TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE SCHOOL

MASTER'S DEGREE IN APPLIED LINGUISTICS TO TEACHING ENGLISH AS A FOREIGN LANGUAGE MODALITY: RESEARCH REPORT

Theme:

Project-based learning to develop the speaking skill in EFL students of intermediate level at Technical Air Force School during the school year 2020-2021.

Research dissertation before obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

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2021

TUTOR'S ENDORSEMENT

In my capacity as a Supervisor of the Research dissertation titled PROJECT-BASED LEARNING TO DEVELOP THE SPEAKING SKILL IN EFL STUDENTS OF INTERMEDIATE LEVEL AT TECHNICAL AIR FORCE SCHOOL DURING THE SCHOOL YEAR 2020-2021, investigated by Lcda. Abedrabbo Ramos Olga Samanda, for obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

I CERTIFY THAT:

This research dissertation has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned Revision Committee and its presentation and public defense.

Latacunga, August 27th, 2021

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COMMITTEE APPROVAL

This research dissertation: PROJECT-BASED LEARNING TO DEVELOP THE SPEAKING SKILL IN EFL STUDENTS OF INTERMEDIATE LEVEL AT TECHNICAL AIR FORCE SCHOOL, has been revised, approved, and authorized for printing and binding, before obtaining a Master's degree in Applied Linguistics to Teaching English as a Foreign Language; this meets the substantive and formal requirements to hand in for the presentation and defense.

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DEDICATION

I want to dedicate this research work to my father, who is the most important person in my life and I know he is celebrating my achievement from heaven. I also feel grateful with my family for being my inspiration source during this process.
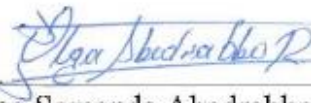
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Olga

AUTHORSHIP

I, Abedrabbo Ramos Olga Samanda, declare to be the author of the concepts, procedures, and findings in this research dissertation.
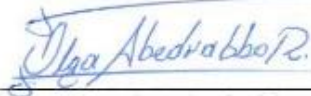
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COMMITTEE PRESIDENT'S APPROVAL

I, José Ignacio Andrade Moran Mg.C declare that this research dissertation: PROJECT-BASED LEARNING TO DEVELOP THE SPEAKING SKILL IN EFL STUDENTS OF INTERMEDIATE LEVEL AT TECHNICAL AIR FORCE SCHOOL, has the corrections and comments suggested by the members of the committee in the scientific session.

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TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

MASTER'S DEGREE IN APPLIED LINGUISTICS TO TEACHING ENGLISH AS A FOREIGN LANGUAGE

THEME: PROJECT-BASED LEARNING TO DEVELOP THE SPEAKING SKILL IN EFL STUDENTS OF INTERMEDIATE LEVEL AT TECHNICAL AIR FORCE SCHOOL DURING THE SCHOOL YEAR 2020-2021

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ABSTRACT

The research project focused on **"PROJECT-BASED LEARNING TO DEVELOP THE SPEAKING SKILL IN EFL STUDENTS OF INTERMEDIATE LEVEL AT TECHNICAL AIR FORCE SCHOOL DURING THE SCHOOL YEAR 2020-2021"** represents an innovative methodology to develop students' superior utterances. The main objective was to determine the effectiveness of Project-based learning (PBL) for improving speaking skills. This research is focused on a qualitative approach for measuring the theoretical results as well as a quantitative approach to facilitate the analysis and interpretation of the results through numbers, percentages, and figures. The type of research applied was quasi-experimental, since, during the exploration, it was possible to work with two groups, a control group and an experimental group of 25 students in each one. A pre-test and a post-test were carried out where the experimental group got better results in comparison with the control group. The only difference was that the experimental group was instructed with Project-based learning methodology while the control group was instructed with the traditional methodology. Consequently, the data collection allowed to demonstrate and support the hypothesis about how effective is project-based learning to develop the speaking skill.

KEYWORD: Project-based learning, speaking skill, superior utterances, effectiveness, methodology.

UNIVERSIDAD TÉCNICA DE COTOPAXI

DIRECCIÓN DE POSTGRADO

MAESTRIA EN LINGUISTICA APLICADA A LA ENSENANZA DEL IDIOMA INGLES COMO LENGUA EXTRANJERA

Título: PROJECT-BASED LEARNING TO DEVELOP THE SPEAKING SKILL IN EFL STUDENTS OF INTERMEDIATE LEVEL AT TECHNICAL AIR FORCE SCHOOL DURING THE SCHOOL YEAR 2020-2021

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RESUMEN

El Proyecto de investigación enfocado en **"APRENDIZAJE BASADO EN PROYECTOS PARA DESARROLLAR LA HABILIDAD DE HABRAR EN LOS ESTUDIANTES DE EFL DEL NIVEL INTERMEDIO DE LA ESCUELA DE LA FUERZA AÉREA DURANTE EL PERIODO ESCOLAR 2020-2021",** representa una metodología innovativa para desarrollar expresiones comunicativas superiores en los estudiantes. El objetivo principal fue determinar la eficacia del aprendizaje basado en proyectos (ABP) para mejorar la destreza oral. Esta investigación se centró en un enfoque cualitativo para dimensionar los resultados teóricos, así como también en un enfoque cuantitativo para facilitar el análisis e interpretación de los resultados a través de números, porcentajes y figuras. El tipo de investigación aplicado fue cuasiexperimental, dado que durante la exploración fue posible trabajar con dos grupos, un grupo de control y un grupo experimental con 25 estudiantes cada uno. Un pre-test y un post-test fue realizado, en el cual el grupo experimental obtuvo mejores resultados en comparación con el grupo de control. La Única diferencia fue que el grupo experimental fue capacitado en base a la metodología del aprendizaje basado en proyectos mientras que el grupo de control fue capacitado siguiendo la metodología tradicional. Consecuentemente, la recolección de datos permitió demostrar y sustentar la hipótesis acerca de la efectividad del aprendizaje basado en proyectos para desarrollar la habilidad comunicativa oral en los estudiantes.

PALABRA CLAVE: Aprendizaje basado en proyectos, destreza oral, expresiones superiores, efectividad, metodología.

INDEX

CHAPTER I. THEORETICAL FRAMEWORK

CHAPTER II. PROPOSAL

CHAPTER III. APPLICATION AND/OR VALIDATION OF THE PROPOSAL

INDEX OF TABLES

INDEX OF GRAPHICS

INTRODUCTION

Learning a different language can be challenging however the methodology and tools used to teach are vitally important to succeed on it. The research report project-based learning to develop the speaking skill in EFL students is linked **to education and communication for human and social development**, determining language educational proposals as a sub-line of research. It implies, that this research topic is completely associated with the requirements previously described. In this way, when presenting an educational methodology to improve speaking in students, social and human development is being promoted as a fundamental aim, involving effective activities to strengthen the teaching-learning environment.

English is the current world's language used due to business, commerce, education, and travel. For this reason, its employment has become almost mandatory in many countries, included Ecuador. In 1992 the government influenced its implementation through the CRADLE project with the British Council by signing an agreement to improve English in secondary schools by employing a set of six textbooks in state schools called" Our world through English" with the respective teachers' training. (Ministerio de Educación, 2014) The Ecuadorian Ministry of Education has also incorporated an English curriculum aligned to the Common European Framework of Reference for languages (CEFR) to support students and teachers' communicative competencies with their respective examinations. Furthermore, the government continues investing in English programs like Go teachers, whose requirements imply eight months of teachers' training in the United States to improve their language skills. So, at their return, teachers were placed in public high schools to apply the updated knowledge.

As stated by (Aleksandrzak, 2011) Undoubtedly, speaking skill seems to be the most difficult to develop in the teaching-learning process, a person who can speak or master a foreign language has great communicative efficiency due to the worldwide relevance of verbal communication. It reflects that speaking is considered the basic mean of human connection for frequent interaction with people in any case or situation. In this way, teaching speaking is a challenging and time-

consuming task for teachers. A large number of educators fail in providing suitable methods or techniques to enhance students speaking skills.

According to Rao (2019), as stated by (Garcia Uquillas, 2020), in the current world, speaking is the most important skill so, teachers should use updated methodologies and materials for teaching it. Moreover, the classroom is the best place to reinforce communicative skills by applying pair or group activities to obtain successful results. In consonance with this idea, in my research, the **problem statement** is focused on the students and teachers who face problems in the speaking ability during the teaching-learning process due to the application of a traditional methodology. Speaking is the fundamental basis of communication and interaction for that reason researchers and educators have placed their attention on an innovative proposal (Project-Based Learning) that has been developed in the current years and has yielded good results.

(de la Iglesia Villasol, 2020) defines Project-Based Learning as an activity in which students "investigate open-ended questions and apply their knowledge to produce authentic products. Projects typically allow student choice, setting the stage for active learning and teamwork." This means that the project is focused on student learning goals, including critical thinking, problem-solving, communication, collaboration, and self-management. To be clearer, this dynamic approach helps students to explore real-world problems and challenges, simultaneously developing what they learn to real-life experiences and providing an enriching education.

Under these references, the following **problem was formulated** as a question: How does Project Based-Learning improve the speaking skill of EFL students at Technical Airforce School? If teachers and students are involved in a suitable methodology oriented to projects learners could feel excited to participate in spoken activities to demonstrate their knowledge.

The **general objective of this research** is to determine the usefulness of a suitable methodology to develop students' speaking skills. Consequently, there are three **specific objectives** linked to the main objective:

- To analyze background information and previous works related to the problem.

- To identify the problems that students face in the development of their speaking ability.
- To propose the implementation of a methodology that supports students' speaking development in EFL.
- To design a booklet with the most appropriate projects to achieve students' oral communication management.

In that sense, Project-based learning contributes immensely as a pedagogical plan for supporting students' knowledge acquisition and teachers' teaching objectives. This method is multidisciplinary because it represents the vehicle to blend multiple subjects and topics. Thomas (2000) as mentioned by (Cervantes, Hemmer, & Kouzekanan, 2015) states that PBL is a model that allows learning acquisition through projects.

In consonance with the concepts and ideas stated previously, it is vitally important to enlist some tasks to enroll the specific objectives:

Table 1. System of tasks concerning the specific objectives

Objective	Tasks
1. Specific objective 1: To analyze the background and previous works related to the problem.	• Research and review the literature about the most important topics to improve and fortify students' speaking skills. • Select and extract the most notable works and valuable information.
2. Specific objective 2: To identify the problems that students face in the development of their speaking ability.	• Application of tools to diagnose the problem and collect data. • Analyze data to determine the association of the obtained results with the variables. • Interpret the obtained results to propose a solution.
3. Specific objective 3: To propose the implementation of a methodology that supports students' speaking development in EFL.	• Propose Project-based learning as a methodology to enhance the improvement of the speaking skill of the students. • Validate the proposal by asking experts and users' judgment.

4. Specific objective 4: To design a booklet with the most appropriate activities to achieve students' oral communication management.	• Include suitable projects to develop students' participation and interaction through speaking skills.

Elaborated by: Abedrabbo, O (2020)

Table 2. Stages of the research problem

Stage	Description
Stage 1 Speaking importance	For (Chaney, 1998) as cited by (Al Hosni, 2014)In the old times, and even nowadays oral communication ability has been misunderstood due to the conception that promoting writing knowledge could turn automatically into spoken production. However, (Scrivener, 2005) argues that applying the language has relevant importance rather than just knowing it, so it can be understood that it is useless to know a language when it is not used. Consequently, the speaking skill is the most important of the four competencies and at the same time the most difficult to develop for the attention that it requires.
Stage 2 Updated methodologies	Nowadays, new practices to improve speaking quality have been taken into account, and being a teacher requires innovative methodologies to modify the teaching-learning process. According (Thomas, 2000) as cited by (Condliffe, et al., 2017) determined that PBL is a model focused on centrality by allowing students to draw questions, investigating the nature of the problem, working through self-directed decisions, and displaying items or real results that emphasize the learning progression. It lets students work in a comfortable, dynamic, and multidisciplinary environment aimed at realistic content and contexts managed by working groups and teacher's support so that the autonomous work enriches their experience, attitude, and knowledge.
Stage 3	(Wrigley 1998) as cited by (Bas, 2008) who specifies that most of the work-projects include these usual steps:

Appropriate interactive activities	topic problem or experiment selection, planning or preparation, researching or analyzing, and product-creation. PBL varies according to the fields but shares similar procedures. There is a variety of tasks or activities held in English classrooms by using PBL, which are based on dialogues conversations, and discussions to connect and transfer knowledge, ideas, and information such as discussions, role play, simulations, information gaps, brainstorming, storytelling, and so on with the main purpose to promote speaking interaction.

Elaborated by: Abedrabbo, O (2020)

The unbalanced level of speaking and the deficiency in verbal competence is the fundamental reason for researching alternatives to promote better performances. In this way, this method can be considered as the best resource to enhance speaking and even prevent new students or promotions from experiencing the same situation in the future.

As a result, this research is directed to implement Project-based learning as an ingenious methodology to solidify the students speaking production of the English language with the educators' support during the teaching-learning process. PBL is a methodology that best fits according to the participants' needs and requirements of the educational process.

It is also important to mention that PBL activities are useful to expand their capacity with classmates' by increasing their speaking about vocabulary, sentences or word formation, and appropriate expressions usage to manage superior utterances. Many activities can be displayed to blend the knowledge with an interactive context where they can experience critical thinking, solidarity, organization, and creativity to exhibit masterworks and projects which implicate a meticulous investigation followed by an organized process and a final product or a problem-solving situation. Research

This study is feasible because the information obtained is based on existing experiments prepared by authors and bibliographic information taken for reliable sources, such as important journals, books, and articles.

In the present research, the qualitative and quantitative approaches are immersed. The qualitative approach is focused on theoretical procedures and experiences that students and teachers face during their formative speaking process and directed to observation for supporting the researcher's data compilation to display or propose suitable solutions. Quantitative research is applied to evidence the theoretical results which evolve into numbers by using percentages and figures to facilitate the analysis and interpret the pedagogical problem to confirm the hypothesis.

This research is not experimental because the existing theories are not altered or questioned, it only aims to incorporate a new methodology to help teachers and students by trying a superior teaching-learning strategy to obtain better results.

The type of research selected for this research is exploratory because it allows to diagnose the problem, identify the causes, analyze the objectives to solve the problem, and set the theory to support the proposal and the variables. Moreover, the deductive method is used in this research, starting from the observation of the problem, analyzing the literature, and finally, with the results obtained from the data collection, the proposal is presented as a viable alternative to solve the problem and validate the hypothesis.

The research procedures are:

- Problem observation.
- Diagnosis of the causes.
- Variables' analysis.
- Interpretation of theories and studies.
- Incorporation of a proposal as an alternative to solve the development of the speaking skill.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Research background

It is pertinent to support this study with concepts and theories mentioning some preliminary revisions. The information socialized by other researchers will show a positive impact on speaking improvement by implementing PBL (Project-based learning), as evidenced below.

As stated by (Beckett, 2002), Project-based learning was incorporated for the first time by David Snedden back in the mid-1800, who was a science teacher in the United States. Afterward, in the mid-1900, John Dewey adopted this method motivated by the necessity of learners to have a purposeful scheme to develop activities. Later in 1918, The Project Method published by William H. Kilpatrick, whose mentor was Dewey and after his colleague, used essential settings to arrange another way to construct background knowledge.

According to (Pecore, 2015) William Kilpatrick was the one who brought this method into vogue and included four kinds of projects with their respective steps. The first one refers to Projects that incorporate external ideas or plans based on four steps like purposing, planning, executing, and judging when building a boat or writing verse compositions, or producing a theater performance. The second project involves enjoying a stylish experience by listening to poems or music and appreciating artworks. The third project is based on problem-solving standing on interpreting the impact of historical events or discoveries of a study based on identifying and the problem, analyzing the reasons, assembling the data, drawing, and demanding conclusions. The last project centers on obtaining knowledge that includes learning goals as adequate writing composition and conjugation.

(Permatasari, 2013) Implemented PBL to students of the second grade of SMPN, whose speaking level was limited because of their fear and shyness when speaking. The author certified the effectiveness of this method by showing that 85% of the participants reacted successfully in taking part actively in the speaking process. In this experiment, the organization, interaction, and coordination between the student and the educator are also notable. So, working in teams is feasible to stimulate confidence and a better connection where the ideas stated between the members' collaboration can emerge smoothly to create leading and qualified utterances.

(Rochmahwati, 2016) also inspected how raising students speaking skills by exploring PBL as a remedial alternative. The 2nd Semester of the English Department participated as a sample by selecting 70 students from an overall number of 85. The researcher supported this experiment with surveys, interviews, tests, and observation tools for evidence compilation. The scanned results showed PBL success in three ways; working in groups, project understanding, and project performance. So, it shows that the correct implementation of this method generates a positive influence on students' speaking attitudes.

