilmer Patricio Collaguazo Vega.

RESUMEN

El objetivo general de esta investigación es desarrollar la habilidad oral aplicando la metodología de Aprendizaje basado en proyectos (ABP) en el Centro de idiomas de la Universidad Técnica de Cotopaxi. En este estudio se utilizó un enfoque cualitativo para analizar e interpretar los datos con el fin de responder a la inquietud identificada en el Centro de idiomas. El tipo de investigación es investigación acción, este fue un componente importante que permitió al investigador identificar el problema para después comprometerse con el proceso de desarrollo de la lengua meta a través de sus cuatro fases planificar, actuar, observar y reflexionar y de esa manera contribuir con el mejoramiento del mismo. Este fue usado durante siete semanas, cada uno con un plan de clase, basados en la identificación de las dimensiones del conocimiento y del proceso de pensamiento del conocimiento, que permite proveer a los profesores una guía de la metodología del Aprendizaje basados en proyectos para organizar e implementar un proyecto exitoso. El uso del instrumento permitió entender como los estudiantes se sienten y responden a la metodología, sus comentarios lograron reconocer y modificar errores en la implementación con una pronta modificación para la siguiente ejecución. En esta investigación se trabajó con 24 estudiantes que pertenecían al nivel B1 del Centro de idiomas de entre 20 y 24 años. El aprendizaje basado en proyectos involucró a los estudiantes en el proceso de aprendizaje de resolución de problemas, el estudiante trabajó de una manera autónoma, y la revisión de la literatura previa a la incorporación de las etapas del aprendizaje basado en proyectos en la clase permitió comprender como los estudiantes pueden ir desarrollando la habilidad de hablar con esta metodología.

Palabras claves: aprendizaje basado en proyectos, habilidad oral, planes, proyectos, Centro de Idiomas, metodología.

UNIVERSIDAD TÉCNICA DE COTOPAXI

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANEJRA

Topic: Project -based learning to develop speaking skill.

Author : Mg. Diana Karina Taipe Vergara.

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ABSTRACT

The general objective of this research is to develop the speaking skill applying the project-based Learning (PBL) methodology in the Language Center of the Technical University of Cotopaxi. In this study, a qualitative approach was used to analyze and interpret data in order to respond to the concern identified in the Language Center. The type of research is action research, this was an important component that allowed the researcher to identify the problem and then engage in the process of developing the target language through its four phases plan, act, observe and reflect and thus contributing to its improvement. This was used for seven weeks, each with a lesson plan based on identification of knowledge and thinking process dimensions, which allows to provide teachers with a guide about project- based learning methodology to organize and implement a successful project. The use of the instrument allowed understanding how students feel and respond to the methodology, their comments were able to recognize and modify errors in the implementation with a prompt modification for the next execution. In this research twenty-four students were working of B1 level of the Language Center, around 20-24 years old. project-based learning involved the students in the learning process of problem solving, the student worked in an autonomous way, and the literature review prior to incorporation of the project-based learning's stages in the class permitted to understand how students can develop the ability to speak with this methodology.

Key words: Project-based learning, speaking skill, plans, projects, Language Center, methodology.

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INTRODUCTION

The process of acquiring the English language becomes a goal for people who feel the need to learn and master a foreign language as an integral part of their educational journey, due to the widespread use of English. People use this language in day-to-day activities such as making friends around the world through social networks, purchasing goods in other locations, listening to music in English through different applications, learning about other cultures, and obtaining education outside the country.

A classroom is an essential place for learning to communicate your doubts or ideas, the teachers have to understand the desires of their students and the problems they are facing while learning English in order to develop their abilities, through some teaching strategies. However, some factors contribute to a lower level of development in the speaking skill, the previous knowledge of the students, a loss of interest, lack of motivation and the traditional method of teaching do not give them the opportunity to understand and practice this skill.

In project-based learning particularly relating to speaking skill and it promotes the improvement of English, it is generally considered a method for teaching and learning. The project-based learning approach offers an alternative to the traditional pattern, isolated, teacher-centered lessons in the classroom, and it is becoming more popular among teachers because of the current changes of the 21st century. (Maslawati, 2020).

Justification

According to the Classification of Countries and regions of the EFEPI 2021, Ecuador is in the 90th place of very low proficiency, this information provides an analysis to understand that the government, ministries and teachers must guarantee the learning and improvement of the different teaching methods that allow students and teachers to understand and master this language. (Education First, 2021).

In Nearshore Americas mentions that students from bilingual high schools have started university with a theoretical and linguistic knowledge and despite

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this they are still beginners. Schools and universities still operate an antiquated system based on grammar. Ecuador is aware of the need to develop English proficiency, and a more modern curriculum and learning approach should be adopted sooner. (Kendall, 2017).

English in Ecuador is taught as a foreign language and the experience of it is somewhat limited and English is not a primary language because of the place of the country, where the English language is not a main requirement to have communication between people form the borders. (Burgin, X., & Daniel, M. ,2017). According to their research and the observations, it says the importance of the teacher must know how to improve the pedagogy and participate in the professional development guided more teacher input and not only by implementing tools and strategies in the Ecuadorian school system.

The traditional method of teaching grammar and vocabulary through memorization without a proper analysis of what is required for the students to learn and speak it in a particular, everyday situation has resulted in significant changes. Students become proficient communicators and problemsolvers as a result of project-based learning, an innovative educational approach that teaches a variety of strategies essential for success in the 21st century. Project-based learning allows students engage in inquiry learning create projects that demonstrate their knowledge. (Bell, 2010)

Project- based learning is driven by questions that directs the study of the topic and enables students to use what they have learned. The performing arts, visual arts, science, everyday life, governance, and other topics were the ones that the students selected. Students create an individual investigation after choosing a topic. independent research was conducted by each student. Also, students evaluate their own work, efforts, interests, and levels of production. Giving each other helpful criticism encourages students to become critical friends, which helps them see their own assets and enhance their interpersonal relationship. (Bell, 2010)

The initial assertion has been that teachers were aware that their role should have shifted from that of a traditional educator to one of a facilitator.

Surprisingly, teachers do not always perceive themselves as the instructor, educator, or evaluator in project- based learning. Despite the fact that only a small percentage of teachers view themselves as evaluators, it is essential that they are able to evaluate the efficacy of their own methods in addition to those of their students. (Habók, 2016)

Using the PBL method, students share responsibilities with the teacher and become active participants in the learning process. Students typically work in small, collaborative groups and are expected to find their own sources, conduct research, and assist one another in completing assignments, based on the teacher's instructions. Student's roles in project. Passed learning consist of asking questions, expanding their knowledge, and findings rational solutions to the problem or situation that has been presented. (Rodriguez, 2016).

Through the project -based learning technique, students engage in purposeful communication to complete authentic activities (project work), so that they have the opportunity to use the language in a relatively natural environment and participate in activities that require authentic use of English foreign language skill. In addition, during project-based learning, students sit together, confront one another, and freely discuss the subject. They are seated in a circle and discussing the problem that must be resolved. This creates a situation where students can spontaneously speak the target language in the classroom without feeling self- conscious. (Dewi, 2016).

Through the project-based learning method, learners are involved in purposeful communication to finish real-world tasks, giving them the chance to use the language in a situation that is as natural as possible and take part in meaningful activities. They discuss the issue that has to be resolved while seated in a circle. As a result, there is open communication and no sense of embarrassment when pupils utilize language in class. (Dewi,2016).

Speaking is considered to be one important ability to master since it allows students to communicate with people from different countries. In the Language Center of Technical University of Cotopaxi, students have the

opportunity to speak with some American volunteers and they do not do it, the reality is that students have significant problems with vocabulary development; as a result, they do not feel motivated or competent to speak.

It is evident that some factors have been recognized; teachers focus on the development of grammar structure rather than applying different strategies into practice. The lack of opportunities for students to speak, oral activities proposed by teachers and the use of platforms are not appealing, the students say simple answers that are not significant, they only repeat what they memorize and they do not analyze their responses to generate another one.

The students' indifference in learning English occurs because of becoming mainly in an important requirement for obtaining their final degree.

Finally, it can be identified as a problem because the authorities at Language Center conduct an exam called Communicative competences every final semester to evaluate and determine how the level of speaking in the level B1 is, indicating that this skill is not developed correctly. Based on the previous information, the idea for supporting this study research is that problem- based learning positively promotes the development of English speaking skill in students.

During the projects, the teacher discovers that the students can work independently and develop the skill without pressure and they are confident about what they are learning. Providing students with teaching strategies allows them to show a positive attitude towards any subject matter, so the students' ideas and motivations are important in enhancing their previous understanding

The students from B1 level of the Language Center at Technical University of Cotopaxi create learning experiences that are more relevant to the students' knowledge, interests, and participation.

Problem Statement

Every day, people are confronted with a globalized environment in which technological advancement and the proliferation of fresh information have

demanded the use of the English as the most popular language for information searches. English is the most widely spoken language of the 21st century, with a quarter of the world's population speaks it, enabling a real single market for knowledge and ideas, this language now belongs to everyone, and non-native speakers speak the majority of it. (Council, B.2013)

The mastery of English speaking skill is a priority for many second- and foreign- language students. Consequently, students evaluate their achievement in language acquisition and the efficacy of their English course based on how much they believe their spoken language ability has increased. Oral skill has not been the subject of methodological discussion for a long time. Teachers and textbooks utilize a number of tactics, ranging from direct approaches focused on specific elements of oral contact. (Richards, 2008).

A student's ability results from some factors, particularly the support they receive from their teachers. When teachers design the content, they consider how to teach English most effectively, as well as the necessity for students to learn although the students do not have daily contact with a foreign language, and they try to find a solution at the moment of speaking. Students in different schools public or private should improve their English skill such as speaking, reading, writing, and listening through activities and it could make easier for them to find and understand information.

The teacher who intends to teach his students with the use of language learning strategies must learn about his student's interests, motivation, and learning styles and student behavior in class. In addition to analyzing the students, the teacher should examine his textbook to determine whether it already includes language learning strategies or training in language learning strategies. The teacher should also evaluate his own teaching style and methodology. Through analyzing his lesson plans, a teacher can determine whether or not his lesson plans provide opportunities for students to utilize diverse learning styles and strategies. (Hismanoglu,2000)

Having few hours in the teacher schedule is another issue because the students must complete assignments, from books and activities in class, this situation

does not allow the students to engage and perform with real conversations. Training in English should focus on communication through comprehension and construction of ideas for common discourse, even though it has many limitations. Language teachers in Ecuador, when identifying the methodology, they use in their classrooms, mentioned, however, the teacher's knowledge of this methodology varies in its content and approach. (Cadena et al., 2018).

Accept that education needs transformation and this requires a comprehensive process of curriculum design. The process of learning English has shown little effectiveness in its use, the importance of productive skill, such as speaking and writing has been minimized in comparison to the practice of grammar and vocabulary within a mechanical and non- communicative approach. Currently this language is an important element in the educational formation of the students in the search of achieving communication in an effective and efficient way.

The English Language curriculum is designed for students in Educación General Básica (2nd to 10th) and Bachillerato General Unificado (1st to 3rd) whose native language is not English, considering that Ecuador's population includes a variety of cultural and linguistic groups. Communication skill are an important part of collaborative learning. A conversation strategy (such as asking for clarification or paraphrasing what was said), as well as the role of language in various communication situations (such as online interaction, phone calls, and presentations), provide the foundation for using language as a social construct. They should participate in a variety of spoken contexts, from informal expression such as talking with friends, to more formal expression such as presentations and speeches. (Ministerio de Educación, 2019).

According to Article 80, Chapter V, Learning a Second Language. For graduation in third level courses, students must learn a second language at the following proficiency levels, using the Common European Framework of

Reference for Languages. Item b) At the third grade level, at least level B1 is required. (Reglamento del Regimen Académico, 2019).

According to this article, students who are pursuing a career in higher education institutes must pass the B1 level of English language. For some students this has become a long and exhausting process, In the Language Center of Technical University of Cotopaxi every teacher works with six or more groups of thirty students, some have a significant level of knowledge of the language learned at high school, but others have little knowledge of it due to several factors, including no English language teaching at high school, incorrect implementation of methodologies, lack of motivation and lack of interest.

On July 2021, the English coordinator and Director of the language Center decided to conduct the first evaluation of communicative competences at B1 level in virtual mode, with two phases, phase one personal information and the phase two Cambridge Platform questions in different tenses, using a rubric. Based on the results, it was found that students are capable of answering when they talk about their own topics. During the second phase students do not achieve the maximum scores according to the level B1 profile.

This information provides that in the Language Center the students who follow the process from level A1 to B1 do not achieve a complete mastery of the language, each semester each student has a different teacher with different strategies and methodologies, it is evident that they are not giving an effective result to achieve the exit profile of students certified at B1 level, with this research work

The aforementioned can determine that the High School student who begin their studies at the University do not master the English language in a high percentage, the curriculum and the hours taught are not enough to reach that target language, and teachers apparently want to implement a communicative methodology. With this background, this research aims to determine if a group of B1 level can develop this speaking skill through a methodology called project- based learning, there is no information of any research work

in the Language Center of the Technical University of Cotopaxi related to this methodology, becoming something innovative focused on the development of the speaking skill.

Research question.

How do the steps of project-based develop speaking skill in the Language Center of Technical University of Cotopaxi?

General Objective

To develop the speaking skill by applying the methodology project-based Learning to B1 level students of Language Center of the Technical University of Cotopaxi.

Specific objectives

-To describe the steps that entails project-based learning

-To apply the steps of project-based learning based on lesson plans.

-To analyze the student's comments about project-based learning in the speaking skill.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1   Language

Language is a very important tool in our lives because it allows as to communicate, the ability to speak is one of the most essential skill in foreign language teaching because it is the basis for communication. It is one of the productive skill, which indicates how much a student knows a language, it is impossible to learn a language effectively without becoming competent in speaking it. In English education, communication skill is seen as a basic requirement which must be taken seriously because speaking is the most common means of conveying information to others. (Munther, 2016)

Language is a communication instrument. We speak with others in order to express our thoughts and learn the ideas of others. There is communication when there is speech. Without language, we are unable to communicate with one another. Therefore, the significance of work, task work, and other speaking tactics for language learners is immense. (Qureshi, 2007)

1.2   Communicative Language Approach

It is a strategy that is well-known throughout the world and has gained recognition for itself as a way of teaching languages, particularly English, is the communicative approach (Sayera, 2019). It is still employed today since it has ruled English language teaching for the past 50 years. The audio- lingual method and the grammar- translation method, which were the previous two approaches used for teaching foreign languages, led some linguistics and educators to develop the communicative approach.

