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**INTEGRATION OF PROJECT-BASED LEARNING TO DEVELOP ENGLISH
ORAL PRODUCTION IN SOPHOMORE STUDENTS AT LICEO JOSÉ
ORTEGA Y GASSET**

LINE OF RESEARCH

**Technology as a didactic tool to the English teaching-learning process as a foreign
language**

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Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Inglés

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I dedicate this research work to my father. Even in the far beyond, angels receive messages. To my mom, who has always stood by me and encouraged me to do my best, especially during the darkest times.

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Abstract

Sophomore students at Liceo José Ortega y Gasset, in Quito-Ecuador, are preparing to be certified at a B2 level by the end of their third year of high school. Teaching English as a foreign language presents the challenge of fostering adequate oral proficiency in the language. There are various pedagogical approaches and teaching strategies that significantly enhance oral production, such as Project-Based Learning (PBL). PBL is an active methodology that enables students to apply the language in real and relevant situations, thereby promoting the development of their oral communication skills in English. The aim of this research is to validate the effectiveness of Project-Based Learning in enhancing English oral production among sophomore students at Liceo José Ortega y Gasset during the 2021-2022 school year. The research adopted a qualitative and quantitative approach, including interviews with sophomore teachers regarding their command of PBL, surveys of students to understand their preferences and personal interests in learning, and the administration of the Cambridge speaking pretest for initial diagnosis. An interdisciplinary PBL project was implemented based on a digital booklet, and the proposal was validated through a posttest, which showed a 6% improvement in oral production compared to the pretest results. The booklet proved to be effective, offering specific strategies, techniques, and project examples that enriched teachers' instructional practices and facilitated more dynamic learning experiences for EFL students. Teachers were willing to dedicate one to two weeks to interdisciplinary PBL projects, optimizing their workload. Students displayed a positive attitude toward these projects, aligning with the preferences of Generation Z for short-term outcomes. The implementation of PBL in EFL at Liceo José Ortega y Gasset successfully enhanced oral production in English. Students demonstrated significant commitment and motivation through active participation in interdisciplinary projects, allowing them to apply the language in authentic contexts.

Keywords: Project-Based Learning, PBL, Interdisciplinary PBL, oral production, speaking skills.

Resumen

Los estudiantes de segundo año de Bachillerato en el Liceo José Ortega y Gasset, en Quito Ecuador, se preparan para certificarse como B2 al finalizar el tercer año. En la enseñanza del inglés como lengua extranjera el reto es desarrollar una adecuada producción oral del idioma. Existen enfoques pedagógicos y estrategias de enseñanza que promueven la producción oral como el aprendizaje basado en proyectos (ABP) que es una metodología activa que permite a los estudiantes aplicar el idioma en situaciones reales. El objetivo de la investigación es comprobar la validez del ABP en el desarrollo de la Producción Oral en inglés en estudiantes de segundo año del Liceo José Ortega y Gasset en el curso escolar 2021-2022. La investigación tuvo un enfoque cualitativo y cuantitativo, con entrevistas a los docentes sobre el dominio de ABP, encuestas a los estudiantes sobre sus intereses personales para el aprendizaje y se aplicó el pretest de habilidades del habla en inglés como lengua extranjera de Cambridge, se creó un folleto sobre ABP interdisciplinario y se validó la propuesta mediante el posttest con un incremento del 6% en los resultados de producción oral con respecto al pretest. El folleto fue eficaz con estrategias y técnicas específicas y ejemplos, lo que permitió a los docentes enriquecer sus prácticas docentes y promover un aprendizaje más dinámico. Los profesores están dispuestos a trabajar en proyectos de una a dos semanas, optimizando su carga de trabajo. Los estudiantes mostraron una actitud positiva hacia estos proyectos, alineándose con las preferencias de la Generación Z por resultados a corto plazo. La implementación de ABP en el Liceo José Ortega y Gasset mejoró con éxito la producción oral en inglés. Los estudiantes demostraron un mayor compromiso y motivación con la participación en proyectos interdisciplinarios, aplicando el idioma en contextos auténticos.

Palabras clave: Aprendizaje Basado en Proyectos, ABP, APB interdisciplinario, producción oral, habilidad de hablar en inglés.

CHAPTER I

THE PROBLEM

1.1 Introduction

English is considered a second language, a foreign language, and a lingua franca, depending on the country and its usage. An undeniable truth is that English is widely used due to its versatility. In Ecuador, the Ministry of Education recognizes the importance of learning English as a foreign language. They have implemented the Common European Framework of Reference (CEFR) in both primary and secondary public schools (Ministry of Education, 2016). English in private schools may either follow a set curriculum or incorporate additional features to enhance the learning outcomes for their students.

The methodological approach of this research work utilizes Problem-Based Learning to enhance oral production among sophomore students at Liceo José Ortega y Gasset during the 2021-2022 school year. Project-Based Learning aims to involve students in addressing complex questions or solving real-life problems to present their findings to a genuine audience. PBL facilitates meaningful learning for students by exploring their interests, promoting collaborative work, and fostering the development of higher-order skills. Furthermore, Project-Based Learning encourages teachers from different disciplines to collaborate to achieve a common objective (Buck Institute for Education, 2015).

It is important to note that English language proficiency is primarily assessed through speaking skills. Hence, Project-Based Learning can be a valuable tool in establishing an English-speaking environment that nurtures the growth and enhancement of speaking abilities among sophomore students at Liceo José Ortega y Gasset. With PBL, students can effectively communicate with their teachers, peers, and audience while participating in collaborative projects that delve into their interests and cultivate higher-order skills. Furthermore, the proper implementation of PBL in their context enables EFL teachers to achieve more measurable and effective outcomes in language proficiency and other subjects taught in English (Savery & Duffy, 2001).

Throughout this research work, there are five chapters. The first chapter addresses the problem and provides its diagnosis. The second chapter centers on the theoretical framework that underpins this research. The third chapter outlines the methodology employed in the study's execution. The fourth chapter analyzes the results obtained

through a pre-test, students survey, and semi-structured interviews. The fifth chapter presents the proposal: a digital booklet that provides a comprehensive breakdown of Project-Based Learning for teachers to utilize and the posttest results to validate the proposal. Lastly, the research concludes with the presentation of findings, conclusions, and recommendations.

1.1.1 Problem description

Effective oral communication in English as a foreign language is a difficult skill to master since it requires practice and a nurturing English-speaking environment. Several students stated that they have spent a large amount of time studying English as a foreign language; however, they encounter difficulty in speaking or expressing themselves regularly with the fluency and accuracy they want (Harmer, 2007).

The current focus of the Ecuadorian curriculum regarding English as a foreign language follows the Common European Framework of Reference for Languages to achieve a certain level from A1 to B1 level throughout primary and secondary school in public institutions (Ministry of Education, 2016), however, the current teaching methods to achieve such levels focus only on reading, writing, and reduce listening as well as speaking, and students' level is compromised.

Liceo José Ortega y Gasset follows an enhanced curriculum in all areas of knowledge and has special attention to English. The students' exit profile in this institution intends to certify at least a B2 level in students when they graduate from high school. The problem nevertheless has to do with the development of speaking skills in these students since their speaking practice is sporadic among them; fluency and accuracy are affected by this limited speaking practice spaces as well.

In terms of English teaching, the prevailing instructional approach adopted by teachers primarily centers around adhering to the established institutional curriculum designated sophomore students. Within this framework, teachers are asked to complete the curriculum within a prescribed timeframe, resulting in a marginalization of productive skills, particularly speaking. The compacted content and the prevalence of rote exercises within the existing curriculum impose constraints on the amount of class time allocated for speaking activities. Furthermore, many of the current speaking activities implemented

by teachers tend to disengage students. Despite possessing a commendable level of English proficiency, sophomore students display a hesitancy to engage in regular English verbalization. Therefore, as proposed by Herazo (2010), it is imperative to design speaking activities that are both captivating and meaningful in order to foster oral production in the classroom.

The students' age is a determiner to establish the class approach to set learning goals in the class and to promote engagement. According to Turner (2015), generation Z is an age group whose interests are connected to the use of technology, and the current teacher-centered methodologies to teach English as a foreign language in this age group sometimes compromises the interest's level of sophomore students in English oral production. Furthermore, in accordance with Pérez-Escoda et.al. (2016), the generation Z has developed a series of unique characteristics that include an increased interest and use of technology for the search of information as well as for communication; this generation is accustomed to communicating, interacting, creating, and sharing content mostly in real-time, with no waiting period nor pause; given these circumstances, extended technology-free activities fail to generate the anticipated level of engagement. Furthermore, the generation z characteristics mentioned have intensified by the impact of the outbreak of the Coronavirus disease 2019 (COVID-19), which reached to the level of pandemic in March 2020.

When referring to the EFL teachers and teachers who teach subjects in English, the staff at High School Level at Liceo José Ortega y Gasset is competent in their English level and can be placed between B2 to C1 in accordance with the Common European Framework of Reference of Languages (Cambridge, 2011). These teachers are knowledgeable; trainings are given to these teachers for their improvement and update methodologies; however, there is the need of having more concrete implementation workshop about active methodologies in different environments using technological tools, to enhance meaningful speaking activities linked to students' high order thinking skills so that students feel more engaged.

The teaching methodologies employed by EFL teachers and teachers of subjects in English for sophomores at Liceo José Ortega y Gasset have predominantly relied on lectures, despite the availability of trainings and recommendations to diversify their instructional approaches. However, in response to the pandemic, many teachers have

begun integrating different strategies that involve the use of technology. Nevertheless, there remains some reluctance to fully embrace these changes, as they require additional preparation, knowledge, and a willingness to shift towards student-centered approaches that prioritize active learning over traditional teacher-centered methods focused solely on content delivery. This hesitance may stem from a fear of change, a lack of familiarity with implementing specific teaching methods step-by-step, or a combination of both factors.

Where learning takes place as well as how students are managed during a teaching session has a crucial role, therefore teachers' classroom management is essential to foster positive and productive learning in the environment provided. During the last school years, from 2019 to 2022, there have been many changes from classic face-to-face classes to virtual classes, then hybrid environments, and then back to face-to-face classes. Students and teachers went through continuous changes, and it was imperative for teachers to avoid reverting to their old ways and instead incorporate the knowledge they acquired into their teaching practices. Over the past few school years, teachers have encountered numerous changes. As of the time of this research work, school year 2021-2022, there remain several aspects that teachers at all levels of education must address. Due to these circumstances, the implementation of new methodologies and tools to enhance students' English oral production becomes a challenging task, which requires effective classroom management techniques to keep students attentive, focused, and organized.

Another identified issue pertains to the disjointed nature of English as a Foreign Language (EFL) and other subjects, which operate independently without integrating into collaborative interdisciplinary projects. Such projects have the potential to enhance students' performance not only in terms of English language skills but also in terms of their responsiveness to presented information and the ability to synthesize and apply demanded knowledge. Despite the well-documented benefits of collaborative and cooperative work, which have shown improvements in various aspects of students' and teachers' well-being and knowledge acquisition, there exists a percentage of teachers who prefer individual work rather than interdisciplinary collaboration.

Research questions

1. What has been done using Project-Based Learning to boost English oral production?
2. What elements from Project-Based Learning are required to boost English oral production in sophomore students at Liceo José Ortega y Gasset?
3. Is there free online didactic material for teachers to follow up on current Project-Based Learning processes conducted by EFL teachers?

1.2 Justification

This study addresses the need to improve oral production skills among second-year students in the field of English as a Foreign Language education. Traditional language instruction frequently concentrates on receptive language skills, leaving students with little opportunity to practice and develop their oral proficiency. Students, therefore, struggle to apply their knowledge in authentic communicative contexts. Through the adoption of a Project-Based Learning framework, this research work aims to address this challenge by promoting active learner participation, collaboration, and authentic language use. PBL facilitates meaningful language learning experiences, encouraging learners to engage in tasks and projects that mirror real-life scenarios. It proposes a Project-Based Learning approach as an effective strategy to enhance oral production skills in English as a Foreign Language contexts. Consequently, the purpose of this study is to investigate the potential of interdisciplinary PBL as a tool for enhancing oral production in EFL sophomores at Liceo José Ortega y Gasset.

This research work is relevant since it is aligned with connectivism, which is a learning theory of the digital age proposed by George Siemens, an evolution of the theories: behaviorist and constructivist, known as traditional theories, where technology is disregarded as part of the educational ecosystem Duke et al. (2013). In addition, this project is important because it is supported by new active teaching methodologies such as Project-Based Learning and Research-Based Learning. In this case, the researcher worked with Project-Based Learning proposed by William Heard Kilpatrick built on Dewey's theory, according to Becker and Slater (2019). These educational currents are combined with technological environments such as e-learning where mobile devices and internet connection interacted to promote collaborative work and interaction.

The research paper by Somani and Rizvi (2018) discusses the connection between Project-Based Learning and theories such as constructivism; it highlights the positive influence of PBL on the development of English oral production. Through PBL, students in Pakistan received feedback not only from teachers but also from their peers. They collaboratively build knowledge, which enhances their social engagement. Another research by Tran (2020) mentions that EFL high school students in Vietnam exhibited positive attitudes in terms of behavior, attachment, and cognition towards Project-Based Learning. In Ecuador, although Project-Based Learning has been a compulsory methodology in schools throughout the country since 2020, research specifically exploring its connection to English oral production is still developing. According to Gaona (2020), PBL is suggested as a methodology to promote English production regardless of language proficiency. Urgilez (2022) concludes that PBL improves students' pronunciation, fluency, accuracy, coherence, vocabulary, grammar, and communication.

In the present era, the ubiquitous presence of technology in daily life is evident, serving as a strategic ally for the development of new skills in educational training. Therefore, this research proposes the integration of Project-Based Learning with digital tools to enhance English language skills. This research work presented a comprehensive theoretical framework that drew upon definitions, ideas, previous research studies, scholarly papers, legal documents, and resolutions, among other reputable sources. Through this theoretical framework, the study aimed to establish a relationship between the variables of Project-Based Learning and English oral production within the selected population. Additionally, the study identified the direct and indirect beneficiaries based on the utilization of instruments as pre-tests, semi-structured interviews, and surveys.

Project-Based Learning directly benefits both students and teachers. For students, this active learning methodology allows direct engagement with integrated and individual subjects. When the learners work cooperatively and collaboratively with their peers, they become more interested in the world around them. According to Bransford et al. (2006), PBL is a methodology that empowers students to solve real-life problems through integrated projects, fostering the development of soft skills that are essential competencies in the 21st century. Consequently, both students and teachers stand to gain from the positive learning outcomes facilitated by PBL.

The current guidelines in the school year 2021-2022 in the national curriculum of Ecuador state that teachers are required to utilize student-centered active methodologies. These methodologies include gamification, flipped classroom, project-based learning, task-based learning, inquiry-based learning, critical thinking and projects, design thinking, collaborative learning, and cooperative learning (Ministry of Education, 2021). The inclusion of student-centered active methodologies reveal a significant shift in pedagogical practices towards fostering a more engaging and participatory learning environment. These methodologies align with contemporary educational trends, emphasizing the importance of active learning approaches that empower students to take ownership of their learning process and develop essential skills for the modern world.

Project-Based Learning is the main methodology used under the pandemic context as a requirement in public schools, whereas in private schools had to adapt the Project-Based Learning methodology on the current context of the school (i.e.: students' access to technology, students' connectivity, students' availability, contact teacher-students) (Ministry of Education, 2021). In the school year 2021-2022, Liceo José Ortega y Gasset used Project-Based Learning to assess learning along with partial tests and term exams. As part of this assessment, there had been interdisciplinary projects that connected multiple areas of knowledge for the sake of the best learning outcome in students. It is relevant to describe the teachers' application of Project-Based Learning and obtain data on how that application could be improved to cultivate sophomore students' English oral production.

The educational model promoted in 2017-2023 at Liceo José Ortega y Gasset is social constructivism, which emphasizes the collaborative nature of learning where learners assimilate and accommodate new knowledge as an individual in a group. According to Vygotsky (1978), the role of language and culture is essential to the cognitive development in which humans experience, communicate, and understand reality. Under the principles of social constructivism, the notion of proficient oral communication in English as a foreign language aligns with the collaborative and interactive nature of learning advocated by this educational approach. From the point of view of social constructivism, learners actively construct knowledge through social interactions and engagement with others. In the context of English language acquisition, effective oral communication requires the use of language within social and cultural contexts.

The integration of Project-Based Learning in sophomore students to develop oral production is enclosed in the first focal point, the second objective, and the third policy stated in the National Development Plan 2021-2025 in the focal point of social issues, the second objective states: “Promote an inclusive educational system with quality in all levels and enhance the orange economy” (National Planning Secretariat, 2021, p. 61). Within this objective, the third policy states: “Promote a model of higher education that is autonomous, free, knowledge-generating, without discrimination, with equity and territorial relevance” (National Planning Secretariat, 2021, p. 69).

This study is framed on the second objective in question because Project-Based Learning is an inclusive and flexible methodology that enables students to be the owners of their knowledge. Project-Based Learning focuses on research and responds to a complex question, challenge, or real-life problem (Buck Institute for Education, 2015). The question to be answered must be interesting and engaging for the participants. Furthermore, since Project-Based Learning’s goal is to present the results to a real audience, it prepares students to present the product of their research or the conclusions of their research. By doing that, it supports the development of the orange economy, according to the United Nations Education Science and Culture Organization (2021), the orange economy is the cultural and creative industries that combine the creation, production, and commercialization of creative content that is intangible and of a cultural nature. This study has territorial relevance since it is developed in Ecuador.

The direct beneficiaries of this study were sophomore students at Liceo José Ortega y Gasset and the English teachers in this group. Indirect beneficiaries were English teachers from other age groups at Liceo José Ortega y Gasset, authorities in this institution, students from other educational levels in High School, and the sophomores’ parents. Well-prepared bilingual sophomore students will go to their senior year and graduate with the expected B2-certified English level. Bilingual graduates that pursue a bachelor’s degree will support the local development and economy of the country. With this expected outcome, Project-Based Learning is presented as a viable methodology to improve the teaching-learning process that also develops English oral production in sophomore students at Liceo José Ortega y Gasset.