Another interesting contribution was made by (Maulany, 2013) who held a study in Bandung directed to the 4-year class at primary school to know how effective could Project-based learning be and if it could ensure better quality in the speaking skill. She also conducted this study to know what aspects were enhanced and what activities were applied. The researcher collected data based on a participatory observation in eight sections and speaking assessment in three stages (pre-test, post-test 1, post-test 2). This qualitative study allowed her to confirm and suggest Project-based learning implementation in primary schools based on the significant results obtained in vocabulary, grammar, fluency, comprehension, and pronunciation as essential factors of the speaking skill.

The previously mentioned authors agree that the PBL has been widely accepted a long time ago and now. However, its implementation has brought significant results in the talkative production of students due to the employment of successive parameters as research, process, and product.

1.2 Literature review

Speaking skills' importance in EFL

(Ur, 2009), emphasizes that speaking is significant and also involves quite a vast knowledge of different language aspects, so speaking may be perceived as an intricate process. Furthermore, speaking looks like one of the most difficult abilities that students may exert since it requires a great deal of practice and also exposure. (p.120). It means that speaking is considered the basic mean of human communication. Essentially, being able to speak a foreign language means having communicative proficiency. It is highly unlikely to imagine how life would look if people could not communicate verbally. Dakowska, (2005) as stated by (Aleksandrzak, 2011) claims that speaking is now the most stressed skill in the field of foreign language teaching, but unfortunately, it is also recognized as the most difficult one to develop in classroom settings (p.231).

For (Gołębiowska, 1987) as cited by (Kuśnierek, 2015) speaking a foreign language means being able to interact with people in authentic situations, not only during classroom-controlled speaking activities. Therefore, this task is extremely challenging to develop for teachers and time-consuming. Students may advance only by its practice. In the majority of educative buildings, communicative efficiency is still not a priority. In most classes, teachers fail to provide students with activities that would reflect a good range of interaction. Students do not often talk to each other and rarely can communicate with a teacher as well (p. 9).

According to Tarone et all (1989) as expressed by (Kuśnierek, 2015) sociolinguistic competence allows language users to select which utterance form, from any number of possible correct compositions is considered appropriate within a language community on a particular interactive occasion (p.18). It means that students must learn which structures are suitable for the situations they are in and the people they are talking to.

Students' social interaction

(Chesler & Fox, 1966) states that the process of human socialization, of learning and playing a role, begins as the infant is growing up with the global influence of the world, physical changes, feelings, and biological needs. He gradually becomes

aware of others and learns to differentiate people and groups (p.5). It indicates that they start understanding the way people behave and the environment around them under a variety of sceneries and reasons.

(Harmer J. , 2015) expresses that communication allows students to work and interact independently without the necessary help from the teacher, hence it promotes their autonomy. Working in pairs can guarantee the educator the possibility to work with one pair while the other learners continue talking. To add more, students learn to share responsibility in classroom interaction by promoting cooperation and implying a pleasant environment (p. 116). So, it encourages a student to self-governate about the dynamic connection in pairs or groups.

Project-Based Learning

Boss and Krauss (2007) as stated by (de la Iglesia Villasol, 2020) defines Project-Based Learning as an activity in which students "investigate open-ended questions and apply their knowledge to produce authentic products. Projects typically allow for student choice, setting the stage for active learning and teamwork." (p12). This means that the project is focused on student learning goals, including critical thinking, problem-solving, communication, collaboration, and self-management. To be clearer, this dynamic approach helps students to explore real-world problems and challenges, simultaneously developing what they learn to real-life experiences and providing an enriching education.

Thomas (2000) as stated by (Cervantes, Hemmer, & Kouzekanan, 2015) determined that PBL is a model focused on centrality by allowing students to draw questions, investigating the nature of the problem, working through self-directed decisions, and displaying items or real results that emphasize the learning progression. It lets students work in a comfortable, dynamic, and multidisciplinary environment aimed at realistic content and contexts managed by working groups and teacher's support. Kotti (2008) as cited by (Tsiplakides, 2009) states that Project-based learning has based on the pedagogical concept "learning by doing" which implies that learners acquire cognitive information after having experienced or done some new things. These contrastive phrases reflect that knowledge has been originating through evolving experiences. In this way, it is highly likely to learn

effectively by practicing or applying the theory through autonomous work because it enriches students' experience, attitude, and knowledge.

Stoller (2006) a stated by (Thuan, 2018) expresses that this PBL methodology can easily suit English language environments and enlists some definitions to reaffirm its utility. (1) It must exist a correlation between process and product. (2) Students must lead autonomously. (3) Time-consuming in the long or short term. (4) Encouragement integrated skills. (5) provides students' understanding by linking language and content. (6) Individual or group work interaction (7) Students' responsibility and control in their self-learning in the target language (8) Roles designation in both language and teaching support (9) Arrangement of a final perceptible and concrete product (10) Contemplation of the process and the product for concluding.

For (Harmer & Stokes, 2014) when producing a qualified product is noticeable that PBL was executed as a result of a planned, produced, and evaluated project that attempts to be a kind of a product or desired artifact according to the studied area. This concept conceives interdisciplinarity and flexibility ideas because the project can be adapted to any subject or discipline and generally asserts in the proposed goals.

Summing up the concepts stated before, PBL can be seen as an educational model aimed to generate students' productivity through projects which follow three essential steps such as investigation, process, and product around a teamwork environment based on real-life practices to encourage critical thinking, problem-solving and self-learning.

Influence of Project-Based Learning in the speaking skill
Project-Based Learning requires some specific speaking actions in which students search factual information, explain, and share particular ideas to find a solution. Furthermore, speaking is the most complex skill of the four in EFL to be learned by students at educational institutions. By learning speaking students can improve their ability to share opinions or ideas. (Kayi, 2006) Adds that speaking is a productive skill in oral mode. Besides, learning speaking is useful for students because is a common way to show verbal communication with others.

(Savignon, 2018) states speaking as one of the communication competencies that manages several essential characteristics such as a) Knowledge of grammar and vocabulary of the language, b) Knowledge of the rules of speaking, c) Know how to use and respond to different types of speech, d) Know how to use language appropriately It can be said that speaking is not only producing some words but also it is important to analyze the topic, grammar, vocabulary, and context to prevent the misunderstanding in communication.

Nation &Newton (2009) as cited by (Walter, 2010) agrees that speaking skills are applied for the learners during the implementation stage by dealing with interviews, questioning and answering process, speakers' negotiations, planning, and organizing, etc., in other words, the oral communication ability can be demonstrated through presentations, discussions, debates, project reports and so on. In this way, teachers have to direct appropriate tasks for creating a speaking environment.

(Nunan & et al.,1995) as cited in (Nugroho & Anugerahwati, 2018) agree about speaking skill relevance as a verbal communication way by implying the notoriety and usage of PBL studies to impulse speaking ability considering it as an essential and principal skill.

Activities to promote speaking

Project-Based Learning involves speaking activities that are based on dialogues conversations and discussions to connect and transfer knowledge, ideas and information. Afterward, this segment will enlist activities to develop speaking such as discussions, role play, simulations, information gaps, brainstorming, storytelling, and so on with the main purpose of knowing the effect of these activities.

(Kayi, 2006) Storytelling is one of the speaking techniques which is usually used in teaching speaking skills. Students can sum up stories previously told by a partner or teacher in a fast way, or they can generate new ones of their authorship and share them with their classmates. Storytelling adopts creative thinking to share concepts by following an opening, advance, and culmination plan. "Storytelling is a task shared by storyteller and story listeners, it is the interaction of the two that makes a story come to life" Baker & Greene (1985) as cited by (Saed, 2016) According to some definitions, storytelling involves direct contact between the teller and listener.

The teller's role is to prepare and present effectively and efficiently content to communicate the teller focusing on images, actions, characters, and events of a story to send the right meaning to the story listener.

(Kluge & Kluge, 2000) A discussion is one of the ways to share an idea of an event or find a solution to the problems. Discussions must be done by the students in short groups. The teacher's work is just setting the discussion activity. The teacher may not give input in a process of discussion, and allow students to solve a problem.

This activity can evidence efficient group discussions where students can work with several people and learn to be exposed to different ideas. Lastly, in group discussions, the aim is to encourage students to ask questions, paraphrase ideas, express, support, check for clarification, and so on.

To find out why Rubin (1975) and Thompson (2013) have analyzed the features that brainstorming can generate for obtaining good learners such as organizing their knowledge to share information with teachers as mediators using warm-up activities to stimulate their previous knowledge and generate new ideas. Brainstorming lets students make intelligent guesses because they do not feel fear of committing mistakes. (Turula, 2015). It also helps students to interpret contexts to understand and produce speaking activities. That is why brainstorming is a convenient activity for classroom management.

Having said that, brainstorming students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The essential characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

(Blaszczynski & Green, 2012) Recommended role-play as a corresponding method for teaching in an easy way personal and social skills to learners and specialists. Its scheme analysis and the strategic system suggest several prospects for applying role play with apparent scenarios by recreating customer interviews, demonstrations, and group meetings (p.10). In other words, many performances can be displayed by using real-life contexts.

Simulations are comparable to role plays but they differ from role plays because they are more particularized. In simulations, students can use objects in the class to produce a representative environment. For instance, if a student gets the role of a singer, she or he is going to use a microphone to act like it. Role-plays and simulations are advantageous. First, since they are enjoyable, they stimulate the students. Second, as Harmer (1984) as cited by (Kayi, 2006) mentions, they increase the self-confidence of indecisive or nervous students, because, through role-play and simulation tasks, they will turn into an actor or actress by accomplishing a different role and expressing speaking utterances according to their characters.

According to (COBUILD (Information retrieval system); University of Birmingham. English Department.; Collins (Firm : London, England), 1987) an image is demarcated as a visual illustration that can be a photo or a handmade drawing on a smooth area. The key benefit of a picture is its noticeable perceptibility to students. Employing illustrations can be profitable for teaching, as they encourage learners' curiosity in learning a second language. Byrne (1980) states that students can feel interested in executing a debate or get a well understanding of topics by the implementation of pictures in the class. To summarize, the usage of the pictures lets students discuss, compare, describe, order, and narrate events, using creativity and imagination using their speaking skills.

(Kayi, 2006) When managing tasks about discovering the differences, students can work in duos by managing two dissimilar images, for example, a picture of boys doing an activity and another of girls doing another one. Students in couples can express comparisons or variances about the pictures. That is to say, that pictures are the basis in this activity to achieve the speaking goal that involves analyzing and comparing.

(Kayi, 2006) Story completion is a very entertaining activity that allows students freedom during the speaking skill interaction for that students can form a circle around the class. For developing this exercise, the instructor starts telling a story, but after some utterances, he or she pauses the story with the only purpose that each student continues narrating it from the idea or part where the preceding partner stopped. So, students have to complement the narration with new ideas by

innovating characters, actions, situations, etc. In agreement with the quoted comment, it is important to say that this open task lets students manage the story and try to complete it stimulates to expand the vocabulary range and imagination without feeling pressure.

(Daye, 2021) Flashcards are suitable to reinforce memory and have a true communicative practice combined with the card's creativity in funnier and more stimulating ways. So, cards employment attaches students' contribution and involvement by guessing or describing objects, people, or information placed on the cards.

Teacher-student interaction in a Project-based learning environment

(Nasrulho, 2013) points out that Project-based learning attributes more students' participation and interaction with teachers than the traditional methods. During the classes, the teacher executes verbal instructions by directing, supporting, and supervising the activities but continuously using simple and suitable sentences to provide students with clear messages and ideas. On the other hand, students have more opportunities to talk and develop speaking strategies such as paraphrasing when the ideas are hard to produce.

Through monitoring, all the students are involved and encouraged to vocalize their thinking and comment on each other. (Chernobilsky, Nagarajan, & Hmelo-Silver, 2005). The PBL facilitator helps the learners enhance higher-order thinking, encourages them to rationalize their thinking, and develops self-reflection by instructing apt questions to the participants.   Being able to work together teacher-learner will keep students more engaged in the work.

One of the teacher's functions is being a facilitator. While learners work and participate, they have to notice their drawbacks. (Budden & Budden, 2006) State that students may need innovative language to be given by the educator. This role makes the teacher act as a kind of a walking dictionary, evaluating the workshops, and offering help when it is necessary (p.86).

At times, teachers may want to become involved in a speaking activity. In this way, they can control the exercise, introduce new information to help them along, and ensure continuing student engagement in the speaking. (Harmer J. , 2015) Points

out that educators have to bear in their minds that they should not participate too much, taking control over the task and drawing all the attention to themselves.

One of the roles of a teacher is being a spectator. His or her task is to watch the speaking progression, and then remark and advice at the end of the performances (Budden & Budden, 2006)The teacher walks around the classroom listening to the students talking and putting down the mistakes that should be discussed, after the presentations, the educator can correct learners by writing for them on the blackboard, or by giving a type of remedial task that he or she had predicted would be needed. This author also suggests that the teacher should include such a background exercise as a supplementary lesson.

In concordance with the ideas expressed by the authors, it is significant to manifest that PBL is based on learner-centered instruction because the professor is not the unique source of knowledge and material. So, students' involvement is higher than the educator, who is only the mediator, the support, and the instructor during the activities.

PBL benefits

(Bell, 2010) Argues that PBL is focused on the development of responsibility, independence, and discipline to get consistent results by inspiring social learning under 21century skills that employ communication, mediation, and cooperation. The choice is also a factor that lets learners fit according to their learning styles in contemplation of the production of their ideas and critical thinking by allowing them to face a context based on real-life situations to bring about a real-world project.

In the current society, learners are descendants of different cultural or ethnic backgrounds and they bring a variety of abilities. In such a manner, PBL is the answer to their needs since it offers a high range of projections to learn in the educational environment by allowing these students from multicultural sceneries to select topics relevant for them as well as providing them with options according to their learning styles. (Katz & Chard, 1989) as stated by (Railsback, Jenifer, 2002)

PBL is shown as entertaining, captivating, inspiring work because professors regularly collect new and emerging ideas from the learners by controlling the

projects elaborated for different groups. The class environment and administration turns streamlined by the active enrolment of students. (Mihić & Završki, 2017)

(Railsback, Jenifer, 2002) states that PBL seems to be the top model for its valuable academic success because it promotes students' engagement by enhancing a high value in learning and letting cognitive growth with multifaceted and recent problems involving planning and communicative actions. the pedagogical system is benefited because this model supports authentic research and autonomous education. The author also emphasizes advantageous aspects such as preparing learners for productivity in their future workplace, students' interest intensifies, they link their learning with reality by using higher-order thinking skills, they develop collaborative learning by sharing ideas and raising their voice to express their point of view, pupils react positively through social communication by interacting and working in groups for a project solving problems by their own and acquiring responsibility as members of the group with contributions and finally they improve their self-esteem.

PBL 21st century skills (4Cs)

Nowadays, 21st-century skills are known worldwide especially in the pedagogical field to develop the cognitive skills of critical thinkers for problem-solving, formulating inferences, and making decisions with the delivered information.

a) Critical thinking skill

In 21st-century, Critical thinking is viewed as a competency focused on proposing and accomplishing projects, solving problems, and making functional decisions using a diversity of mechanisms and instruments (Fullan, 2013) In the opinion of (Laur, 2013), when students are allowed to generate their own opinions and contributions the learning becomes meaningful and vital because it differs from the traditional teaching space where the student is considered as a receiver of information. Thanks to critical thinking students can research and analyze the information by themselves and produce or display new or modified content. Memorization is not an ability that all students can achieve so, here is where critical thinking fits by consolidating opportunities for making inferences, forming concepts, and developing alternatives or outcomes to solve problems.

According to (Paul & Elder, 2007) For good critical thinking, a participant has to manage appropriate intellectual standards to establish the grade or quality of reasoning as a reference to improve the reasoning process. These elements are clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness. The authors also manifest that critical thinking comprises six stages such as unreflective thinker, challenged thinker, beginning thinker, practicing thinker, advanced thinker, and master thinker. In the first stage, unreflective thinkers lack accuracy, relevance, precision, and logic standards when forming opinions and making decisions; in the second stage people is aware of their deficiencies in thinking and acknowledge their defects; thinkers in the third stage can take the control of thinking by taking into account some keys to developing clarity, accuracy, and logic for criticism; a thinker in the fourth stage is more experienced and able to train thinking skills based on their intellectual perseverance; thinkers at the fifth level manage powerful understanding habits to let their ideas flow; at the final stage, these supreme thinkers are intellectually conscious about the complexity when processing information so they control and improve the standards mentioned before.

In PBL, students can engage their recurring situations with global and relevant problems in which students proceed to acquire, process, interpret, rationalize and critically analyze conflicting information reflecting on decisions and operating in an opportune manner supplying plenty of evidence. (Ontario Ministry of Education, 2016) It is to say that critical thinking lets learners make an analysis and interpret information to find solutions to a problem which requires a top-ranking in deliberating and conceiving ideas on the mind.

b) Collaboration skill

(Ontario Ministry of Education, 2016) Collaboration demands a compelling role in the 21st-century setting by implementing teamwork by appealing to others' learning and contribution providing communal intelligence to create concepts, ideas, and contents (p.9). On the other hand, (World Economic Forum, Boston Consulting Group, 2015) , states that collaboration is an act that requires cooperation between learners focusing on producing a mutual result or product by the continuous interaction of the members based on team effort.