They maintained that they had not studied "actual language" or the "full language." Students lacked the social language skill necessary to interact with others in suitable ways outside of the classroom. They had been relying on language structures, language functions and concepts. They were unable to communicate in the languages' culture as a result.

The purpose of a language is to communicate properly, getting the role of a powerful tool for successful communication, most individuals need the language as an instrument. The communication is part of our development process in which human beings share ideas and thoughts, create friendship, affective and professional relationships. Communication is an interaction between two people, where different signals are exchanged verbally and graphically, as in the telephone or television, individuals can express their feelings or information and build a mutual understanding in this way people can have contact from different places with the communication process, and it permits collaboration. (Fukele,2016).

1.3   Teacher´s role.

Positive or negative experiences have an impact on a teacher's self- efficacy. Through good modeling, teachers can learn through experiences. In the project- based learning environment, the teacher must create specific structures, such as learning- appropriate goals for students, scaffolding to ensure students master state standards, multiple opportunities for formative assessment, revision as necessary within the project-based learning environment, and more. (Cyprian, 2014).

Having a strong sense of teacher self-efficacy is crucial. The teacher acts as a facilitator during the project-based learning process, encouraging student's thought with relevant questions and ensuring that state requirements are being learned through a range of assessment measures.

1.4   Student's role.

A project-based learning step entails student in exploration of interesting issues that lead to genuine products. Students are encouraged to produce their own video projects as part of this project-based learning in an effort to monitor their progress in the areas of motivation and self-efficacy (Shin, 2018). By doing this, we highlight the significance of student-based learning and give students chances to use technology to enhance learning- not just for themselves, but also with others.

Additionally, students who participate in project-based learning are given real- word assignments that are intended to help them conceptualize the lessons they have learned and how they relate to the outside world.

1.5 Student-centered

In a student- centered classroom, students are not constantly dependent on their teacher for instructions, approval, correction, advice, or praise. They do not ignore one another, but instead look at one another ad communicate. They respect one another's contributions, cooperate, learn from one another, and assist one another. When in difficulty or doubt, they seek the teacher's assistance or counsel, but only after attempting to resolve the issue among themselves. The teacher assists in the development of their language skill. (Jones, 2007)

Student-centered learning has been shown to improve student's critical thinking, problem solving learning motivation, and attendance. The purpose of student- centered learning is to energize the classroom and the students. The teacher is viewed as a "side guide," assisting and guiding students to achieve the goals that they and the teacher have stablished. (Overby, 2011)

1.6 Problem solving

The term "problem solving" has been understood broadly to refer to complex mental activity, which includes topics that are sometimes referred to as "higher order thinking". Problem solving situation is consisted of preparatory activities, decisions made during problem solving, and reflective activities following a solution attempt. Problem- solving is a broad issue for education because one of the primary goals of all educational systems is to improve student's abilities to solve the problems they and their future societies will face. Students were directed to use questions to prompt in depth- analysis of new material, the development of connections to prior knowledge, and evaluation of current comprehension. (Lawson, 2003)

1.7 Constructivism theory.

Constructivism is a theory of learning or meaning making, that explains the nature of knowledge and how humans learn. It asserts that through

interaction, useful to explore or establish their own new understandings or knowledge. Constructivist learning environments are characterized by active participation, exploration, problem solving, and collaboration. The teacher is a guide, encourager, who motivates students to question, challenge, and form their own ideas, opinions, and conclusions. (Abdal, 1998)

In this classroom process, the teacher functions as a facilitator and guides students along their individual learning paths. Learners investigate, design, and solve problems. In a teaching situation guided by constructionism, it is crucial to establish lesson /unit objectives and expectations from the outset, so that students understand what they are attempting to accomplish and their level of success. Learners are able to revise their projects when they receive feedback via presentation and discussion, the process can take place in a more meaningful context when it involves real- world application. (Han, 2001)

1.8   Tasks for practicing speaking skill.

1.8.1   Dialogue.

Dialogue is like a dynamic in which people involved seek new possibilities. The purpose is not to achieve a specific result, such as persuading someone, gaining an argument, or reaching an agreement. Participants are open, listen, and inquire. They take their time to appreciate and assimilate opposing points of view. They work together to figure out what makes sense for one party, what makes sense for the other, and what they can develop together. This is what distinguishes dialogue. (Helde, 2012)

1.8.2   Role play.

Role play is a very effective teaching method that can make abstract situations real for students, push them to concentrate on important details they might otherwise ignore, help them see other perspectives and help them understand the differences between concept and reality, provide on the spot variety in the classroom, give and instructor incredibly useful data, and stimulate learning by making conceptual discussions come to life. Role plays are a teaching technique that you should be familiar with and skilled at using due to these advantages and the fact that they are adaptable and can be set up either

spontaneous as the occasion comes or well in advance. (Clawson & Haskins, n.d.)

1.8.3 Opinion / ideas.

When the teacher solicits perspectives on contentious issues or circumstances, a huge amount of debate should result. The students may be separated into groups to discuss and express their perspectives. Students have a lot of

1.9 Speaking skill

The purpose of this study is to analyze the components of speaking as a skill and determine its position among other skill, speaking is one of the most productive skill because of its importance in communication, and pronunciation cannot be separated from speaking since it encourages students to learn English sounds. Due to the limited number of hours, students are unable to speak English extensively in class or outside. Learning another language also involves a lot of practice and attention, or the teacher can provide students with specific structures and have the students repeat them.

It is very difficult a beginner to learn a language except if the speaker is explaining something, participation in comprehension activities allows the student to recognize a part of the vocabulary and grammar. Students must memorize survival phrases to meet their immediate needs under certain conditions. (Bashir, Azeem, Ashiq, 2011)

(Bashir, Azeem, Ashiq, 2011) classify that there are different stages:

1.9.1 Stage I: pre-production.

This is a period of silence, during which the beginning students listen more that they speak; their receptive vocabulary may contain a few words, but they cannot yet speak them.

1.9.2 Stage II: Initial production.

Students are capable to use memorized short language chunks, despite the fact that they are not always used correctly. They pay greater attention to chatty classmates and increase their vocabulary.

1.9.3 Stage III. Use of vocabulary.

At this level, the student has an extensive vocabulary and uses simple phrases and sentences to communicate. Students can initiate conversations with their peers and read and comprehending simple stories.

1.9.4 Stage IV: Intermediate fluency.

At the intermediate level, English language learners can express their opinions and share their thoughts in writing and speech using more complex sentences. Teachers can provide some assistance to students, and students can use various strategies to learn English content.

1.9.5 Stage V: Advanced Fluency.

In terms of content mastery, the students will perform at a near- native level at this point. Students have required classroom assistance in reading, writing and speaking.

1.10 Project-based learning for the 21st Century.

Through project-based learning, our students acquire the skill, necessary to become productive members of a global society. Many of these abilities cannot be measured by standardized tests. Assessment in PBL is authentic. Rubrics are used to assess a child's performance, but self- evaluation and reflection are crucial components of this model. Children reflect on how well they contributed, negotiated, and welcomed other group member's' ideas while working in a collaborative group. Additionally, students evaluate their projects, attempts, motivations, interests, and levels of productivity. Students become critical by providing PBL, we are trying to prepare the students for the twenty – first century with a variety of employable skill and a sense of readiness. (Bell, 2010)

1.11 Project-based learning.

Problem – based learning is a model of education structured around projects that are centered on questions or problems posed by students (Thomas,2000), Education programs such as The Autodesk Foundation have incorporated project-based learning. It was founded by Joe Oakey, who had a long career in education and spread the word nationally about project-based learning.

This foundation supported schools and professionals. (Cuthbertson and O'Halloren,2015).

> (Hamidah, et al., 2020) states that "Project- based learning was further developed in a variety of language learning researcher, one of which was by Kovalyova, who conducted a research on the implementation of a project-based learning for English speaking skill. The research results identify an improvement in vocabulary acquisition, grammatical understanding, and students' reading and writing skill."

Effect of project-based learning language on communication willingness, students were required to demonstrate how the initiative boosted their confidence. Nearly all of the students reported gaining the confidence to converse with their peers and to convey their thoughts in English in front of others. Project-based learning language has assisted in appeasing the fears of a number of students, and some students have also enhanced their interpersonal abilities. (Farouck, 2016).

Through project-based learning, students acquire twenty- first- century abilities that enable them to become effective citizens of a global community. A didactic approach left students inactive, whereas the engagement and enjoyment of students during project-based learning further strengthened the teacher's view that she was imparting essential twenty- first- century abilities to her students. The deal was sealed by the students' swift assimilation to the technique and enthusiasm for studying. When it is announced that a new project will shortly begin, every student in the classroom celebrate loudly. That is the essence of project-based learning! (Bell, 2010).

In addition to understand the project requirements presented in this teaching, teachers must also comprehend the fundamental concepts of implementing project- based learning in the classroom.

This learning includes primary standards as its guiding principles. (Hamidah, & et al., 2020).

1.11.1 The challenge Problem or question principle

Learning begins with issues and questions that teach students to prepare in research process, the types of questions activities to choose, the instruments to prepare, and the procedures to solve the problems or answer the questions.

Setiawan,Aridma, Setiabekti (2021) states that "They feel shy, nervous , and lack of confidence when answering questions from teacher or presentation. Furthermore, they cannot express their ideas using appropriate vocabulary and correct grammatical forms during presentation; the students can switch in their mother tongue".

1.11.2 Types of question

Teachers pose display questions in order to assess student's prior knowledge and comprehension. This type of question puts emphasis on the form or structure of language, and the answer is already known by the teacher.

According to (Department of Program Development and Alignment, The school board of Broward Country, 2000). There are questioning techniques that can be applied.

1. Consider the "waiting time". After asking a student a question, wait between 3 and 10 seconds before deciding to call on other students.
2. Request "follow-up". After a student has provided a response, ask additional questions.
3. Select the student at random, attempt to ask each student.
4. Maintain eye contact with the student being questioned and always attempt to respond to student responses; inform students that there are no correct answers to certain questions.
5. Abstain from evaluating students, respond to students' responses without evaluating them.
6. Permit students to pose questions. Allow students to formulate their own questions to investigate the topic further.
7. Approach students who are typically unresponsive. Bringing the classroom closer to the students will take part.

8. Value all students' answers and contributions. If the students' responses are incomplete, keep on asking questions or paraphrasing their responses and requesting clarification.

1.11.3 The principle of persistent inquiry

It is the principle of constant inquiry process; it initiates with the assignment of problems and questions at the beginning of the learning process. The inquiry process can foster critical thinking, problem- solving, team works, and self- management in students.

1.11.4 Principle of Authenticity.

The notion of authenticity in project- based learning is connecting the learning to a real- world setting. There are, among other things, three ways to apply the authentic principle to project- based learning:

-Authenticity throughout the project. Students build projects based on their experiences in the actual world.

-The activities and equipment used in the project are genuine. During the course of the project, students engage in activities similar to their daily lives.

-Authentic in terms of the impact of project outcomes. It is anticipated that the project´s outcomes will have an effect of the environment, such as the project of making posters, or notices in the school environments, which has an effect on students' discipline.

1.11.5 The principle of reflection.

The notion of reflection applies to both teacher and students, the objective of this activity is to evaluate the efficacy of the inquiry process's activities, to identify the problems encountered during the project.

1.12 Stages of the project -based learning.

1.12.1 Selecting a project

The first step for teachers is to select the topic. This phase is designed to aid students in comprehending the learning topic and objective. The teachers can

utilize the themes to motivate students by displaying pictures, videos, stories relating to the issue, teachers can ask students to choose it.

The topics that are relevant to or associated with the student's actual lives, such as travel, holidays, adolescent life, entertainment, technology and sports. Teachers uses questions to engage in determining the topic and facilities.

1.12.2 Before- Communication actions.

At the beginning of the learning activities, the teacher conducts pre communicative exercises, including the introduction of new vocabulary and the language qualities required by the students.

1.12.3 Asking important questions.

Essential questions are the primary questions posed by the teacher that must be answered by students and through a project. Before the learning process, the teacher prepares a number of vital questions. Preparing crucial questions is intended to help students comprehend the project's topic, stablish its nature, and guide the investigation process.

1.12.4 Designing a project plan

The activities of project design involve selecting the project type based on the important questions and determining the inquiry process activities. In this procedure, the teacher acts as a facilitator to ensure that the student's project plans are rational, logical, and feasible to assist students in the development of their critical thinking skill.

1.12.5 Developing project schedule

The objective of creating project timeline is to teach students time management, self-management, and teamwork skill. There are a number of tasks involved in creating a project schedule including. Groups of students create a timeline from project planning to project reporting.

Dewi (2016) states that "time management builds opportunities for learners to plan, revise and reflect on their learning. Though the time frame and scope of projects may vary widely, they should all include adequate time and materials to support meaningful doing and learning"

The schedule organizes the activities, deadline, and responsible. The purpose of the project timeline is to monitor project progress.

1.12.6 Completing the project

This stage aims to develop student's skill in data and information processing, problem- solving, independence enhancement, content creation for the project, teamwork and communication with the society involved in the projects. And teacher provides each group with consultation to their development.

1.12.7 Evaluation of the project.

This phase aims to have students discuss their difficulties during the project and evaluate their ability to complete the assignment. Students are also given the chance to revise the final product of their projects.

1.13 Project-based learning benefits.

Benefits of project- based learning include: enhancing students' academic performance; fostering the development of critical thinking, data and information processing, problem- solving, teamwork, communication, and self- management; and increasing students' engagement. Enhancing students' interest and motivation; and real- life learning experiences for experientially- based students. (Hamidah, & et al., 2020)

In the recent decade, a large number of global researches have explored project- based learning. Project- based learning is a learning technique that focuses on the student; the teacher functions primarily as a facilitator and motivator. Project Based learning promotes learner- centered activities that are typically combined with real- world concerns. It is a paradigm that arranges learning around complicated tasks, focused on tough questions or problems, involving students in design, problem- solving, or investigates activities; allowing students to work relatively independently. (Nguyen, 2011).

1.14 Implementing project-based learning by using lesson plans.

The teachers should start with a notion and crucial information about what they want from the students, the teachers keep in mind that the content will be addressed in it, when developing the project and the different kind of questions that are will be made. Create a plan that will incorporate the topics that the students selected, and is essential to consider the tools and sources that the students will have. The plan will help with a better organization about time management and their actively participation in making decisions.

"Project-based learning lesson must be one that will engage your students. It is greater than the task at hand. It will pose a problem or a situation they can tackle, knowing that there is no one answer or solution." (Edutopia,2007)

CHAPTER II

2. METHODOLOGY

2.1 Research approach.

A qualitative methodology was used in this study to analyze and interpret data in order to address the Language Center's identified concern. It is qualitative since the study process was centered on working with people and the realities that the students faced, as they learn and advance their second language proficiency. Additionally, it is personal because the study involves direct communication between the teacher and the students.