1.3 Significance

This research work focuses on improving English oral production in sophomore students using Project-Based Learning. Students at Liceo José Ortega y Gasset report they would like to have more English-speaking practice according to the institutional student satisfaction survey taken to sophomore students in 2021. Therefore, the importance of enhancing this English skill through active methodologies aligned to the national curriculum and the institutional curriculum for that school year (2021-2022).

The present study has made a significant contribution to the existing body of knowledge by exploring the implementation of Project-Based Learning to enhance oral production skills. It has provided valuable insights into the effective elements and adaptable components of this methodology, thereby facilitating the creation of a comprehensive guide containing pertinent references and customizable materials. This guide is specifically designed to assist teachers who instruct students at the sophomore level in English as a Foreign Language (EFL) and English-taught subjects, with the primary objective of fostering improved speaking abilities among learners.

Furthermore, this research work has broader implications, as it serves as a catalyst for future investigations that aim to incorporate not only English-taught subjects, but also other disciplinary areas instructed in the Spanish language. The potential expansion of this research area can contribute to a comprehensive understanding of how Project-Based Learning can be effectively implemented across various academic domains. The outcomes of this study are not limited to the immediate context but also hold relevance for educators and students at different educational levels. The scope of this research work allows for its applicability and benefits to extend beyond the target population, thereby serving as a valuable resource for teachers and learners in diverse educational settings. It is the first time such a study takes place at the institution, for the benefit of the administrative staff, teachers, students, and the community altogether. Through this research and proposal of viable strategies to enhance oral production skills among the targeted student group using Project-Based Learning, this research work not only offers practical applications but also paves the way for future research endeavors.

1.4 Feasibility

To establish feasibility, the author complied with a series of requirements. A clear research plan was established to define objectives, methodology, data collection and analysis procedures, and expected outcomes. The necessary resources were secured, including permission from the institution where the study took place. All participants, including students, teachers, and administrative staff, cooperated willingly in the data collection process. Additionally, the author covered the expenses associated with the study to promote English oral production among sophomore students at this school.

1.5 Objectives

1.5.1 General objective

To prove the validity of Project-Based Learning in the development of English Oral Production in sophomore students at Liceo José Ortega y Gasset in the school year 2021-2022.

1.5.2 Specific objectives

- To contrast information about Project-Based Learning and English oral production in a theoretical framework.
- To explore what has been done in Project-Based Learning at Liceo José Ortega y Gasset.
- To break down Project-Based Learning strategies and techniques in a digital booklet for teachers.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Learning process

2.1.1 Teaching and learning process

According to García (2004), the teaching and learning process is the set of situations and actions planned so that the student learns to learn. Its objective is based on providing knowledge that allows students to face a society that is changing by leaps and bounds. The knowledge stems from the teacher's commitment to generating significant learning experiences. The role of the teacher in this process is the responsibility of teaching and the resources used to achieve it, in addition to creating pleasant learning spaces by promoting research and cooperative work. In this sense, this process must be dynamic and attractive so that students achieve the educational objectives set out progressively.

2. 1. 2 Theories of learning

Theories of learning are explanations of how people acquire new knowledge, skills, and attitudes. These theories help researchers understand the cognitive and behavioral processes that occur during the learning process. There are several prominent theories of learning, each with its own unique perspective on how learning occurs. To begin, there was a review of constructivism from its general characteristics and from the main aspects that have been consolidating from the 20th century, mainly, the cultural social origin Vygotskian. Subsequently, the constructivist conception of school teaching and learning, developed by Coll and his collaborators from the 1980s, in which interactivity is deepened and in educational influence Hernández-Saimpieri, et. al. (2010).

2. 1. 2. 1 Constructivism

Constructivism is a learning theory that suggests learners actively construct their own understanding and knowledge of the world through their experiences and interactions. It emphasizes the importance of hands-on learning, critical thinking, and problem-solving. This theory of learning states that learners construct knowledge through experiences, interactions, and reflections (Bransford, et al., 2006). According to this perspective, learning is an active process where individuals actively engage with information, connect with prior knowledge, and construct their understanding of the

world. In accordance with Olmedo and Farrerons (2017), constructivism considers that learning occurs in the individual through their own experiences and developed mental schemes. This is subdivided into three types:

a. Cognitive constructivism

Cognitive constructivism focuses on the individual learner's role in knowledge construction. Learners engage in meaning-making by connecting new information with their existing cognitive structures. This module emphasizes critical thinking, problem-solving, and reflection as learners construct their knowledge and understanding (Leela & Thomas, 2016).

b. Radical constructivism

Radical constructivism, developed by Ernst von Glasersfeld, emphasizes the individual's active role in constructing their own knowledge and understanding. It argues that knowledge is not a reflection of an objective reality but is rather a personal and subjective interpretation of one's experiences. According to radical constructivism, individuals construct mental models based on their interactions with the world, and learning involves continuously adjusting and refining these mental models. Radical constructivism strongly emphasizes the learner's autonomy and the subjective nature of knowledge construction (Leela & Thomas, 2016).

c. Social constructivism

Social constructivism emphasizes the social and cultural aspects of learning. According to Vygotsky (1978), knowledge is co-constructed through interactions and collaboration. Learners engage in dialogue, negotiation of meaning, and shared experiences to construct knowledge. Peer collaboration, discussions, and group projects are important instructional strategies within this module.

2. 1. 2. 2 Social constructivism

Social constructivist theory emphasizes the significance of social interaction in the formation of knowledge. This approach to education is based on the belief that knowledge is created through a collaborative and participatory process in which individuals actively engage with others to construct their worldview (Mercer, 2019). A central principle of the social constructivist theory is that learning is a social and cultural process. According to Vygotsky (1978), learning is best understood as a social and

collaborative activity in which individuals co-construct knowledge through interaction with others.

This perspective challenges the traditional view of learning as an internal, individual process and emphasizes the significance of social interaction in shaping an individual's worldview. The Educational Unit where this study took place, Liceo José Ortega y Gasset, has social constructivism as a part of their *PEI* (Institutional Educational Project) 2021-2022, this theory of learning is a fundamental pillar of their educational model.

a. Characteristics of social constructivism

Social constructivism emphasizes Vygotsky's (1978), Zone of Proximal Development (ZPD) on student development. The ZPD is a student's ability to work independently. Several characteristics define social constructivism. First, it promotes student engagement. The student is intrinsically and extrinsically driven to learn (Tünnermann Bernheim, 2014); social constructivism also stresses the significance of connection with parents, teachers, and peers to scaffold student growth (Vygotsky, 1978).

The social environment, encompassing all symbolic human contacts, promotes, stimulates, and determines learning and growth (Vygotsky, 1978). Social constructivism emphasizes knowledge reconfiguration and reorganization as learners actively modify and build upon their conceptual and symbolic frameworks (Tünnermann Bernheim, 2014). Vygotsky's law of double formation states that knowledge is first learned interpersonally and then internalized intrapersonally, emphasizing the social aspect of knowledge building (Vygotsky, 1978). Based on Vygotsky's theory, social constructivism stresses student participation, interaction, social context, and knowledge restructuring.

2. 1. 3 Methods and approaches

Traditional methods and approaches for teaching and learning languages have given way to more contemporary ones over time. Traditional methods and approaches frequently centered on the teacher, who assumed the role of an authority figure and transmitted knowledge to passive students. Modern methods and approaches, in contrast, emphasize creating a more learner-centered environment in which students are encouraged to actively participate in their own learning (Nunan, 2015). The following chart describes the criteria of active and passive methodologies:

Table 1*Active and Passive Teaching Methodologies*

Criteria	Active Teaching Methodology	Passive Teaching Methodology
Focus of teaching	Student-centered	Teacher-centered
Role of the teacher	Facilitator and guide	Instructor and lecturer
Role of the student	Active participant	Passive receiver of information
Learning process	Collaborative and experiential	Repetitive and rote learning
Engagement	High	Low
Interactivity	High	Low
Responsibility for learning	Shared between teacher and students	Primarily on teacher
Feedback and assessment	Ongoing and formative	Periodic and summative
Classroom environment	Dynamic and interactive	Static and lecture-based
Examples of techniques	Group work, problem-based learning, role plays, simulations, debates	Lecture, drill and practice, textbook reading, recitation

Note: Adapted from (Nunan, 2015)

2.1.3.1 Classic EFL teaching methodologies.

Numerous strategies and methods have been used throughout the years to facilitate learning a foreign language, with some proving more widespread and successful than others. The following chart describes the three most relevant EFL classic approaches.

Table 2*Classic approaches*

Methodology	Description	Main principles	Advantages	Limitations
Grammar-translation method	Focuses on the translation of literary texts from the target language to the native language.	Emphasis on grammar rules, rote memorization of vocabulary, and written exercises.	Helps students understand the structure of the target language and develop reading skills.	Does not prioritize speaking or listening skills, and does not prepare students for real-life language use.
Audio-lingual method	Emphasizes the development of speaking and listening skills through repetition and drilling exercises.	Habit formation, overlearning, and reinforcement of target language patterns through mimicry and memorization.	Develops speaking and listening skills, and is suitable for students with limited access to the target language outside the classroom.	Overemphasis on mechanical practice and lack of focus on comprehension and communication skills.
Direct method	Focuses on the use of the target language in the classroom, with an emphasis on real-life communication situations.	Language is taught through demonstration, visual aids, and role-playing activities.	Emphasizes the development of oral communication skills and comprehension, and prepares students for real-life language use.	May not provide enough focus on grammar rules and written skills, and may not be suitable for students with limited access to the target language outside the classroom.

Note: Adapted from (Nunan, 2015)

2.1.3.2 Modern EFL teaching methodologies.

a. Communicative language teaching (CLT)

The goal of this approach is to help students communicate more effectively and correctly in realistic situations that they may encounter. According to Littlewood (2014), The goal of Communicative Language Teaching is to help students become more fluent communicators by having them work on meaningful, real-world projects in the target language. This type of instruction focuses on critical functions such as suggesting, thanking, inviting, complaining, and asking for directions, to name a few.

b. E-learning

It is a method of instruction that makes use of electronic media to facilitate student instruction. E-learning allows students to study whenever and wherever they like thanks to a flexible online format. Multimedia elements like videos, audio recordings, animations, and interactive exercises can make e-learning courses more interesting and

effective. The fields of higher education, professional advancement, and corporate training all make frequent use of e-learning. E-learning has been shown to increase students' motivation, engagement, and satisfaction with their education, as reported by Alzahrani & Amin (2020). Furthermore, it has been demonstrated that e-learning is an efficient means of imparting information and training to students located in far-flung or otherwise inaccessible areas.

c. Blended learning

Blended learning is a hybrid learning strategy that combines online and in-person instruction. Blended learning is a methodology that combines synchronous and asynchronous learning activities delivered through a learning management system (LMS). In blended learning, students have the option to complete some coursework online and others in a traditional classroom. Blended learning is frequently utilized in K-12, higher education, and corporate training.

According to Acosta (2021), the educational processes in blended learning are mutually beneficial; there is continuity in the revision of content; there is complementarity between the face-to-face class and the virtual classroom, where discussion panels are created; and information and communication technologies (ICTs) generate innovation in the work done by the teacher in the traditional classroom.

Blended learning, according to Oliver and Trigwell (2005), has a positive effect on student learning outcomes, particularly in terms of student engagement and motivation. In addition, blended learning can offer students personalized learning experiences that are tailored to their specific learning needs.

2.1.3.3 Project-based learning

a) Definition and general characteristics

According to Trujillo (2016), Project-Based Learning is a methodology that allows schoolchildren to acquire knowledge and develop skills based on responding to real-life problems. In this way, active learning is promoted in students. It begins with the approach of a guiding question, to learn key content and achieve fundamental skills for learning. The characteristics of this type of learning are knowledge, which is the result of joint work between teachers and learners in search of information and drawing

conclusions. Another characteristic is the active participation of the student in the learning process such as the search for information, analysis, and interpretation of data, and drawing conclusions, among others. Finally, the participation and involvement of the teacher go beyond the presentation of the contents. This creates learning spaces so that students can execute the projects using materials, information search, development in group work, conflict resolution, and evaluate the work for decision-making (Buck Institute for Education, 2015).

Table 3

Key principles of Project-Based Learning

Key Element	Description
Authenticity	Projects should involve real-world problems or questions that students are motivated to solve or answer. This provides students with a meaningful context for their learning and helps to promote engagement and motivation.
Student Voice and Choice	Students should have a voice in the project, including what topic they choose to investigate and how they approach the project. This helps to promote student ownership and investment in the project, which can lead to increased engagement and deeper learning.
Collaboration	Projects should be collaborative so that students work together to solve the problem or answer the question. Collaboration helps to promote teamwork, communication, and social skills and can lead to more diverse and creative solutions to the problem or question.
Inquiry	Projects should be inquiry-based, for students to use critical thinking and problem-solving skills to investigate the problem or question. This helps to promote deeper learning and a better understanding of the content, as students must engage in the process of discovery and investigation.
Reflection	Projects should include opportunities for students to reflect on their learning, including what they learned, how they learned, and how they can apply their learning in the future. This helps to promote metacognition and self-awareness, which can lead to improved learning outcomes and a deeper understanding of the content.

Note: (Buck Institute for Education, 2015)

It exists three types of PBL that can be applied in the classroom at different moments. The following chart describes its types:

Table 4

Types of Project-Based Learning

Types of PBL	Description
Short-term vs. long-term projects	PBL projects can be either short-term or long-term. Short-term projects are useful for introducing new concepts or topics, while long-term projects facilitate more in-depth investigation and complex problem-solving.
Interdisciplinary projects	Interdisciplinary PBL projects involve multiple subject areas and help students recognize interconnections between them. For example, a project involving the design of a sustainable community could incorporate concepts from science, mathematics, social studies, and language arts.
Community-based projects	Community-based PBL projects entail resolving real-world issues within the local community. Students could, for instance, investigate ways to reduce waste in the school cafeteria or create a community garden to promote healthy eating. Community-based projects can help students recognize the applicability of their learning and have a positive impact on their community.

Note: (Buck Institute for Education, 2015)

b) Interdisciplinary PBL projects

Interdisciplinary PBL projects aim to incorporate multiple subject areas within a single endeavor. By incorporating multiple disciplines, interdisciplinary PBL projects can help students see the connections between various fields of study and gain a deeper understanding of how knowledge can be applied in the real world. Students are supported by an interdisciplinary approach as they utilize and develop an understanding of concepts and skills from other disciplines. This occurs as they attempt to answer the driving question (Boss & Larmer, 2018).

Interdisciplinary PBL projects can provide students with multiple benefits, including:

Improved understanding: By integrating multiple subject areas, interdisciplinary projects can help students in developing a deeper understanding of the interrelationships between various fields of study.

Increased engagement: Interdisciplinary projects can be more engaging for students because they can incorporate a wider variety of interests and skills.

Real-world relevance: By incorporating real-world problems or questions, interdisciplinary projects can assist students in recognizing the applicability of their learning in the real world.

c) How can ELF teachers create an interdisciplinary PBL?

Here are some aspects to consider for teachers when designing effective interdisciplinary PBL projects to incorporate language learning:

Table 5

Process

Identify language learning goals	Choose relevant subject areas	Scaffold language learning	Incorporate authentic materials	Use collaborative learning strategies
<p>Start by clearly defining the learning objectives for both the content area and language learning. Teachers need to determine what specific skills and knowledge students should gain from the project. For example, the teacher may want to focus on developing speaking and listening skills, or he may want to incorporate vocabulary related to a particular subject area.</p>	<p>Choose subject areas that are relevant to their students' interests and learning goals. For example, if the students are interested in environmental issues, the teacher could design a project that focuses on designing a sustainable community.</p>	<p>Incorporate scaffolding that support language learning throughout the project. For example, teachers can provide students with vocabulary lists, sentence frames, and graphic organizers to help them organize their thoughts and ideas</p>	<p>Incorporate authentic materials, such as news articles, videos, and podcasts, that are related to the subject area of the project. This helps students develop their language skills in a meaningful context.</p>	<p>Incorporate collaborative learning strategies, such as group discussions and peer feedback, to promote language learning and build teamwork skills.</p>

Note: (Saville-Troike, 2012)

d) Project-Based Learning in Ecuador

In Ecuador, even though Project-based learning has been a mandatory methodology in schools across the country for the last two school years and a half, the research exploring this methodology in direct connection to English oral production has been rather limited in Ecuador.

During the pandemic, the Ministry of Education dictated the use of active methodologies such as project-based learning as a way to assess students during the second term of the school year 2019-2020, the school year 2020-2021, and the school year 2021-2022 in educational units all over Ecuador. Public institutions had Project-based learning as a way to work collaboratively with other areas and use a prioritized curriculum content. Private institutions relied on their educational context to carry out a flexible and more complete project-based learning approach, Liceo José Ortega y Gasset seized this flexibility to establish their own multidisciplinary projects within the institution.

Due to the pandemic, technology took over the traditional means to apply non-traditional and innovative teaching methodologies. The use of technology in the classroom enables a more student-centered approach if it is accompanied by the right set of digital tools and complementary methodologies such as gamification, e-learning, task-based learning, and flipped classrooms (Schmid & Schmid, 2020). The use of digital tools during sessions may enhance project-based learning in face-to-face environments, virtual environments, and hybrid/blended learning. It adds another layer of learning that involves the learners and the teacher or teachers who carry out project-based learning in the curriculum adapted to their particular teaching context (Somani & Rizvi, 2018). Project-Based Learning methodologies have flourished due to the pandemic and in private schools, it has enabled the use of technology to work remotely and collaboratively with students whose parents have the economic means.