Collaboration implies making decisions with the support of the member of a group by agreeing on negotiations and critics and facing possible disagreements but showing responsibility and respect. To complement this concept, collaboration refers to the effectiveness of teamwork where every associated member performs an assigned role and their contributions are valuable for the project execution. When the group objectives are focused on the learning results of each member, the group integrators support partners' learning by helping themselves while carrying out connected roles to strengthen their cooperation. (Johnson & Roger, 1998)

c) Communication

(Deakin University, 2018) contemplates that this verbal and non-verbal communication permits the information delivery in a fast way but taking into account not only the common face to face communication, it also encompasses other means and systems such as IT interactions for example digital literacy, emails, text messages, social media, cybernetic atmospheres, posts, etc. By the way, communication is divided into three types: 1. oral communication is usually based on the production of debates, discussions, interviews, meetings presentations. 2. Written communication is shown in a variety of printed documents such as essays, letters, applications, proposals, reports, memos, emails, press publications, and so on. 3. Interpersonal communication is centered on the emotional intelligence body language, gestures, posture, sensitivity conducted to the viewers and listeners.

Communication is a social factor that people need as the starting point to enhance the other 21st century skills. According to (Greenstein, 2012) communication is a crucial aspect in the development of analysis, evaluation, problem-solving, metacognition, collaboration, and technology. The author also highlights that speaking, listening, and writing are abilities of communication that let learners transfer information by writing sustainably informative content with a good organization and style for the spectators; the evidence and discoveries must be presented precisely so that listeners can comprehend them; the speech format must be adapted or modified according to the context and tasks; students must show active involvement in conversations and discussions; finally, media formats must be implemented to share the information.

d) Creativity skill

In nowadays education, teachers are facing challenges and opportunities about looking for suitable methods focused on creativity and innovation aspects that fit in today's generation distinguished as the Z generation. Creativity is the skill that lets students integrate new ideas in answer to needs. Based on creative talent these ideas generate a product that must be innovative and beneficial for a specific context by adding value to the originality, imagination, intellect, and innovation. (Harrington, 2018)

(Brennan & Zivilik, 2017) state that this aspect is primordial for our students to get advanced academic standards because creativity is the link to work in a project-based learning context that connects them with their surrounding community. Students develop projects in groups but offer their creativity. In PBL the creative power suits immensely by generating innovative solutions benderor pioneering inventions for a problematic situation inside the educational environment allowing students to increase their capacity to suggest or propose solutions that will help them to get more opportunities in their future profession.

Essential project design elements

The Buck Institute for Education (BIE) is an organization of former educators experienced in Project-based learning by providing them with guidance to implement PBL effectively. This institute created the Gold Standard PBL, which contains seven essential project design elements based on the growing popularity and status of PBL in the current educational system.

Challenging Problem or question: it is the starting and central part of the project; in this part, an attractive problem or a question is going to emerge to provide subsequently with a solution or an answer. This factor can be compared as a crime to resolve where the investigators are interested and committed with the case.

Sustained inquiry: this step centers its attention on the exploration of information which is time-consuming because it is not a simple process. Students turn into investigators when trying to look for a variety of sources to reply to the challenging problem or question by researching into books, internet sites as skillfully as field-

based interviews with specialists, access providers, and it also is required a deeper scan of customers or users' needs.

Authenticity: it refers to the real-world thematic based on their contexts. Students can design, produce real products according to the needs of the problem impact, which means that learners are leading real work.

Students' voice and choice: the term choice denotes self-control, ownership, and wisdom about pupils' interests as critical thinkers. On the other hand, students' voice makes available chances to discuss or express their point of view rather than being inducted for the teacher's directions.

Reflection: students have to think seriously about what they learn from experience, what is the reason, and the circumstances of the learning. This stage is helpful because students can recognize the acquired knowledge and consolidate it for applying a project or generating future qualified projects.

Critique and revision: at this point students have to supply and accept constructive critiques by contemplating feedback practices from the different public like peers, educators, and specialists to polish the projects and upgrade them through guidelines, rubrics, or prototypes, so spectators' opinions contribute in their formative evaluation.

Public product: according to the gold standard PBL products can be an observable object and an illustration or description of a solution or response to an enigma. Students socialize their creation or artifact in front of an audience through exhibitions to stimulate them to reveal a high standard of work and later discussions or suggestions can be displayed to drive it forward.

PBL assessment

In PBL the product is substantial but an objective evaluation and assessment about the whole process start from the beginning to the end to know the learners' strengths and weaknesses. So, through assessment educators can support learners and encourage them to fulfill a high-level project. Not only the traditional tests should be applied to evaluate, but also final works such as videos, posters, PowerPoint presentations, short movies, debates, brochures, etc. can be assessed. (Kavlu, 2015)

(Laur, 2013) expresses that the traditional tests at the end of a unit that requires memorization are the common way to assess students but it is possible to replace it by applying a formative and summative assessment based on authentic learning experiences to assess their advance by taking into account important parameters like the level of participation, discussion points, demonstration of critical thinking, researching efforts, creativity, and collaboration that let students understand the contents.

As maintained by (Bender, 2012), multiple drafts are valuable to improve the quality of works because they may need revision before submitting them. This implies that the assessment is considered during all the process to know if students make an effort when the task is graded and returned with suggestions and feedback, even more, when English is not their first language to ensure the final product assessment. The author also emphasizes that educators have to take into account the assessment throughout the project and not just the final result because it can be assessed what they have learned. It means that students' advances can be assessed as well as the quality of the last version.

Rubrics can be a useful tool for grading students but taking into account objective parameters such as the 4 C's which involves critical thinking, collaboration, communication, and creativity to measure participation and effort as described by the (Buck Institute for Education, 2016)

A study that was done by Lim (2012) about peer evaluation determined that students believe that social collaboration is more convenient than intellectual contribution because they feel naturally inspired. So, learners consider this kind of evaluation vital when rating PBL projects. (Bender, 2012) On the other hand, manifests that self-evaluations are also significant because through them students can make a self-examination about their learning by expressing and sharing with the educator their conceptions and feelings related to their involvement and participation.

1.3 Foundation of the State of the Art

The present research work shows and stipulates a variety of publications related to the research topic and the different theoretical features about it. This section details

the concepts, insights, and applications of researchers who have ventured into the development of the PBL as a current methodology to encourage students learning.

In the report of (Tandazo, 2014), she proposes the integration of art in the teaching of Natural Sciences through the experimentation of three integrated projects for 4th, 5th, and 6th courses of general basic education by bearing in mind the contents of the Ecuadorian curriculum to generate a project during which students can comprehend the curricular contents. She based this study on three phases: In the first phase, the educators have to address questions that attract students' attention about the topic; in the second phase, professors have to inspect questions again with the ideas generated for the students to ensure what they need to know to start with the investigation process; in the last phase the project has to be presented to the class and students expose the performance of it where the learning results are validated and the process is discussed. The researcher concludes that this methodology is effective since students can prepare projects to solve problems, create products, produce explanations, or overdo new questions therefore students have to connect with the ideas, notions, and perceptions from different subjects.

In Sao Paulo, Brazil (Zancul, Sousa-ZomerP, & Cauchick-Miguel, 2017) directed a study implementing PBL to an engineering course during the entire semester for prototyping a business product by dividing students into teams of five, 4 hours inside the class and at least 4 hours more outside the class per week were employed. The principal aim was the creation of a practical project about social or ecological optimistic effects where the project team is allowed to research the project documentation of earlier projects. As a result, the products were diverse in terms of technology, materials, and assembly. As an example of this project, a toothbrush with toothpaste with dental floss incorporated in the same artifact was presented as an element easy to pack in the luggage for traveling purposes so, PBL was regarded as an effective methodology for converting notions into real products.

As stated by (Medina & Tapia Calvopiña, 2017) from Universidad Central del Ecuador, Project-based learning is viewed as a methodology centered on the students who construct their self-learning by developing classroom projects about a product or a determined process pointing out to the conceptual system to solve

real problems. When approaching the teaching-learning process from an interdisciplinary perception, it is necessary to implement a pioneering methodology to transform educational teaching by qualifying learners' ability to react towards the different demands projected to the professional, social, and scientific fields.

On the authority of (Guañuna Andrade & Gaona Astudillo, 2020) , a research report focused on PBL incorporation to promote English language speaking production was addressed to students from the 10th year of basic education from parallel A to parallel F at Colegio Nacional Andres Bello located in Quito during 2019-2020 period. The study was carried out with a sample of 139 students between 13 and 15 years. The technique adopted for the data collection was an observational checklist and a speaking test was taken with its respective rubric to measure the oral performance. The obtained results showed that PBL is not regularly used on this level of education where most of the students presented deficiencies in the oral production of the English language as well as in vocabulary management, pronunciation, and grammar. This result makes it possible to conclude that PBL was implemented to address such gaps.

1.4 Chapter I conclusions

Based on theories, studies, and concepts that have emerged from an extensive bibliographic and documentary review in the first chapter it is possible to take under consideration the following conclusions:

- Project-based learning is a teaching-learning methodology that deals with verbal communication through workshops when performing projects that consent continuous feedback between students and team members during the oral production progress.

- Project-based learning is adapted to the action when the students interact with the working group through communication skills by sharing ideas and working collaboratively on project creation and at the same time improving their dialogues.

- Students can develop speaking skills by working actively on real-life problems or challenges where they have to inspect and investigate issues to find solutions.

- This methodology differs from the traditional one because it promotes 21st-century skills in students such as collaboration, critical thinking, communication, and creativity by preparing and training students for future careers and professional fields.

- According to rigorous studies, Project-based learning is regarded as a possible solution to take a big leap for today's demanding generation by increasing their motivation and engagement, empowering students to flow as independent thinkers being in control of their learning evolution.

CHAPTER II. PROPOSAL

2.1 Proposal topic

PBL booklet with interactive activities to develop and consolidate the speaking skills in the students of the intermediate level at Technical Airforce School.

2.2 Objectives

- To develop speaking skills in students based on the development or design of projects.
- To establish suitable PBL activities to consolidate students' speaking skills in the classroom.
- To design activities focused on PBL to stimulate and ensure students' participation

  in speaking actions about their surrounding context and interests.

2.3 Justification

The proposal of stimulating oral communication ability through project-based learning activities contributes outstandingly to the development of this talking aptitude. The LVIII promotion of students at the Air Force is the immediate beneficiaries. So, they will expand their capacity to interact with classmates in English to increase their participation by producing appropriate expressions and ideas by managing superior utterances in an innovative environment. Furthermore, students will develop cognitive skills by generating reflection, critique, hypothesis elaboration, and researching tasks through a process in which each member assumes learning responsibility by applying their knowledge and abilities in real projects by being the main source of knowledge in providing information, incorporating new ideas and presenting new and modified contents which differs from the traditional instruction that they face during the classes.

As a result of the questionnaire applied to the students, it is perceptible the need for a pioneering methodology to encourage a formative speaking process. This aspect is the fundamental reason for researching alternatives to promote better speaking performances. In this way, PBL can be considered the best resource to enhance speaking and even prevent new students or promotions from experiencing the same situation in the future. This methodology lets students plan, implement and evaluate real projects beyond the classroom because it stimulates students' emotional, intellectual and personal growth through direct experiences with people from different realities and under different contexts. So, students can learn different ways to solve problems, needs, or requirements by being in contact with diverse cultures in real situations and with different viewpoints learning from each other.

The educators can use and take advantage of these activities in case they require them to apply in their classes and modify them according to the environment or needs.

2.4 Proposal development

Introduction:

This booklet has been designed to consolidate students' learning in terms of communicative competence through activities based on projects by allowing students to create and display their works by integrating theoretical knowledge as well as practical implementation.

Hence, PBL is the best strategy to enhance students' involvement in the English language by socializing different topics and fields that encourage them to participate dynamically by running and contributing to their formative learning. Besides that, this booklet will let students integrate creativity, collaboration, communication, critical thinking to demonstrate their capacity to solve problems, innovate and create things and learn from each other.

The following booklet exhibits projects conformed with activities and stages of performance to accomplish real group work in a comfortable atmosphere. It also contains guidelines self-evaluation forms and rubrics to ensure student understanding and confirm their learning during each phase of the project.

Objectives of the PBL booklet:

- Promote teachers' and students' training through the design and practice of learning projects by using this didactic resource to obtain participation and integration that will let students advance in their speaking development.

- Displace the traditional learning mechanisms by using active projects to generate knowledge and competencies connected to the 21st century.

- Enrich the evaluative process by including assessment rubrics and improvement forms.

Project Objectives:

- Develop a set of tasks and activities based on questions or problems resolution through a researching process or creation in an autonomous way by bearing in mind commitment and cooperation that will culminate with the spread of the final product.

- Facilitate students' empowerment as the main characters of their learning process by maximizing affluent socialization of the educational community.

- Solve problems or situations by following stages to get a final product as a result of their hard work in groups.

2.4.1 Proposal components

The proposal is made up of theoretical foundations, 10 projects and guidelines for each phase of learning, an assessment rubric, self-assessment, and peer assessment forms.

Theoretical foundations

My proposal is set up from the experience theory projected by the theorist and philosopher John Dewey.

(Dewey, 1916) affirms that "Education is not a preparation for life; Education is life itself", ensuring that the experience rises personal growth, creativity, and social conversion to work in a social context by discovering, producing, negotiating, and sharing what students know to participate actively which differ from the traditional scheme. He also viewed school as a "social laboratory" to magnify students' practice of project-based learning beyond the classroom and school.

In turn, the theory of constructivism perceives learning as the result of mental constructions since students learn compacting new ideas, concepts, and contents based on current and previous knowledge (Vigotsky, 1978) manifests that learners construct and consolidate knowledge as a result of social interactions, interpretation, and understanding. So, context and knowledge cannot work isolated.

The constructivism of Piaget assumes learning as an internal process for knowledge acquisition in turn to human interaction with the environment where educators adjust their flexibility to let learners' autonomy, time, and tools to carry out mutual learning expectations.

As concerns speaking competencies, the constructivism criteria fit when executing utterances because students are immersed in continuous participation, which means that learners have to understand, contrast, and match the latest information.

The proposal is based on the theoretical referents already described in the first chapter according to the (Buck Institute for Education, 2013), which contains PBL gold standards about its elements.

Challenging Problem or question: Represents the biggest slice of the cake because it is the project's starting point to sort out if it refers to a problem to look for a solution or a question for inspecting and answering. When an attractive question or a problem that draws students' attention is offered, they have more opportunities to feel engaged and captivated.

Sustained inquiry: Aims to find answers to the teacher's driving question using a variety of sources like articles, web pages, videos, blogs, etc., according to the project needs. Students will employ suitable material to explore and obtain useful data.

Authenticity: Projects must be centered on real-life issues, situations, or problems beyond the classroom perception. Consequently, students create realistic projects by performing a scenario of recreation, imitation, or simulation to achieve a link between the real world and the audience.

Voice and choice: It is the way of consenting project ownership when members are given free hand to make decisions creating an environment of confidence to operate

on student-centered learning. Students feel protagonists and simultaneously attain a sense of responsibility in the project construction.

Reflection: this component challenges students to cover the inquiry and additional questions. Educators foster students' reflection to point out any revisions that could be taken into consideration while performing the project. They can notice if they are advancing, what they are learning, why they are doing it, and how they are building it.

Critique and revision: It is also important to get revisions that aim to accept constructive feedback from teachers and peers as recommendations to polish up future works or presentations.

Public presentation: at this point students present their product to the audience that can be expanded beyond their classmates such as authorities, parents, professionals, coordinators, etc., for that reason they will effort to present a master product, magnificent and viable solutions to a problem, or a very organized and complete answer to a question.

Other elements have also been taken into consideration for the development of the proposal.

Significant content: The topics and contents that teachers offer to their learners must have significance because it is easier to develop a project if they feel comfortable and interested.

Need to know: teachers stimulate students to learn by starting the class with engaging material, content, or strategy to catch their curiosity and concentration so they feel anxious to know and learn more.

21st-century skills: Students develop these four components most of the time because they need to communicate ideas, information and viewpoints in a collaborative way by working in a team collaboratively organizing tasks, then they analyze objectively the situations through critical thinking and finally they unfold creativity to complement their work.

Formative assessment: Teachers assess students during all the process and not only in the final stage. It demonstrates that the learning is progressive because each student's action is important.

The projects are conformed by:

Data: It refers to the topic, grammatical structure, and the product that students have to use, investigate and present. It also contains information about the subject, course, teacher in charge, and the estimated time to develop the project.

Driving question: It represents the starting point of the project because this is the leading element to construct the project.

Learning goals: It is expressed what the student is expected to demonstrate in turn to skills or knowledge to accomplish the mission.

EFL goals: It denotes the English standards, skills, or elements students have to bear in mind for the project presentation.

Process: Contain the people who participate in the project, the three stages (project launch, project development, and project result) that teachers and students have to follow and the activities to develop in each stage.

Assessment: it includes the teacher assessment tools for evaluation (rubric) and students' assessment forms (self-peer) for feedback and improvement.