Qualitative research is a systematic method of inquiry that employs specific approaches to obtain information about what individuals believe and feel. The estimation process is inductive, and the researcher is in continuous interaction with the participants and the data, in order to find the information focused on the social activity and what it means to people. (Tinoco, et al., 2018).

2.2 Type of research

The purpose of this research is to achieve the development of speaking skill by applying project-based learning with students of B1 level in the Language Center of Technical University of Cotopaxi.

According to (Tinoco, et al., 2018) the designs of qualitative research are four and one of them is, Action Research. Essentially, it is a method for improving your own teaching technique. The teacher begins with a problem that has encountered in the teaching practice. It could be a concern that students do not put in enough work reviewing the materials, or they are having difficulties learning a specific topic. The action researcher is going to follow the action research cycle (reflect, plan, act, observe). In fact, thing rarely happen exactly as planned the first time, the teachers will discover ways to modify the action plan based their experience and feedback from students.

2.2.1 Steps of Action research to develop this research.

According to (Kemmis & Mctaggart , 1988) stated that Action research has four phases :

1. The basic issue is diagnosed and recognized, a group of teachers at the Language Center assessed the students to determine what the profile of their second language is. An exam of two- phases focused on the speaking skill with questions about personal information, as well as conversations between the candidates. In the year 2021, 700 students took the assessment and the results were 1,68 points above the 3points of all these students, indicating that this ability needs to be improved.

2. Planning: creating a well-informed plan of action to improve what is already in place, the seven steps of project- based learning were reviewed, deciding on the best technique to develop speaking abilities based on past data interpretation with this group of B1 level at Language Center. It consists in designing a project plan, developing project schedule, completing the project, and evaluating project results.

3. Action, to carry the plan into effect as well as observation of its impacts in the setting in which it occurs, SEAMEO QITEP in language (SEAQIL), a Centre whose major goals are to increase the quality of language teachers in South Asia, they implemented the Education and Training Program of Higher Order Thinking Skill (HOTS)- based Language Teaching Methodology to promote language teacher's professionalism. They created a module that includes principles as well as practical demonstrative models for teachers to use as a teaching guideline. This guideline was helpful in implementing project- based learning; seven plans were designed and implemented in seven weeks with 21 meetings every one with two hours.

   In this step involves determining the type of data to be used, in this case is my observation checklist based on the reflective process on students' comments was the most suitable for gaining a deeper understanding of their learning behaviors. Process enabled the teacher to reflect and modify some activities for the next class.

4. Reflection, on the effects as a foundation for new planning. Every class students' comments document was delivered to students; it included positive, negative aspects and suggestions. According to this observation

checklist, only the positive aspects and suggestions were included in the analysis because these features supported the investigation the analysis permitted to make adjustments to the plans, each class the students remarks were vital in understanding what needed to be improved and what was appropriate when they began and completed the projects. The suggestions were significant viewpoints that determined the improvementof each project. All this information was set in the software Atlas.ti Networks. This qualitative research tool was helpful, because the students' opinions were placed in network diagrams of each project completed, allowing for new adjustments in each project and planning forachieving the language aim.

2.3 Research context

The Technical University of Cotopaxi's Language Center was the setting of this study. This institution provides certificate in the levels A1, A2, and B1 level to the students that are in the different majors of the university. This institute is in the province of Latacunga - San Felipe Campus. It has 700 students registered in B1 level, the participants for this investigation were 24 in the year 2021- 2022.

2.4 Participants

This research was worked with 24 students who belonged to B1 level of the Language Center, it means 10 are male and 14 are female around 20-24 years old, from the majors of Social Communication, Agronomy engineering, Electromechanical engineering, Social work major, and Human Talent major This study was centered on students of B1 level because they began at A1 Level and they are now reaffirming previous knowledge and practicing their speaking skill through projects.

2.5 Instrument.

Researchers who wants to learn more about the subject under study can benefit from observation. Field notes that synthesize observations can provide descriptions of the condition observed and aid the research in recalling information about what was noticed afterwards. The subject of the

observation is determined by the objective of the study and the questions that need to be answered. (Kawulich,2012).

Checklist assist in gathering data by noticing what types of activities are taking place in the setting. The researcher is aiming to identify the types of activities that take place in a specific situation. The reflection process, the research is based on behaviors to use this information during the observation.

2.6 Data Collection

In order to obtain a deeper insight of the subjects being studied, observation requires the researcher spending a lot of time in the field and maybe playing multiple roles. The student's comments (see annex 8) and the peer's observation (see annex 9), in addition, the use of Atlas.ti to analyze the results of student's comments. It aids in the exploration of phenomena concealed in data, offers an effective and intuitive environment that focuses on analysis, and provides tools for exploring and obtaining data in a dynamic, flexible, and organized manner.

2.7 Intervention

First, a previous information conducted at the Language Center identified a crucial aspect in the development speaking skill, considering that many teacher's strategies are not producing good results. Furthermore, students and teachers are aware that encouraged activities that benefit the student's target language have been implemented. The use of this methodology shows to the students that the speaking skill can be more dynamic and interesting.

Second, this research was based on the Program of Higher Order Thinking Skill (HOTS) the teacher's guide to implement project- Based learning by using seven lesson plans. The study's findings revealed an improvement in vocabulary development, and grammatical comprehension.

The teacher must demonstrate in the first session that understands how to carry out the process of project -based learning so that the students will feel confident when develop the skill. The teacher must explain the instructions carefully in order to ensure students in the procedure that they are about to

begin. The teacher conducts the entry event, provides and organizes the driving questions in every project. Using these fundamental characteristics, the teacher can facilitate the process of developing the ability to communicate with this methodology.

The teacher involves the students in topic selection by requiring them to observe the realities they have around them, this stage seeks to help students understanding, the table below depicts the time and topics of project- based learning.

The purpose of designing a project timeline is to teach students time management, self- management, and teamwork skill.

Table 1. Timeline for the project-based learning -Topics.

N.	Activities	Person in Charge	Time
1	Inclusion	All the group members	Week 1 – 6 hours
2	Social networks	All the group members	Week 2 – 6 hours
3	Protest in Ecuador	All the group members	Week 3 -6 hours
4	Femicide	All the group members	Week 4-6 hours
5	Taboo	All the group members	Week 5 -6 hours
6	Suicide	All the group members	Week 6 -6 hours
7	Tinder	All the group members	Week 7 -6 hours

Sources: Topics and dates.

Made by: Taipe, 2022

The project design activities are intended to assist students in strengthening their critical thinking abilities through the process of project selection, problem solving, and the ability to plan activities in the inquiry process.

To learn the topic, the teacher can introduce vocabulary related to the issue, and the teacher can invite students to read a text and debate it.

In this moment of the class, the teacher stimulates and provides many materials that capture the interest of the students, in this process videos, audios, images, and news information were used. Following the usage of each resource, the teacher asks questions such as:

What does the theme mean?

Based on the video What is the good impact on society?

What are some possible solutions for this problem according to your personal opinion?

The purpose of developing essential questions is to help students comprehend the project's emphasis, determine the sort of research, and drive the investigate process.

The project design tasks are intended to assist students in developing critical thinking abilities through the process of project selection, problem solving, and the ability to plan activities in the inquiry process.

The outcome of the conversation and the group's agreement is written down, as is their response to the teacher's questions.

Students pick and write down the kind of information they will utilize in their group inquiry projects.

Table 2. Topics, Essential Questions and Pre- Communicative Activities implemented by a teacher in project- based learning.

Topics	Essential questions	Inquiry Process	Pre- communicative activities	Results
Inclusion	What is inclusion? What types of people with disabilities are there? How can youhelp these people?	Online research, picture aboutthe topic,class discussion.	Present Simple, Present Progressi veand Past simple.	Poster and presentation.
Social networks	Why do you use Socialmedia? How did you keep in touch with your high school's friends? What will Social media help the society?	Online research, Cambridge platform's information, listening activity.	Vocabulary related toSocial Networks and its advantagesand disadvantages. Present simple, past simple and future Will.	Presentation of virtual Poster by using the applicati on Canva.

Protest in Ecuador	Why did people go outto the streets? How will Guillermo Lasso solve the problem? What did Leonidas Iza struggle?	Online research, class discussion, news's information.	Present simple, past simple, future Will , begoing to , should , and could .	Mind map with includingthe structure: -Create a problem -Positive aspects Negativeaspects -Resolutions/ conclusion
Femicide	How do the women feel with this problem? What should men do about it?. What will the government do to help women?	Online research, brainstorming,gr aphics about femicide in Ecuador.	Present simple, past simple and present perfect and should.	Presentation of virtual poster byusing the application Canva.
Taboo	What does taboo mean? How did people accept the taboo? Why do not any parents talk about taboo?	Online research, presentation of graphics and their videos	Present simple, past simple and present perfect and should.	Video
Suicide	-What treatment options and therapies are available? What should I do if someone is considering the suicide?. Is it possible to predict suicide?	Online research, class discussion, graphics anda video.	Present simple,past simple,present progressive present perfect and should, could , may	Information advertisement.
Tinder	What do you think about thetopic? What did every woman say about Tinder? What can youdo before to have a dating by using Tinder ?	Online research, Cambridge platform's information. and classdiscussion, Listening Video	Vocabulary related to Tinder and thetenses that thestudents require to maketheir final exposition Present simple , past simple and future Will.	Final expositions, pictures,and debate.

Project- based learning is a teaching style in which students develop information and skill by working on an authentic, interesting, and challenging issue, over a period of time. The project is the instrument for offering the important knowledge and skill. After each project was finished, a feedback is given, which allowed me to listen to the students' comments about each project and the theme of that week, this permitted to have a broader vision of what the students' needs to improve in the ability to speak and understand the second language. All this was included through the reflective process (See annex 8), with these comments, the researcher could see that the class needed modifications in the use of time given for each activity, the type of questions and the tie that should be used, the type of vocabulary should be more visual and the material showed should be more attractive. Each planning made has these modifications, taking into account that may be useful for any teacher who wants to follow this methodology.

Managing activities is another project- based learning practice that supports effective job, to enhance their project development skill, teachers can focus on strategies to improve teamwork, time management, and the integration of tools for inquiry and creativity.

Engage and coach the activities, emphasizes teaching moves that help students take risks, persist with challenges, and celebrate successes. It is preparing the students through different instructions so that they can reach the goal of speaking. The teacher becomes someone more committed to the process that each student is developing and encourage those who are falling by the wayside, all this work is done as a team.

It is necessary to highlight that the researcher had the visit of a fellow teacher in the second and fifth project, that person was from the beginning to the end of each project, in a document called peer's reflection. The teacher wrote his comments on what needs to be improved., this was very necessary because it allowed to have a professional view of what the researcher is doing. (See annex 9)

The major goal of project implementation is to complete the project stage. Students produce a project, beginning with the inquiry phase and continuing until the project is completed. The objective of this stage is to help students learn how to handle data and information, solve problems, and improve their independence, teamwork, and communication skill with the groups and people participating in the projects. Students manage the data gathered during the inquiry process; students generate material for the project; the teacher consults with each group on their progress; and students modify, is necessary or finish the project.

Assessing the project.

The intention of assessing project results is to guarantee that all group members are responsible for their projects outcomes. As a formative assessment, the teacher can also evaluate student's performance and project results.

The following activities are carried out in order to assess the project results:

Students present the project outcome and outline the manufacturing process.

The presentation is given in the target language

The other members of the group can ask questions on the project's outcome. However, the teacher administers a formative evaluation to analyze the project's process and outcome with a rubric.

Evaluation the project.

Assessing the project is an activity in which the teacher reflects on the activity by offering feedback on the project outputs, while the students reflect on the learning activities. This step attempts to have students express their project issues and assess their abilities to complete the assignments.

The teacher provides feedback on the project given by students.

The teacher reflects s on the learning activities.

During working on the project students have the opportunity to share their experiences.

Students are also given the option to revise the project results by writing their positive, negative, and suggestions in the reflective document.

2.8 Data analysis plan.

The data was processed using Atlas-ti, which provided information to measure the student opinions and how the project execution is progressing.

The following procedures were utilized in the research:

- Once the 6 hours' project was completed, the student's comments form was collected.

-The comments and ideas were then entered into the research tool Atlas-ti. This software gives researchers the ability to efficiently analyze data and create network diagrams. The networks diagrams were graphically displayed, the data was evaluated and interpreted.

3.RESULTS AND DISCUSSION

Results from the reflection process.

One of the objective is to explain the application experience of using project based learning by using Atlas.ti, which it contains positive aspects, negative aspects and suggestions.

A technological and technical instrument called Atlas.ti program was developed to aid in the organizing, analysis, and interpretation of data in qualitative research. The software enables dealing with and organizing significant amounts of data in different digital formats.

3.1 Project 1. -Topic: "Inclusion"

Graphic 1.Positive aspects of the project 1
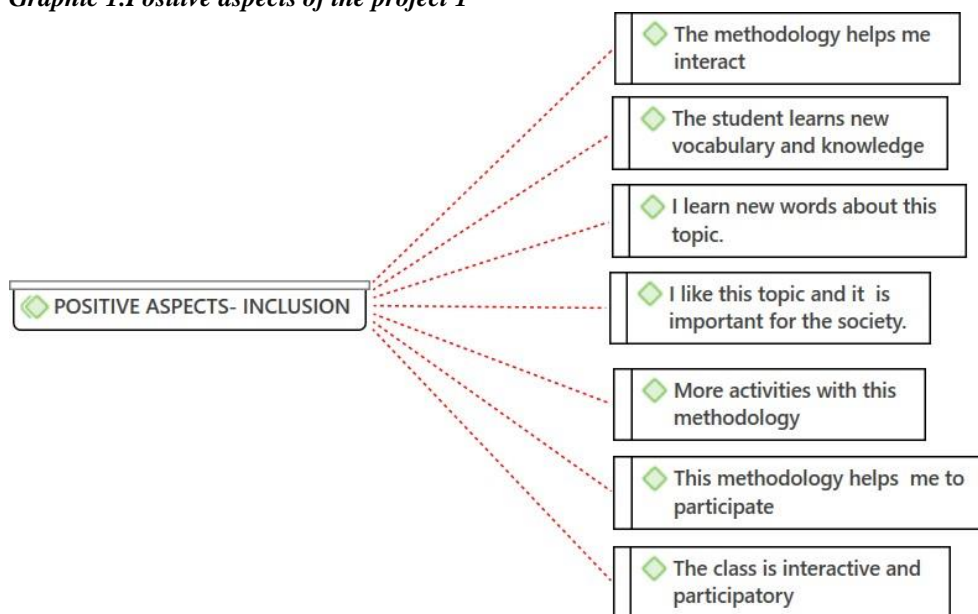
Note. From ATLAS.ti (version 22)[Computer software].(2022).ATLAS.ti Scientific Software Development.