2.2. English teaching as a foreign language

2.2.1 Common European framework of reference for languages

The Common European Framework of Reference for Languages (CEFR) is a system of language proficiency levels that is internationally recognized and permits comparisons of language proficiency across nations and languages. It was created by the Council of Europe and released for the first time in 2001. The goal of the Common European Framework of Reference for Languages (CEFR) is to provide a common language for discussing language learning and teaching, to make it easier to compare how well various speakers of a language can communicate, and to aid in the development of instructional materials and strategies. The framework is used globally by language

instructors, students, and researchers to measure and classify language proficiency. The CEFR is a useful tool for EFL researchers to compare the language abilities of different learners, comprehend how people acquire languages, and discuss language learning and teaching in a universal language (Feryok, 2010).

Table 6

Table of the general descriptor A1-C2

Level	Speaking	Listening	Reading	Writing
A1	Can introduce oneself and others, ask and answer questions about personal details, and communicate in a basic way if the other person speaks slowly and clearly.	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can recognize familiar words and very basic phrases concerning oneself, one's family, and immediate concrete surroundings when people speak slowly and clearly.	Can understand familiar names, words, and very simple sentences, for example on notices and posters or in catalogues.	Can write a short, simple postcard, for example sending holiday greetings.
A2	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate during simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	Can read very short, simple texts. Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, and timetables and understand short simple personal letters.	Can write a series of simple phrases and sentences linked with simple connectors like "and," "but," and "because."
B1	Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while traveling	Can understand texts that consist mainly of high-frequency everyday or job-related language. Can understand the description of events, feelings and wishes in personal letters.	Can write straightforward connected texts on topics that are familiar or of personal interest. Can write personal letters describing experiences and impressions.

B2	<p>explanations for opinions and plans. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can describe in simple terms aspects of one's background, immediate environment, and matters in areas of immediate need.</p>	<p>in an area where the language is spoken. Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. Can understand most TV news and current affairs programs. Can understand the majority of films in standard dialect.</p>	<p>Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. Can understand contemporary literary prose.</p>	<p>Can write clear, detailed text on a wide range of subjects related to one's interests. Can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.</p>
C1	<p>Can express oneself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.</p>	<p>Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. Can understand television programs and films without too much effort.</p>	<p>Can read with ease virtually all forms of the written language, including abstract, structurally complex, or highly colloquial literary and non-literary texts</p>	<p>Can produce clear, well-structured, and detailed texts on complex subjects using a variety of rhetorical strategies to persuade the reader. Has a good command of idiomatic expressions, phrasal verbs, and colloquial language, and be able to edit and revise written texts effectively. Has a high level of control over the language, with the ability to produce complex, nuanced texts for different purposes and audiences.</p>
C2	<p>Can participate effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. Can produce clear, smooth-flowing, well-structured speech with an effective logical structure that helps the recipient to notice and remember significant points.</p>	<p>Can effortlessly understand virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.</p>	<p>Can read with ease virtually all forms of written language, including abstract, complex, or highly colloquial literary and non-literary texts. Can understand the finer points of complex texts.</p>	<p>Can write clear, smoothly flowing, and fully engaged texts in an appropriate style and with a logical structure that helps the reader to find significant points. Can write complex letters, reports, or articles which present a case with an effective logical structure that helps the recipient to notice and remember significant points.</p>

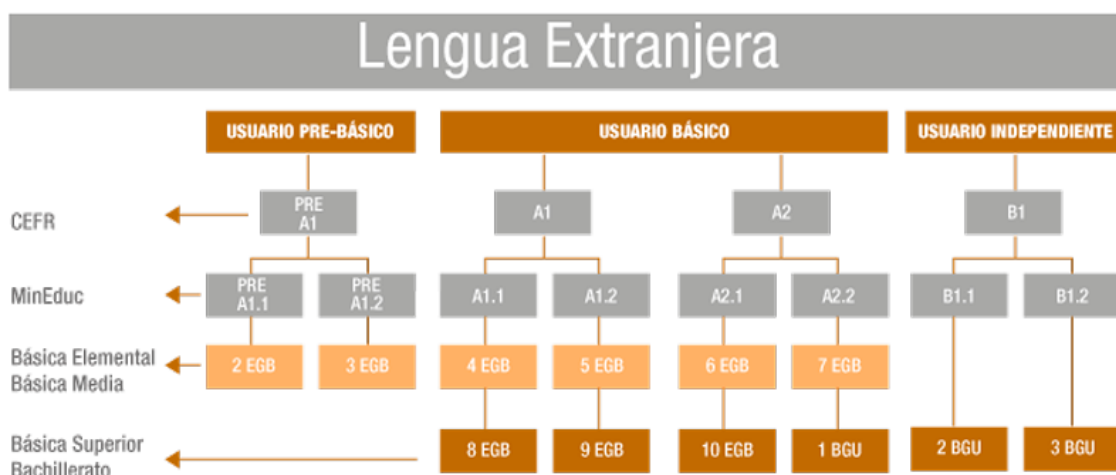
Note: Adapted from the CEFR. (Cambridge, 2011)

2.2.2 Ministry of education in Ecuador about EFL

The 2016 Ecuadorian national curriculum in EFL has as its primary objective the development of students' communicative competence in English (Ministry of Education, 2016). The curriculum aims to prepare students with the language skills necessary for communicating effectively in real-world situations from A1 to B1 levels throughout primary and secondary school. It emphasizes the development of authentic meaningful interaction skills in receptive and productive skills (Ministry of Education, 2016). In addition, the curriculum aims to foster critical thinking, problem-solving, and intercultural competence (Garcia & Pérez, 2018).

Figure 1:

Approximations by ramifications



Source: EFL National Curriculum (Ministry of Education, 2021)

As seen in the picture, the exit profile desired level is a B1+ level as a minimum requirement when students graduate in public, private and public/religious schools across Ecuador. The Ministry of Education in Ecuador works for the youth development, therefore it allows schools to enhance the curriculum as long as the students are benefited through a curricular innovation in the Institutional Educational Project (PEI) (Ministry of Education, 2016), this changes in the EFL curriculum can be seen mainly in private schools all across Ecuador where students graduate with a higher English level than the required from the Ministry of Education.

2.2.3 English skills: productive and receptive skills

The development of English language proficiency entails the acquisition of four essential skills: listening, speaking, reading, and writing. These abilities are divided into two categories: receptive and productive. Receptive skills refer to the capacity to comprehend and analyze language input, whereas productive skills refer to the capacity to generate language output (Gass & Selinker, 2008). Listening and reading are key elements of receptive language skills since they enable the learner to understand and react to what others say and write. Listening is the ability to comprehend spoken words in real-time, whereas reading is the ability to comprehend what is written. These skills are enhanced by listening to and reading authentic materials, such as news articles, podcasts, and videos which are selected based on their compatibility with the learners' interests and objectives.

In terms of productive skills Writing and speaking require the capacity to produce coherent and grammatically correct text and speech, respectively. Communicative exercises that enhance language output and interaction are used to teach these skills. Writing includes articles, letters, and reports, while speaking includes role-plays, debates, and conversations (Brown, 2014).

Table 7

Skills

	Language skill	Definition	Examples
Receptive skills	Listening	The ability to understand spoken language in real-time	Conversations, lectures, podcasts, news broadcasts
	Reading	The ability to comprehend written text	Books, articles, emails, instructions
Productive skills	Speaking	The ability to produce coherent and grammatically correct spoken language	Conversations, presentations, debates, interviews
	Writing	The ability to produce coherent and grammatically correct written text	Essays, letters, reports, emails

Note: (Brown, 2014).

2.2.3.1 Productive skill: speaking.

Speaking is an essential productive skill for effective communication in English as a foreign language. Speaking entails, the ability to convey ideas and meaning through spoken words. It is a complex skill that requires a command of grammar and vocabulary and the ability to use language accurately and fluently.

Speaking is the most visible productive skill that enables communication, and it represents linguistic knowledge of English-speaking skills and subskills to enable a message to be understood. In order to produce a complete idea, the person must think about what to say, how to say it in the most accurate and fluent way possible. Practice enables fewer and fewer mistakes when speaking with peers through English oral production (Harmer, 2007).

Table 8

Speaking subskills

Sub-Skill	Definition
Fluency	The ability to speak or write effortlessly and coherently
Accuracy with words and pronunciation	The ability to use correct words and pronounce them accurately
Using functions	The ability to use language for specific purposes, such as making requests or giving directions
Appropriacy	The ability to use language appropriately for the context and audience
Turn-taking skills	The ability to participate in a conversation by taking turns speaking
Relevant length	The ability to use an appropriate length of discourse for the context and purpose
Responding and initiating	The ability to respond appropriately to others and to initiate conversation
Repair and repetition	The ability to recognize and correct errors in language use
Range of words and grammar	The ability to use a wide variety of vocabulary and grammatical structures
Using discourse markers	The ability to use language markers to signal organization, coherence, or emphasis in discourse

Note: Adapted from (Al Bajalani, 2018, p. 7)

2.2.3.2 Oral production

Oral production is a crucial component of learning a foreign language, particularly English as a foreign language (EFL). Language learners need linguistic, sociolinguistic, and pragmatic ability to communicate orally in an effective way (Cambridge, 2011). When referring to Linguistic competence, language production and comprehension

requires vocabulary, grammar, and syntax. To communicate successfully, one must recognize and develop correct word, phrase, and sentence patterns in various settings.

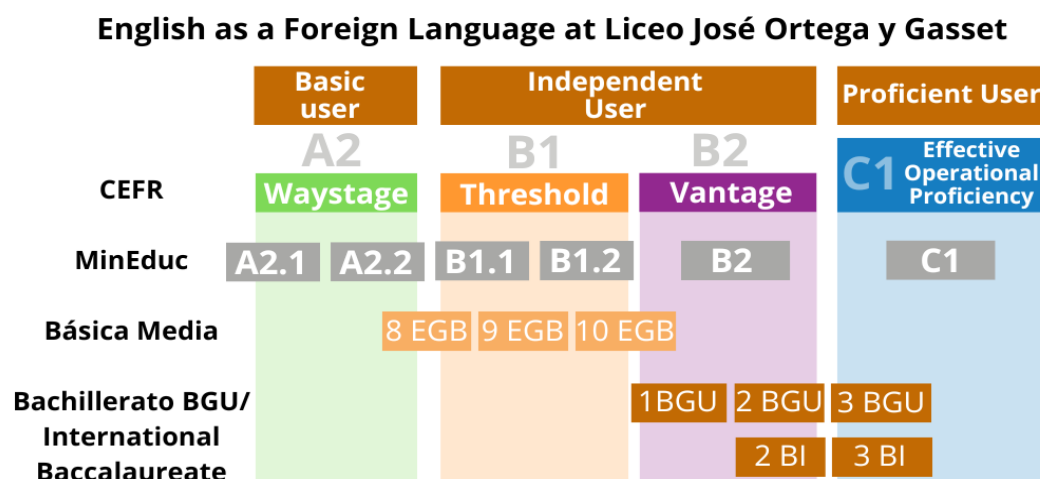
Sociolinguistic competence is the ability to use language effectively in different social and cultural circumstances. This includes honoring cultural norms and values and using different dialects, registers, and languages. Sociolinguistic competence helps language learners communicate with varied groups and handle social situations. Pragmatic competence is using language appropriately in various communicative circumstances. It entails using language to seek, advise, and voice ideas. Pragmatic competency encompasses turn-taking, negotiating, and idiomatic idioms (Saville-Troike, 2012).

Oral production is required for the growth of critical thinking skills; participation in discussions and debates demands that students think critically about the issues at hand and articulate their opinions clearly and persuasively. This procedure requires students to analyze, evaluate, and synthesize information, which are crucial skills for academic and professional achievement.

2.2.3.3 EFL at Liceo José Ortega y Gasset

In accordance with the Institutional Educational Project of Liceo José Ortega y Gasset (2021) the school intends to go in the direction of providing instruction in both Spanish and English. Although the Ministry of Education in EFL students' exit profile is B1+, students are expected to be certified as B2 users or beyond by the time they finish their senior year of high school. For reaching this expected exit profile, this begins in the very early years of formal education as shown in the chart below.

Figure 2: EFL at Liceo José Ortega y Gasset



Source: (Liceo José Ortega y Gasset, 2021)

For students to reach a B2 level by their sophomore year, students receive 8 hours of EFL as well as subjects in English such as Business and Management (3 hours), Writing (3 hours), Literature (3 hours), Philosophy (3 hours). Altogether there are 20 hours a week of English input.

The expected speaking exit profile considers a variety of parameters aligned to the B2 CEFR descriptors as the table below states.

Table 9

B2 speaking descriptors.

CEFR level	B2 - Independent user
Fluency	Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
Lexical resource	Has a wide enough vocabulary to express him/herself clearly and convey finer shades of meaning with some precision. Can use idiomatic expressions and colloquialisms with a degree of familiarity.
Grammatical accuracy	Has a good command of a broad range of grammatical structures and uses them to convey complex meanings accurately.
Pronunciation	Produces clear, smoothly flowing speech with a natural rhythm and intonation.

Interactive communication	Can initiate, maintain and close simple and complex exchanges on both concrete and abstract topics.
Sociolinguistic appropriateness	Uses language flexibly and effectively for social, academic and professional purposes. Shows a good understanding of different registers and styles appropriate to different situations.
Strategic language use	Can use a range of strategies to compensate for limitations in his/her language skills and to maintain communication, e.g. by paraphrasing, using expressions of politeness, or asking for clarification.

Note: (Cambridge English, 2008)

According to the Institutional Educational Project (Liceo José Ortega y Gasset, 2021), students at this institution are expected to reach a B2 level and be certified as independent user or beyond by the time they finish their senior year in high school, the test are taken by Cambridge assessments.

2.2.3.4 Speaking summative assessment of oral production

Assessment plays a vital role in evaluating and supporting students' progress in oral production. Summative assessment is conducted at the end of a unit, course, or specific period to evaluate students' overall performance and measure their progress.

Standardized testing is commonly used to measure oral production; these tests provide a structured and consistent framework for assessing language proficiency on a standardized scale. They usually include a series of tasks or prompts that require students to demonstrate their speaking skills in various contexts. The assessments often evaluate students' ability to comprehend and respond appropriately to the given prompts, present coherent and well-developed ideas, use a range of vocabulary and grammatical structures accurately, and maintain fluency and coherence in their speech (Jiménez, Rodríguez, & Rey Paba, 2018). Standardized testing ensures objectivity and comparability among students, allowing for a reliable measurement of their oral production skills.

At Liceo José Ortega y Gasset, students use Cambridge English Assessment materials, the material used for summative assessment to measure students' English level. Standardized tests speaking rubrics have a variety of indicators to assess students' oral

production skills. These tests, such as the Cambridge English exams (e.g., First Certificate in English - FCE, International English Language Testing System- IELTS), provide a structured and reliable measure of students' speaking abilities. The tests consist of a series of tasks that assess different aspects of oral communication, including interactive exchanges, presentations, and discussions. Cambridge's assessment criteria and rubrics ensure a consistent evaluation process, with specific indicators for task achievement, language accuracy and range, fluency, and pronunciation aligned to the CEFR. These rubrics allow examiners to assess students' performance against predetermined standards, providing objective and comparable results. The usage of standardized tests and rubrics allow educators to be able to effectively measure and evaluate students' oral production skills, supporting their language learning journey and providing them with internationally recognized qualifications. The indicators consider for this study are the following (Cambridge University Press & Assessment, 2022):

a. Task achievement

This indicator evaluates the extent to which a candidate fulfills the requirements and objectives of the given speaking task. It assesses the candidate's ability to comprehend and respond appropriately to the task prompt, demonstrate relevant ideas or opinions, and present them coherently within the given time frame. The examiner assesses the candidate's ability to stay on topic, provide relevant examples or evidence, and effectively communicate their ideas to the interlocutor (Cambridge University Press & Assessment, 2022)

b. Language accuracy/range

Language accuracy and range refer to the candidate's ability to use vocabulary, grammar, and sentence structures appropriately and effectively. In terms of accuracy, the examiner evaluates the candidate's mastery of grammatical structures, correct word choice, and proper use of tenses. Additionally, the examiner assesses the candidate's range of vocabulary, examining their ability to use both basic and advanced language to convey precise meanings and to express themselves with clarity and sophistication (Cambridge University Press & Assessment, 2022)

c. Fluency

It refers to the candidate's speech's smoothness, naturalness, and coherence. It evaluates how effortlessly the candidate can express their ideas without frequent pauses, hesitations, or disruptions. The examiner considers the candidate's ability to maintain a consistent pace of speech, use appropriate linking words or phrases to connect ideas, and express their thoughts coherently and organized. Fluency is also assessed regarding the candidate's ability to interact, including asking follow-up questions and responding spontaneously to the interlocutor (Cambridge University Press & Assessment, 2022)

d. Pronunciation

Pronunciation assessment evaluates the clarity, accuracy, and intelligibility of a candidate's spoken language. It examines their ability to produce English sounds, stress, rhythm, and intonation patterns effectively. The examiner considers whether the candidate's pronunciation enables easy understanding and reflects an awareness of the language's phonetic features. Additionally, the candidate's use of appropriate intonation and stress to convey meaning, as well as their ability to minimize interference from their native language's pronunciation patterns, is also evaluated. (Cambridge University Press & Assessment, 2022)

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Description of the study group

The study took place in the facilities of the private educational unit Liceo José Ortega y Gasset, located in De los Cipreses N64-332 and Manuel Ambrosí, Quito 170307, Ecuador. The students and parents in this institution are mostly wealthy, allowing relatively high tuition fees that enable paying the staff, training, facility keepers, and constant improvements in the proposed curriculum. During the pandemic, the curriculum was completed as expected as in times before the pandemic. The implementation in the school year 2021-2022 was to complete the curricular plan and include features of active methodologies.

The first group under consideration is sophomore students at Liceo José Ortega y Gasset belong to Generation Z, which was born from 1995 to 2010. By the time this research took place, the students in this study were between 15 and 16 years old. This generation looms due to their active life online (The Center for Generational Kinetics, 2019) also called digital natives; they are students who like active methodologies that make them feel involved in their learning. Furthermore, this generation is known for their need of immediacy and demanding searching for info, creating content and sharing that content in real-time; this generation is quite active in their social networks, it is a social being by nature therefore they use digital means to pursue their social needs. Their parents have the means to provide the education aligned to a high tuition.