2.4.2 Proposal explanation

In project #1 it has been planned to sustain a discussion about how inventors and inventions have influenced the current world by the creation of a timeline to cover past and present events, which are relevant to know the contributions and impact of the topic taking into account the three stages of the project.

In project #2 students have to offer an innovative business product or app that benefits and covers society's needs. Subsequently, students have to create a promotional video to encourage their creation or manufacture by emphasizing exploring, researching, and creating phases.

In project #3 it has been established to awareness people about how to control the affluence of fake news by presenting a campaign with alternatives to regulate this

situation based on problem-solving premises which include the starting, process, and result points.

In project #4 students have to focus on society necessities and regulations to propose a perfect civilization looking for the most appropriate options to live in peace. That is why learners would fabricate a model by using tools of their favoritism.

In project #5 students have been required to propose a plan to increase environmental sustainability in a local business. In consequence, they have to inspect green business ideas to exhibit using animated presentations such as Pow Toon, Canva, Visme, Prezi, etc.

In project #6 students are invited to reveal what is the link between technology and humanity about social media, devices, communication transport, science, and so on, by applying illustrative exhibitions like infographics as a product.

In project #7 it is projected to analyze social media sites to identify their impact on the society nowadays, and what are their advantages and disadvantages for us. The creation of a brochure can illustrate and describe this question better.

In project #8 a stop motion campaign has been selected as a final product to describe the harmful effects of pollution and detail some recommendations by uploading a YouTube or Tik Tok video to conscientize citizens.

In project #9 a book's diorama has been taken into consideration as a product to share guidance in preventing viruses and illness spread. The students have to cover some pertinent factors like victims at risk, protection routines, and safety actions.

In project #10 government proposals are included to get a video campaign focused on what is demanded to get citizenship advance. So, students will try to convince the audience with their administration strategies conditioned to educational, environmental, governmental, and judicial acts.

Once detailed a brief explanation of each project, it can be shown the procedure to follow that is exhibited in the booklet with the goal to it is important to follow step by step the specifications of every task or activity to expect a satisfactory result in the project.

The proposal presented is the response for teachers and students to evolve from the traditional perspective to a new and updated way to potentiate their capacity of acquiring and constructing knowledge by being inventors or active producers of projects that include a truthful world exploration. This proposal examines means to avoid learners' passiveness by inserting a variety of resources to inspire classroom activities of quality through the management of strategies to improve students speaking skills by learning based on projects.

2.4. 3 Premises for its implementation

To implement my proposal some aspects have been taken into account:

1. Implementation objective: Prove the necessity of this proposal as an alternative instrument to improve teachers' methodology.
2. To carry out this project it is essential to ask for permission from the institutional authorities from ETFA school.
3. The implementation of this booklet will be validated for experts to boost and integrate this resource into the teaching-learning process.
4. This booklet will be socialized with colleagues to share the benefits of using Project-based learning to develop speaking skills in the classroom.

For the proposal implementation it can be established the next parameters:

Project-based learning charts: 10 projects will be developed with the following scheme:

The first project related to inventions will be developed in a week specifically in 10 hours, the second project about business products will be held in 2 weeks (20 hours), the third project that refers to fake news will be done in 10 hours, the perfect civilization project will spend 20 hours, a local business with environmental sustainability will consume 20 hours, technology vs humanity project will receive 10 hours of work, the project about social media impact will be developed in 10 hours, the harmful effects of pollution project will be executed in 10 hours while preventing viruses spread project will carry out in 20 hours, and finally the last project that refers to a government proposal will contain 20 hours.
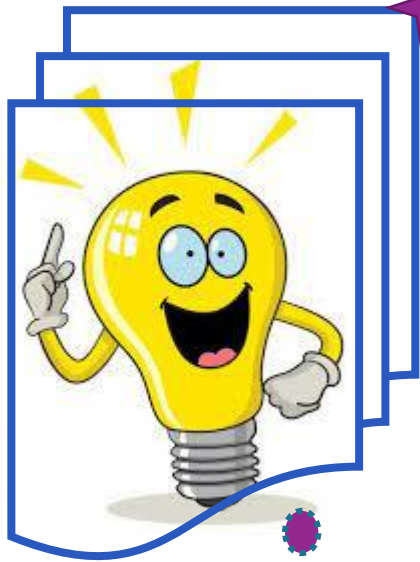
PROJECT-BASED LEARNING BOOKLET

TO DEVELOP THE SPEAKING SKILL

Project guidelines
Phase 1

◉ Comprehend what the project is about.

◉ Explore the topic, question, or problem.

◉ Connect it with your prior knowledge or experience.

◉ Discuss it and assign roles to each member (editor, secretary, coordinator, etc)

◉ Plan an attractive presentation that stimulates and generates motivation for spectators by maintaining interest in the project.

Phase 2

◉ Break the topic, problem into components.

◉ Establish the goal of the topic or problem.

◉ Analyze what information is needed and how and where to obtain it.

◉ Organize and discuss relevant ideas.

◉ Reinforce the acquired information by linking the knowledge with the project necessities.

Phase 3

◉ Present the product by highlighting the relevant points.

◉ Answer and argument the questions of the teacher and spectators.

◉ Fill a form about self and peer assessment to improve the presentation.

PROJECT 1	
DATA	**Group:** LVIII
Topic: Inventors and inventions	**Subject:** English as a Foreign Language
Product: Timeline discussion	
Grammar use: Past simple, present simple	**Author:** Olga Abedrabbo
	Estimated time: 1 week (10 hours)

1. **DRIVING QUESTION:** How have inventors and their inventions influenced the nowadays world?	
2. **LEARNING GOALS:** Discuss invents and inventions using a timeline to know their contribution and benefits to our current technology.	
3. **EFL GOALS:** Develop 21st skills to promote autonomous work. Use spoken, written text and illustrations by using videos, articles as a source of knowledge building to support the project presentation.	

4. PROCESS			5. ASSESSMENT
Participants	**Stage**	**Activity**	
Teachers and students	Project launch	-Teachers present the inquiry question. How have inventors and their inventions influenced the current world? -Teachers and students explore the most important inventions and inventors. -Teachers assign teams and later they distribute their roles.	• PBL Rubric • Self-assessment form • Peer assessment form
Teachers and students	Project Development	-Students work in groups by searching for information. -Students take notes about the most important information. -Teachers supervise students to support or give suggestions while they research information. -Students have to organize, structure ideas,	

		and ask the teacher if it is needed. -Teachers evaluate the students' process with a rubric.	
Teachers and students	Project result	-Students present their timeline orally and answer questions. -Teachers evaluate the final product. -Teachers give feedback based on the presentations. -Students give opinions and suggestions for the next project.	

PROJECT 2	
DATA **Topic:** Business product **Product:** Video **Grammar use:** Present simple and future	**Group:** LVIII **Subject:** English as a Foreign Language **Author:** Olga Abedrabbo **Estimated time:** 2 weeks (20 hours)

1. **DRIVING QUESTION:** How can you contribute to society with an innovative product?

2. **LEARNING GOALS:** Design and describe a product or app benefits and how it contributes to society by bearing in mind the needs of todays' demanding generation.

3. **EFL GOALS:** Develop 21st skills to promote autonomous work.
   Use spoken, written text and illustrations by using videos, articles as a source of knowledge building to support the project presentation.

4. PROCESS			5. ASSESSMENT
Participants	**Stage**	**Activity**	
Teachers and students	Project launch	-Teachers present the inquiry question. How can you contribute to society with an innovative product? -Teachers and students explore the most suitable product options. -Teachers assign teams and later students distribute their roles.	• PBL Rubric • Self-assessment form • Peer assessment form
Teachers and students	Project development	-Teachers provide groups with some ideas about possible products of interest. -Students work in groups by sharing ideas and searching for information. -Students take notes about the most important information. -Teachers supervise students to support or give suggestions during	

		students' research process. -Students have to organize, structure ideas, and ask the teacher if it is needed. -Students practice before recording the video -Teachers evaluate the students' process with a rubric.	
Teachers and students	Project result	- Students show and present their product or app orally by taking turns to display the elaboration process of it, its benefits, contribution, impact on humanity, how to use it, and finally, answer the teacher's questions. -Teachers evaluate the final product with a rubric. -Teachers offer feedback and tips based on the presentation's performance. -Students share viewpoints and recommendations for the succeeding project. -Students fill the self and peer evaluation forms aimed to improve their projects.	

PROJECT 3	
DATA	**Group:** LVIII
Topic: Fake news	**Subject:** English as a Foreign
Product: Awareness campaign	Language
Grammar use: Present simple and	**Author:** Olga Abedrabbo
future	**Estimated time:** 1 week (10 hours)

1. DRIVING QUESTION: What would be a good idea to stop fake news or prevent people believe in them?

2. LEARNING GOALS: Create and describe a campaign to make people conscious of sharing or believing in fake news.

3. EFL GOALS: Develop 21st skills to promote autonomous work.
Use spoken, written text and illustrations by using videos, articles as a source of knowledge building to support the project presentation.

4. PROCESS			5. Assessment
Participants	**Stage**	**Activity**	
Teachers and students	Project launch	-Teachers present the inquiry question. What would be a good idea to stop fake news or prevent people to believe in them? -Teachers and students explore the most suitable problem-solving alternatives. -Teachers assign teams and later students distribute their roles.	• PBL Rubric • Self-assessment form • Peer assessment form
Teachers and students	Project' development	-Teachers provide groups with some ideas about possible solutions. -Students work in groups by sharing ideas and searching for information. -Teacher supervises students to support or give suggestions during the students' researching process. -Students have to organize, structure ideas,	

		and ask the teacher if it is needed. -Students practice before presenting the campaign. -Teachers evaluate the students' process with a rubric.
Teachers and students	Final product	-Students show and present their problem-solving campaign orally by taking turns to show the causes, consequences, solutions, and answer the teacher's questions. -Teachers evaluate the final product with a rubric. -Teachers offer feedback and tips based on the presentation's performance. -Students share viewpoints and recommendations for the succeeding project. -Students fill the self and peer evaluation forms aimed to improve their projects.

PROJECT 4	
DATA **Topic:** Perfect civilization **Product:** Model design **Grammar use:** Present simple and second conditional	**Group:** LVIII **Subject:** English as a Foreign Language **Author:** Olga Abedrabbo **Estimated time:** 2 weeks (20 hours)

1. DRIVING QUESTION: What would be and how would look a perfect civilization for you?

2. LEARNING GOALS: Design and present a model about a perfect civilization by showing its goal, characteristics, climate, landscape, life forms, economic system, etc.

3. EFL GOALS: Develop 21st skills to promote autonomous work.
Use spoken, written text and illustrations by using videos or articles as a source for knowledge building to support the project presentation.

4. PROCESS			5. Assessment
Participants	**Stage**	**Activity**	
Teachers and students	Project launch	-Teachers present the inquiry question. What would be and how would look like a perfect civilization for you? -Teachers and students explore the most suitable options. -Teachers assign teams and later students distribute their roles.	• PBL Rubric • Self-assessment form • Peer assessment form
Teachers and students	Project development	-Teachers provide groups with some ideas about possible perfect civilization. -Students work in groups by sharing ideas and searching for information. -Teachers supervise students to support or give suggestions during the students' assembling process. -Students have to organize, structure ideas,	

		and ask the teacher if it is needed. -Students assemble the model with recycled materials. -Teachers evaluate the students' process with a rubric.
Teachers and students	Project result	-Students show and present their model orally by taking turns to show the final product, its characteristics, factors, lifestyle, and answer questions. -Teachers evaluate the final product with a rubric. -Teachers offer feedback and tips based on the presentation's performance. -Students share viewpoints and recommendations for the succeeding project. -Students fill the self and peer evaluation forms aimed to improve their projects.

PROJECT 5	
DATA **Topic:** Local business environmental sustainability **Product:** Animated PowerPoint or PowToon presentation proposal **Grammar use:** First and second conditionals	**Group:** LVIII **Subject:** English as a Foreign Language **Author:** Olga Abedrabbo **Estimated time:** 2 weeks (20 hours)

1. **DRIVING QUESTION:** How can we help a local business to increase environmental sustainability?

2. **LEARNING GOALS:** Present an eco-friendly or green industry plan for making money and saving the planet at the same time.

3. **EFL GOALS:** Develop 21st skills to promote autonomous work.
   Use spoken, written text and illustrations by using videos or articles as a source for knowledge building to support the project presentation.

4. PROCESS			5. Assessment
Participants	**Stage**	**Activity**	
Teachers and students	Project introduction	-Teachers present the inquiry question. How can we help a local business to increase environmental sustainability? -Teachers and students explore green business ideas. -Teachers assign teams and later students distribute their roles.	• PBL Rubric • Self-assessment form • Peer assessment form.
Teachers and students	Project development	-Teachers provide groups with some ideas like organic products, reusable materials, and electric artifacts. -Students work in groups by sharing ideas and searching for information. -Teachers supervise students to support or give suggestions during their task development.	

		-Students have to organize, structure ideas, and ask the teacher if it is needed. -Students create a proposal. -Teachers evaluate the students' process with a rubric.	
Teachers and students	Project result	-Students show and present their proposal orally by taking turns to explain the final product benefits and contributions to society and answer questions. -Teachers evaluate the final product with a rubric. -Teachers offer feedback and tips based on the presentation's performance. -Students share viewpoints and recommendations for the succeeding project. -Students fill the self and peer evaluation forms aimed to improve their projects.	

PROJECT 6	
DATA **Topic:** Technology vs humanity **Product:** Descriptive-informative infographics **Grammar use:** Present simple and present perfect	**Group:** LVIII **Subject:** English as a Foreign Language **Author:** Olga Abedrabbo **Estimated time:** 1 week (10 hours)

1. DRIVING QUESTION: How does technology influences humanity?

2. LEARNING GOALS: Present infographics that show the positive and negative influence of technology over humanity to know its advantages and disadvantages.

3. EFL GOALS: Develop 21st skills to promote autonomous work.
Use spoken, written text and illustrations by using videos or articles as a source for knowledge building to support the project presentation.

4. PROCESS			5. Assessment
Participants	**Stage**	**Activity**	
Teachers and students	Project launch	-Teachers present the inquiry question. How does technology influences humanity? -Teachers and students explore humanity's needs and supplies. -Teachers assign teams and later students distribute their roles.	• PBL Rubric • Self-assessment form • Peer assessment form
Teachers and students	Project development	-Teachers provide groups with some ideas like social media, devices, communication, transport, science, and technological tools. -Students work in groups by sharing ideas and searching for information. -Teachers supervise students to support or give suggestions during their task development.	

		-Students have to organize, structure ideas, and ask the teacher if it is needed. - Students work on the infographic creation. -Teachers evaluate the students' process with a rubric.	
Teachers and students	Project result	-Students show and present their infographics in an illustrative and oral way by taking turns to explain the final product to the audience and answer questions. -Teachers ask questions to get an appropriate answer. -Teachers evaluate the final product with a rubric. -Teachers offer feedback and tips based on the presentation's performance. -Students share viewpoints and recommendations for the succeeding project. -Students fill the self and peer evaluation forms aimed to improve their projects.	

PROJECT 7	
DATA **Topic:** Social media impact **Product:** Online pamphlet or brochure **Grammar use:** Present simple, perfect, can and can't	**Group:** LVIII **Subject:** English as a Foreign Language **Author:** Olga Abedrabbo **Estimated time:** 1 week (10 hours)

1. DRIVING QUESTION: How does social media impact society?

2. LEARNING GOALS: Design an online pamphlet or brochure by illustrating and describing the social media effects in society.

3. EFL GOALS: Develop 21st skills to promote autonomous work.
Use spoken, written text and illustrations by using videos or articles as a source for knowledge building to support the project presentation.

4. PROCESS			5. Assessment
Participants	**Stage**	**Activity**	
Teachers and students	Project launch	-Teachers present the inquiry question. How does social media impact society? -Teachers and students explore social media sites. -Teachers assign teams and later students distribute their roles.	• PBL Rubric • Self-assessment form • Peer assessment form
Teachers and students	Project development	-Teachers provide groups with some sites like Facebook, YouTube, WhatsApp, Messenger, Instagram, Tik Tok, Twitter, Snapchat, Pinterest, etc. -Students work in groups by sharing ideas and searching for information. -Teachers supervise students to support or give suggestions during their task development. -Students have to organize, structure ideas, and ask the teacher if it is needed.	

		- Students work on the brochure or pamphlet creation. -Teachers evaluate the students' process with a rubric.	
Teachers and students	Project result	-Students share and exhibit their brochures by taking turns to explain the content of the product to the audience and answer the teacher's questions. -Teachers evaluate the final product with a rubric. -Teachers offer feedback and tips based on the presentation's performance. -Students share viewpoints and recommendations for the succeeding project. -Students fill the self and peer evaluation forms aimed to improve their projects.	