As part of this first project, the category chosen was the positive aspects of the topic inclusion, the project was designed with a set of expectations regarding how students would relate to and understand this new learning method, firstly, the steps were explained without difficulty, although some students initially felt frightened, the advantage was that in every group there were students who spoke the language fluently and who were able to give support to others. (Bell, 2010) Argues that collaboration and creativity are

techniques improved by teaching students active listening. As the collaborate to come up with ideas, students develop the core abilities of effective communication, respect for others, and cooperation. Project-based learning also includes discussions about how to get a consensus on a solution. Along with their academic performance, they assess how well they interacted with others, they evaluate their interpersonal communication abilities, their perception of how well they heard the viewpoints of other students, and if they thought their own opinions were taken seriously. These abilities will get stronger with time and become more proficient and mastered. As a result of the method, students felt more confident about participating and learning new words.

Graphic 2. Suggestions of the project 1
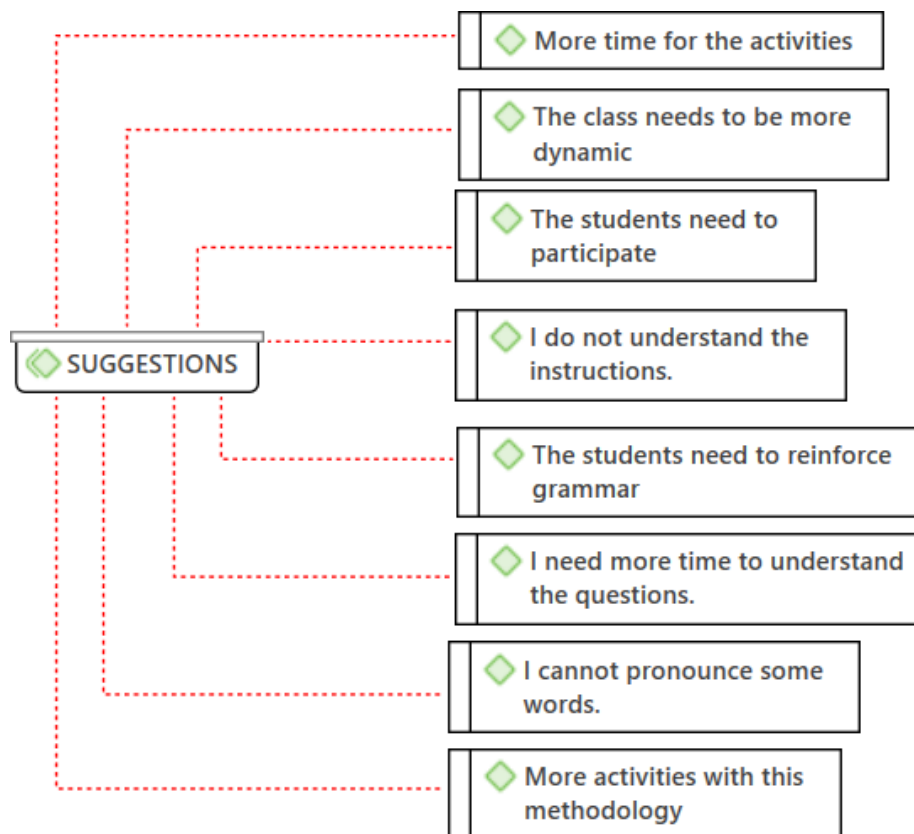
Note. From ATLAS.ti (version 22)[Computer software].(2022).ATLAS.ti Scientific Software Development.

In this initial class, the students' suggestions allowed it to be the starting point for a continuous improvement of each project, identifying issues such as the

dynamic of the class, the organization of the projects and the time that is spent in each phase.

(Stanley, 2021) states that due to the fact that the teacher is notleading in a traditional manner, they are free to counsel students in their research as well as manage the group dynamic to ensure everyone is producing a quality work.

3.2 Project 2. -Topic: "Social Network"

Graphic 3. Positive aspects of the project 2

Note. From ATLAS.ti (version 22)[Computer software].(2022).ATLAS.ti Scientific Software Development.

The purpose of these activities is to enable students to interact more effectively with classmates by enhancing their vocabulary, sentence structure, and use of appropriate expressions. According to (Anyushenkova, et al. 2020) the authors' practical experience and the experiment results allow us to conclude that project-based learning is a successful teaching method for improving student's motivation to learn a foreign language, encouraging grammar and vocabulary study, and assisting in engaging students in foreign language speech activity on the specific topic of their future life. Due to the importance of analyzing both the advantages and disadvantages of this topic, the students selected it and they presented cases of various experiences they had had with their friends.

Graphic 4. Suggestions of the project 2

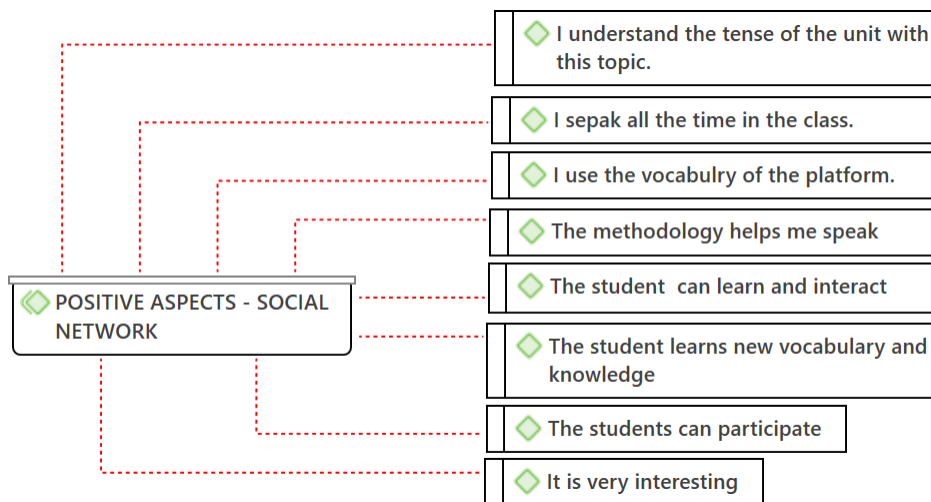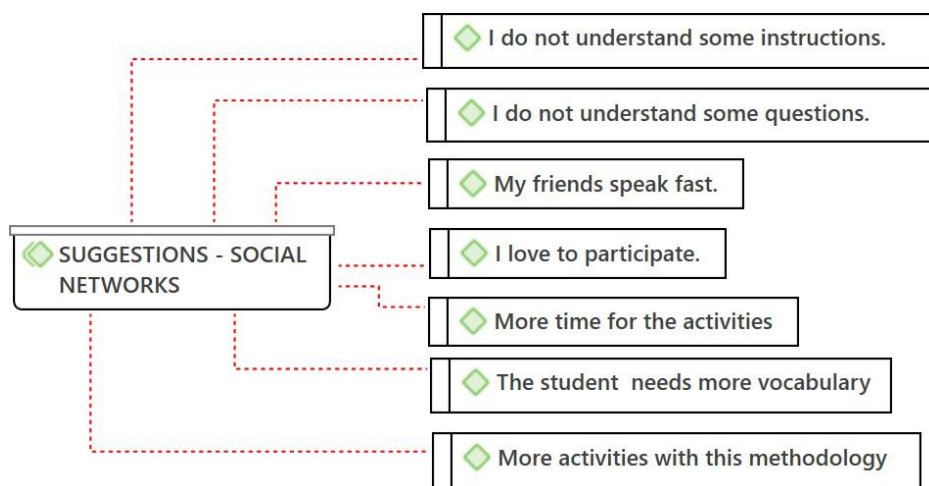*Note. From ATLAS.ti (version 22)[Computer software].(2022).ATLAS.ti Scientific Software Development.*

It is worth mentioning that the topics were chosen based on the student's interests, and some of them guided by topics found in the virtual platform's units, this topic allowed students to talk in depth about the advantages and disadvantages, as well as the consequences, that adolescents and children have when using social networks. (Gibbes, 2011) states that classes are demanding because of the limited number of contact hours and the difficulty of learning a new language. If students did not have proficiency in the target language as the object of their activity, it is possible that they were motivated to act by other objects, like scores, or simply a lack of more interesting alternatives, because they were unprepared to devote sufficient time to the projects.

3.3 Project 3. -Topic: "Protest in Ecuador"

Graphic 5.Positive aspects of the project 3
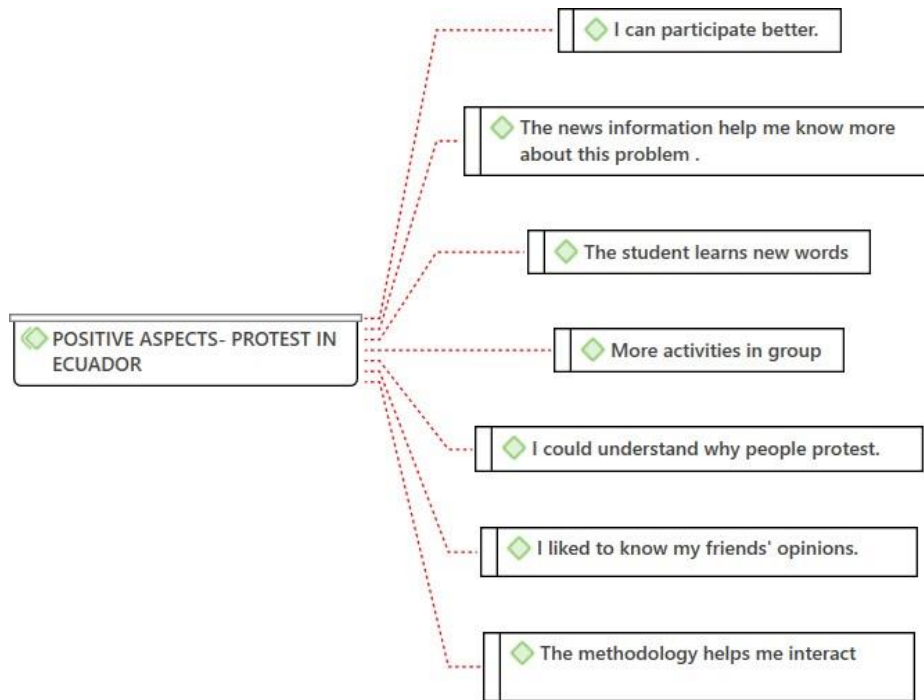
These projects were highly engaging for the students since the subjects related to the requirements that the students experience in their daily lives allow them to have a more critical view and at the same time provide their own answers. The usage of new words and their proper pronunciation was considered to be a drawback. Some students are involved in the major of social communication, which helped them learn and grasp the material. (Jailani, Sugiman, & Apino, 2017) states that another strategy the teachers adopted was maximizing the role of the students in group learning activities. A heterogeneous grouping of division group members was conducted: each learning group had students with high, moderate and low academic performance and extra assignments will be given individually and collectively to learning groups in order to provide feedbacks.

(Gibes, 2011) During the modules, students exercise their autonomy by choosing the topics for their projects, this theoretically, ensures closer

alignment between the projects and the learner's overarching goals. Feedback from students indicates that this freedom of choice was appreciated by some, but resented by others. Those who preferred to select their topics believed it gave them the opportunity to explore topics that they were interested in.

Graphic 6. Suggestions of the project 3

Unfortunately, the amount of time permitted for each session has turned out to be the students' limiting factor. When the activities are engaging and intriguing, the student can be more dedicated and interested. Each project has the benefit of having fewer suggestions and a better predilection to the material that will be covered in that class. (Bell, 2010) The project- based approach to learning is defined as the organization of self-managed activities in a small student group using a combination of search-and problem- solving techniques, innovative, and other methods to recognize developing the student's knowledge and skill in the process of designing a particular project, with the required presentation of the results obtained.

3.4 Project 4.- Topic: "Femicide"

Graphic 7.Positive aspects of the project 4

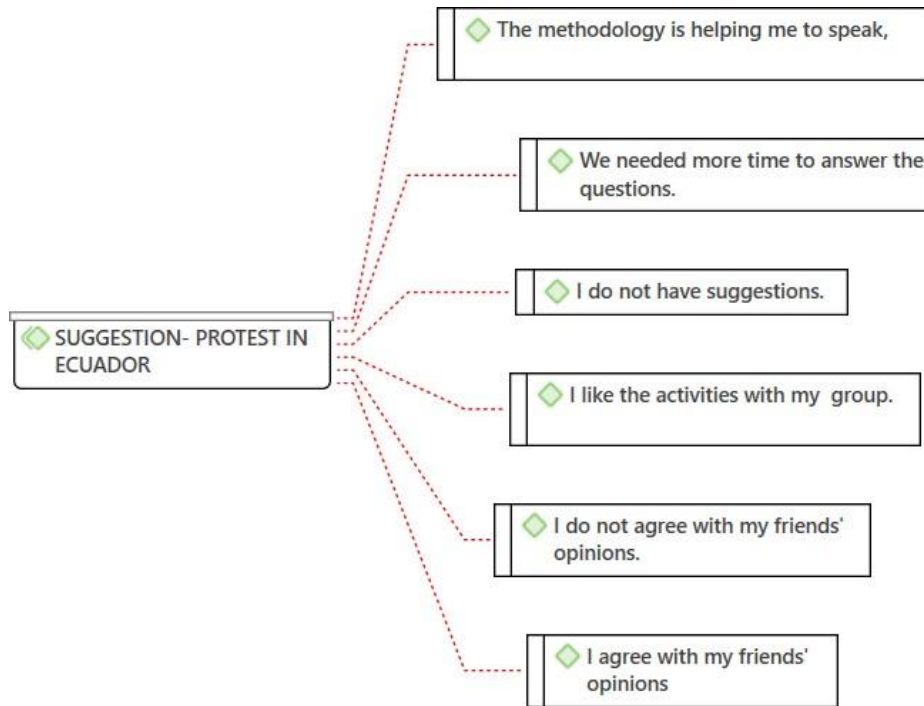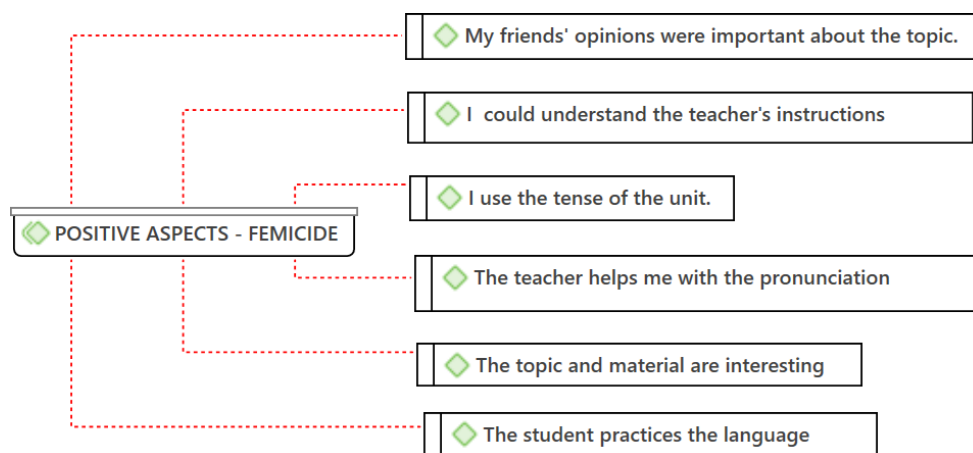*Note. From ATLAS.ti (version 22)[Computer software].(2022).ATLAS.ti Scientific Software Development.*

In project 4, the students easily comprehend the instructions; however, it is vital to note that the material that the teacher will use must be attractive to the students. Pronunciation is an important aspect of every session because it is only opportunity for students to learn new definitions without making mistakes with their pronunciation.