The second group under consideration inconsideration is the English teachers at Liceo José Ortega y Gasset who hold a B2 to C1 certified level that enables teachers to inspire trust in parents and students. The English department has many teachers per level of education; in the case of sophomore students, they have four teachers with whom they practice their English skills. The Language teacher teaches language features, there is the writing teacher, literature and philosophy teacher, and business & management teacher. The last three teachers mentioned teaching their subjects in English providing a consistent practice of English in context. Except for the English director, these teachers range in age from 33 to 45.

All the universe (population) took part in this research work: fifty sophomore students at Liceo José Ortega y Gasset distributed in three classes: 2nd A, 2nd B and 2nd C.

Moreover, four teachers who teach English as a Foreign language and subjects in English to these groups and the English director of this educational unit.

3.2 Research approach

According to Johnson and Onwuegbuzie (2004), the mixed approach uses quantitative and qualitative methods to collect and analyze data. Since both types of data are valuable and can help solve complex research problems, this approach is suitable to answer the research questions of this research work. A mixed approach shows quantitative data such as how language proficient are sophomore students at Liceo José Ortega y Gasset before the research work and after the proposal application. Another instrument that gathers quantitative data is the students' survey which enables the researcher to know students' previous experiences on PBL and preferences on the topic. On the other hand, qualitative data can reveal learners' attitudes, beliefs, and experiences, that is why the qualitative data instrument used in this research work as a semi-structured survey to know the teachers' previous experiences with PBL. All this information was contrasted to provide a comprehensive understanding of the research problem.

The research design used is action research since it allows to have a wider and more inclusive understanding of the research problem through quantitative and qualitative data gathered and analyzed and seeks to make a change in the educational setting of the researcher. Action research according to Mills (2003), is a systematic inquiry done by teachers or other members within an educational setting to gather data about the ways their setting operates, teaching features within the organization, and students' learning outcomes. The research design employed is categorized as practical action research, as indicated by Creswell and Creswell (2018). Action research is used by educational researchers to seek solutions within their own educational environment, with the aim of improving internal processes, student outcomes, staff outcomes, and their own professional performance.

3.3 Research method

Action research is a collaborative, systematic approach to enhancing practices and outcomes through problem-solving, reflection, and action. Applied to a study on Project-Based Learning in an EFL context, action research would involve identifying the challenges and opportunities in implementing Project-Based Learning in English as a Foreign Language classrooms, developing, and implementing an action plan to address these challenges, and reflecting on the results to determine the efficacy of the intervention.

According to Altrichter et al. (2002), action research encompasses three phases: planning, acting, and observing, with the cycle repeated until the desired outcomes are achieved. Furthermore, research conducted on action research in the context of English as a foreign language (EFL) has demonstrated its effectiveness in improving teaching and learning outcomes (Kurt, 2016). Through the implementation of action research, the author of this study was able to identify best practices and make data-driven decisions to enhance English oral production using Project-Based Learning. As a result, notable improvements were observed in EFL student engagement, learning outcomes, and teacher professional development. Through action research, the author was able to identify best practices and make data-driven decisions to enhance English oral production using Project-Based Learning, resulting in enhanced EFL student engagement, learning outcomes, and teacher professional development.

3.4 Procedure

This segment divulged the methodology that was used in the research work, outlining the data collection and analysis instruments that were utilized to derive a conclusion. The data collection was executed using two research instruments that acknowledge the importance of both quantitative and qualitative data:

The initial instrument to gather quantitative data was a Cambridge-modified test to establish students' English-speaking performance as a pre-test and a post-test. The objective of this pre-test is to establish the students' level (B2). After the proposal implementation, the post-test was applied to the same group of students to identify how much their oral production improved.

Pre-testing and post-testing are two commonly employed methods in educational research for measuring changes in knowledge, skills, or attitudes prior to and after an intervention. In the context of Project-Based Learning in an English as a Foreign Language (EFL) classroom, a pre-test could be used to assess students' prior knowledge of the content or skills related to the project, whereas a post-test could be used to assess their learning outcomes upon completion of the project.

In accordance with Johnson and Christensen (2017), pre and posttests are valuable tools for evaluating the effectiveness of educational interventions and identifying areas that require further improvement. Furthermore, in EFL contexts, the utilization of pre- and post-test data has been found to be effective in enhancing student achievement (Chen, 2016). By comparing pre- and posttest results, the research team was able to determine the extent to which the Project-Based Learning intervention improved the knowledge, skills, and attitudes of sophomore students at Liceo José Ortega y Gasset.

In addition, a survey was administered to sophomore students to obtain, scrutinize, and decipher data from numerous individuals. The objective of this survey is to procure insights from a particular population and accumulate primary data Cohen et al. (2013). This survey was used to evaluate the students' comprehension and performance in the previous Project-Based Learning experiences with their EFL teachers in the development of English oral production. This instrument is crucial in accomplishing the second specific objective, which is to investigate the Project-Based Learning practices at Liceo José Ortega y Gasset.

Moreover, to gather qualitative data, this research used semi-structured interviews with teachers and the English Director of the educational unit to elicit open-ended responses, explore beliefs and feelings, and gather detailed information about sensitive topics. This systematic process involved a number of participants to ensure the validity and reliability of the collected data (Creswell & Creswell, 2018). With the use of semi-structured interviews, this study aims to gain insights into the current state of Project-Based Learning at Liceo José Ortega y Gasset before the implementation of the proposal.

Based on the collected data and subsequent analysis, this research proposed a plan of action that was implemented within the organization. To assess the effectiveness of this plan, a pretest and post-test were administered to measure students' performance before and after participating in interdisciplinary projects that incorporate Project-Based Learning principles. These instruments were aligned with the general objective of

demonstrating the validity of Project-Based Learning in enhancing the development of English oral production skills among sophomore students at Liceo José Ortega y Gasset during the 2021-2022 school year.

3.5 Bioethical considerations

To conduct research work, it is necessary to consider a series of values and principles to ensure that there is no harm to individuals or society. The researcher took precautions to protect the privacy and confidentiality of the participants' information. To protect the identities of participants, for the purpose of this research they were assigned numbers. For this research work, the author avoided causing participants any harm. This includes physical, mental, and emotional harm.

Throughout the research process, the author strived to remain impartial and objective. This involved utilizing multiple data collection and analysis methods to reduce the possibility of bias. The researcher sought to maximize the benefits of the study for both the participants and the educational community, furthermore, participants were treated with respect and dignity, and avoid exploiting or manipulating them for research purposes.

CHAPTER IV

FINDINGS OF THE STUDY

This educational research was carried out with a mixed approach where qualitative and quantitative information was combined to cross variables and obtain important findings. The work was developed in the private institution Liceo Ortega y Gasset in the city of Quito, there was the support of the main authorities who accepted that this proposal be carried out in their facilities, with the collaboration of MSc. Victor Hugo Regalado - Principal, MSc. Jimena Nuñez - Vice Principal and with the MSc. Valentina Fuentes - Head of the English area, in addition to the teachers who teach subjects, mainly the 50 students who attended the sophomore level of the 2nd year of class A, B and C.

Below are the results of the application of the diagnostic test of oral production in sophomore students, then there are the quantitative data of the survey and its respective analysis. Finally, the interviews with the teachers with the reflections are presented. These data allowed the triangulation of the information with which the discussion developed.

4.1 Oral production diagnostic test

To evaluate the oral production in English for a B2 level in the students of the Liceo José Ortega y Gasset the instrument created by Cambridge Assessments was applied. This instrument consists of open questions that the students answered freely in a specific time. Assessment consisted of both individual and collaborative tasks, giving students the opportunity to engage in interactive and communicative activities. This approach not only assesses students' individual language skills, but also assesses their ability to work effectively in teams and engage in meaningful conversation.

The rubric used to assess students' oral production encompassed four main indicators: task achievement, language accuracy range, fluency, and pronunciation (Cambridge University Press & Assessment, 2022) (See Annex 2). Task achievement assessed students' ability to meet the requirements of given tasks, while language accuracy range focused on their grammatical accuracy and vocabulary usage. Fluency assessed students' ability to speak confidently and fluently, while pronunciation considered the clarity and accuracy of their pronunciation. The quantitative results of the Cambridge pretest applied to the three classrooms are the following:

Table 10*Pretest class A*

STUDENTS	Task Achievement	Language accuracy/ Range	Fluency	Pronunciation	AVERAGE
1 a	5	3,5	3,5	4	4,0
2 a	3	2,5	3	3,5	3,0
3 a	3	3	3	3	3,0
4 a	3	2,5	3	3,5	3,0
5 a	4	3	3	4	3,5
6 a	3,5	3,5	3	3,5	3,4
7 a	3	2,5	3	3,5	3,0
8 a	4	3,5	3	3	3,4
9 a	3	3	3	3	3,0
10 a	3	4	3,5	3	3,4
11 a	4	4	3	3	3,5
12 a	4	4	3	3	3,5
13 a	4	4	3,5	3,5	3,8
14 a	4	4	4	4	4,0
15 a	3	3	3	3	3,0
16 a	4	3,5	3,5	4	3,8
17a	4	4	3	3	3,5
18a	4	3	3	3	3,3

Note: Data collected by author from a pretest on sophomore students at Liceo José Ortega y Gasset on the 3rd of April 2022.

Classroom A: Overall, students demonstrated good performance in task achievement and language accuracy, with an average score of 3.6 out of 5. However, attention is required in the areas of range of fluency and pronunciation, where scores average were 3.1 and 3.3 respectively.

Table 11*Pretest class B*

STUDENTS	Task Achievement	Language accuracy/ Range	Fluency	Pronunciation	AVERAGE
1b	4	3,5	3,5	4	3,8
2b	4	3	3	3	3,3
3b	5	4	4	5	4,5
4b	4	3,5	3,5	4	3,8
5b	4	3,5	3,5	4	3,8
6b	4	4	3,5	5	4,1
7b	4,5	4	3,5	4	4,2
8b	4	3,5	3,5	4	3,8
9b	4	2,5	3	3	3,1
10b	4	3,5	3,5	4	3,8
11b	3	2,5	3	2,5	2,8
12b	4	2	2	2,5	2,6
13b	4,5	3,5	3,5	4	3,9
14b	3,5	3,5	3,5	4	3,6
15b	4	4	3,5	3,5	3,8
16b	4	3,5	3	4	3,6

Note: Data collected by author from a pretest on sophomore students at Liceo José Ortega y Gasset on the 3rd of April 2022.

Classroom B: Students showed consistent performance across all four indicators, with average scores ranging from 3.0 to 4.0. This indicates a balanced development in their oral production skills.

Table 12*Pretest class C*

STUDENTS	Task Achievement	Language accuracy/ Range	Fluency	Pronunciation	AVERAGE
1c	4	3,5	3,5	4	3,8
2c	4	3	3	3,5	3,4
3c	4,5	4	4	4	4,1
4c	3	3,5	3	3,5	3,3
5c	4	3	3	4	3,5
6c	3,5	3,5	3	3,5	3,4
7c	3	2,5	3	3,5	3,0
8c	4	3,5	4	4	3,9
9c	3	3,5	3	3	3,1
10c	4	4	3,5	3	3,6
11c	4	4	3	3	3,5
12c	5	4	3	3	3,8
13c	4	4	3,5	3,5	3,8
14c	4	4	4	4	4,0
15c	3,5	3,5	3	3	3,3
16c	4	4	3,5	4	3,9
17c	4	4	3,5	3	3,6
18c	5	4	3,5	3,5	4,0
19c	4	3,5	3,5	4	3,8
20c	4	4	3	3	3,5

Note: Data collected by author from a pretest on sophomore students at Liceo José Ortega y Gasset on the 3rd of April 2022.

Classroom C: Students excelled in task achievement and language accuracy range, with average scores of 3.7 and 3.7 respectively. However, more attention is needed on fluency and pronunciation since the mean scores were 3.1 and 3.4 respectively.

Table 13*Indicator Average*

Task Achievement	Language accuracy/ Range	Fluency	Pronunciation
3,9	3,5	3,3	3,5

Note: Data from a pretest on sophomore students at Liceo José Ortega y Gasset on the 3rd of April 2022.

Table 14*General Average*

Class A	Class B	Class C	Average
3,4	3,6	3,6	3,5

Note: Data from a pretest on sophomore students at Liceo José Ortega y Gasset on the 3rd of April 2022.

The assessment scales used to evaluate a B2 level consist of six bands (A1-C2) that range in magnitude from 0 to 5, with 5 being the highest. Descriptors for each indicator are provided for bands 1, 3, and 5, and show what the learner should have achieved to demonstrate his level. When learners achieve a band 3 or higher in each indicator, they frequently show competence at a minimum B2 standard aligned to the CEFR. (Cambridge English, 2008). As seen in the chart, each class and then the general average, the number registered is above 3.

These results highlight the strengths and areas for improvement in the oral production skills of students at the B2 level. It is important that teachers address identified areas of improvement through targeted instruction and hands-on activities, while also reinforcing students' strengths to further improve their general oral proficiency in English.

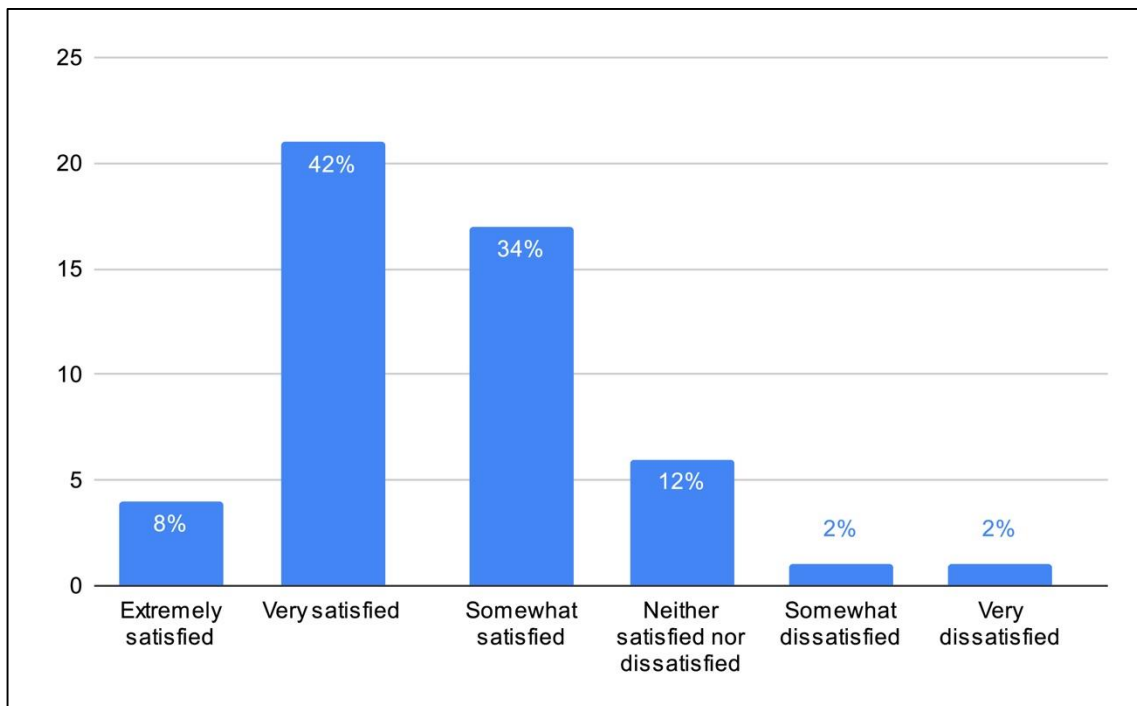
Within the framework of the investigation, data was collected through the application of the Cambridge pretest to evaluate the oral production in English of the students of the Liceo Ortega y Gasset with four indicators. The results revealed an average level of linguistic and communicative competence in the students, evidencing strengths in fluency and coherence in the conversation. Areas of improvement in grammatical accuracy and specific vocabulary were identified. These results will be essential to guide future educational and improve the teaching of English in the institution.

4.2 Sophomore students' survey

This survey was created to identify the relationship of sophomore students with the execution of PBL projects. The questions and the results with an analysis are presented below:

Figure 3:

Satisfaction level of their last project in the following subjects: Language, Literature, Business, or Philosophy.



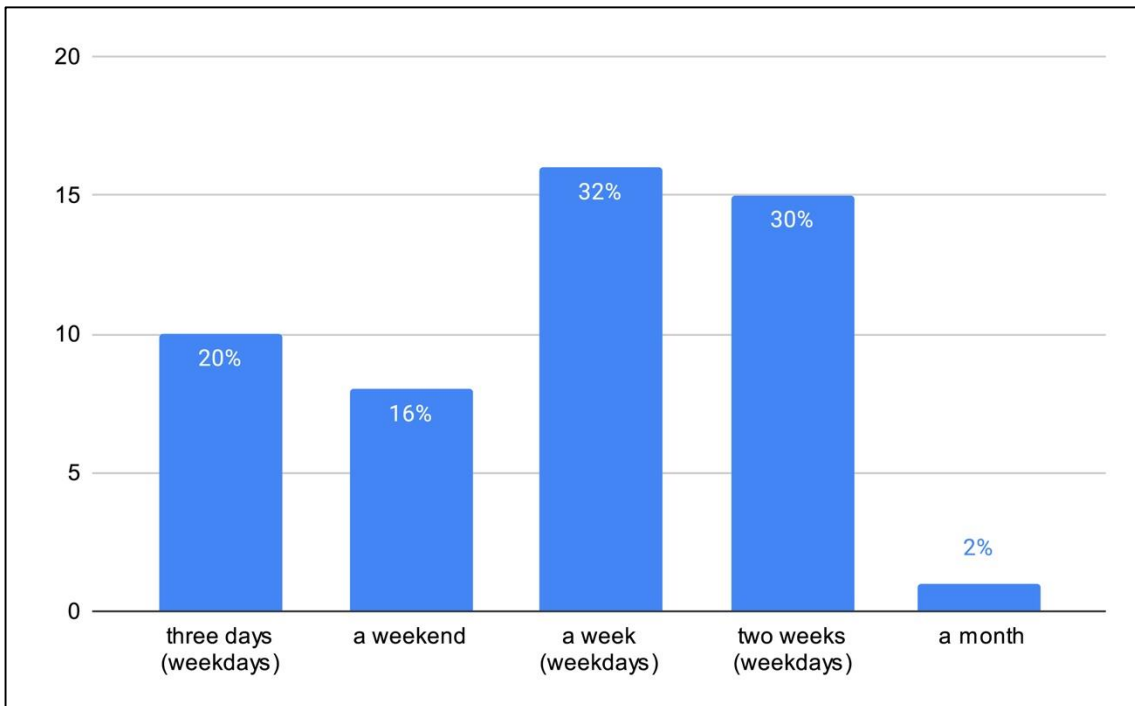
Source: Sophomore student's survey (Moreno, 2021)

Analysis

Most of the students thought that they are satisfied with the development of projects in subjects that are taught in English such as: Language, Literature, Business, or Philosophy. This demonstrated that the planning of PBL disciplinary projects that are executed individually and collectively are well received by students. This showed that students are willing to work with active methodologies that allow them to explore theory and practice to solve various problems. These results coincide with previous research carried out in the educational context of Ecuador Mantilla-Cabrera et. al (2020) that highlights the benefits of implementing Project-Based Learning in the classroom.