PROJECT 8	
DATA **Topic:** Harmful effects of pollution **Product:** YouTube or Tik Tok video **Grammar use:** Present simple and future	**Group:** LVIII **Subject:** English as a Foreign Language **Author:** Olga Abedrabbo **Estimated time:** 1 week (10 hours)

1. DRIVING QUESTION: What are the consequences, and how does pollution disturb our environment?

2. LEARNING GOALS: Record a stop motion campaign and upload it to YouTube to warn and awareness people.

3. EFL GOALS: Develop 21st skills to promote autonomous work.

Use spoken, written text and illustrations by using videos or articles as a source for knowledge building to support the project presentation.

4. PROCESS			5. Assessment
Participants	**Stage**	**Activity**	
Teachers and students	Project launch	-Teachers present the inquiry question What are the consequences, and how pollution disturbs our environment? -Teachers and students explore pollution causes. -Teachers assign teams and later students distribute their roles.	• PBL Rubric • Self-assessment form • Peer assessment form
Teachers and students	Project development	-Teachers provide groups with some ideas about environmental problems. -Students work in groups by sharing ideas and searching for information. -Teachers supervise students to support or give suggestions during their task development. -Students have to organize, structure ideas, and ask the teacher if it is needed. - Students work on the video creation.	

		-Teachers evaluate the students' process with a rubric.
Teachers and students	Project result	-Students share and exhibit their videos to the audience and answer questions. -Teachers evaluate the final product with a rubric. -Teachers offer feedback and tips based on the presentation's performance. -Students share viewpoints and recommendations for the succeeding project. -Students fill the self and peer evaluation forms aimed to improve their projects.

PROJECT 9	
DATA **Topic:** Preventing viruses and illnesses' spread **Product:** Book's diorama **Grammar use:** Present simple, conditionals	**Group:** LVIII **Subject:** English as a Foreign Language **Author:** Olga Abedrabbo **Estimated time:** 2 weeks (20 hours)

1. DRIVING QUESTION: What would you suggest to protect people from catching a virus or an illness?

2. LEARNING GOALS: Elaborate a book with a 3D effect to explain and illustrate how to avoid viruses and illnesses' spread.

3. EFL GOALS: Develop 21st skills to promote autonomous work.
Use spoken, written text and illustrations by using videos or articles as a source for knowledge building to support the project presentation.

4. PROCESS			5. Assessment
Participants	**Stage**	**Activity**	
Teachers and students	Project launch	-Teachers present the inquiry question. What would you suggest to protect people from catching a virus or an illness? -Teachers and students explore health recommendations. -Teachers assign teams and later students distribute their roles.	• PBL Rubric • Self-assessment form • Peer assessment form
Teachers and students	Project development	-Teachers provide groups with some ideas like victims at risk, how to protect, what is safe to do, etc. -Students work in groups by sharing ideas and searching information. -Teachers supervise students to support or give suggestions during their task development.	

		-Students have to organize, structure ideas, and ask the teacher if it is needed. - Students work on the diorama creation. -Teachers evaluate the students' process with a rubric.
Teachers and students	Project result	-Students reveal their dioramas by explaining their content and answering questions to the audience. -Teachers evaluate the final product with a rubric. -Teachers offer feedback and tips based on the presentation's performance. -Students share viewpoints and recommendations for the succeeding project. -Students fill the self and peer evaluation forms aimed to improve their projects.

PROJECT 10	
DATA	**Group:** LVIII
Topic: Government proposal	**Subject:** English as a Foreign
Product: Video campaign	Language
Grammar use: Present simple,	**Author:** Olga Abedrabbo
perfect, future.	**Estimated time:** 2 weeks (20 hours)

1. DRIVING QUESTION: What would you propose to society for effectively running the country?

2. LEARNING GOALS: Record a political campaign to know what is necessary for our society's development.

3. EFL GOALS: Develop 21st skills to promote autonomous work.

Use spoken, written text and illustrations by using videos or articles as a source for knowledge building to support the project presentation.

4. PROCESS			5. Assessment
Participants	**Stage**	**Activity**	
Teachers and students	Project launch	-Teachers present the inquiry question. What would you propose to society for effectively running the country? -Teachers and students explore possible ideas to answer the question. -Teachers assign teams and later students distribute their roles.	• PBL Rubric • Self-assessment form • Peer assessment form
Teachers and students	Project development	-Teachers provide groups with ideas like educational reforms, environmental agreements, international relations, public and private companies' investment. -Students work in groups by sharing ideas and searching for information. -Teachers supervise students to support or give suggestions during their task development.	

		-Students have to organize, structure ideas, and ask the teacher if it is needed. - Students work on the video campaign creation. -Teachers evaluate the students' process with a rubric.
Teachers and students	Project result	-Students share and exhibit their video conference by being attentive to audience questions about the product presented. -Teachers evaluate the final product with a rubric. -Teachers offer feedback and tips based on the presentation's performance. -Students share viewpoints and recommendations for the succeeding project. -Students fill the self and peer evaluation forms aimed to improve their projects.

Table 3. Project-based learning Rubric

Project-based learning Rubric			
STAGE	**UNSATISFACTORY**	**PROFICIENT**	**ADVANCED**
Project Launch	The answer is insufficient, incomplete or vague. Has no apparent application of critical thinking. Students' collaboration and organization is complex.	The answer is clear, complete with supporting evidence. Application of critical thinking that is apparent. Students are collaborative and organized most of the time.	The answer is well thought out and supports the solution to the challenge or the question. Reflects application of critical thinking. Students are collaborative and organized all the time.
Project development	Students do not follow guidelines and do not stay over the project. The teacher has to readdress students	Students follow the guidelines to complete the requirements and they stay over the project most of the time.	Students follow the directions to complete the requirements and stayed over the project all the time. Make a strong and argument about the directed question
Project oral presentation	Students irregularly listen to others with attention and take turns when speaking Students' ideas are not relevant. Students are unable to present facts instantaneously. Students' intonation, grammar structure, and expression are deficient.	Students listen to others with attention and take turns when speaking. Students' ideas have relevant importance. Students show effective intonation, grammar structure, and expression. Students require some prompting.	Students listen to others with care and are well synchronized when speaking. Students' ideas are very interesting. Students use perfect intonation, grammar structure, and expression. Little or no prompting is required.

Adapted from: *teachers pay teachers (2014)*
Elaborated by: *Abedrabbo, A. (2021)*

Table 4. Self-Assessment Form

PBL Group Number: Name of the student:	Date:				
Indicate the strength of your agreement/disagreement on the five-point scale given with each statement, 1 representing disagreement and 5 agreement.					
	1	2	3	4	5
A. Responsibility					
1. I completed all assigned tasks to the level appropriate for the tutorial.					
2. My behavior did not impede the tutorial process.					
3. My behavior facilitated the learning of others.					
4. I was punctual in each PBL session.					
B. Researching process					
1. I explored new information.					
2. The information I brought in was relevant to the discussions.					
3. I used a variety of sources to obtain information (texts, review articles, videos, talking to partners. etc.)					
C. Communication					
1. I was able to communicate the ideas.					
2. My comments did not confuse other students.					
D. Critical analysis					
1. I justified the comments made.					
2. My comments promoted understanding to the audience.					
E. Self-awareness					
1. I assessed my strengths and weaknesses.					
2. I can accept and respond to criticism gracefully.					

Adapted from: *Erdogan, Tolga & Yurdabacan, Irfan & Senemoglu, Murray. (2018)*
Elaborated by: *Abedrabbo, A. (2021)*

Table 5. Peer Assessment Form

		Peer Names				
Name of the student:	Date:					
Give points to your peers in the tutorial group from 1 to 5, 1 representing disagreement, and 5 agreeing about your peers.						
		1	2	3	4	5
A. Responsibility						
1. He/She completed all assigned tasks to the level appropriate for the tutorial.						
2. He/She participated actively in the tutorial.						
3. His/Her behavior facilitated the learning of others.						
4. He/She was punctual in each PBL session.						
B. Researching process						
1. He/She explored new information.						
2. The information he/she brought in was relevant to the discussions.						
3. He/She used a variety of sources to obtain information (texts, reviews, articles, videos, talking to partners, etc.)						
C. Communication						
1. He/She was able to communicate the ideas.						
2. His/Her comments did not confuse other students.						
D. Critical analysis						
1. He/She justified the comments made.						
2. His/Her comments promoted understanding to the audience.						
E. Self-awareness						
1. He/She assessed his/her strengths and weaknesses.						
2. He/She can accept and respond to criticism gracefully.						

Adapted from: Erdogan, Tolga & Yurdabacan, Irfan & Senemoglu, Murray. (2018)
Elaborated by: Abedrabbo, A. (2021)

2.5 Chapter II conclusions

- The booklet proposed is an effective instrument for teaching and learning because its contents are organized step by step to ensure teachers' and students' understanding when building knowledge.

- The projects placed in the proposal offer topics centered on the last trends which call students' attention and interest as fundamental tactics to inspire them to use different ideas or means for presenting sophisticated project designs.

- The stages incorporated in the projects are vitally important to have a starting point, a period of assembling and execution, and a culmination point to realize how can an idea evolve until becoming significant and useful, and applicable to the real world.

- This proposal is designed to nourish the methodological procedure and consolidate the speaking management during all the phases with participants' communication when working in groups by assuming roles of participation.

CHAPTER III. APPLICATION AND/OR VALIDATION OF THE PROPOSAL

3.1 Experts' validation

To obtain the validation of the proposal presented in chapter II, it has been taken into account the participation of three experts in education, professionals that due to their experience are referents to validate this proposal submitted in this report. (**see Appendix 3**).

An instrument of validation has been used to support the determinative parameters that aim to verify its argument, structuring, internal logic, importance, facility, and comprehensive assessment; the evaluation indicators used were excellent, good, and fair. In this validation, the following experts were taken into consideration:

Banguera Rojas Javier Alejandro is an English educator with a Master's Degree in Applied Linguistics for Bilingual teaching (Spanish -English), he provides his teaching services to Luis Vargas Torres Technical University, whose identification number is 0801418542. He has worked as an educator for more than 10 years at the university. He graded this proposal as excellent by taking into consideration the good association of projects with the content, topics, products, 21st-century skills, and context to encourage speaking production. He also expressed that the teaching material and its contribution are appropriate as well as the implementation of PBL methodology is vitally important to enhance students researching sense, critical thinking, and autonomy. He has recommended encouraging educators from the English area to adjust this proposal according to their contents because working with projects seems to be multidisciplinary and teachers can explore its implementation by including innovative topics beyond the traditional ones.

Cerda Solís Gina Maricruz owns a Master's degree in Linguistics and Didactics of Foreign Language Teaching. She works as an English teacher at the University of Armed Forces Camus Latacunga with 0501602536 as her identification number around 10 years. She graded this proposal as excellent by referring to the topics' association with the 21st-century skills that are essential for students nowadays. She also agrees that the problem-solving situations and product creations are interesting projects to warrantee and reinforce the speaking skills in the students. She recommended this proposal to be implemented as a learning approach that can help students to develop the necessary cognitive and metacognitive strategies that support them to build up their speaking competencies.

Velasco Defaz Marco Antonio is an English teacher with a Superior Diploma of Teaching English as a Second Language, he works at ETFA school using 0502548266 as his identification number. He works as an educator for around 12 years with younger and adult students. The expert judges this proposal as excellent based on the well-organized and attractive activities contained in this work that points to control the learning through projects that operate in a positive form referring to the formative assessment by ensuring students participation in the oral communicative ability. He also perceives the length of the activities as appropriate based on their complexity, objectives, and the required project results. He has suggested spreading this proposal beyond this institution because there is little research in the speaking field to improve students' level in this ability.

3.2 Users' validation

For the validation of the PBL booklet with interactive activities to develop and consolidate the speaking skills in the students of the intermediate level at Technical Airforce School, an evaluation of users was applied as an instrument for the proposal validation so that they can issue their valuation judgments taking into account some indicators by each aspect in a rating scale. It has been suggested to use a descendent scale from excellent, good, and fair.

It was possible to interact with three users who work as educators in the English area. The tool has been carried out taking into account the contribution of teaching material, the implementation of a project focused on researching sense, critical

thinking, and autonomy, topics linked with 21st-century skills, originality, formative process, topics based on real-world conditions, appropriate language and tables illustration, activities length, objectives, and results. (see Appendix 4).

Guanoluisa Toapanta Lourdes Carmen is a Bachelor of Education Sciences in English specialty, she works at "Isidro Ayora School" at present, her ID # is 1722543624. With eight years of experience, she valued this proposal as excellent by establishing this work as a productive contribution for the educational field based on the four C's of education such as communication, collaboration, critical thinking, and creativity. She also added that this proposal has logic and relevance as it will be a useful source of development for other educational actors because its easy use can be implemented or modified according to their needs about their context since it encompasses very significant aspects like situations, problems, and products that students need to manage, solve and create. It has been recommended to share this work with all the teachers of the educational institution to fortify the teaching-learning process and provide teachers with this beneficial tool.

Changoluisa Calapaqui Ana Elizabeth is a Bachelor of Education Sciences in English specialty and works more than 10 years at Cerit private school with children and youngers with the I.D 0503377210. After reading and analyzing this proposal, she expressed that this work is based on an original and important topic and contains an updated methodology that lets learning improvement of one of the productive skills that most of the time represents a challenge. Based on this comment her recommendation is to apply this proposal wherever would be possible taking into account that speaking is the most difficult skill to achieve in English learning.

Finally, the last user Pazuña Zumba Mayra Elizabeth, Bachelor of Education Sciences in English specialty with the I.D. # 050276416-0 who works at Air Force Technical School; validates this proposal as excellent by expressing that all the elements described in the proposal are well structured. She also mentions that the content is appropriate for students' level, the methodology guarantees language acquisition through real-life activities and the project offers a lot of opportunities to investigate in the educational field by using language as means. She recommends implementing these activities in the ETFA to increase superior utterances

management in students to facilitate their communication during real context activities based on its feasibility and innovation.

3.3 Evaluation of impact or results

A socialization workshop addressed to teachers from the English Area at Technical Air Force School was held to present how the proposal is comprised and the projects that it contains as an active practice to develop the speaking skill. It was aimed to provide useful guidance for using this product and notice the effectiveness of projects to develop speaking practices. In this way, the members inspected what is Project-based learning, its relevance in education, and its objective. So that, participants understood the purpose of this work which generated interest, motivation, and enthusiasm for its implementation in the classrooms.

After concluding the workshop, the booklet was shared with each educator for its respective analysis but in a detailed way by exchanging opinions about it. Finally, a validation instrument was incorporated to collect their viewpoints and feedback to the author.

The impact of the proposal was measured by applying the evaluation forms to users and experts **(see appendix 4 and 5)**. Most of the experts defined that this booklet might promote a local impact because the proposal was directed to those who were the workshop beneficiaries. They were able to recognize how important is to incorporate an innovative methodology to promote speaking skills quality. Most of the users agreed with the experts by concluding that the impact might be local because the current research obtained the desired results. After all, it accomplished the main objective that promotes the speaking development in EFL students based on projects' design. An expert and a user conceive that this proposal could have a broader impact, such as regional and national because there is not enough research in the speaking field to improve students' level. They also defined that this work is easy to understand and can be adapted according to the context and students' level. They contemplate the proposal as a remedial alternative for teachers to fortify the development and improvement of the communicative competencies in students, such as grammar, vocabulary, pronunciation, and comprehension in an oral mode.

3.4 Proposal results

The results obtained by experts and users express as follows:

The experts who validate the proposal define it as interesting, practical, innovative, and well-structured for being applied to a group of students to get superior progress in their oral communication ability. They consider that the projects included in this work are focalized to expand their creativity and thinking because its topics deploy many aspects of the current world by letting them analyze and being immersed when investigating to transmit the knowledge acquired for covering the audience expectations.

In order to know the effectiveness of this proposal, the researcher conducted a pre-test and a post-test based on a control and experimental group with the support of 25 participants in each group. The intervention of the pre-test lasted 4 weeks and the post-test lasted 4 weeks too. The control group developed a pre-test by carrying out the traditional methodology, and the experimental group used a Project-based learning methodology. It is vitally important to remark that students did not have a clear idea or prior knowledge about PBL methodology, nevertheless, before the pre-test and post-test, the researcher tutored them about the proposal.

Table 6. Rubric to determine the results of the pre-test and post-test.

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	*Performance below Band 1.*			

Source: *Taken from (Cambridge Assessment English, 2020)*

Table 7. Pre-test Control group

Student	Speaking skill score/5
student 1	3
student 2	4
student 3	3
student 4	3
student 5	2
student 6	5
student 7	3
student 8	3
student 9	4
student 10	5
student 11	2
student 12	4
student 13	2
student 14	3
student 15	4
student 16	3
student 17	3
student 18	3
student 19	3
student 20	4
student 21	3
student 22	3
student 23	3
student 24	3
student 25	2
	X= 3,2000

Elaborated by the investigator
Source: Owner

Table 8. Pre-test Experimental group

Student	Speaking skill score/5
student 1	3
student 2	4
student 3	3
student 4	3
student 5	2
student 6	5
student 7	3
student 8	3
student 9	4
student 10	4
student 11	2
student 12	3
student 13	2
student 14	3
student 15	4
student 16	3
student 17	3
student 18	3
student 19	3
student 20	3
student 21	3
student 22	2
student 23	3
student 24	3
student 25	2
	X= 3,0400

Elaborated by the investigator
Source: Owner

The application of this research was carried out based on the application of a pre-test by taking into account the control and experimental group. The groups were integrated for 25 participants in each group. The analysis of the results was executed based on the parameters that students accomplished in the pre-test. The values appreciated in the table above display the standards obtained for the students. In this initial point, it can be appreciated that the control group scored X= 3,20 while the experimental group scored X= 3,04.