Graphic 8.Suggestions of the project 4

Note. From ATLAS.ti (version 22)[Computer software].(2022).ATLAS.ti Scientific Software Development.

In the project 4, the students handled the difficulties that they encountered better; this issue allowed them to recognize a reality that Ecuador possesses, and their opinions were more critical at the time of answering the questions; according to their opinions, the students valued the methodology. (Bell, 2010) states that Project- based learning provides students with contextual and meaningful learning, it can provide an ideal environment for practicing English.

3.5 Project 5- Topic: "Taboo"

Graphic 9. Positive aspects of the project 5
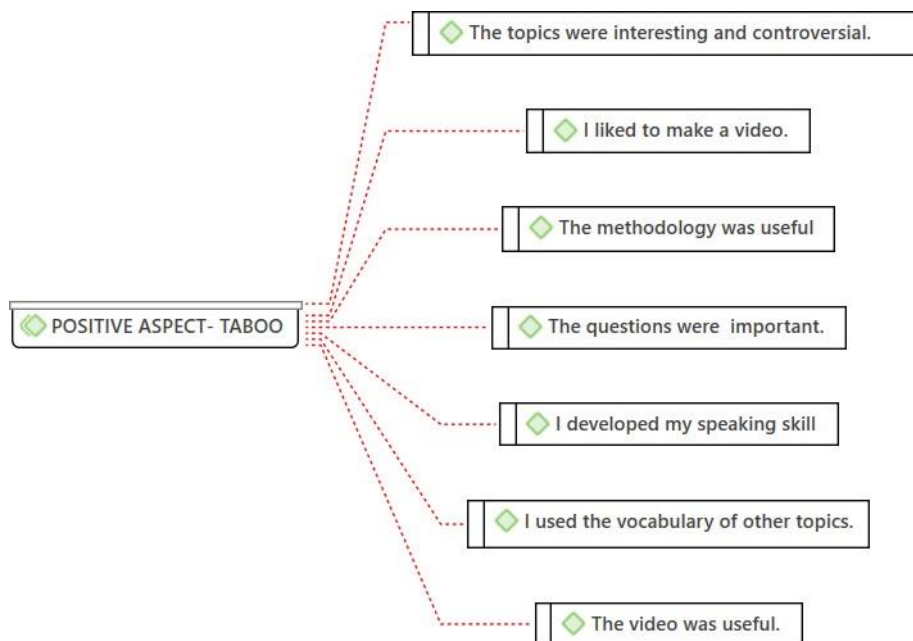
Note. From ATLAS.ti (version 22)[Computer software].(2022).ATLAS.ti Scientific Software Development.

In this project, the students created videos about taboo themes that society or their parents believe ate tough to discuss. The students were able to manage the various sensitive topics in an excellent and safe manner.

Project- based learning is a learning experience that allows students to integrate knowledge from multiple areas of study an apply it critically and creatively to a real- life problem. (Elen, 2020)

Graphic 10. Suggestions of the project 5

Note. From ATLAS.ti (version 22)[Computer software].(2022).ATLAS.ti Scientific Software Development.

The suggestion in this project was the time since there was a moment when the students wanted to give more comments mostly on themes, some of them were in support or against, and it was fantastic to see how the students learned to communicate in another language. (Bell, 2010). Project- based learning takes more time and redirect study time away from other courses. Group dynamics concerns can sometimes compromise the effectiveness of this methodology.

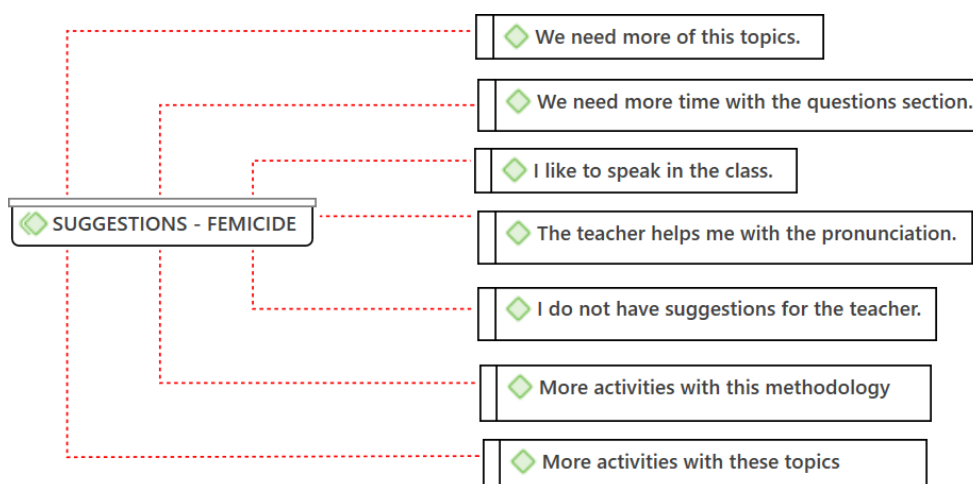## 3.6 Project 6 -Topic: "Suicide"

Graphic 11. Positive aspects of the project 6
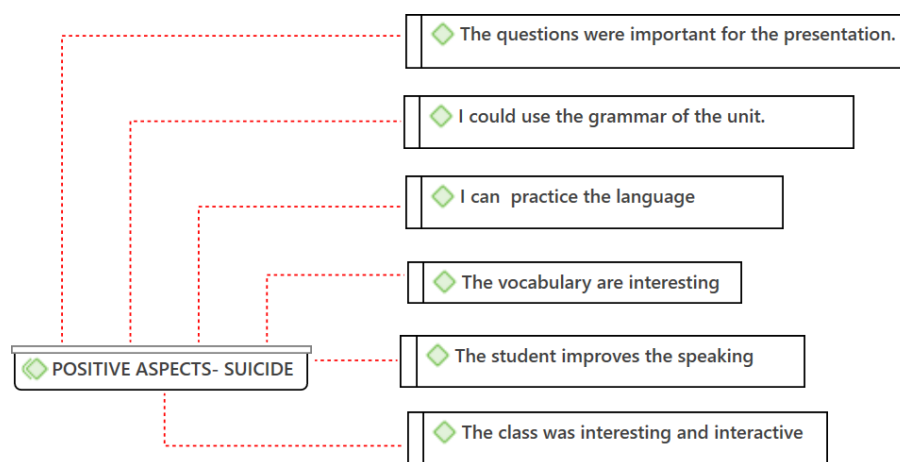
Note. From ATLAS.ti (version 22)[Computer software].(2022).ATLAS.ti Scientific Software Development.

The topic was difficult to discuss in class , since teachers need to build a trusting environment for their students , the do not always know what goes on their lives. As part of this topic , the students expresses their feelings and how their lives have become a constant struggle between their responsibilitiesand their feelings of despair. The solutions they came up with not to commit suicide. (Bell, 2010). They consider how well they performed in a collaborative group and how well they participated, negotiated, listened to, and welcomed the views of other group members. Students also assess their own initiatives, efforts, motives, interests, and levels of ´production. Students form critical friends by providing constructive comments to one another, which allows them to become more aware of their own abilities and enhance their interactions with one another.

Graphic 12. Suggestions of the project 6
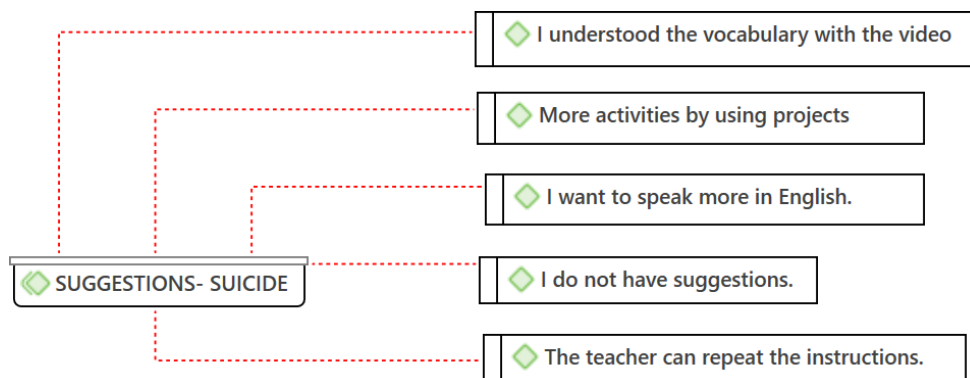
Note. From ATLAS.ti (version 22)[Computer software].(2022).ATLAS.ti Scientific Software Development.

 (Stanley, 2021). Projects are excellent because they allow students to go above and beyond the minimum level and challenge themselves to the level at which they are ready and prepared to go. Projects offer themselves to scaffolding since students can be provided a lot of freedom in terms of how deep they go with their training. This implies that the research should be somewhat open-ended or allow for subsequent investigation in related areas. You will have to demonstrate to students what deep means at first otherwise, you will generally get the bare minimum, as students are habituated to performing only what is needed of them.

3.7 Project 7.- Topic: "Tinder"
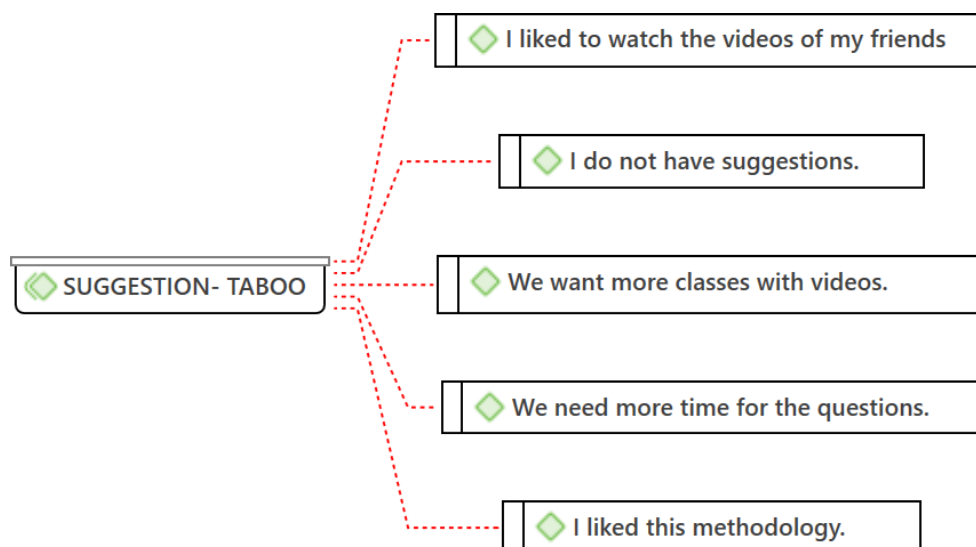
Graphic 13. Positive aspects of the project 7
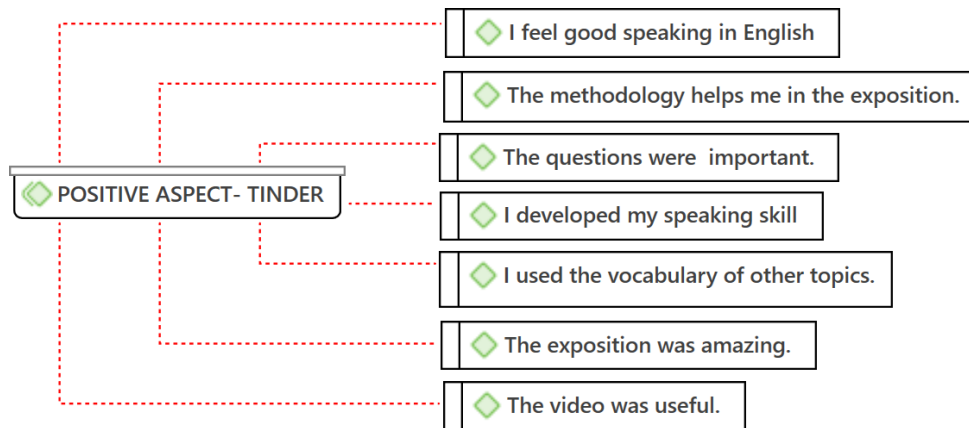
Note. From ATLAS.ti (version 22)[Computer software].(2022).ATLAS.ti Scientific Software Development.

The topics they chose started to turn out to be very controversial because, as college students they were more concerned with the issues they might encounter in this society. The topic of Tinder allowed the students to go into greater detail about how they or their friends had used this app. Additionally , they were exposed to visual material that depicted instances of women being exploited by users of this application.

Using this methodology, the students were able to strengthen their critical thinking skill in a second language for this project. (Rohmahwati, 2016) expresses that teachers frequently observe increased participation in class, better attendance, and more eagerness to complete tasks. Students can be highly motivated, feel actively engaged in their own learning, and produce complicated, high- quality work when teachers successfully integrate project-based learning.