Figure 4:

Prefer time frame for a PBL project.



Source: Sophomore student's survey (Moreno, 2021)

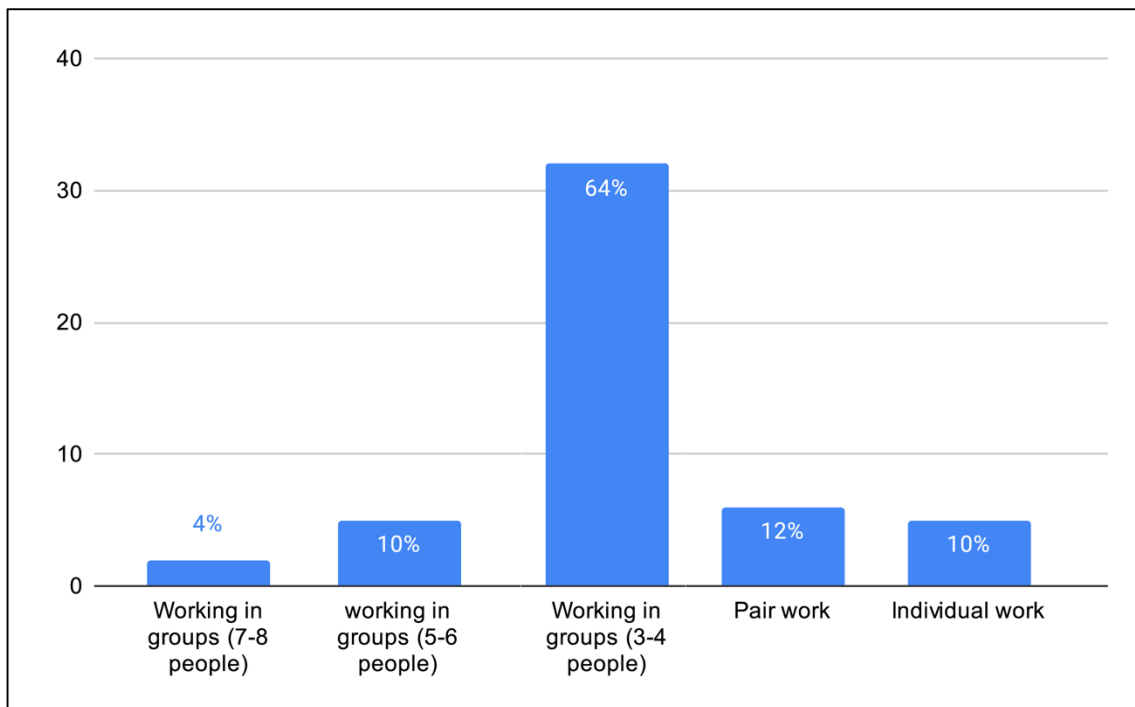
Analysis

The results reveal that most students prefer projects lasting one or two weeks. This finding suggests a preference for shorter deadlines, possibly due to the demands for immediacy of the new generations of adolescent students. The choice of these deadlines may be related to the ability to maintain interest and motivation throughout the project, as well as the possibility of completing it within a reasonable period of time.

These tests support the importance of tailoring assignments and projects to students' needs and expectations to encourage their engagement and active participation in learning. In addition, they will point out the relevance of effective planning and adequate time management to guarantee the success of projects.

Figure 5:

Preferences for working on PBL projects: grouping.



Source: Sophomore student's survey (Moreno, 2021)

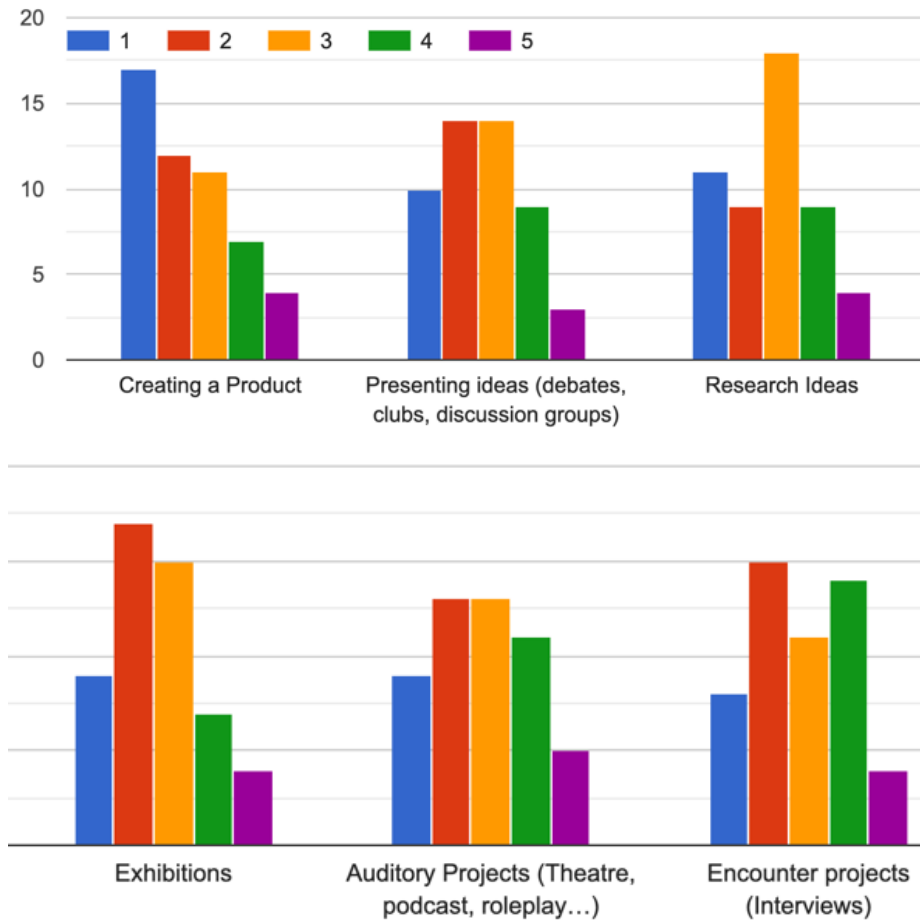
Analysis

The results indicate that most students prefer to work on PBL projects in groups of 3-4 people. This choice reflects the appreciation of collaboration and teamwork as essential components for effective learning. By working in groups, students can share ideas, knowledge, and skills, which encourages an exchange of perspectives and a multidisciplinary approach to problem solving. In addition, working in small groups allows for greater participation and contribution from each team member, which can lead to greater student engagement and motivation. The preference for groups of 3 to 4 people may also be related to efficiency in the organization and distribution of tasks.

Larger groups could result in difficulties in coordinating work and making decisions, while smaller groups allow for more fluid communication and quicker decision making. These evidence support the importance of fostering teamwork and collaboration skills in the educational context. When implementing PBL, it is advisable to consider the preferences of the students regarding the size of the groups and promote strategies that facilitate the formation and effective management of work teams.

Figure 6:

Ranking of the most preferred types of projects, being 1 the lowest and 5 the highest.



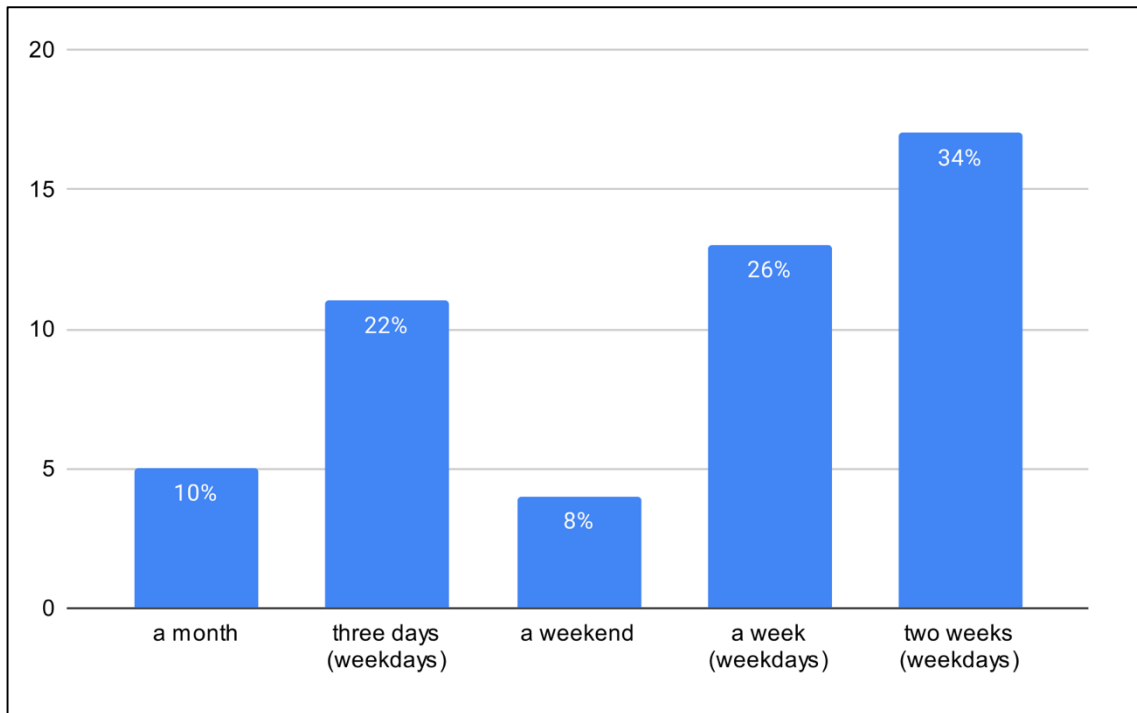
Source: Sophomore student´s survey (Moreno, 2021)

Analysis

The most valued option is Auditory Projects, this indicates that students have a particular interest in participating in activities that involve the auditory aspect and oral expression. In second place are exhibition projects, which suggests that students appreciate the opportunity to show and share their work in a visual way. These results indicate that students show greater interest in more dynamic and participatory activities, where they can apply and demonstrate their oral skills. This is important to keep in mind when designing the proposal. According to Culqui et al. (2022), the usage of podcasts is beneficial to both the instructor and the student in terms of fostering the development of communication skills in the English language, as well as promoting collaborative work and cooperation among classmates.

Figure 7:

Duration preference for working on projects.



Source: Sophomore student's survey (Moreno, 2021)

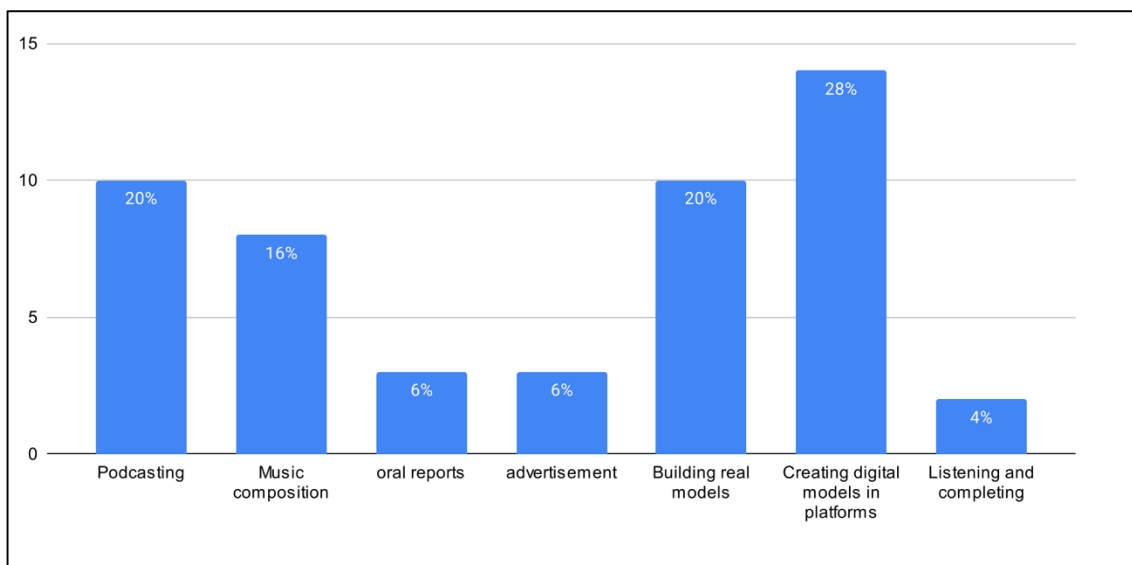
Analysis

Data analysis reveals that the majority of students show a preference for two-week and one-week projects in the Project-Based Learning approach. This preference coincides with the results obtained in a previous question, where it is evident that students feel comfortable and satisfied when working on short-term projects.

This duration can offer a balance between the depth of exploration of a topic and the time available to complete the project. Students are able to immerse themselves in the subject for a sufficient period of time to gain significant knowledge and develop skills, while avoiding a sense of burnout or boredom.

Figure 8:

Kind of projects students would like to work based on their preferences.



Source: Sophomore student´s survey (Moreno, 2021)

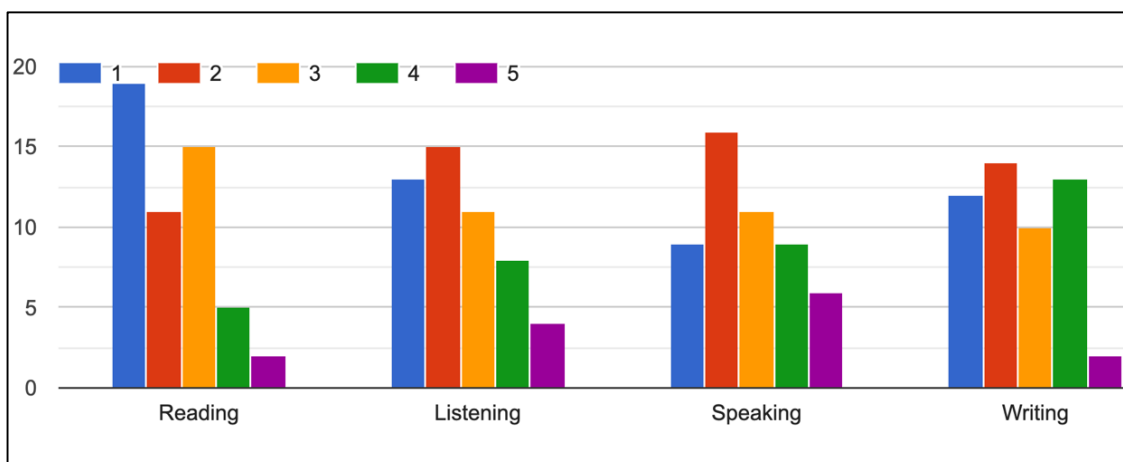
Analysis

Data analysis reveals student preferences for the kind of projects used in interdisciplinary Project-Based Learning. The results indicate that students prefer the creation of digital models on platforms, students value the opportunity to use digital and technological tools to develop and present their projects in an innovative way. In addition, there is a preference for podcasting, which implies that they appreciate the opportunity to use the podcast format to communicate their ideas, research, and reflections aurally, which may reflect their interest in the production and consumption of audio content.

Twenty percent of the students also show an interest in building real models and music composition, which suggests that they value the practical and tangible experience that this activity provides. This may imply a taste for experimentation as part of their learning process. These data reveal a diversity of preferences among students regarding the materials used in PBL projects. This highlights the importance of offering a variety of options and opportunities for students to express themselves and develop their skills in a personalized way and in line with their individual interest.

Figure 9:

Language skills in which students experience greater comfort.



Note: 1 is for the one that you feel the most confident with, and 5 is the least confident.