Graphic 1. Pre-test data Interpretation
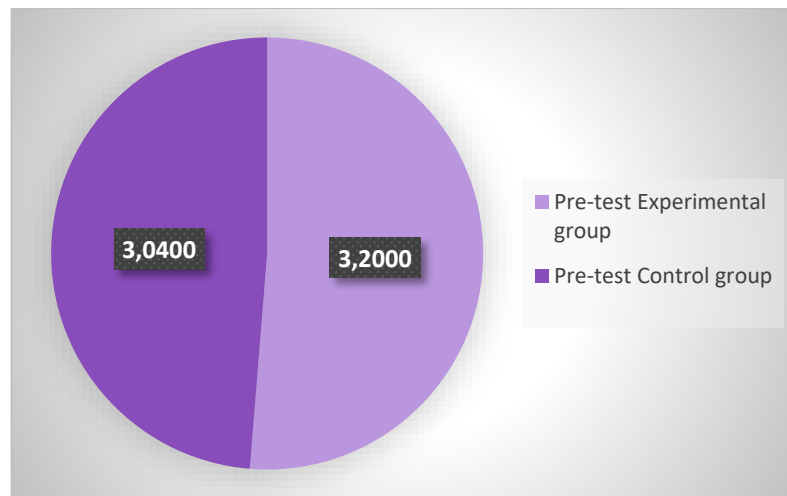
Pre-test Control and Experimental group
Elaborated by the investigator
Source: Owner

According to the results obtained from the pre-test applied to the control and experimental group, it can be deduced that both groups own similitudes in their marks, for acquiring these values a speaking activity was employed with its respective rubric which contains five factors to standardize the activity. The average presented by the two groups is slightly narrow, the control group presented an average of X= 3,20 while the experimental group exhibited X= 3,04 as average.

Table 9. Post-test Control group

Student	Speaking skill score/5
student 1	*3*
student 2	*4*
student 3	*3*
student 4	*3*
student 5	*4*
student 6	*5*
student 7	*3*
student 8	*3*
student 9	*4*
student 10	*4*
student 11	*3*
student 12	*4*
student 13	*3*
student 14	*3*
student 15	*4*
student 16	*3*
student 17	*3*
student 18	*3*
student 19	*3*
student 20	*3*
student 21	*3*
student 22	*2*
student 23	*3*
student 24	*3*
student 25	*4*
	X= 3,3200

Elaborated by the investigator
Source: Owner

Table 10. Post-test Experimental group

Student	*Speaking skill score/5*
student 1	4
student 2	4
student 3	4
student 4	4
student 5	5
student 6	5
student 7	4
student 8	4
student 9	5
student 10	5
student 11	4
student 12	5
student 13	4
student 14	4
student 15	5
student 16	4
student 17	4
student 18	4
student 19	4
student 20	4
student 21	4
student 22	3
student 23	4
student 24	4
student 25	5
	X= 4,2400

Elaborated by the investigator
Source: Owner

In the application of the post-test to the control and experimental group, the researcher kept the same rubric used in the pre-test to rate their score standards acquired. These two groups were conformed for 25 members for each one. The results are illustrated in the table above.
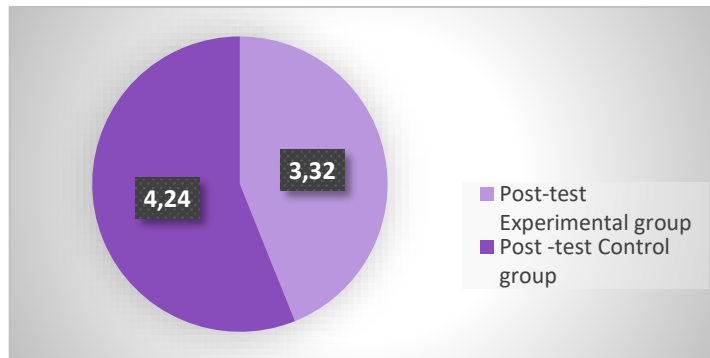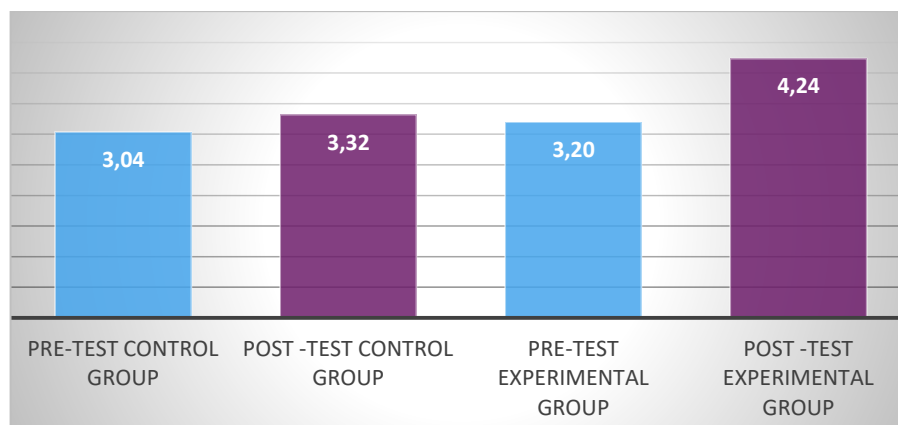

Graphic 2. Post-test control and Experimental group

Post-test Control and Experimental group
Elaborated by the investigator
Source: Owner

The data represented in the graphic evidence that the post-test applied to the control and experimental group differ in their results. The control group rated X= 3,32 and the Experimental group X= 4,24. The results differ with 0,92 as proportional average by marking an advantageous result for the experimental group. A speaking activity was used for the post-test with a supporting rubric to measure the five aspects of the speaking activity. In the post-test, Project-based learning was socialized with the experimental group.

Graphic 3. Pre-test and Post-test results

Pre-test and Post-test Results Control and Experimental group
Elaborated by the investigator
Source: Owner

The graphic above summarizes the results collected from the pre-test and post-test, where the performance of the experimental group transcends the control group average. As a result, the experimental group increased its speaking skill performance by using Project-based learning. Based on these results, it can be concluded that the proposal presented under the name of PBL booklet with interactive activities to develop and consolidate the speaking skills in the students of the intermediate level at Technical Airforce School was a beneficial and suitable work to get fruitful results in students' speaking production.

3.5 Chapter III conclusions

- The criteria emitted by the experts and the users through poll evidence that this work needs to be socialized in most of the institutions to open their minds for trying this kind of methodology which has succeeded in the developed countries.

- These proficient professionals also view the projects as a way to captivate students' attention to reach a suitable and significant teaching-learning process because of its efficacy and facility to be adapted to many groups and levels by modifying its complexity.

- The Project-based learning activity applied to improve the speaking skill fulfilled the desired results because it attracted the students' attention and engaged them to participate constantly.

General conclusions

- During the research process, the theoretical foundations of Project-based learning were determined to consolidate the speaking production through activities and workshops as essential tools for teaching and learning advance.

- A booklet was elaborated to propel students to upgrade their speaking aptitude through projects' design directed to students of the intermediate level at Technical Air Force School, which has been argued, designed, and validated to provide an effective alternative for teachers and students.

- Based on a survey conducted to students of the intermediate level at Technical Air Force School, it was evidenced the need to implement a new methodology, which justifies the elaborated proposal.

- The results obtained from the post-test were profitable because the data showed an increasement in the students speaking performance by implementing Project-based learning.

Recommendations

- It is recommended to execute the PBL booklet with interactive activities to develop and consolidate the speaking skills in the students of different institutions by taking into consideration the premises presented in chapter two.

- It is necessary to update and not follow deciduous methods and techniques that delay the educational process and appeal to innovative strategies that facilitate communicative efficiency in students.

- Educators must be mediators and supervisors to raise students' interest to develop their knowledge by encouraging them constantly.

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APPENDIX

Appendix 1

REPUBLICA DEL ECUADOR

"El Ecuador ha sido, es y será país Amazónico"

FUERZA AÉREA
ESCUELA TÉCNICA DE LA FUERZA AÉREA

"cuidamos elcielo, para que haya paz en la tierra"

Oficio Nro. FA-BY-F-e8-2021-0011-O

Latacunga, 14 de abril del 2021

Asunto: Remitiendo información

Señor Msg.
Nelson Guagchinga
COORDINADOR DE LA MAESTRIA LINGÜÍSTICA APLICADA A LA ENSENANZADEL IDIOMA INGLÉS
Presente

De mi consideración:

Por medio del presente me es grato dirigirme a usted señor Magister para informar que el pedido de la licenciada Olga Samanda Abedrabbo Ramos docente inglés, con C.I. 0503510075 está autorizado para realizar el trabajo de investigación con el tema: **"PROJECT BASED LEARNING TO DEVELOP THE SPEAKING SKILL"** el mismo que se realizara a los Aspirantes a Tropa de la Escuela Técnica de la Fuerza Aérea.

Atentamente,
DIOS, PATRIA Y LIBERTAD

Juan Velasco Freile
Mayor Plto. Avc.
JEFE DEL DEPARTAMENTO PLANIFICACIÓN ACADÉMICA MILITAR ETFA.

Copia: - Archivo

Appendix 2

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

Students' survey

Show your agreement or disagreement on the rating scale from five to one. 1 represents always, 2 usually, 3 sometimes, 4 hardly ever and 5 never.

| DO STUDENTS PERFORM THESE PARAMETERS IN CLASS?	5	4	3	2	1
Students are the center of the learning process and assume the role of experts					
The project is promoted for important questions oriented to the real and updated world					
The 21-century skills (communication, cooperation, critical thinking, and creativity) constitute an integral part of the project.					
The assigned tasks or activities follow a process.					
Topics are based on problems or products creation.					
Speaking activities allow students to increase their research sense.					
Students have the autonomy to develop their tasks by allowing them to make choices about the products they create, how they work and how they use their time.					
The activities developed have a theoretical phase and a practice phase.					
Students are assessed in a formative way by taking into consideration each stage of learning.					
Students present their work to other people beyond their classmates and teacher.					
Self-assessment and peer assessment forms are applied as improvement feedback.					
Students are assessed with a rubric in each stage of learning.					

Appendix 3

RESULTS OF THE SURVEY APPLIED TO STUDENTS

According to the survey obtained from the students of the intermediate level at Technical Airforce School, the following data was collected to know how the activities are performed, what guidelines and the assessment are applied to evaluate the speaking skill.

1. Do students assume the role of experts?

Options	Students	%
always	0	0%
usually	2	4%
sometimes	8	16%
hardly ever	20	40%
never	20	40%
TOTAL	50	100%
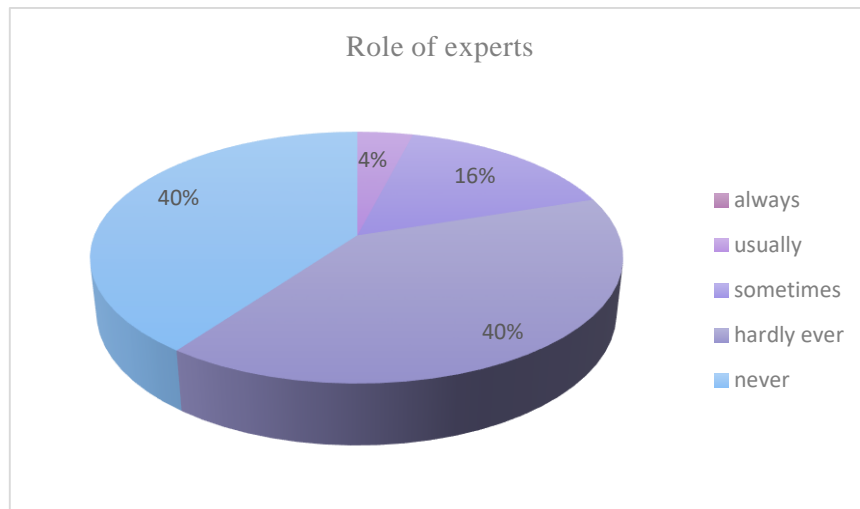
Role of experts

Analysis and interpretation: It can be understood that 4% of them think that they usually assume the role of experts, 16% sometimes, 40% answered hardly ever and 40% replied never. This information denotes that students are not considered qualified to manage their tasks alone.

2. Are students the center of the learning process?

Options	Students	%
always	0	0%
usually	3	6%
sometimes	5	10%
hardly ever	15	30%
never	27	54%
TOTAL	50	100%
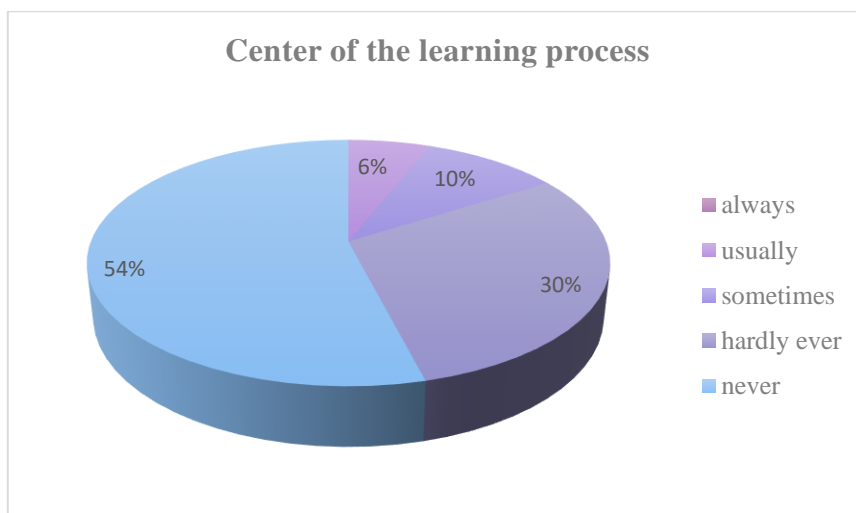
Analysis and interpretation: the data collection showed that 6% think they are usually the center of attention while 10% sometimes, 30% answered hardly ever, and finally 54% replied never. With this information, it can be interpreted that students still being secondary or passive characters when developing speaking activities in the classroom.

3. Are tasks and activities oriented to real and updated world situations?

Options	Students	%
always	0	0%
usually	0	0%
sometimes	11	22%
hardly ever	18	36%
never	21	42%
TOTAL	50	100%

Real and updated world situations
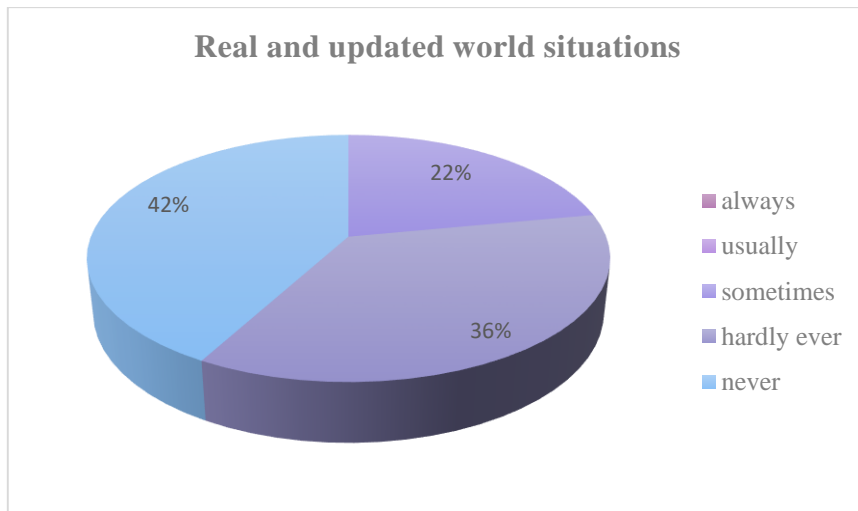
Analysis and interpretation: the graphic showed that 22% think they sometimes participate in activities that are centered on real-life situations, 36% affirm that hardly ever, and 42% reacted to never as an option. It helped to know that teachers are not constantly referring to current world topics to enhance their speaking skills.