Graphic 14.   Suggestions of the project 7
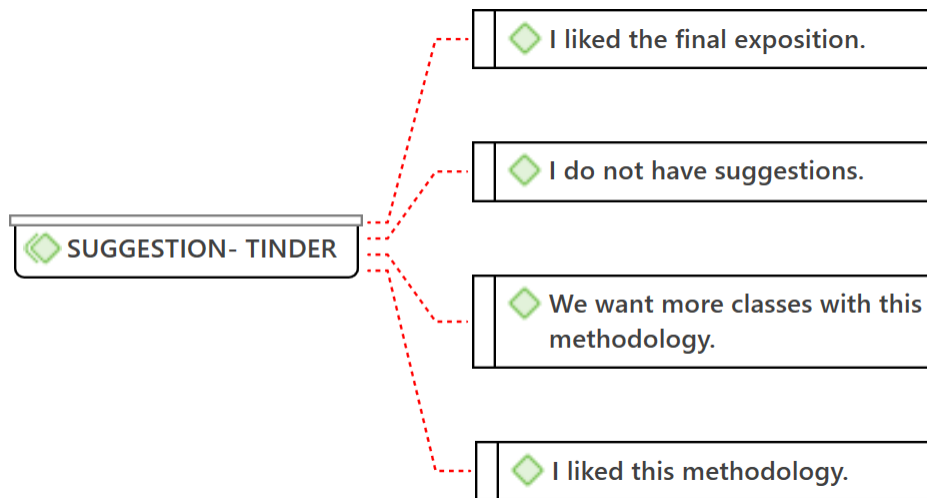
SUGGESTION- TINDER
- I liked the final exposition.
- I do not have suggestions.
- We want more classes with this methodology.
- I liked this methodology.

Note. From ATLAS.ti (version 22)[Computer software].(2022).ATLAS.ti Scientific Software Development.

As a result of this topic, students were able to express their opinions with more confidence and be more critical of the analyses they made with their classmates, which is why this methodology should be used to conduct more activities, It would also be helpful to improve the dynamics of the projects so that they become more interactive. (Stanley, 2021). The disadvantages of this strategy include those that are usually associated with group work. A group |member may fail to participate, bringing everyone else down with them. In a Project-based learning classroom, this is where you, as the teacher, would come in to manage Because the teacher is not a position of authority, they are free to advise students on their research and manage the group dynamic to ensure that everyone is generating high- quality work.

(Krajcik, J. & Blumfield, P, 2006) Teachers learn how to provide feedback by offering a standard and consistent set of rubrics for project-based learning tasks such as developing driving questions and providing explanations, teachers learn how to give feedback and students learn how to further their understanding.

(Gibbes, 2011) The first hour is frequently spent exploring grammar and vocabulary related to the project work, while the second hour is devoted entirely to project work, with teachers and languages assistants serving as resources. Topics for the projects are chosen by students based on their

interests and courses of study. Each project asks students to create groups, select a topic area, define duties, locate authentic texts to use.

DISCUSSION

With the application of the steps of project- based learning focused on the development of speaking skill, it is considered that the students improve and participate in a favorable way to what is expected with this methodology.

Based on the observation conducted before and after the application of project-based learning for seven sessions in the classroom, students are able to respond and speak in English, this study found that PBL improves students' speaking skill.

The reflective process (See annex 8) with its three parameters such as positive aspects, negative aspects and suggestions were of great importance for the research, it is important to mention that of these three aspects only were taken the most relevant for the process it means positive aspects and suggestions, which permitted to categorize their opinions. These two aspects showed necessary information to recognize that the students were increasing vocabulary comprehension, grammar, fluency and pronunciation, this is sustained by Hamidah, et al., (2020)

The opinions of each project were placed in categories through the Atlas.ti tool, obtained of the feedback made at the end on each project, provided the difficulties or achievements that students were identifying. The software Atlas.ti makes qualitative data more visual and facilitates the analytical discussion process. Atlas.ti is not only a tool for aiding qualitative data analysis for some researchers; it helps from the beginning to the end when teachers begin to consider a project to conduct early reflections, opinions and knowledge of the research process. The four parts of the process implemented are: coding the information (of the data); categorization, structuring or creating one or more networks of relationships, mind maps or concepts maps, between the categories, and structuring of findings. (Varguillas, 2006)

The project based learning helps with the improvement of speaking skill, vocabulary, grammar and pronunciation. The steps proposed by Setiawan, Aridma, Setiabekti (2020) are significant aspects to be achieved in the class, in this group of 24 students, most of them were able to reach the understanding of what they want to say in a second language.

The only aspect that could be taken into account is that there will always be grammatical errors that with constant correction they try not to repeat them.

As mentioned Dewi (2016) The time was a very important aspect that must be taken into account in each project and the organization of the stages that are applied with project-based learning. The teacher must be committed to these steps for a correct understanding and explanation of the instructions that will be the starting point to work in six hours, and the whole process that this methodology brings to answer the questions, create their resources and expose to their peers.

Edutopia (2007) states that, the lesson plans are of great help for a better understanding of the methodology, this resource allows the teacher to better manage of contents. The realization of the lesson plans with topics chosen by the students showed that the students from a critical point of view were able to relate what they know about the reality of each topic in a second language, thus causing more independence in each proposed task. In this way the teacher can discover in each student what will be the limitations or difficultiesof the students to overcome such as the use of grammar, understanding of a new vocabulary and good time management. It is necessary to emphasize thatthe process of reflection with the student´s comments allowed each lesson plan to have changes to achieve better results of the methodology.

The categories chosen through the reflection process are summarized in the table below.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Project-based learning engages students in the problem solving learning process, the revision of literature prior to incorporating the seven stages of project-based learning in the class permitted the teacher gains an understanding of how students develop speaking skill and the behavior they might adopt with this methodology.

The purpose of the lesson plans is focused on having a guide that allows to implement the methodology following the steps of project-based learning in an organized way, as well as to familiarize students with the project-based learning methodology. This methodology with the use of the activities permits a better understanding of the second language being studied, without fear of making mistakes.

Finally, the reflection process after each application resulted in different insights that were useful during the implementation process as a support for my investigation. Positive aspects and suggestions of that document was used to analyze and introduce some improvements to every project, trying to reduce errors.

RECOMMENDATIONS

Based on the results obtained, it is recommended that teachers use the stages of problem- based learning as one of the strategies or models that may be used in the learning process to develop student's speaking skill. The stages allow students to develop different topics from their critical point of view.

It is suggested prepare lesson plans based on the seven steps of project-based learning, the organization of the content in the class allows the teacher to provide precise instructions at the beginning of each project. In addition, the teacher has control over the time and activities to be carried out by the students.

The use of reflective process in project- based learning to help teachers gain a deeper understanding of how students are developing language during the completion of class projects. The input gathered in this research can be utilized to influence the constant design process so that they are able to learn from the experience working on this methodology.

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APPENDIX

Annex 1. Lesson plan – Project 1.

Institution: Language Center – Technical University of Cotopaxi.

Subject: English.

Level: B1

Topic: Inclusion

Time Allocation: three meetings (one meeting = 2 hours)

A. BASIC COMPETENCE		COMPETENCE INDICATORS
Interpreting speech acts related to giving and asking for information of about the topic happened in the Present simple, present progressive and past simple related to inclusion in oral or written interaction based on the context, with proper structures and language features.	1.	Identifying vocabulary related to inclusion.
	2	Identifying verbs in the different structures related to the theme.
	3.	Concluding the contents in short and simple oral or written interaction based on the context, with proper structures and language features.
Composing short and simple oral and written interaction related to give and ask for information related to the topic inclusion with proper structures and language features.	1	Applying short and simple oral and written interaction related to inclusion with proper structures and language features.
	2	Designing short and simple oral and written interaction related to inclusion with proper structures and language features.
	3	Composing short and simple oral and written interaction related to

	inclusion with proper structures and language features.
B. LEARNING OBJECTIVES	They are able to interpret their opinions about the theme inclusion, they are able to work independently, disciplined and responsibly.
C. LEARNING MATERIAL	
KNOWLEDGE	**MATERIAL**
FACTUAL	Vocabulary related to inclusion and its implications.
CONCEPTUAL	Present Simple , Present Progressive and Past simple .
PROCEDURAL	Expressions of asking and giving information related to the theme inclusion.
D. LEARNING APPROACH / MODEL / METHOD.	Project-based learning.
E. MEDIA / TOOLS AND LEARNING MATERIALS	Previous researches printed. Student's Cellphone Touchstone platform – Present Simple, Present Progressive, Past Simple. Graphics about inclusion. Project planning sheet. Reflective Rubric. Smart board Laptop Paper Markers

F. LEARNING STAGES	For each meeting, the learning steps consist of pre activities, main activities and closing activities. The project-based learning is divided into three meetings with a total of six hours.

FIRST MEETING- PRE ACTIVITIES (2 HOURS)

N°	ACTIVITIES
1.	Greeting and checking the student's attendance list.
2.	Every student selects and make the groups of six students.
3.	Every group choose a name; the groups are: - The pinkys. - The Avengers -The Guys -The Girls Group - Exa Group
3.	Every group create a WhatsApp group, select a leader and a secretary.
4.	Giving apperception in the form of picture related to the learning theme and asking questions to stimulate student's curiosity about the learning theme. Picture sample : Example of questions for students: a. What do you see in that picture?
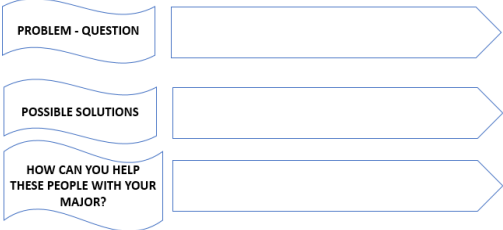
	b. What are they doing?
	c. What cannot they do ?
	d. What are their daily routines?
	e. How does a student with disability study in the University?
	f. How does the government and different institutions help the people with disabilities?
5.	Analyzing their answers with the reality of Ecuador and the people's need, every student gives their opinions.
6.	The students take notes of their opinions.
7.	Students show their previous printed information in groups and discuss about the topic.
8	Every group make a draft with this information: - What is inclusion? - What types of people with disabilities are there? - How can you help these people?

From: Team, S. (2020). HOTS-Oriented Module: Project-based Learning.

Adapted by: (Taipe, 2022).

SECOND MEETING- MAIN ACTIVITIES - (2 HOURS)

N°	ACTIVITIES
1.	Greeting and checking the student's attendance list.
2.	Guiding students to recall the previous materials on the previous meeting and relate them with today's meeting.
3.	Discuss and ask these questions (Every student give their opinions) What is inclusion? - What types of people with disabilities are there? - How can you help these people?
4.	Students design the project plan, through teacher's guidance, students determine the project.
5.	Students plan and determine the activities under teacher's guidance.

	- Complete the project planning sheet and choose the leader, secretary and the expositors.
6.	Students discuss and make project in groups. -Students use the draft and make a mind map and design a poster with this information. - Make a question- problem about the topic and answer. - Think and give possible solutions for people with disabilities. - How can you help with your major to people with disabilities? In this question the students are from different major, then they will give different opinions according to their knowledge. PROBLEM - QUESTION POSSIBLE SOLUTIONS HOW CAN YOU HELP THESE PEOPLE WITH YOUR MAJOR?
7.	At the next meeting, the students will present the poster that they have created.

THIRD MEETING- CLOSING ACTIVITIES (2 HOURS)

N°	ACTIVITIES
1.	Greeting and checking the student's attendance list.
2.	Explaining the rubric and assessment criteria of project result presentation.
3.	Every group presents the poster.
4.	Students can express their opinions or make questions after every exposition.
5	Ask students to conclude learning during these three meetings and deliver the positive things they have gained through the project.
5.	At the end, the leader and the group will answer the reflective assessment about their own presentations.

6.	Delivering the topic that will be carried out at the next meeting.
7.	Closing the learning activities and greeting

From: Team, S. (2020). HOTS-Oriented Module: Project-based Learning.

Adapted by: (Taipe, 2022).

Annex 2. Lesson plan – Project 2.

Institution: Language Center – Technical University of Cotopaxi.

Subject: English.

Level: B1

Topic: Social networks

Time Allocation: three meetings (one meeting = 2 hours)

A. BASIC COMPETENCE		COMPETENCE INDICATORS
Interpreting speech acts related to giving and asking for information about the topic happened in the Present simple, past simple and future related to Social Networks in oral or written interaction based on the context, with proper structures and language features.	1.	Identifying vocabulary related to Social Network.
	2	Identifying verbs and tenses in the different structures related to the theme.
	3.	Concluding the contents in short and simple oral or written interaction based on the context, with proper structures and language features.
Composing short and simple oral and written interaction related to give and ask for information about the topic Social Network with proper structures and language features.	1	Applying short and simple oral and written interaction related to Social Networks with proper structures and language features.
	2	Designing short and simple oral and written interaction related to Social Networks with proper structures and language features.
	3	Composing short and simple oral and written interaction related to

	Social Networks with proper structures and language features.
B. LEARNING OBJECTIVES	They are able to interpret their opinions about the theme Social Networks, they are able to work independently, disciplined and responsibly.
C. LEARNING MATERIAL	
KNOWLEDGE	**MATERIAL**
FACTUAL	Vocabulary related to Social Networks and its advantages and disadvantages.
CONCEPTUAL	Present simple, past simple and future Will.
PROCEDURAL	Expressions of asking and giving information related to the theme inclusion.
D. LEARNING APPROACH / MODEL / METHOD.	Project-based learning.
E. MEDIA / TOOLS AND LEARNING MATERIALS	Previous researches printed. Student's Cellphone Touchstone platform – the Present simple, past simple and future Graphics about the topic. Project planning sheet. Reflective assessment. Rubric. Smart board Laptop

	Paper
	Markers
F. LEARNING STAGES	For each meeting, the learning steps consist of pre activities, main activities and closing activities. The project-based learning is divided into three meetings with a total of six hours.

FIRST MEETING- PRE ACTIVITIES (2 HOURS)

N°	ACTIVITIES
1.	Greeting and checking the student's attendance list.
2.	Every group work with the same groups : - The pinkys. - The Avengers -The Guys -The Girls Group - Exa Group
3.	Every group shared previous information about the topic by WhatsApp.
4.	In the class the teacher uses this activity of listening : https://breakingnewsenglish.com/1712/171214-modern-society-l.html In this link there is a question to stimulate student's curiosity about the learning theme. Social media "destroying how society works".

	Example of questions for students:
	a. What do you think about the topic?
	b. How will Social media destroy the society?
	c. What can the society do against it?
	d. How does a student use the social media in a good way?
5.	Analyzing their answers with the reality of the world and Ecuador, every student gives their opinions.
6.	The students take notes of their opinions.
7.	Students finish their individual opinions and show their previous printed information in groups and discuss about the topic.
8	Every group make a draft with this information: - How can you communicate through Social media? - What is their favorite Social media? Why? - How did you keep in touch with your high school's friends?
9.	The leader, the secretary and the group students take notes and make a summary.
10.	Closing the learning activity.