Source: Sophomore student's survey (Moreno, 2021)

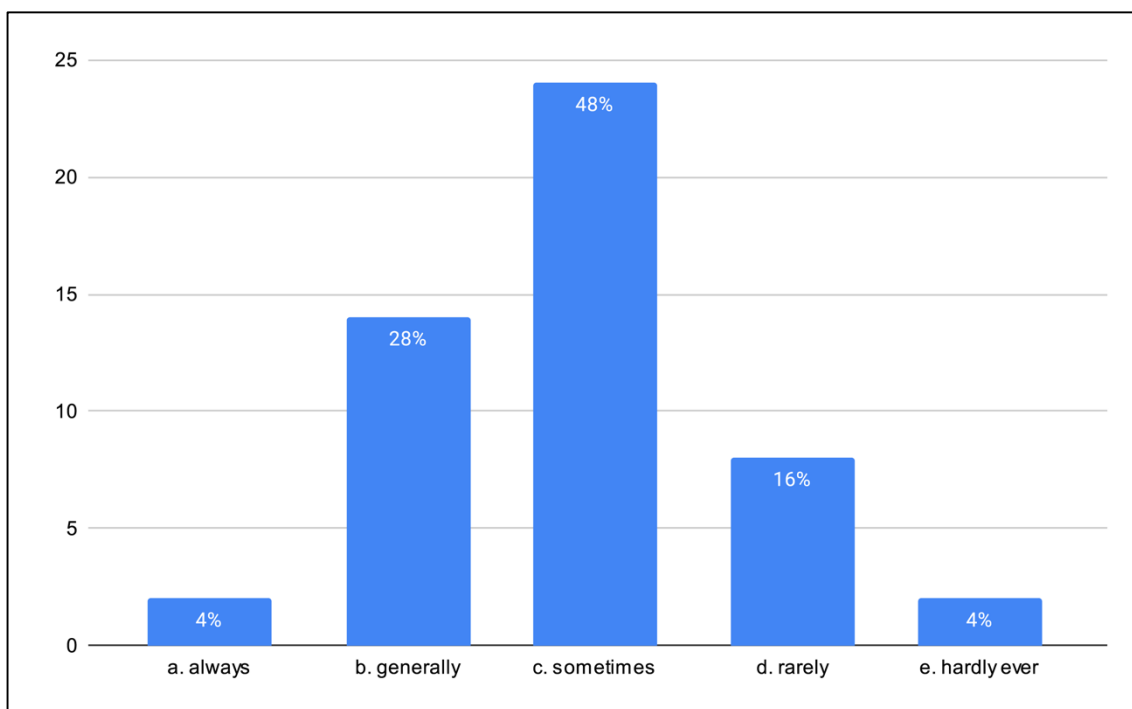
Analysis

Students show greater confidence in reading and listening skills in the English language, while less confidence in writing and speaking skills. This difference in confidence levels may be due to several factors. Reading and listening allow students to understand and process information at their own time and pace, which gives them greater confidence. On the other hand, writing and oral expression require active production and in real time, which can generate insecurities and fear of making mistakes. To address this trust gap, it is important to implement strategies and activities that encourage practice and development of less trusted skills, providing a supportive environment and constructive feedback.

It is important to consider that a lack of confidence in writing and speaking skills may be related to the need to improve grammar and vocabulary. These skills require greater attention to detail and a deeper understanding of language structures. To address this situation, teaching strategies can be implemented that promote regular practice of writing and speaking, providing opportunities for individualized feedback and error correction.

Figure 10:

Frequency students take part in speaking activities.



Source: Sophomore student´s survey (Moreno, 2021)

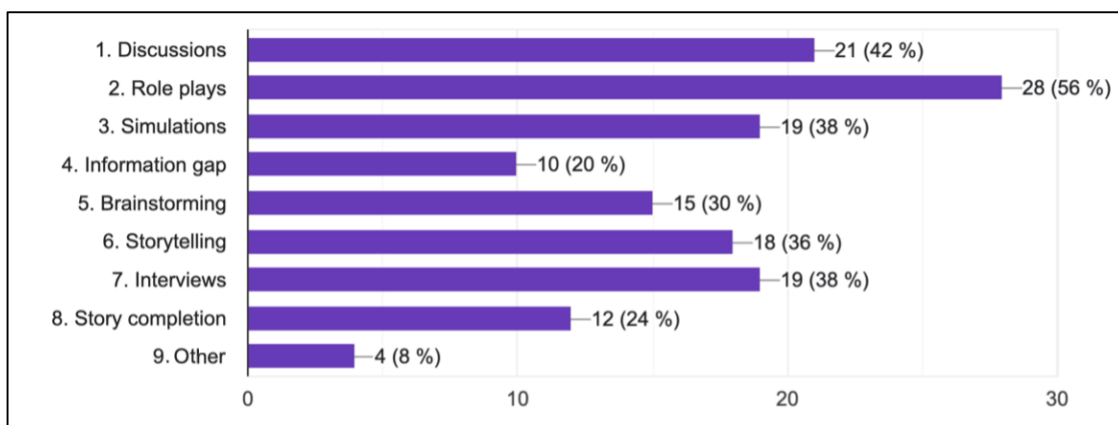
Analysis

According to the results, the majority of students' report that they "sometimes" participate in these activities, indicating that they are willing to participate in speaking in class, but there may be times when they feel uneasy. In second place, there is the group of students who "generally" participate in oral production activities. This indicates that they are more engaged and willing to actively participate in speaking activities in class, demonstrating greater confidence in their abilities and a more open attitude towards speaking participation.

On the other hand, a smaller group reported that they participate "rarely", "almost never" or "always" in oral production activities. This suggests that some students may face challenges that prevent them from participating on a regular basis, either due to a lack of confidence, fear of failure, or lack of motivation. It is important to recognize these differences and take steps to encourage the active participation of all students, create a supportive environment, and design activities that motivate and awaken students' interest in speaking English.

Figure 11:

Speaking activities preferred by students.



Source: Sophomore student´s survey (Moreno, 2021)

Analysis

The analysis of the preferred speaking activities among the students reveals interesting points of view. The results indicate that students mainly enjoy participating in role plays, debates, interviews, simulations, storytelling, and brainstorming activities. These activities provide opportunities for students to actively participate, express their ideas, and practice their speaking skills in a communicative and interactive way.

Interestingly, the completion of the story and the information gap required a lower preference. These activities involve completing a story or sharing missing information, and students may prefer more interactive and dynamic activities.

According to Guevara and Albuja (2020), additional variables, such as motivation, also play a key part. From their experience, the students' primary objective is to graduate, and it is possible that their impressions of confidence in oneself motivate them to push themselves to improve their oral fluency.

Identifying the favored speaking activities of students is essential to developing exciting and successful language learning experiences. Integrating such lessons into the curriculum can increase the enthusiasm and involvement of students, thereby enhancing their English-speaking skills.

4.3 English teachers' interview

This semi-structured interview with teachers and their English coordinator looked for understanding the current approach to Project-Based learning at Liceo José Ortega y Gasset.

Question 1

Could you describe your previous experience with Project-Based Learning in teaching English?

Teacher A:

In the sophomore levels, students in the national program have mainly interdisciplinary projects with other subjects. In the IB program sophomore students take the subject English B. Students do not learn language rules, instead they are instructed in different themes. Project-Based Learning per se is not the core of the teaching-learning process. In the IB program, we use more, CLIL which is the base of teaching, so students must do jigsaw research and then share information that connects not only the topics, but also culture and other different subjects using the foreign language.

Teacher B:

I have hardly worked in interdisciplinary projects, but class projects. However, I can tell the experience was very satisfactory. Although students sometimes are very difficult to engage, they like to work on this type of activities. In terms of support, there is cooperation with my coworkers who give ideas that help to develop the proposed projects. Sometimes though, projects have turned into a tiring activity because most of the students want to have all the information and do no research, only one student in the group works whereas the rest of the group do not do much. Also, there are a lot of things to do as a teacher, so when projects take place, I try to finish soon.

Teacher C:

My experience as a Business teacher using Project-Based Learning is that it provided a strong effect on my students' achievement also, I evidence that my students have the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real business world.

Teacher D:

My previous experience in terms of teaching Project-Based Learning was great. My students had to create some games with content previously taught which was endangered languages. Also, they had to search for some more information if they wanted to broaden their knowledge, and have more information to use. At the end, we played the games in class. They seemed to enjoy it.

Teacher E:

I have used PBL with groups of different ages (from primary to secondary school) These projects have helped students to search, organize, and apply information on a determined topic. However, it must be said that the guidance of the Teacher has been crucial, in primary groups, to accomplish the objectives of the project.

Question 2

At what scale has Project-Based Learning typically taken place at your school?

Teacher A:

Well, there have been disciplinary and interdisciplinary projects among sophomore students.

Students must make connections among different subjects and themes that might seem difficult to articulate for example Business, Science, and Math in a second language which leads to the use of STEAM to shape the projects into applicable information to be shared with younger learners. The program works with a holistic experience with a cross-axis. In terms of Language, students learn the target language by focusing on content rather than form. Students focus on the analysis and the connections students get through their own experiences.

Teacher B:

Most of my projects were only within my subject, and from time to time with other subjects of the English area such as Language, Business or Philosophy.

Teacher C:

I think that it depends on the teacher. In my experience working at my school the coordinator gives each teacher the freedom to apply different techniques and methodologies to approach the objective that is teaching English as a foreign language.

We see her generally once a week to see how everything goes in the area, including class activities, events and projects that we all have in the area.

Teacher D:

I have experienced PBL to integrate it in multiple subjects, sometimes even with subjects in Spanish, not only in the English area.

Teacher E:

Generally speaking, PBL has been used to integrate multiple subjects. Trying to fit the subjects to the topic proposed in the project.

Question 3

From your experience, how effective do you consider Project-Based Learning?

Teacher A:

At some point I consider it is somehow a waste of time for teachers and students since the methodology of Project-Based Learning activities sometimes are rushed. They focus on finishing a project just because it is a requirement of the Ministry of Education in Ecuador. It should be more natural so that all the people involved in projects can actually enjoy preparing the learning experience and learning along the project.

Teacher B:

My personal experience of previous years is that they learnt to be more participative, overcome shyness and they do work hard, in themselves and with the group. I think that projects should be done in each area, that not all the topics can be done with other subjects and that an attractive topic in one of the English subjects can make everyone enjoy and grow the learning process.

Teacher C:

Considering my experience as a teacher, Project-Based Learning programs improved certain aspects of social and emotional learning on students, and these effects were visible on the content obtained by students.

Teacher D:

I believe it's very effective, considering that students end up learning a lot about the topic they work on.

Teacher E:

Sometimes it is hard to know how to include different subjects in one topic. Besides, thinking about the final product takes time and effort. However, this is a way to help students to be more independent and responsible with their academic work thus, I consider that despite of the effort, PBL is effective.

Question 4

From your experience, in what ways has PBL helped your students?

Teacher A:

It has helped in many different perspectives and approaches, to develop critical thinking. There is a lot of research, first, the students must look for information, they need to discriminate the useful info, analyze, and make that learning visible.

Teacher B:

The way I see it, it helps students to be engaged, it allows them to develop speaking for example. Also, I have experienced how students develop their critical thinking by giving ideas or change the course of the projects in class. When they like what they do, they work well with each other. They improve in the learning process and avoid personal obstacles such as: audience fear, and memorizing among other things.

Teacher C:

Students get hooked with topics they can connect with their lives. It stimulates their critical thinking, there is also a lot of peer interaction. I think it increases the quality of education.

Teacher D:

I believe that it has helped students develop their sense of community since they have been working on some projects which have involved them in the world's reality.

Teacher E:

By trying PBL, students have been able to connect many things in their learning process by stimulating their critical thinking. All type of input boosts something in them, I really consider they are open to collaborate when something is interesting to them and are able to customize their assignments.

Question 5

What is the most important quality leading to the implementation of Project-Based Learning at your site(s)?

Teacher A:

The way I see it I think it is the time management for students and teachers. There are many activities to cover throughout the school year in all the areas. The teacher must emphasize reflection with students, collaborative work and peer interaction. PBL is a requirement, but it is also aligned to our institutional policies.

Teacher B:

The main quality I consider it should be collaboration and teamwork. If people cooperate for the sake of the students, then everything flows. Also, I think there should be flexibility and adaptability when considering Project-Based Learning activities.

Teacher C:

It could be flexibility and adaptability. This school year has been complicated since we had virtual classes, face-to-face classes, and hybrid classes. Adaptability is a key component.

Teacher D:

I consider students' knowledge, collaboration and teamwork, authentic assessment, such as feedback and reflection to be useful at the moment of conducting these projects since students develop a last learning experience.

Teacher E:

In my context I think flexibility, because sometimes there are events and activities in school and the activity set for the day's session must be changed or moved. Students should be able to work together and reflect on what they do and why.

Question 6

From your experience, what barriers have you experienced when implementing Project-Based Learning?

Teacher A:

Project-Based Learning as it is outlined by the Minister of Education, is difficult to implement. One thing is to articulate subjects and another one is to modify the curriculum to adapt it to the project. It happens usually with the STEM subjects, but it can be seen in other Spanish subjects as well.

Teacher B:

The most difficult barrier to implement Project-Based Learning in the classroom I think is the difficulty of planning according to the Ministry of Education guidelines. They require interdisciplinary projects and we as teachers have our own planning to do, therefore meeting other teachers and plan together is the biggest challenge. Logistics and implementation can be challenging; the use of technology is overwhelming sometimes. There have been institutional trainings, but I consider this is something we all struggle. Also, when an interdisciplinary project is planned, students do not feel that engaged by the project. It is like they do not get surprised anymore, no matter what you do as a teacher.

Teacher C:

What I have experienced is a lot of alterations, especially due to the pandemic. It is difficult to start doing something and then change it right after. Sometimes assessment can be a problem, I use checklists and adaptations of the IB Business program for some activities. Some other times I prefer formative assessment through games, and ongoing feedback.

Teacher D:

In some cases, I consider time to be a difficulty since students need large amounts of time in order to fulfill a projects' objectives. Also, logistics need to be carried out properly beforehand. Otherwise, the execution of the project doesn't accomplish the expected goals.

Teacher E:

I think it could be need of training, lack of time due to all the things we have to throughout the school year as teachers, difficulties for implementation.

Question 7

Would you like to have a document with more specific guidelines about how to implement PBL in your class to enhance speaking skills?

Teacher A:

Yes, because I like to be knowledgeable, the more info you get, the more knowledge you obtain, to apply/use it.

Teacher B:

Yes, it can be a good help when planning. Nowadays there is a lot of administrative load and time needs to be optimized. If there is a document that somehow helps the teacher in the planning process, it is a great help.

Teacher C:

Yes, it can be useful.

Teacher D:

Yes, I 'd love to have a document with specific guidelines since it would help to put theory into practice.

Teacher E:

Yes, the implementation of something new.

Question 8

What features should this document have?

Teacher A:

First, an explanation about PBL, and how to implement it. There should be references about how to implement it. There should be lesson plans with detailed objectives, timing and meaningful activities for the students. I would like to see something already set for me to adapt. Formats would be nice since they can be helpful to land ideas in my head and my fellow teachers' friends. I usually don't use printed worksheets unless it is for something quite specific, therefore I would find more useful something digital to be seen

Teacher B:

I think this document should be clear and detailed for teachers to be able to check examples and also be able to modify the given base as needed in our context. There is a lot of fixed material it is not possible to adapt, therefore flexibility and adaptability is necessary. Sometimes we work on-site, some other times online so I believe there should be material to be adapted in both contexts.

Teacher C:

If there is any document, it should be clear and concise. There should be the possibility of use adapting the material to our reality. Whether it is printed or online is fine. Printed sometimes can be outdated easily. The pandemic gave us a lot of tools students like to use.

Teacher D:

In my opinion, it should have examples and resources, as well as adaptability, and flexibility terms. It should be easy to navigate and user-friendly.

Teacher E:

It is easier to learn when there are examples to see how something should be done. There should be also a variety of resources and if it is online, it is better.

Question 9

What activities would you like to have ready to adapt to your teaching context to encourage speaking among your students?

Teacher A:

I enjoy my students being involved in the project creation because it allows me to get to know them. I've noticed they like to use technology a lot, and group work beneficiates them. The activities become more interesting to them when they are able to speak their mind. Speaking can be boosted not only by their peer interaction but also by specific activities set as a part of the project. Students need to be pushed to speak English all the time, that is why as a part of the grading rubric I have implemented notetaking and speaking English all the time during the graded activities.

Teacher B:

I like more to work with semi-structured projects, because they allow both to work together, teacher and students. There appears more creativity in the students and how each group adapts all the things they have to do or present.

In some Literature topics performance is the most important because it involves verbal and non-verbal language. I would like to do encounter projects, as a real life experience with people from other cultures. Get interested in learning more about them but school policies as Minister of Education policies are not so open minded.

For those students that like more technology can be production projects so to led them demonstrate of what they are capable of.

Teacher C:

In my subject, business, I use structured projects and I would like to continue using them. I am the one who determine the topics, methodology and presentation.

Teacher D:

I'd like to have encounter projects, performance projects and semi- structured projects.

Teacher E:

My students like to be involved but I need to be in control of what sequence of activities they need to comply. What I want to continue using is research projects because students like to discover things, but I would like students to be involved in production and creation.

General analysis:

Analysis of the Semi Structured Survey for Teachers on Project-Based Learning, four teachers EFL Language, Writing and subjects taught in English: Business, Philosophy and Literature. Also, the English Director took the survey. When teachers describe their previous experience with Project-Based Learning it went from PBL in different age groups, disciplinary and interdisciplinary PBL projects. They mostly agreed on a positive experience. It was said in these interviews that the current direction of the English department allows teachers to use the methodology and strategies preferred since there is an open follow-up of the activities that take place in this department.

Teachers at Liceo José Ortega y Gasset have worked with Project-Based learning projects, especially in the context of disciplinary and interdisciplinary PBL projects, integrating mainly other subjects in English and from time to time, subjects in Spanish. Furthermore, teachers were asked how effective they consider Project-Based Learning, and their replies are mostly positive. This question sought the teachers' subjective evaluation of the effectiveness of PBL based on their own experiences. Their responses provided valuable insights into the perceived benefits and limitations of PBL, in the positive side teachers agreed that it boosts confidence and enable students integrate other areas of knowledge so that subjects are seen. As a drawback, a teacher shared her perception about the implementation of PBL due to the use of technology, limited trainings on practical tools, the lack of time and the ongoing changes throughout the schoolyear.

From a teacher's perspective, students proved challenging to engage when it came to proposing ideas. Some teachers agreed that there was cooperation among coworkers and support by the English director. There is flexibility to implement new methodologies and applications when the teacher sees it suitable under the circumstances of the school year 2021-2022 of constant changes due to the pandemic. Although some teachers perceived the need of further support, they believe PBL can effectively enhance speaking abilities among their students.