4. Do the speaking tasks follow a process based on investigation, development, and result stages?

Options	Students	%
always	0	0%
usually	0	0%
sometimes	0	0%
hardly ever	5	13%
never	35	88%
TOTAL	40	100%
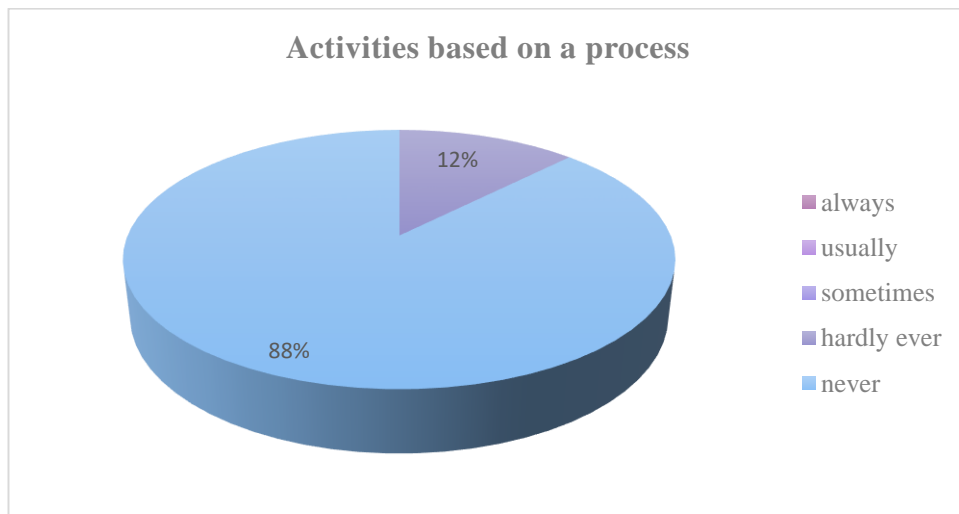
Analysis and interpretation: the statistics displayed that 13% of the students contemplate they hardly ever follow a process to fulfill the speaking ability, and 88% selected never. It revealed the final result is more relevant than following a process.

5. Do 21st-century skills constitute an integral part of a project or activity?

Options	Students	%
always	0	0%
usually	5	10%
sometimes	16	32%
hardly ever	21	42%
never	8	16%
TOTAL	50	100%

21st century skills
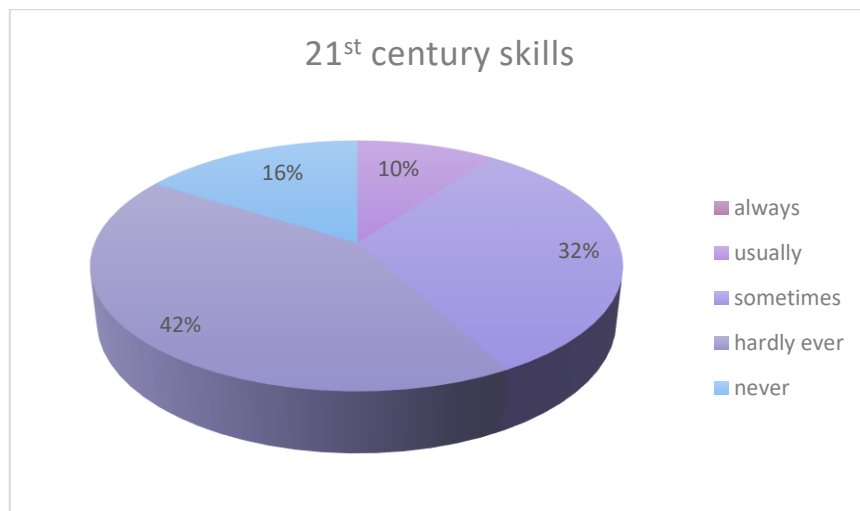
Analysis and interpretation: the figures demonstrated that 10% of the students consider that the 21st-century skills are usually used during speaking, 32% agreed with sometimes, 42% with hardly ever and 16% with never as a response this allowed to expose that 21st-century skills are rarely used as an integral part during the activities.

6. Are topics based on problem-solving and products creation?

Options	Students	%
always	0	0%
usually	0	0%
sometimes	10	20%
hardly ever	18	36%
never	22	44%
TOTAL	50	100%
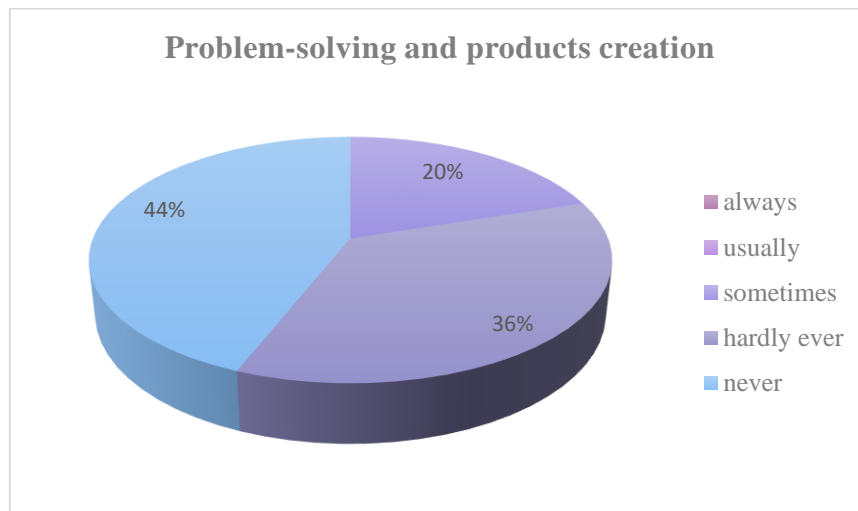
Analysis and interpretation: 20% of students agreed that topics sometimes are oriented to problem-solving situations and product creations, 36% rated with hardly ever, and 44% with never. It can be exhibited that problem-solving situations and product creations are infrequently used to develop their topics.

7. Do students feel motivated to increase their research sense with the activities assigned?

Options	Students	%
always	0	0%
usually	8	16%
sometimes	27	54%
hardly ever	15	30%
never	0	0%
TOTAL	50	100%
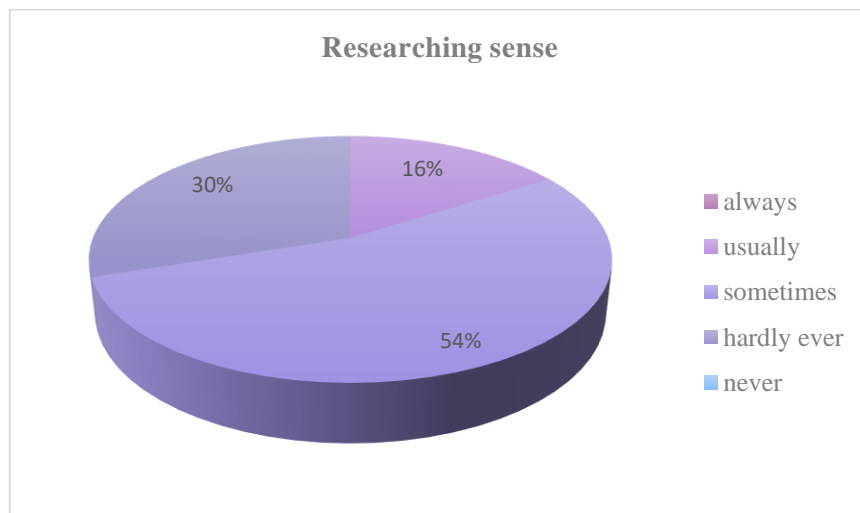
Researching sense

Analysis and interpretation: 16% of students answered that they usually feel motivated to research topics, 54% scored sometimes, and 30% answered hardly ever. It confirmed that the sense o researching is not fully exploited.

8. Do students work with autonomy to develop their tasks by making choices about activities, work, and time?

Options	Students	%
always	0	0%
usually	0	0%
sometimes	10	20%
hardly ever	16	32%
never	24	48%
TOTAL	50	100%
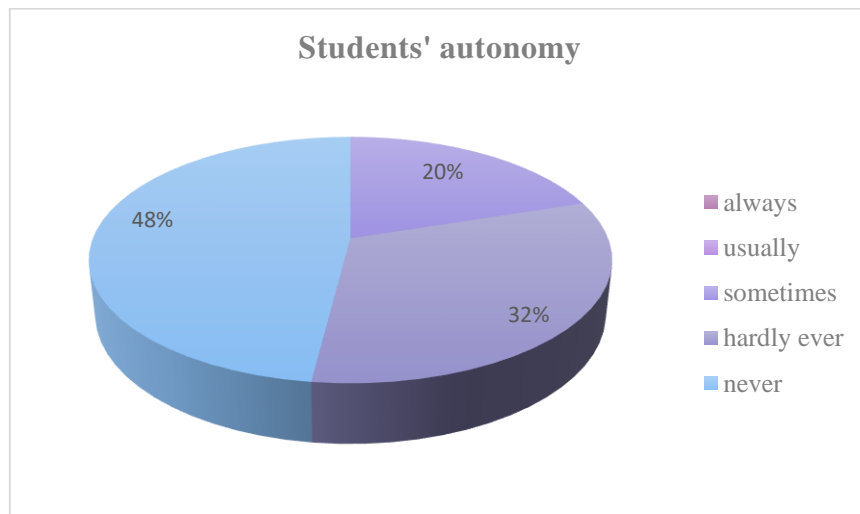
Analysis and interpretation: 20% of students answered that they sometimes have the autonomy to develop speaking tasks, 32% scored hardly ever, and 48% answered never. It represented that teachers are responsible for sharing topics and making choices about the tasks by decreasing students' responsibility.

9. Do the activities and presentations have a theoretical phase and a practice phase?

Options	Students	%
always	0	0%
usually	0	0%
sometimes	10	20%
hardly ever	19	38%
never	21	42%
TOTAL	50	100%

Theoretical and practical phase
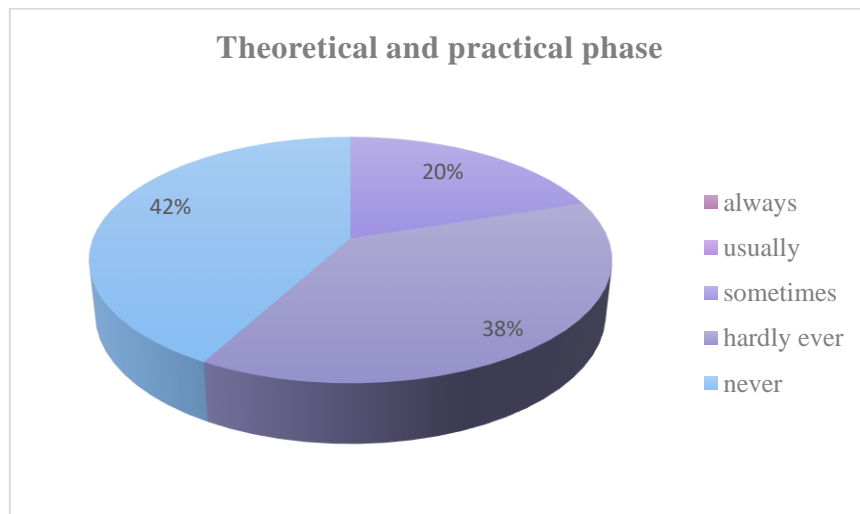
Analysis and interpretation: 20% of students answered that theoretical and practical phases are sometimes included during their presentations and activities' advance, 38% categorized it using hardly ever, and 42% opted for never. It can be denoted that students adjusted their activities to the theoretical phase most of the time.

10. Are students assessed in a formative way by taking into consideration each stage of learning?

Options	Students	%
always	0	0%
usually	0	0%
sometimes	4	8%
hardly ever	13	26%
never	33	66%
TOTAL	50	100%

Formative assessment
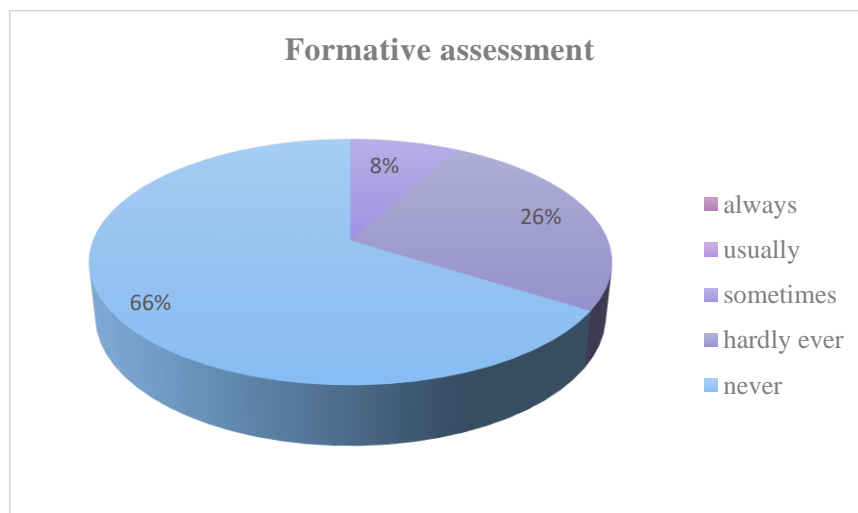
Analysis and interpretation: 8% of students replied they sometimes are evaluated by taking into account the formative assessment, 26% reacted oriented for hardly ever, and 66% opted for never. This data discloses that summative assessment is regularly used to evaluate students' speaking competencies.

11. Do students present their work to other people beyond their classmates and teacher?

Options	Students	%
always	0	0%
usually	0	0%
sometimes	9	18%
hardly ever	17	34%
never	24	48%
TOTAL	50	100%
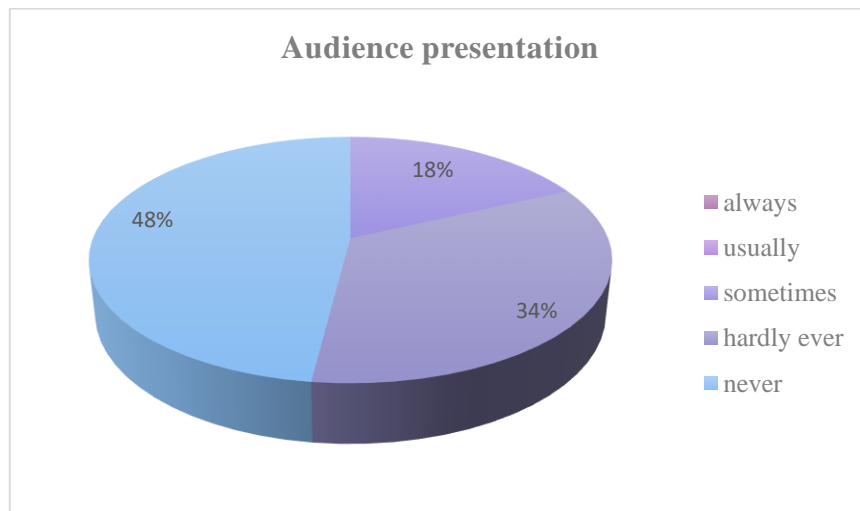
Analysis and interpretation: 18% of students concluded that they sometimes present their work to the audience beyond classmates or teachers, 34% felt oriented for hardly ever, and 48% selected never. These percentages confirmed that they do not present their work to an additional audience such as directors, parents, or spectators from other institutions.

12. Are students assessed with a rubric in each stage of learning?

Options	Students	%
always	0	0%
usually	0	0%
sometimes	9	18%
hardly ever	6	12%
never	35	70%
TOTAL	50	100%

Rubric usage in each stage of learning

18%

12%

70%

- always
- usually
- sometimes
- hardly ever
- never
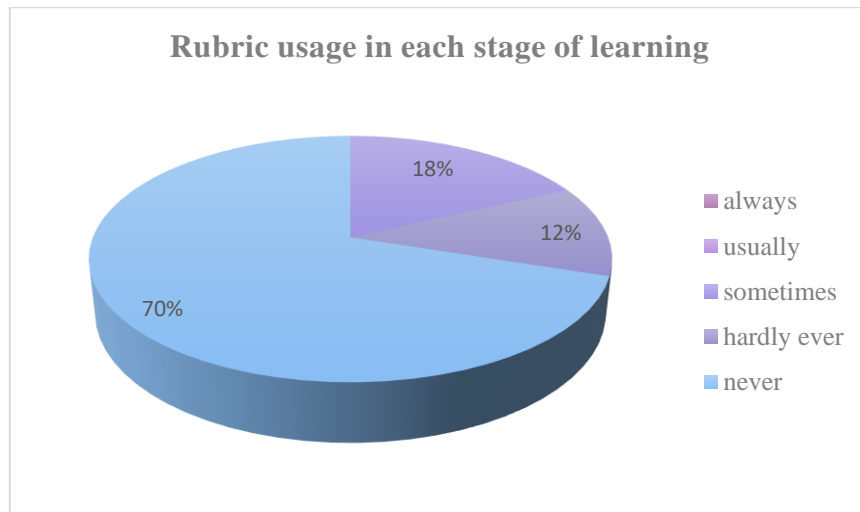
Analysis and interpretation: 18% of students determined that their teachers sometimes apply a rubric to assess, 12% preferred to select hardly ever, and 70% elected never. This data proportions let to assume that teachers use a rubric just to assess the final result.