SECOND MEETING- MAIN ACTIVITIES - (2 HOURS)

N°	ACTIVITIES
1.	Greeting and checking the student's attendance list.
2.	Guiding students to recall the previous materials on the previous meeting and relate them with today's meeting.
3.	Discuss and ask these questions (Every student give their opinions) -Why do you use Social media? - How did you keep in touch with your high school's friends? - What will Social media help the society?
4.	The students take notes of their opinions.
4.	Students start to design the Project plan, through teacher's guidance, students determine the project.
5.	Students plan and determine the activities under teacher's guidance.

	- Complete the project planning sheet and choose the leader, secretary and the expositors.
6.	Students discuss and make project in groups. -Students use these ideas to create a virtual poster by using the application Canva. - Make a question- problem about the topic and answer. - Social Media and the teenagers. - Disadvantages of Social Media and possible solutions. They will give different opinions according to their knowledge.
7.	At the next meeting , the students will share their posters to the class.

THIRD MEETING- CLOSING ACTIVITIES (2 HOURS)

N°	ACTIVITIES
1.	Greeting and checking the student's attendance list.
2.	Explaining the rubric and assessment criteria of project result presentation.
3.	Every group presents virtual poster by using the application Canva..
4.	Students can express their opinions or make questions after every exposition.
5	Ask students to conclude learning during these three meetings and deliver the positive things they have gained through the project.
5.	At the end , the leader and the group will answer the reflective assessment about their own presentations.
6.	Delivering the topic that will be carried out at the next meeting.
7.	Closing the learning activities and greeting

From: Team, S. (2020). HOTS-Oriented Module: Project-based Learning.

Adapted by: (Taipe, 2022).

Annex 3. Lesson plan – Project 3.

Institution: Language Center – Technical University of Cotopaxi.

Subject: English.

Level: B1

Topic: Protest in Ecuador

Time Allocation: three meetings (one meeting = 2 hours)

A. BASIC COMPETENCE		COMPETENCE INDICATORS
Interpreting speech acts related to giving and asking for information about the topic happened in the Present simple , past simple, future ,should, could related to the topic eighteen days of protest in Ecuador and the implications in oral or written interaction based on the context , with proper structures and language features.	1.	Identifying vocabulary related to eighteen days of protest in Ecuador and the implications.
	2	Identifying verbs and tenses in the different structures related to the theme.
	3.	Concluding the contents in short and simple oral or written interaction based on the context, with proper structures and language features.
Composing short and simple oral and written interaction related to give and ask for information about the topic eighteen days of protest in Ecuador and the implications with proper structures and language features.	1	Applying short and simple oral and written interaction related to eighteen days of protest in Ecuador and the implications with proper structures and language features.
	2	Designing short and simple oral and written interaction related to eighteen days of protest in

		Ecuador and the implications with proper structures and language features.
	3	Composing short and simple oral and written interaction related to eighteen days of protest in Ecuador and the implications with proper structures and language features.
B. LEARNING OBJECTIVES		They are able to interpret their opinions about the theme Tinder, they are able to work independently, disciplined and responsibly.

C. LEARNING MATERIAL	
KNOWLEDGE	**MATERIAL**
FACTUAL	Vocabulary related to eighteen days of protest in Ecuador and the implications and its advantages and disadvantages.
CONCEPTUAL	Present simple, past simple, future will , be going to , should , and could .
PROCEDURAL	Expressions of asking and giving information related to the theme eighteen days of protest in Ecuador and the implications.
D. LEARNING APPROACH / MODEL / METHOD.	Project-based learning.

E. MEDIA / TOOLS AND LEARNING MATERIALS	Previous researches printed. Student's Cellphone Touchstone platform – the Present simple, past simple and future will, be going to , Should and could . Graphics about the topic. Project planning sheet. Reflective assessment. Rubric. Smart board Laptop Paper Markers
F. LEARNING STAGES	For each meeting, the learning steps consist of pre activities, main activities and closing activities. The project-based learning is divided into three meetings with a total of six hours.

FIRST MEETING- PRE ACTIVITIES (2 HOURS)

N°	ACTIVITIES
1.	Greeting and checking the student's attendance list.
2.	Every group work with the same groups : - The pinkys. - The Avengers -The Guys -The Girls Group - Exa Group
3.	Every group shared previous information about the topic by WhatsApp.
4.	In the class the teacher gives a name such as:

	- Leonidas Iza.
	- Guillermo Lasso
	- Indigenous communities
	- Policemen
	- The population
	The teacher stimulates student's curiosity about the learning theme. Example of questions for students:
	a. Who is the personage?
	b. What did the personage do in the protest?
5.	Analyzing their answers with the reality of the current news in Ecuador , every student gives their opinions.
6.	The students take notes of their opinions.
7.	Students finish their individual opinions and show their previous printed information in groups and discuss about the topic.
8	Every group make a draft with this information:
	- Why did people go out to the streets?
	- How will Guillermo Lasso solve the problem?
	- What did Leonidas Iza struggle?
9.	The leader, the secretary and the group students take notes and make a summary.
10.	Closing the learning activity.

SECOND MEETING- MAIN ACTIVITIES - (2 HOURS)

N°	ACTIVITIES
1.	Greeting and checking the student's attendance list.
2.	Guiding students to recall the previous materials on the previous meeting and relate them with today's meeting.
3.	Discuss and ask these questions (Every student gives their opinions)
	-Who were the personages?
	- How should people do ?

4.	The students take notes of their opinions.
4.	Students start to design the Project plan, through teacher's guidance, students determine the project.
5.	Students plan and determine the activities under teacher's guidance. - Complete the project planning sheet and choose the leader, secretary and the expositors.
6.	Students discuss and make project in groups. -Students use these ideas to create a virtual poster. The problem (explain why did you select that problem) Positive aspects. (explain if that person/ aspect was positive in the protest) Negative aspects. (explain if that person/ aspect was negative in the protest) Resolutions/ conclusions. The students will write the problem. The students will make a mind map using your information. (only key words) Select and paste a picture of the character.
7.	At the next meeting , they will expose the mind map.

THIRD MEETING- CLOSING ACTIVITIES (2 HOURS)

N°	ACTIVITIES
1.	Greeting and checking the student's attendance list.
2.	Explaining the rubric and assessment criteria of project result presentation.
3.	Every group presents the mind map.
4.	Students can express their opinions or make questions after every exposition.
5	Ask students to conclude learning during these three meetings and deliver the positive things they have gained through the project.

5.	At the end , the leader and the group will answer the reflective assessment about their own presentations.
6.	Delivering the topic that will be carried out at the next meeting.
7.	Closing the learning activities and greeting

From: Team, S. (2020). HOTS-Oriented Module: Project-based Learning.

Adapted by: (Taipe, 2022).

Annex 4. Lesson plan – Project 4.

Institution: Language Center – Technical University of Cotopaxi.

Subject: English.

Level: B1 W

Time Allocation: three meetings (one meeting = 2 hours)

Topic: Femicide

A. BASIC COMPETENCE		COMPETENCE INDICATORS
Interpreting speech acts related to giving and asking for information about the topic happened in the Present simple , past simple, present perfect and should related to the topic Femicide and the implications in oral or written interaction based on the context , with proper structures and language features.	1.	Identifying vocabulary related to Femicide.
	2	Identifying verbs and tenses in the different structures related to the theme.
	3.	Concluding the contents in short and simple oral or written interaction based on the context, with proper structures and language features.
Composing short and simple oral and written interaction related to give and ask for information about the topic Femicide with proper structures and language features.	1	Applying short and simple oral and written interaction related to Femicide with proper structures and language features.
	2	Designing short and simple oral and written interaction related to Femicide with proper structures and language features.

	3	Composing short and simple oral and written interaction related to Femicide with proper structures and language features.
B. LEARNING OBJECTIVES		They are able to interpret their opinions about the theme Femicide, they are able to work independently, disciplined and responsibly.

C. LEARNING MATERIAL	
KNOWLEDGE	**MATERIAL**
FACTUAL	Vocabulary related to Femicide and its advantages and disadvantages.
CONCEPTUAL	Present simple, past simple and present perfect and should.
PROCEDURAL	Expressions of asking and giving information related to the theme Femicide.
D. LEARNING APPROACH / MODEL / METHOD.	Project-based learning.
E. MEDIA / TOOLS AND LEARNING MATERIALS	Previous researches printed. Student's Cellphone Touchstone platform – Present simple, past simple and present perfect and should. Graphics about the topic. Project planning sheet. Reflective assessment. Rubric.

	Smart board
	Laptop
	Paper
	Markers
F. LEARNING STAGES	For each meeting, the learning steps consist of pre activities, main activities and closing activities. The project-based learning is divided into three meetings with a total of six hours.

FIRST MEETING- PRE ACTIVITIES (2 HOURS)

N°	ACTIVITIES
1.	Greeting and checking the student's attendance list.
2.	The groups are divided between women and men.

3.	In the class the teacher share information with graphics about Femicide in Ecuador.
	Example of questions for students:
	    a. What do you think about the topic?
	    b. How has de Femicide affected the society?
	    c. What could you do against it ?

5.	Analyzing their answers with the reality of the world and Ecuador , every student gives their opinions.
6.	The students take notes of their opinions.
7.	Students finish their individual opinions and show their previous printed information in groups and discuss about the topic.
8	Every group make a draft with this information:

9.	The leader , the secretary and the group students take notes and make a summary.
10.	Closing the learning activity.

SECOND MEETING- MAIN ACTIVITIES - (2 HOURS)

N°	ACTIVITIES
1.	Greeting and checking the student's attendance list.
2.	Guiding students to recall the previous materials on the previous meeting and relate them with today's meeting.
3.	Discuss and ask these questions(Every student give their opinions) -How does the women feel with this problem ? - What should men do about it?. - What will the government do to help women ?
4.	The students take notes of their opinions.
4.	Students start to design the Project plan ,through teacher's guidance, students determine the project.
5.	Students plan and determine the activities under teacher's guidance. - Complete the project planning sheet and choose the leader , secretary and the expositors.
6.	Students discuss and make project in groups. -Students use these ideas to create a campaign using this information . The problem (explain why did you select that problem) Positive aspects. (explain if that person/ aspect was positive in the protest) Negative aspects. (explain if that person/ aspect was negative in the protest) Resolutions/ conclusions. They will give different opinions according to their knowledge.

N°	ACTIVITIES
7.	At the next meeting , the students will share virtual poster by using the application Canva to the class.

THIRD MEETING- CLOSING ACTIVITIES (2 HOURS)

N°	ACTIVITIES
1.	Greeting and checking the student's attendance list.
2.	Explaining the rubric and assessment criteria of project result presentation.
3.	Every group presents the virtual poster by using the application Canva.
4.	Students can express their opinions or make questions after every exposition.
5	Ask students to conclude learning during these three meetings and deliver the positive things they have gained through the project.
5.	At the end , the leader and the group will answer the reflective assessment about their own presentations.
6.	Delivering the topic that will be carried out at the next meeting.
7.	Closing the learning activities and greeting

From: Team, S. (2020). HOTS-Oriented Module: Project-based Learning.

Adapted by: (Taipe, 2022).

Annex 5. Lesson plan – Project 5.

Institution: Language Center – Technical University of Cotopaxi.

Subject: English.

Level: B1 W

Topic: Taboo

Time Allocation: three meetings (one meeting = 2 hours)

G. BASIC COMPETENCE		COMPETENCE INDICATORS
Interpreting speech acts related to giving and asking for information about the topic happened in the Present simple , past simple, present perfect and should related to Taboo and the implications in oral or written interaction based on the context , with proper structures and language features.	1.	Identifying vocabulary related to Taboo.
	2	Identifying verbs and tenses in the different structures related to the theme.
	3.	Concluding the contents in short and simple oral or written interaction based on the context, with proper structures and language features.
Composing short and simple oral and written interaction related to give and ask for information about the topic Taboo with proper structures and language features.	1	Applying short and simple oral and written interaction related to Taboo with proper structures and language features.
	2	Designing short and simple oral and written interaction related to Taboo with proper structures and language features.
	3	Composing short and simple oral and written interaction related to Taboo

	with proper structures and language features.
H. LEARNING OBJECTIVES	They are able to interpret their opinions about the theme Taboo, they are able to work independently, disciplined and responsibly.
I. LEARNING MATERIAL	
KNOWLEDGE	**MATERIAL**
FACTUAL	Vocabulary related to Taboo and its advantages and disadvantages.
CONCEPTUAL	Present simple, past simple and present perfect and should.
PROCEDURAL	Expressions of asking and giving information related to the theme Taboo.
J. LEARNING APPROACH / MODEL / METHOD.	Project-based learning.
K. MEDIA / TOOLS AND LEARNING MATERIALS	Previous researches printed. Student's Cellphone Touchstone platform – Present simple, past simple and present perfect and should. Graphics about the topic. Project planning sheet. Reflective assessment. Rubric. Smart board Laptop Paper

	Markers
L. LEARNING STAGES	For each meeting, the learning steps consist of pre activities, main activities and closing activities. The project-based learning is divided into three meetings with a total of six hours.

FIRST MEETING- PRE ACTIVITIES (2 HOURS)

N°	ACTIVITIES
1.	Greeting and checking the student's attendance list.
2.	Every group work with the same groups : - The pinkys. - The Avengers -The Guys -The Girls Group - Exa Group
3.	In the class was presented the topic about different types of taboos through 10 graphics, the students only select one per group , such as : - GBLTI people. - Teenagers pregnant. - Sexuality - Contraceptives -Abortion

	The teacher stimulates student's curiosity about the learning theme, Taboos.
	Example of questions for students:
	c. What does taboo mean? d. How did people accept the taboo? e. Why do not any parents talk about taboo?
4.	Analyzing their answers with the reality of the world and Ecuador , every student gives their opinions.
5.	The students take notes of their opinions.
6.	Students finish their individual opinions and look for the information by using their cellphones in groups and discuss about the topic.
8	Every group make a draft with this information: - What do you think about LGBTI people? - What should teenagers do with their sexuality and contraceptives? - Is abortion legal or illegal?.
9.	The leader , the secretary and the group students take notes and make a summary.
10.	Closing the learning activity.

SECOND MEETING- MAIN ACTIVITIES - (2 HOURS)

N°	ACTIVITIES
1.	Greeting and checking the student's attendance list.
2.	Guiding students to recall the previous materials on the previous meeting and relate them with today's meeting.
3.	Discuss and ask these questions (Every student give their opinions) -Why did you choose that taboo? - Why is the taboo a problem in Ecuador ?.
4.	The students take notes of their opinions.

N°	ACTIVITIES
4.	Students start to design the Project plan ,through teacher's guidance, students determine the project.
5.	Students plan and determine the activities under teacher's guidance. - Complete the project planning sheet and choose the leader , secretary and the expositors.
6.	Students discuss and make project in groups. -Students use these ideas to create a video . The problem (explain why did you select that problem) Positive aspects. (explain it) Negative aspects. (explain it) Resolutions/ conclusions. They will give different opinions according to their knowledge. The students record their videos .
7.	At the next meeting , the students will show their videos .