All the teachers were open to reviewing and utilizing materials to help them enhance their implementation of interdisciplinary PBL projects in their teaching practices. When asked about the desired features of such materials, they all agreed that they would prefer something digital, with useful guidelines, ready-to-implement projects, examples, and online resources. They also expressed the need for downloadable materials, links that are ready to use, and documents that can be modified and printed. Among the suggested activities for this supplementary material, the focus was primarily on those that enhance engagement and peer interaction, enabling students to express their viewpoints and foster creativity.

Overall, this semi structured survey for teachers provided valuable insights into their experiences, perceptions, challenges, and expectations regarding Project-Based Learning. The gathered data can inform future research, professional development programs, and resource development initiatives, ultimately promoting the effective implementation of interdisciplinary PBL in EFL classrooms to boost oral production.

4.4 Discussion of main findings

The institution where this study took place, Liceo José Ortega y Gasset, has as a part of their Institutional Educational Project 2021-2022 (IEP) social constructivist theory of learning as a fundamental pillar of their educational model. In accordance with the social constructivist point of view, learning is a process that involves both society and culture. Vygotsky (1978) suggests that the best way to understand learning is as a social and collaborative activity, in which individuals co-construct knowledge through interaction with their peers. In the survey carried out to the sophomore students, the type of projects they prefer are the following: creating a 3D model, podcasting, hand models, which includes the creation of tangible and digital material that allows other skills to be involved, in addition to communication skills. This may imply a taste for experimentation as part of their learning process. These data reveal a diversity of preferences among students regarding the materials used in PBL projects.

From the teachers' point of view, the didactic material and the pedagogical tools that are used in the classroom have a value in the English teaching since they allow the social interaction typical of collaborative work. These preferences show that students feel confident with their peers to solve problems in the classroom. This perspective challenges the traditional view of learning as an internal, individual process and emphasizes the significance of social interaction in shaping an individual's worldview (Boss & Larmer, 2018).

At the Liceo José Ortega y Gasset, interdisciplinary projects began to be created based on the guidelines issued by the Ministry of Education in the health emergency caused by COVID-19 that indicated the implementation of PBL. The projects that are developed in the institution are interdisciplinary between 3 or 4 subjects of the same year of studies. There are weekly meetings in the English area, where the progress of interdisciplinary projects is developed and monitored. According to the teachers interviewed, there is a need to create standardized formats to be used in PBL that facilitate planning, organization of resources, and rubrics for evaluation, important aspects to consider in the preparation of the proposal.

In accordance with the exploratory survey about Project-Based Learning taken by sophomore students, the results show they are more confident with receptive skills such as reading and listening, whereas productive skills such as writing and speaking, they feel less confident. This coincides with the theory that speaks of receptive skills that involve the ability to produce coherent and grammatically correct spoken language or written texts; while the productive ones require the ability to understand the spoken language or a written text in real time and therefore require more effort (Nunan, 2015). The interview with the teachers pointed out that the activities in pairs motivate oral production among student, encouraging peer teaching giving them the opportunity to learn from each other. In group discussions, students feel motivated when they can give their opinion on a topic, make comments, and relate it to their own knowledge.

Certain technological proficiency limitations among teachers have been identified, which can hinder the implementation of technology-mediated projects, as revealed through semi-structured interviews. To address this issue, teachers and students can utilize tutorials as a means to integrate technology into collaborative, social, and active group learning, thereby overcoming their reservations (Alzahrani & Amin, 2020).

Regarding the oral participation of students during class, there is resistance to voluntary participation, teachers show difficulty in stimulating them, there is limited participation. Given this, there is PBL as mentioned (Buck Institute for Education, 2015) among the Key principles of PBL: authenticity, student voice and choice, collaboration, inquiry, and reflection. One of the advantages of applying PBL is to encourage teamwork from dialogue among peers so that while they develop interdisciplinary projects, their voluntary participation is promoted and thus improve oral production in English.

The validation of the proposal involved the utilization of pre and posttests to evaluate the progress of B2-level English students in their speaking abilities throughout an interdisciplinary project-based learning (PBL) project. The findings revealed notable improvements across four key indicators: task achievement, language accuracy and range, fluency, and pronunciation. Task Achievement showed the highest increase among all the listed indicators, rising by 10.3%. Language Accuracy and Range exhibited the fourth highest increase, with a growth of 5.7%. Fluency demonstrated the second highest increase, improving by 9.1%. Pronunciation displayed a growth of 8.6%, ranking as the

third highest increase. These outcomes emphasize significant advancements across all indicators, highlighting the effectiveness of Project-Based Learning in fostering enhanced oral production skills.

Overall, the pre and posttest comparison revealed the positive influence of interdisciplinary PBL on B2-level English students' speaking proficiency. The findings contribute to a deeper understanding of the development of oral communication skills, highlighting improvements in task achievement, language accuracy and range, fluency, and pronunciation. Students displayed enhanced comprehension, coherent demonstrations, improved vocabulary usage, and grammar accuracy. Furthermore, they exhibited increased fluency, coherence, and interactive skills, along with significant advancements in pronunciation. These results emphasize the effectiveness of interdisciplinary PBL in promoting oral production skills, enhancing students' ability to communicate effectively in English.

CHAPTER V

ACADEMIC PROPOSAL

A Digital Booklet: How to Plan Great Interdisciplinary PBL Projects

to develop Oral production (and not die trying)

5.1 Rationale

Justify the implementation of an interdisciplinary Project-Based Learning (PBL) booklet aimed at enhancing oral production skills in English as a Foreign Language (EFL) learners. EFL teachers at Liceo José Ortega y Gasset tried a digital resource to execute engaging and meaningful interdisciplinary PBL projects, enhancing Oral production became more effortless to achieve. The project sought to create an engaging and immersive learning environment that integrates various subjects, such as Business (Marketing), Philosophy (Ethics), and Literature, to foster oral communication proficiency among students.

The integration of multiple subjects within the Project-Based Learning booklet provided learners with a comprehensive and interconnected approach to language acquisition. By incorporating disciplines such as Business (Marketing), Philosophy (Ethics), Literature, and Language and Writing, students were presented with a range of stimulating topics to explore, enabling them to delve into ethical marketing strategies, analyze their implications, and engage in critical discussions. This interdisciplinary approach fostered a fertile environment for the development of oral production skills, as students were required to effectively articulate their thoughts and ideas across various domains.

Proficiency in oral communication was of utmost importance for English as a foreign language EFL learners, as it empowered them to express their thoughts, ideas, and opinions with clarity and confidence. The mastery of oral production skills encompassed facets such as pronunciation, fluency, vocabulary usage, and coherent expression. These fundamental skills played a pivotal role in facilitating meaningful interactions in real-life contexts, delivering academic presentations, thriving in professional settings, and attaining overall language proficiency.

The PBL booklet offered learners a multitude of authentic learning experiences that simulated real-world situations. Students actively participated in collaborative group

work, conducted research, engaged in critical analysis, and solved problems. These activities necessitated their extensive engagement in oral communication, allowing them to practice and refine their speaking and listening skills in a purposeful and meaningful manner. Through working on a marketing campaign and delivering presentations to an audience, students honed their confidence, fluency, and persuasive speaking abilities. The PBL booklet also fostered critical thinking and reflection among students. By delving into literature analysis, exploring philosophical concepts, developing business campaigns, and making ethical decisions, students enhanced their capacity to analyze, evaluate, and justify their opinions and viewpoints. This process further bolstered their oral production skills to cultivate deeper thinking and facilitating the articulation of well-supported arguments.

5.2 Theoretical foundations

According to Provenzano (2018), Project-Based Learning is a student-centered approach that immerses learners in authentic, real-world projects to foster critical thinking, collaboration, and problem-solving skills. It goes beyond rote memorization and encourages active engagement, creativity, and application of knowledge where teachers become mentors and educators. Through a hard question, a real-life circumstance, or a problem-solving situation, students' interest leads the project's progress and deepens their comprehension.

On the research paper by Somani and Rizcvi (2018), the authors discuss about constructivism and its good effects on English speech production. Pakistani students can give and receive peer and instructor feedback using Project-Based Learning for collaborative learning which promotes social activeness. In another study done at Ho Chi Minh City University of Technology by Tran (2020), the author founds that Vietnamese EFL high school students had positive attitudes toward Project-Based Learning in terms of behavior, attachment, and cognition.

The following findings in Ecuador come from the author of the research work entitled "Project-Based Learning for the English oral production," (Gaona, 2020), comes to the conclusion in the third chapter of the work that Project-Based Learning is a suggested methodology for students to increase their oral skills regardless of their level of language competency. On another study conducted in Ecuador by Urgilez (2022), the

author of the research " Project-Based Learning in developing speaking skills in the classroom", concluded that PBL helps students improve their pronunciation, fluency, accuracy, coherence, vocabulary, grammar, and communication.

The Ministry of Education in Ecuador applied PBL as a part of the mandatory curriculum, including interdisciplinary PBL as an active and integrative learning experience for students. According to MacLeod and Van der Veen (2020), Project-Based Learning combined with interdisciplinary learning, the educational experience becomes even more enriching and impactful. Interdisciplinary learning involves the integration of multiple disciplines, such as language, science, social studies, and the arts, to create a holistic learning environment. Furthermore, it enables students to explore complex problems, make connections between different subject areas, and develop a more comprehensive understanding of the world.

In terms of oral production, linguistic, sociolinguistic, and pragmatic competences meet communication needs (Cambridge, 2011). The most evident productive skill for communication is speaking, which requires linguistic understanding of English-speaking abilities and subskills to be comprehended. A person needs think about what to say and how to express it in the most precise and fluent way to finish a concept when speaking (Harmer, 2007). Oral production plays a crucial role in interdisciplinary PBL projects as it facilitates effective communication and collaboration across different subject areas. In interdisciplinary PBL, students are encouraged to engage in discussions, presentations, and debates that require them to integrate knowledge and ideas from multiple disciplines.

5.3 Objectives

5.3.1 General objective

- To break down interdisciplinary Project-Based Learning strategies and techniques in a digital booklet for teachers to enhance oral production.

5.3.2 Specific objectives

- To create comprehensive and adaptable content about interdisciplinary PBL projects for EFL teachers.
- To design a digital booklet with examples of interdisciplinary PBL projects to boost oral production.

5.4 Beneficiaries

5.4.1 Direct beneficiaries

The proposal of this project was a digital booklet that was delivered to the EFL teacher and teachers of subjects in English at Liceo José Ortega y Gasset of sophomore students. The booklet provided guidance and resources for implementing interdisciplinary Project-Based Learning in their classrooms, therefore teachers were the direct audience for this publication.

Another group of direct beneficiaries of this booklet was sophomore students at Liceo José Ortega y Gasset. The students in this institution had access to individual technological devices and internet connection ready to be used on a regular basis as a part of the class. Through the integration of literature, philosophy, business, and language learning, these students improved oral communication skills, critical thinking abilities, and developed a deeper understanding of a variety of subjects.

5.4.2 Indirect beneficiaries

In addition, this publication holds value for the broader educational community, encompassing teachers from various educational levels, authorities, administrative staff, and parents. The digital booklet promotes innovative teaching methods and encourages interdisciplinary collaboration, thereby enhancing oral production skills among students. Such improvements contribute to educational enhancement and the cultivation of quality teaching practices in the field of English as a foreign language (EFL). Furthermore, this resource can be beneficial for curriculum designers, teacher educators, and educational researchers who have an interest in exploring the potential of interdisciplinary Project-Based Learning within EFL contexts, specifically at Liceo José Ortega y Gasset.

5.4.3 Impacts

At Liceo José Ortega y Gasset, an interdisciplinary Project-Based Learning project was implemented with the aim of improving oral production in Sophomore students. The results obtained were extremely positive, since there was a notable increase in the four evaluator indicators: fluency, pronunciation, compliance with instructions, and relevance. The PBL approach allowed students to be actively involved in real and challenging situations, which boosted their motivation and commitment to learning the

English language. Through the execution of interdisciplinary projects, students developed communication and language skills, as well as the skills to work in a team and solve problems effectively.

The increase in students' fluency and pronunciation demonstrates that the PBL approach fosters the development of authentic communication skills. In addition, compliance with instructions and the relevance of the answers show the students' ability to understand and effectively address the challenges posed in the project. These results support the efficacy of the interdisciplinary PBL approach as an effective pedagogical strategy to improve oral production.

5.5 Development

The digital booklet, titled "How to Plan Great Interdisciplinary PBL Projects to Develop Oral Production (and Not Die Trying)," is a comprehensive guide specifically created to empower educators in cultivating and enhancing students' oral communication skills through an interdisciplinary PBL approach. The content of this digital booklet was derived from input gathered from both students and teachers involved in the research, which was obtained through a survey and a semi-structured interview. In the survey (Moreno, 2021) students mostly agreed that they prefer projects that are between one and two-week projects involving role-plays and discussions, additionally in the semi structured interviewed for teachers (Moreno, 2021), teachers agreed on being receptive to a concise material where PBL is explained easily, with practical projects integrating EFL and the main subjects taught in English.

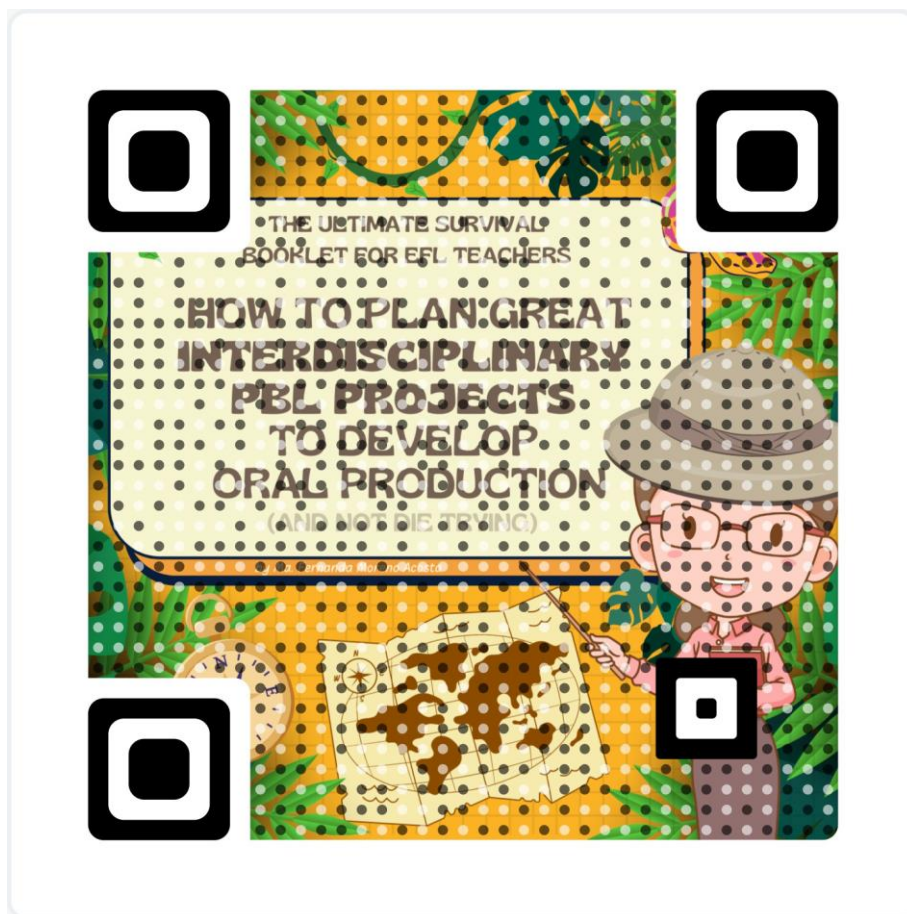
In terms of design, this digital booklet is a landscape format since it was meant to be used in computer screens (desktops and laptops). The visual concept involves an exploration mission in the jungle, where the teacher is given a series of references and resources for his teaching practice implementing interdisciplinary PBL projects to enhance speaking skills.

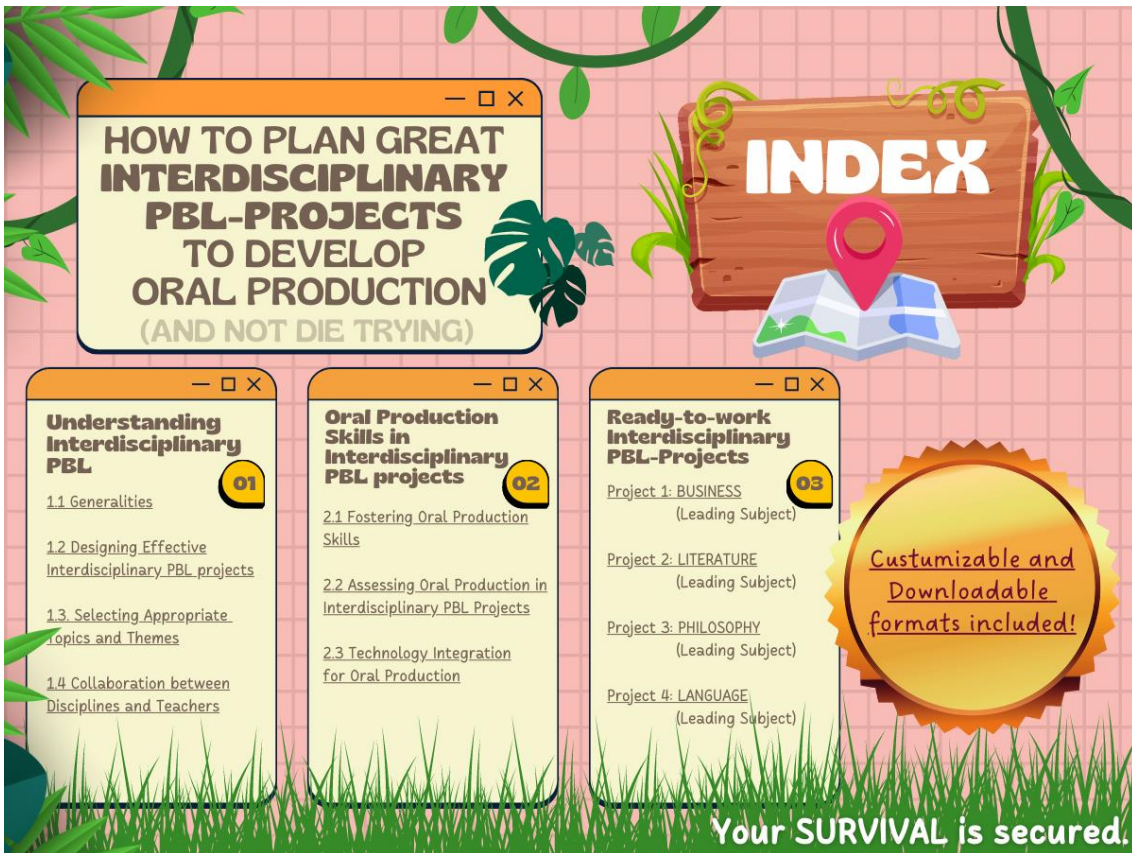
This digital booklet provides valuable insights and practical strategies for understanding interdisciplinary Project-Based Learning, designing effective PBL projects, selecting appropriate topics and themes, and promoting collaboration between disciplines. Additionally, it explores the significance of oral production skills within interdisciplinary PBL projects, offering guidance on fostering oral communication proficiency, assessing oral production, and integrating technology for enhanced learning

experiences. Furthermore, the booklet includes a dedicated section featuring ready-to-work interdisciplinary PBL projects in Business, Philosophy, Literature, and EFL (Language and Writing), providing teachers in the English area at Liceo José Ortega y Gasset practical examples to implement in their classrooms. With this digital resource, teachers can empower their students to become effective communicators, critical thinkers, and active participants in interdisciplinary learning contexts for students to improve their oral production.