13. Are self-assessment and peer assessment forms applied as improvement feedback?

Options	Students	%
always	0	0%
usually	0	0%
sometimes	0	0%
hardly ever	5	10%
never	45	90%
TOTAL	50	100%
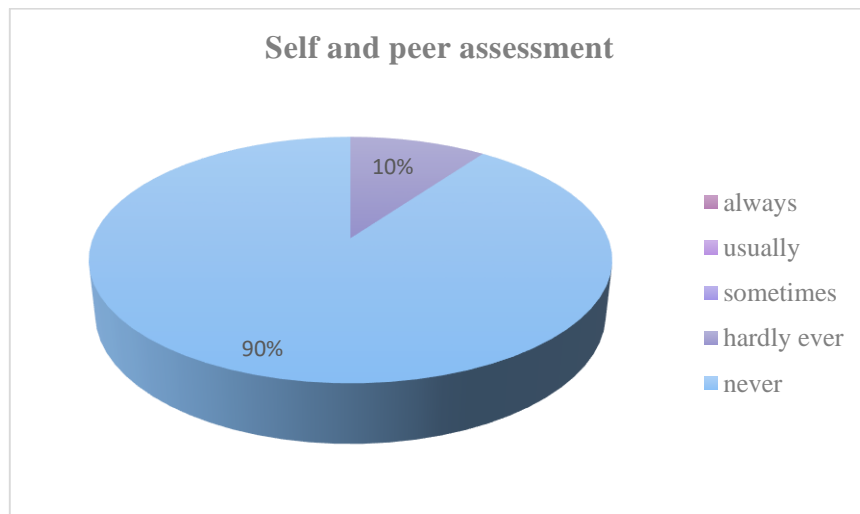
Analysis and interpretation: 10% of students expressed that they hardly ever receive a kind of form to assess themselves and their partners, 90% firmly defended the position that points to never. This showed that they do not use self and peer assessment forms as feedback for improvement.

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

PROPOSAL VALIDATION

1. **Research proposal data:**

   Author: Abedrabbo Olga

   Theme: Project-based learning to develop the speaking skill in EFL

   Objective: To develop students speaking skills through Project-based learning activities of the LVIII promotion at Air Force Technical School to increase superior utterances management in a real context and innovative environment.

   Evaluator's information

Evaluator's name:	Banguera Rojas Javier Alejandro
ID number:	0801418542
Academic degree:	Master's Degree in Applied Linguistics for Bilingual Spanish-English Teaching
Senescyt registration number	1027-2018-1955510
Current job:	English teacher at "Luis Vargas Torres" Technical University
Phone number:	0993699070
e-mail:	xavierblic@gmail.com

2. Evaluation

Place an X on the square.

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current and relevant contribution to encourage students speaking skills.	X		
b) The implementation of Project-based learning is suitable to enhance students' research sense, critical thinking, and autonomy.	X		
c) The proposal topic is linked with the 21st-century skills (communication, collaboration, critical thinking, and creativity)	X		
d) The originality of the contributions and reflections of the author gives added value to the proposal.	X		
e) The Project-based learning activities follow a formative process because of its three stages. (investigation, process, and product)	X		
f) The proposal topics are based on problems, products, and situations that humanity faces according to our real and updated world.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The length of the activities is appropriate depending on the project complexity about the topic, the objectives,	X		

and the required product or problem-solving situation.			
j) The dissertation provides contributions regarding methodological proposals, approaches, and conceptualization.	X		
k) The objectives in each activity are met so that there is harmony between objectives the development and the results.	X		

3. **Impact**. What is the impact of this research? (Place an X on the square)

Local	X
Regional	
National	
International	

4. **General comments and recommendations for the Author.**

I find this proposal as an excellent tool because the incorporation of the projects is linked with the content, topics, products, 21st-century skills, and context to encourage speaking production. I would like to recommend encouraging English educators by adapting this proposal according to their contents because working with projects seems to be multidisciplinary and teachers can explore its implementation by including innovative and real-life topics beyond the outdated ones.

Javier Alejandro Banguera Rojas

I.D. 0801418542

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

PROPOSAL VALIDATION

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   Objective: To develop students speaking skills through Project-based learning activities of the LVIII promotion at Technical Air Force School to increase superior utterances management in a real context and innovative environment.

2. **Evaluator's information**

Evaluator's name:	Gina Maricruz Cerda Solís
ID number:	0501602536
Academic degree:	Master in Linguistics and Didactics of Foreign Language Teaching.
Senescyt registration number	1005-2018-2010431
Current job:	English Teacher at University of the Armed Forces Campus Latacunga
Phone number:	0999956619
e-mail:	gmcerda@espe.edu.ec

3. Evaluation

Place an X on the square.

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current and relevant contribution to encourage students speaking skills.	X		
b) The implementation of Project-based learning is suitable to enhance students' research sense, critical thinking, and autonomy.	X		
c) The proposal topic is linked with the 21st-century skills (communication, collaboration, critical thinking, and creativity)	X		
d) The originality of the contributions and reflections of the author gives added value to the proposal.	X		
e) The Project-based learning activities follow a formative process because of its three stages. (investigation, process, and product)	X		
f) The proposal topics are based on problems, products, and situations that humanity faces according to our real and updated world.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The length of the activities is appropriate depending on the project complexity about the topic, the objectives, and the required product or problem-solving situation.	X		

j) The dissertation provides contributions regarding methodological proposals, approaches, and conceptualization.	X		
k) The objectives in each activity are met so that there is harmony between objectives the development and the results.	X		

4. **Impact**. What is the impact of this research? (Place an X on the square)

Local	X
Regional	
National	
International	

1. **General comments and recommendations for the Author.**

This proposal is recommended to be implemented as a learning tactic that can help students develop the necessary cognitive and metacognitive strategies that support them to build up their speaking competencies.

Firmado electrónicamente por:
GINA MARICRUZ

I.D: 0501602536

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

PROPOSAL VALIDATION

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   Author: Abedrabbo Olga

   Theme: Project-based learning to develop the speaking skill in EFL

   Objective: To develop students speaking skills through Project-based learning activities of the LVIII promotion at Technical Air Force School to increase superior utterances management in a real context and innovative environment.

2. **Evaluator's information**

Evaluator's name:	Marco Antonio Velasco Defaz
ID number:	0502548266
Academic degree:	Superior Diploma of Teaching English as a Second Language
Senescyt registration number	1004-11-734866
Current job:	English teacher at "Numa Pompilio Llona school"
Phone number:	+593 987951251
e-mail:	marcovelascod@hotmail.com

3. Evaluation

Place an X on the square.

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current and relevant contribution to encourage students speaking skills.	X		
b) The implementation of Project-based learning is suitable to enhance students' research sense, critical thinking, and autonomy.	X		
c) The proposal topic is linked with the 21st-century skills (communication, collaboration, critical thinking, and creativity)	X		
d) The originality of the contributions and reflections of the author gives added value to the proposal.	X		
e) The Project-based learning activities follow a formative process because of its three stages. (investigation, process, and product)	X		
f) The proposal topics are based on problems, products, and situations that humanity faces according to our real and updated world.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The length of the activities is appropriate depending on the project complexity about the topic, the objectives, and the required product or problem-solving situation.	X		

j) The dissertation provides contributions regarding methodological proposals, approaches, and conceptualization.	X		
k) The objectives in each activity are met so that there is harmony between objectives the development, and the results.	X		

4. **Impact**. What is the impact of this research? (Place an X on the square)

Local	X
Regional	X
National	X
International	

1. **General comments and recommendations for the Author.**

This proposal fulfills my expectations because it has a good organization and its contents are clear and easy to adapt. Consequently, there is no doubt that students will feel confident expressing their work because working with projects has an encouraging impact on them for its novelty. My only recommendation is that this research should be applied in any educational institution because there is no more help if it is just shared in only one institution. After all, there is little research in the speaking field to improve students' level in this ability.

Marco Antonio Velasco Defaz
I.D: 0502548266

Appendix 5

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to
Teaching English as a Foreign Language

USERS' VALIDATION

1. **Research proposal data:**

   Author: Abedrabbo Olga

   Theme: Project-based learning to develop the speaking skill in EFL

   Objective: To develop students speaking skills through Project-based learning activities of the LVIII promotion at Technical Air Force School to increase superior utterances management in a real context and innovative environment.

2. **Evaluator's information**

Evaluator's name:	Lourdes Carmen Guanoluisa Toapanta
ID number:	050345849-9
Academic degree:	Bachelor degree in Sciences Education (specialty in English)
Senescyt registration number	1020-12-1169236
Current job:	English teacher at Isidro Ayora School
Phone number:	0998310023
e-mail:	lourdes.guanoluisa4@utc.edu.ec

3. Evaluation

Place an X on the square.

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current and relevant contribution to encourage students speaking skills.	X		
b) The implementation of Project-based learning is suitable to enhance students' research sense, critical thinking, and autonomy.	X		
c) The proposal topic is linked with the 21st-century skills (communication, collaboration, critical thinking, and creativity)	X		
d) The originality of the contributions and reflections of the author gives added value to the proposal.	X		
e) The Project-based learning activities follow a formative process because of its three stages. (investigation, process, and product)	X		
f) The proposal topics are based on problems, products, and situations that humanity faces according to our real and updated world.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The length of the activities is appropriate depending on the project complexity about the topic, the objectives, and the required product or problem-solving situation.	X		

j) The dissertation provides contributions regarding methodological proposals, approaches, and conceptualization.	X		
k) The objectives in each activity are met so that there is harmony between objectives the development and the results.	X		

4. **Impact**. What is the impact of this research? (Place an X on the square)

Local	X
Regional	
National	
International	

2. **General comments and recommendations for the Author.**

This proposal based on projects is a very interesting tool to develop speaking skills in students because it contributes immensely to education by taking into consideration communication, collaboration, critical thinking, and creativity. I also can add that this proposal is significant. After all, it constitutes a source of development for other educational members because it is easy to manage and adjust to their context based on situations, problems, and products that students need to manage, solve and create. I recommend sharing this work with all the teachers of the educational institution to fortify the teaching-learning process and provide teachers with this beneficial tool.

Lourdes Carmen Guanoluisa Toapanta
CI: 1722543624

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

USERS' VALIDATION

1. **Research proposal data:**

   Author: Abedrabbo Olga

   Theme: Project-based learning to develop the speaking skill in EFL

   Objective: To develop students speaking skills through Project-based learning activities of the LVIII promotion at Technical Air Force School to increase superior utterances management in a real context and innovative environment.

2. **Evaluator's information**

Evaluator's name:	Ana Changoluisa Calapaqui
ID number:	0503377210
Academic degree:	Bachelor degree in Sciences Education (specialty in English)
Senescyt registration number	1020-12-1160778
Current job:	English teacher at Cerit Educative Unit
Phone number:	+593 939111274
e-mail:	aniely1989@hotmail.com

3. Evaluation

Place an X on the square.

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current and relevant contribution to encourage students speaking skills.	X		
b) The implementation of Project-based learning is suitable to enhance students' research sense, critical thinking, and autonomy.	X		
c) The proposal topic is linked with the 21st-century skills (communication, collaboration, critical thinking, and creativity)	X		
d) The originality of the contributions and reflections of the author gives added value to the proposal.	X		
e) The Project-based learning activities follow a formative process because of its three stages. (investigation, process, and product)	X		
f) The proposal topics are based on problems, products, and situations that humanity faces according to our real and updated world.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The length of the activities is appropriate depending on the project complexity about the topic, the objectives, and the required product or problem-solving situation.	X		

j) The dissertation provides contributions regarding methodological proposals, approaches, and conceptualization.	X		
k) The objectives in each activity are met so that there is harmony between objectives the development and the results.	X		

4. **Impact**. What is the impact of this research? (Place an X on the square)

Local	X
Regional	X
National	X
International	

5. **General comments and recommendations for the Author.**

After reading and analyzing this proposal, I must say that it is based on an original and important topic that makes it useful for each one who is interested in it. This research contains an updated methodology that permits the learning improvement of a productive skill that most of the time represents a challenge. So, based on this comment the recommendation is to apply this proposal wherever would be possible taking into account that the speaking skill development is difficult to manage in English learning.

Ana Changoluisa Calapaqui

I.D: 0503377210

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

USERS' VALIDATION

1. **Research proposal data:**

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   Objective: To develop students speaking skills through Project-based learning activities of the LVIII promotion at Technical Air Force School to increase superior utterances management in a real context and innovative environment.

2. **Evaluator's information**

Evaluator's name:	Mayra Elizabeth Pazuña Zumba
ID number:	050276416-0
Academic degree:	Bachelor degree in Sciences Education (specialty in English)
Senescyt registration number	1020-2018-2010750
Current job:	English teacher at ETFA school
Phone number:	0958643554
e-mail:	mayrapazua@yahoo.es

3. **Evaluation**

   Place an X on the square.

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current and relevant contribution to encourage students speaking skills.	X		

b) The implementation of Project-based learning is suitable to enhance students' research sense, critical thinking, and autonomy.	X		
c) The proposal topic is linked with the 21st-century skills (communication, collaboration, critical thinking, and creativity)	X		
d) The originality of the contributions and reflections of the author gives added value to the proposal.	X		
e) The Project-based learning activities follow a formative process because of its three stages. (investigation, process, and product)	X		
f) The proposal topics are based on problems, products, and situations that humanity faces according to our real and updated world.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The length of the activities is appropriate depending on the project complexity about the topic, the objectives, and the required product or problem-solving situation.	X		
j) The dissertation provides contributions regarding methodological proposals, approaches, and conceptualization.	X		
k) The objectives in each activity are met so that there is harmony between objectives the development and the results.	X		

4. **Impact**. What is the impact of this research? (Place an X on the square)

Local	X
Regional	
National	
International	

5. **General comments and recommendations for the Author.**

I can express that this proposal is excellent because all the elements that it includes are well structured, the content is appropriate for students' level, the methodology guarantees language acquisition through real-life activities and the project offers a lot of opportunities to investigate in the educational field by using language as means. I would like to recommend implementing these activities in the ETFA to increase superior utterances management in students to facilitate their communication during real context activities based on its feasibility and innovation.

Mayra Elizabeth Pazuña Zumba

I.D:0502764160

Appendix 6

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

Pre-test Speaking activity

Instructions:

- After watching a video from
  https://www.youtube.com/watch?v=JaSe85Mcwp0 you have to prepare a
  presentation based on environmental issues.
- You can use the questions below as key to include in your speaking content.
- Use visual material such as posters, comparative charts, or PowerPoint
  presentations.

Key questions:

- What are the causes of climate change?
- What animal species could become extinct? Why?
- What are the factors that cause water pollution?
- What are the factors that cause air pollution?
- Would be it possible to live in a world without plastic?
- What do you think would happen if people continue cutting trees?
- What is recycling and why is it important?
- How can you help the environment?
- How do you think the environment 100 years ago differs from Nodaway's
  environment?
- How will the environment evolve in the future?

SPEAKING SKILL RUBRIC

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	*Performance below Band 1.*			

Source: *Taken from (Cambridge Assessment English, 2020)*

Appendix 7

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to
Teaching English as a Foreign Language
Post-test Speaking activity

Topic: Harmful effects of the pollution

Grammatical tense: past simple, present simple, and future will.

Driving question: What are the consequences and how pollution disturbs our environment?

Product: Create a video about a stop motion campaign to warn and awareness people.

Instructions:

Project launch

- Exploration of pollution causes
- Groups' assignation by the teacher
- Roles' distribution by the students
- The teacher assesses the initial stage with a rubric

Project development

- The teacher shares and support ideas
- Students share ideas and research information
- The teacher supervises the task development
- Students organize and structure the ideas
- Students work on a product's creation to complement the theory.
- The teacher assesses the process stage

Project result

- Students exhibit their products to the audience and answer their questions.
- The teacher evaluates the final product with a rubric.
- The teacher offers feedback and tips based on the presentation's performance.
- Students share viewpoints and recommendations for the succeeding project.
- Students fill the self and peer evaluation forms aimed to improve their projects.

SPEAKING SKILL RUBRIC

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	*Performance below Band 1.*			

Source: *Taken from (Cambridge Assessment English, 2020)*

Appendix 8

Curiginal

Document Information

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Submitted	8/25/2021 1:05:00 AM
Submitted by	
Submitter email	gina.venegas@utc.edu.ec
Similarity	7%
Analysis address	gina.venegas.utc@analysis.urkund.com

Sources included in the report

SA	**CORRECCIÓN FINAL TESIS GABY JARAMILLO.docx** Document CORRECCIÓN FINAL TESIS GABY JARAMILLO.docx (D55855123)	🔳	4
SA	**CHAPTER 1 - 6 24.10.2018.docx** Document CHAPTER 1 - 6 24.10.2018.docx (D42995126)	🔳	2
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SA	**28934829aaa8b35511a5e8e2e6cc8537b1cc55a4.doc** Document 28934829aaa8b35511a5e8e2e6cc8537b1cc55a4.doc (D91566100)	🔳	1
SA	**VANESSA_SISALEMA_DISSERTATION.docx** Document VANESSA_SISALEMA_DISSERTATION.docx (D49072692)	🔳	11
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W	URL: https://repositorio.uta.edu.ec/jspui/bitstream/123456789/29276/1/Acosta%20Lorena.pdf Fetched: 7/8/2020 6:47:59 PM	🔳	2