THIRD MEETING- CLOSING ACTIVITIES (2 HOURS)

N°	ACTIVITIES
1.	Greeting and checking the student's attendance list.
2.	Explaining the rubric and assessment criteria of project result presentation.
3.	Every group presents the video.
4.	Students can express their opinions or make questions after every exposition.
5	Ask students to conclude learning during these three meetings and deliver the positive things they have gained through the project.
5.	At the end , the leader and the group will answer the reflective assessment about their own presentations.
6.	Delivering the topic that will be carried out at the next meeting.
7.	Closing the learning activities and greeting

From: Team, S. (2020). HOTS-Oriented Module: Project-based Learning.
Adapted by: (Taipe, 2022).

Annex 6. Lesson plan – Project 6.

Institution: Language Center – Technical University of Cotopaxi.

Subject: English.

Level: B1 W

Time Allocation: three meetings (one meeting = 2 hours)

Topic: Suicide.

G. BASIC COMPETENCE		COMPETENCE INDICATORS
Interpreting speech acts related to giving and asking for information about the topic happened in the Present simple, past simple, present progressive present perfect and should, could , may related to the topic The importance of English and the implications in oral or written interaction based on the context , with proper structures and language features.	1.	Identifying vocabulary related to The importance of English.
	2	Identifying verbs and tenses in the different structures related to the theme.
	3.	Concluding the contents in short and simple oral or written interaction based on the context, with proper structures and language features.
Composing short and simple oral and written interaction related to give and ask for information about the topic Suicide with proper structures and language features.	1	Applying short and simple oral and written interaction related to Suicide with proper structures and language features.
	2	Designing short and simple oral and written interaction related to Suicide with proper structures and language features.

	3	Composing short and simple oral and written interaction related to Suicide with proper structures and language features.
H. LEARNING OBJECTIVES		They are able to interpret their opinions about the theme Suicide, they are able to work independently, disciplined and responsibly.
I. LEARNING MATERIAL		
KNOWLEDGE		**MATERIAL**
FACTUAL		Vocabulary related to Suicide and its advantages and disadvantages.
CONCEPTUAL		Present simple, past simple, present progressive present perfect and should, could , may.
PROCEDURAL		Expressions of asking and giving information related to the theme The importance of English.
J. LEARNING APPROACH / MODEL / METHOD.		Project-based learning.
K. MEDIA / TOOLS AND LEARNING MATERIALS		Previous researches printed. Student's Cellphone Touchstone platform – Present simple, past simple and present perfect and should. Graphics about the topic. Project planning sheet. Reflective assessment.

	Rubric.
	Smart board
	Laptop
	Paper
	Markers
L. LEARNING STAGES	For each meeting, the learning steps consist of pre activities, main activities and closing activities. The project-based learning is divided into three meetings with a total of six hours.

FIRST MEETING- PRE ACTIVITIES (2 HOURS)

N°	ACTIVITIES
1.	Greeting and checking the student's attendance list.
2.	The groups are divided in their groups.

3.	In the class the teacher shares information with graphics and shows a video about Suicide in Ecuador.
	 Example of questions for students:
	      d. What do you think about Suicide?
	      e. Who is at risk for suicide?
	      f. What are the warnings sings of suicide ?

5.	Analyzing their answers with the reality of the world and Ecuador, every student gives their opinions.
6.	The students take notes of their opinions.
7.	Students finish their individual opinions and in groups discuss about the topic.
8	Every group make a draft with this information.
9.	The leader, the secretary and the group students take notes and make a summary.
10.	Closing the learning activity.

SECOND MEETING- MAIN ACTIVITIES - (2 HOURS)

N°	ACTIVITIES
1.	Greeting and checking the student's attendance list.
2.	Guiding students to recall the previous materials on the previous meeting and relate them with today's meeting.
3.	Discuss and ask these questions(Every student give their opinions) -What treatment options and therapies are available? - What should I do if someone is considering the suicide?. - Is it possible to predict suicide?
4.	The students take notes of their opinions.
4.	Students start to design the project plan, through teacher's guidance, students determine the project.
5.	Students plan and determine the activities under teacher's guidance. - Complete the project planning sheet and choose the leader , secretary and the expositors.
6.	Students discuss and make project in groups. -Students use these ideas to create a information advertisement using this information. The problem (explain what is ..) Family´s role. Negative aspects. (explain them) Resolutions/ conclusions. They will give different opinions according to their knowledge.
7.	At the next meeting, the students will share their information advertisement to the class.

THIRD MEETING- CLOSING ACTIVITIES (2 HOURS)

N°	ACTIVITIES
1.	Greeting and checking the student's attendance list.

2.	Explaining the rubric and assessment criteria of project result presentation.
3.	Every group presents the poster.
4.	Students can express their opinions or make questions after every exposition.
5	Ask students to conclude learning during these three meetings and deliver the positive things they have gained through the project.
5.	At the end , the leader and the group will answer the reflective assessment about their own presentations.
6.	Delivering the topic that will be carried out at the next meeting.
7.	Closing the learning activities and greeting

From: Team, S. (2020). HOTS-Oriented Module: Project-based Learning.

Adapted by: (Taipe, 2022).

Annex 7. Lesson plan – Project 7.

Institution: Language Center – Technical University of Cotopaxi.

Subject: English.

Level: B1

Topic : Tinder

Time Allocation: three meetings (one meeting = 2 hours)

G. BASIC COMPETENCE		COMPETENCE INDICATORS
Interpreting speech acts related to giving and asking for information about the topic happened in the tenses that the students require to make their final exposition and the implications in oral or written interaction based on the context , with proper structures and language features.	1.	Identifying vocabulary related to Tinder.
	2	Identifying verbs and tenses in the different structures related to the theme.
	3.	Concluding the contents in short and simple oral or written interaction based on the context, with proper structures and language features.
Composing short and simple oral and written interaction related to give and ask for information about the topic Tinder with proper structures and language features.	1	Applying short and simple oral and written interaction related to Tinder with proper structures and language features.
	2	Designing short and simple oral and written interaction related to Tinder with proper structures and language features.
	3	Composing short and simple oral and written interaction related to

	Tinder with proper structures and language features.
H. LEARNING OBJECTIVES	They are able to interpret their opinions about the theme Tinder, they are able to work independently, disciplined and responsibly.
I. LEARNING MATERIAL	
KNOWLEDGE	**MATERIAL**
FACTUAL	Vocabulary related to Tinder and its advantages and disadvantages.
CONCEPTUAL	Present simple, past simple and future Will, present progressive and use of different modals
PROCEDURAL	Expressions of asking and giving information related to the theme Tinder.
J. LEARNING APPROACH / MODEL / METHOD.	Project-based learning.
K. MEDIA / TOOLS AND LEARNING MATERIALS	Previous researches printed. Student's Cellphone Touchstone platform – Present simple, past simple and future Will, present progressive and use of different modals Graphics about the topic. Project planning sheet. Reflective assessment. Rubric. Smart board

	Laptop
	Paper
	Markers
L. LEARNING STAGES	For each meeting, the learning steps consist of pre activities, main activities and closing activities. The project-based learning is divided into three meetings with a total of six hours.

FIRST MEETING- PRE ACTIVITIES (2 HOURS)

N°	ACTIVITIES
1.	Greeting and checking the student's attendance list.
2.	Every group work with the same groups : - The pinkys. - The Avengers -The Guys -The Girls Group - Exa Group
3.	Every group shared previous information about the topic by WhatsApp.
4.	In the class the teacher uses this activity of: Listening Video Previous information of the student's research.

	In this link there is a video about Tinder and different cases, advantages and disadvantages, the teacher stimulates student's curiosity about the learning theme. Tinder…
	Example of questions for students:
	a. What do you think about the topic?
	b. What did every woman say about Tinder?
	c. What can you do before to have a dating by using Tinder ?
5.	Analyzing their answers with the reality of the world and Ecuador , every student gives their opinions.
6.	The students take notes of their opinions.
7.	Students finish their individual opinions and show their previous printed information in groups and discuss about the topic.
8	Every group make a draft with this information:
	- Is Tinder a safe application?
	- How will Tinder solve these problems?
	- What did people use to know each other?.
9.	The leader , the secretary and the group students take notes and make a summary.
10.	Closing the learning activity.

SECOND MEETING- MAIN ACTIVITIES - (2 HOURS)

N°	ACTIVITIES
1.	Greeting and checking the student's attendance list.
2.	Guiding students to recall the previous materials on the previous meeting and relate them with today's meeting.
3.	Discuss and ask these questions (Every student gives their opinions)
	-Why do you use Tinder ?
	- How should people use Tinder?.

N°	
	- What advice you would give when people use Tinder?
4.	The students take notes of their opinions.
4.	Students start to design the project plan, through teacher's guidance, students determine the project.
5.	Students plan and determine the activities under teacher's guidance. - Complete the project planning sheet and choose the leader, secretary and the expositors.
6.	Students discuss and make project in groups. -Students use these ideas to create a virtual poster with pictures . - Make a question- problem about the topic and answer. - Tinder and the society. - Advantages, disadvantages of Tinder and possible solutions. They will give different opinions according to their knowledge.
7.	At the next meeting , the students will share their posters to the class.

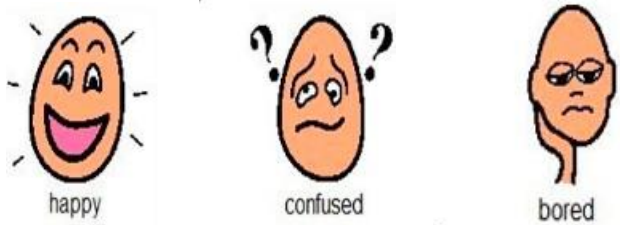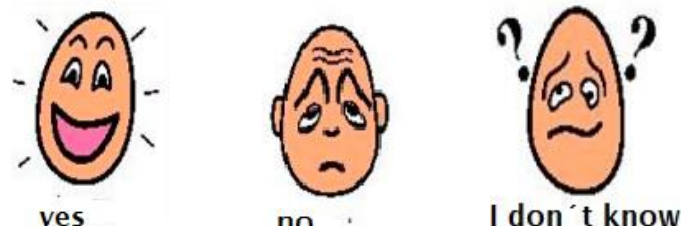## THIRD MEETING- CLOSING ACTIVITIES (2 HOURS)

N°	ACTIVITIES
1.	Greeting and checking the student's attendance list.
2.	Explaining the rubric and assessment criteria of project result presentation.
3.	In this final class the groups have different opinions to create a debate: Some groups talk about Tinder and support it. Some groups talk about negative aspects of Tinder.
4.	Students can express their opinions or make questions after every opinion.
5	Ask students to conclude learning during all these meetings and deliver the positive things they have gained through the project in these 7 weeks. The teacher congratulates their job done.

5.	At the end, the leader and the group will answer the reflective assessment about their own presentations.
6.	Delivering the topic that will be carried out at the next meeting.
7.	Closing the learning activities and greeting

From: Team, S. (2020). HOTS-Oriented Module: Project-based Learning.

Adapted by: (Taipe, 2022).

Annex 8. Example of Students' comments about the project – Reflective process.

Date :	Complete with your personal opinion.
Write 1 positive aspect Escribe 1 aspecto positivo	
Write 1 negative aspect Escribe 1 aspecto negativo	
Write 1 suggestion for the next lesson Escribe 1 sugerencia.	
	Ponga un visto en la opción que usted crea conveniente de acuerdo a la actividad realizada.
Do you understand the lesson? (Entendiste la lección)	happy confused bored
The lesson helps to develop speaking (La lección te ayuda a hablar en inglés)	yes no I don´t know

Note. Adapted from Renard (2019); How to become a reflective teacher- The complete guide for reflection in teaching https://www.bookwidgets.com/blog/2019/02/ how-to- become-a-reflective-teacher-the- complete-guide-for-reflection-in-teaching

Adapted by (Taipe, 2022)

Annex 9. Example of peer's observation note taking (an extra pair of eyes).

My Peer´s Observation Table					
The activity.	Strongly disagree	disagree	Not sure	Agree	Strongly agree.
The aims and objectives of the activity were clearly understood.					
The teacher was well organized and sequenced					
Through the activity, the students have gained a greater understanding of the subject area.					
The teacher had very specific educational goals for the activity.					
This activity gave students a lot of creative freedom.					
During the activity, students had the opportunity to reflect upon and develop their design skill.					
Students had the opportunity to learn about and experience joining and manufacturing process.					
The activity provided a good understanding of the subject matter.					
The students were motivated and inspired by the activity to					

learn more about the subject matter.	92				
About students´learning: **This lesson was useful to** **improve students speaking** **skill.**					
Write one positive aspect.					
Write one negative aspect					
Write a suggestion.					

Latacunga 01 de junio del 2022.

Mg. Marco Beltrán.

Director del Centro de Idiomas de la Universidad Técnica de Cotopaxi.

Presente.

De mi consideración.

Yo, **Diana Karina Taipe Vergara** , con CI. **1720080934** , me dirijo a usted muy respetuosamente para solicitarle me autorice realizar mi trabajo de investigación con el tema: Project- based learning to develop speaking skill, con los estudiantes del nivel B1 "W" del idioma inglés. Todas las actividades realizadas serán para uso exclusivo de mi trabajo de investigación, y algunas de ellas podrán no seguir el formato de las actividades planificadas por parte de la Coordinación y Dirección del Centro de Idiomas. Adicionalmente también solicito la ayuda de una de las asistentes para realizar este trabajo.

Por la gentil atención que se digne dar a la presente, anticipo mis agradecimientos.

Atentamente
Mg. Diana Karina Taipe Vergara.
CI. 1720080934
Docente del Centro de Idiomas UTC.

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97%	MATCHING BLOCK 1/17	**SA**	Moscoso_Olga_Urkund_report.docx (D155854844)

UNIVERSIDAD TÉCNICA DE COTOPAXI DIRECCIÓN DE POSGRADO MAESTRÍA EN LINGÜISTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA. MODALIDAD: INFORME DE INVESTIGACIÓN.

Titulo: PROJECT - BASED LEARNING TO DEVELOP SPEAKING SKILL IN THE LANGUAGE CENTER OF TECHNICAL UNIVERSITY OF COTOPAXI.

54%	MATCHING BLOCK 2/17	**SA**	Moscoso_Olga_Urkund_report.docx (D155854844)

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Project-based learning to develop speaking skill in the Language Center of Technical University of Cotopaxi" presentado por Diana Karina Taipe Vergar