5.6 Digital booklet

QR Code:





INTRODUCTION

Welcome to the introductory section of our booklet on Interdisciplinary Project-Based Learning (PBL) projects to boost oral production! In today's rapidly evolving educational landscape, the integration of interdisciplinary learning and the development of strong oral communication skills have become essential goals for educators worldwide.

Interdisciplinary learning transcends traditional subject boundaries, enabling students to explore complex real-world problems and develop a deeper understanding of interconnected concepts. By weaving together multiple disciplines, such as language arts, science, social studies, and the arts, students gain a holistic perspective and engage in meaningful learning experiences that mirror the interconnected nature of the world around them.

Oral production, on the other hand, is a crucial aspect of communication skills that help students with the ability to articulate their thoughts, express ideas, collaborate effectively, and engage in meaningful dialogue. In an increasingly globalized society, strong oral communication skills are essential for success in various academic, professional, and social contexts.

The purpose of this booklet is to provide educators with a comprehensive guide to designing and implementing interdisciplinary PBL projects that specifically target the development of oral production skills. Through interdisciplinary PBL, students will not only acquire knowledge and skills across various disciplines but also engage in collaborative, real-world tasks that require them to communicate effectively and express themselves orally.

As you progress through this booklet, you will find practical strategies, project design ideas, assessment techniques, and technology integration suggestions to guide you in creating interdisciplinary PBL projects that boost oral production in your classrooms. Real-life examples, case studies, and valuable insights that will inspire and enrich your practice, helping you unleash the full potential of interdisciplinary learning and oral production for your students.

Let's embark on this transformative journey together, as we embrace the power of interdisciplinary PBL projects to cultivate vibrant oral communicators and lifelong learners.

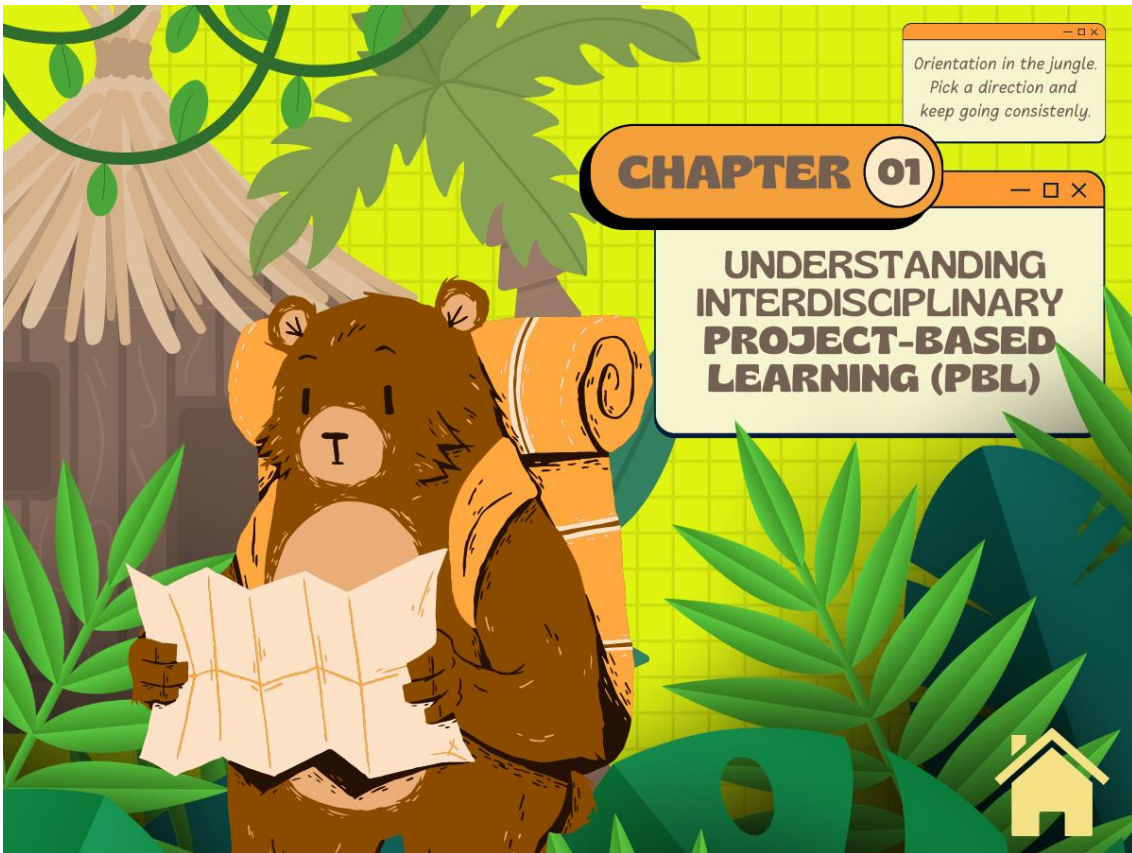
HOW TO PLAN GREAT
INTERDISCIPLINARY
PBL PROJECTS
TO DEVELOP
ORAL PRODUCTION



Orientation in the jungle.
Pick a direction and
keep going consistently.

CHAPTER 01

UNDERSTANDING INTERDISCIPLINARY PROJECT-BASED LEARNING (PBL)



PBL

Project-Based Learning (PBL) can be defined as an instructional approach that immerses learners in authentic, real-world projects to foster critical thinking, collaboration, and problem-solving skills. It goes beyond rote memorization and encourages active engagement, creativity, and application of knowledge.

By engaging students in hands-on projects, PBL provides a meaningful context for language acquisition, promoting the development of communication skills, including oral production.

DID YOU KNOW?
Through interdisciplinary PBL, students are not only encouraged to articulate their thoughts and ideas orally but also to actively listen, negotiate meaning, and engage in effective dialogue with their peers.

INTERDISCIPLINARY PROJECT- BASED LEARNING (PBL)

PBL is combined with interdisciplinary learning, the educational experience becomes even more enriching and impactful. Interdisciplinary learning involves the integration of multiple disciplines, such as language arts, science, social studies, and the arts, to create a holistic learning environment.

It enables students to explore complex problems, make connections between different subject areas, and develop a more comprehensive understanding of the world.

8 ADVANTAGES OF USING INTERDISCIPLINARY PBL IN THE CLASSROOM

- Promotes a deeper understanding of concepts in a real-world context.
- Fosters critical thinking through analysis and synthesis of information from various disciplines.
- Encourages creativity and innovation by challenging students to think beyond disciplinary boundaries.
- Nurtures collaboration and teamwork among students with diverse backgrounds and expertise.
- Enhances interpersonal skills and cultural understanding making learning more meaningful and enjoyable.
- Provides a sense of purpose and authenticity through relevance to real-world issues.
- Encourages students to invest their efforts and take ownership of their learning.
- Increases student engagement and motivation while bringing variety and excitement to the learning process.

Designing Effective Interdisciplinary PBL projects



DESIGNING INTERDISCIPLINARY PROJECTS FOR ORAL PRODUCTION



- Identify clear learning objectives related to oral production skills.
- The objectives must be aligned with relevant language proficiency levels and content knowledge.
- Choose an engaging theme, project tasks, language support strategies, and assessment criteria to facilitate oral production throughout the project.

IDENTIFYING RELEVANT DISCIPLINES AND THEIR CONNECTIONS



- Ensure the integration of various subject areas in the project.
- Identify disciplines that contribute to oral production within the interdisciplinary project such as: language, arts, social studies, drama, communication studies.
- The upcoming examples of projects will consider: Language, Literature, Philosophy and Business.

INCORPORATING REAL-WORLD SCENARIOS AND AUTHENTIC TASKS



1. Identify authentic contexts that students can relate to.
2. Conduct Research.
3. Design Authentic Task that mirror real-world challenges, problems, or projects related to the chosen contexts.
4. Engage with Experts.
5. Foster Community Connections.
6. Integrate Field Trips or Virtual Experiences.
7. Incorporate Role-Playing.
8. Use Authentic Resources.
9. Promote Presentations and Exhibitions.
10. Emphasize Reflection and Application.

1

2

3

CRITERIA OF SELECTION

Alignment with curriculum standards and learning objectives.

Relevance to real-world contexts and student interests.



Potential for interdisciplinary connections and exploration.

Facilitation of oral production, critical thinking, and problem-solving skills.

Selecting Appropriate Topics and Themes



10

STRATEGIES FOR COLLABORATIVE TOPIC SELECTION

1. Identify learning objectives.
2. Brainstorm potential topics by engaging in a brainstorming session with colleagues, teachers from different disciplines, and even students.
3. Consider relevance to real-world contexts.
4. Connect with student interests.
5. Seek Cross-Disciplinary connections.
6. Evaluate Feasibility and Resources.
7. Assess Curriculum Alignment.
8. Consider Complexity and Depth by selecting topics that allow for in-depth exploration, critical thinking, and problem-solving.
9. Engage the educational community such as teachers from different disciplines, school administrators, and even community members in the topic selection process.
10. Prioritize Student Voice and Choice, it allows students to express their preferences, suggest ideas, and take ownership of their learning journey.





FOSTERING ORAL PRODUCTION SKILLS

It involves creating an environment where students feel empowered to express themselves verbally, engage in meaningful conversations, and effectively communicate their thoughts and ideas.

Fostering oral production skills is a dynamic process that requires a supportive and interactive classroom environment making it a critical aspect of language development and communication proficiency.

RELATION BETWEEN ORAL PRODUCTION AND INTERDISCIPLINARY PBL PROJECTS

Oral production plays a crucial role in interdisciplinary PBL projects as it facilitates effective communication and collaboration across different subject areas. In interdisciplinary PBL, students are encouraged to engage in discussions, presentations, and debates that require them to integrate knowledge and ideas from multiple disciplines.

This booklet considers B2 students (CEFR) for further references.

DID YOU KNOW?


With dedicated practice and exposure to authentic language use, advanced learners can master complex grammatical structures, native-like pronunciation, and natural intonation patterns.

SPEAKING DESCRIPTORS AT B2 LEVEL	DESCRIPTION	USE IN INTERDISCIPLINARY PROJECT-BASED LEARNING (PBL)
Fluency and Coherence	Able to speak fluently and maintain a coherent flow of ideas with minimal hesitation.	In interdisciplinary PBL, students engage in discussions, debates, and presentations that require them to communicate fluently and coherently while integrating knowledge from multiple disciplines.
Vocabulary and Language Use	Demonstrates a wide range of vocabulary and uses language accurately and appropriately.	In interdisciplinary PBL, students expand their vocabulary and use discipline-specific language to effectively communicate ideas, research findings, and connections across different subject areas.
Grammar Accuracy	Shows a good command of grammar structures with occasional minor errors that do not hinder understanding.	Interdisciplinary PBL provides opportunities for students to apply grammatical structures accurately while explaining complex concepts, presenting interdisciplinary research, and engaging in academic discussions.
Interaction and Collaboration	Engages in active and meaningful interactions, listens attentively, responds appropriately, and collaborates effectively with peers.	Interdisciplinary PBL fosters interaction and collaboration among students from different disciplines, encouraging them to actively engage in interdisciplinary discussions, debates, and collaborative problem-solving.
Presentation Skills	Presents ideas clearly and effectively, engages the audience, and effectively uses visual aids and supporting materials.	In interdisciplinary PBL, students deliver presentations to communicate interdisciplinary research findings, make connections across disciplines, and effectively utilize visual aids and supporting materials to enhance understanding and engagement.
Critical Thinking	Demonstrates the ability to analyze information, evaluate options, and propose well-supported opinions or solutions.	Interdisciplinary PBL projects require students to think critically by integrating knowledge, analyzing complex problems, and proposing interdisciplinary solutions that consider multiple perspectives and approaches.

Assessing Oral Production in Interdisciplinary PBL Projects

1. Rubrics and Criteria. Include specific indicators for fluency, vocabulary use, grammar accuracy, coherence, and interaction skills. Use a scale or levels of proficiency to assess each criterion.
2. Authentic Performance Tasks to assess the learner's ability to apply standards-driven knowledge and skills to real-world challenges such as presentations, debates, role plays, or collaborative discussions related to the project topics.
3. Observations and Checklists: Use observations and checklists during group discussions or presentations to assess students' oral production skills.

4. Self-Assessment and Reflection: Provide reflection prompts for students to evaluate their strengths and areas for improvement.
5. Peer Assessment.
6. Audio or Video Recording: for a more thorough evaluation, capturing aspects such as pronunciation, intonation, and non-verbal communication.
7. Ongoing Feedback.
8. Reflective Journals or Portfolios to document their oral production experiences.



When assessing, teachers must emphasize both the process and the final product

DEVELOPING RUBRICS AND CRITERIA FOR ASSESSING ORAL COMMUNICATION SKILLS

- Assess oral communication skills such as fluency, pronunciation, vocabulary, grammatical accuracy, coherence, and interactivity.
- Set defined performance levels and requirements for each component.
- Use holistic and analytic methods to assess spoken communication.
- Avoid imprecise phrases and provide concrete instances or adjectives.
- Update rubrics to meet changing needs and expectations.
- Consider peer assessment and coworker comments.
- Create fair and accurate oral communication rubrics.

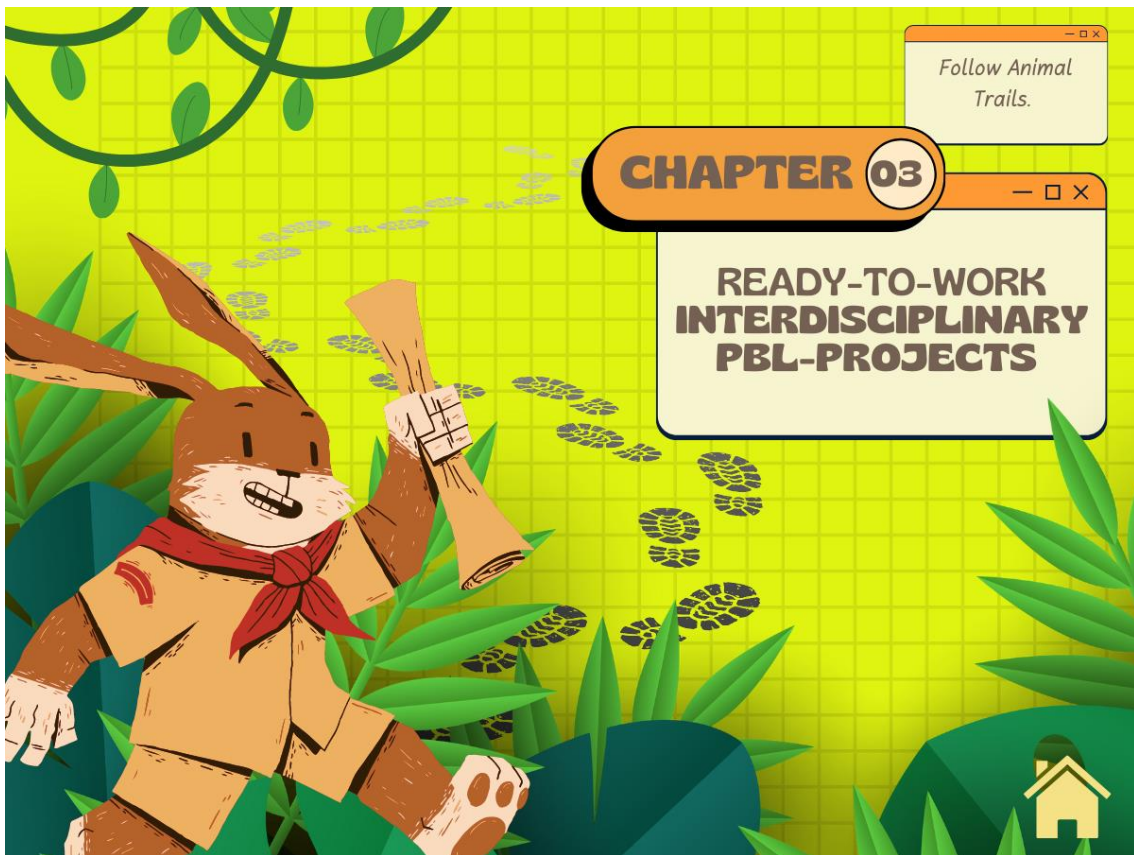
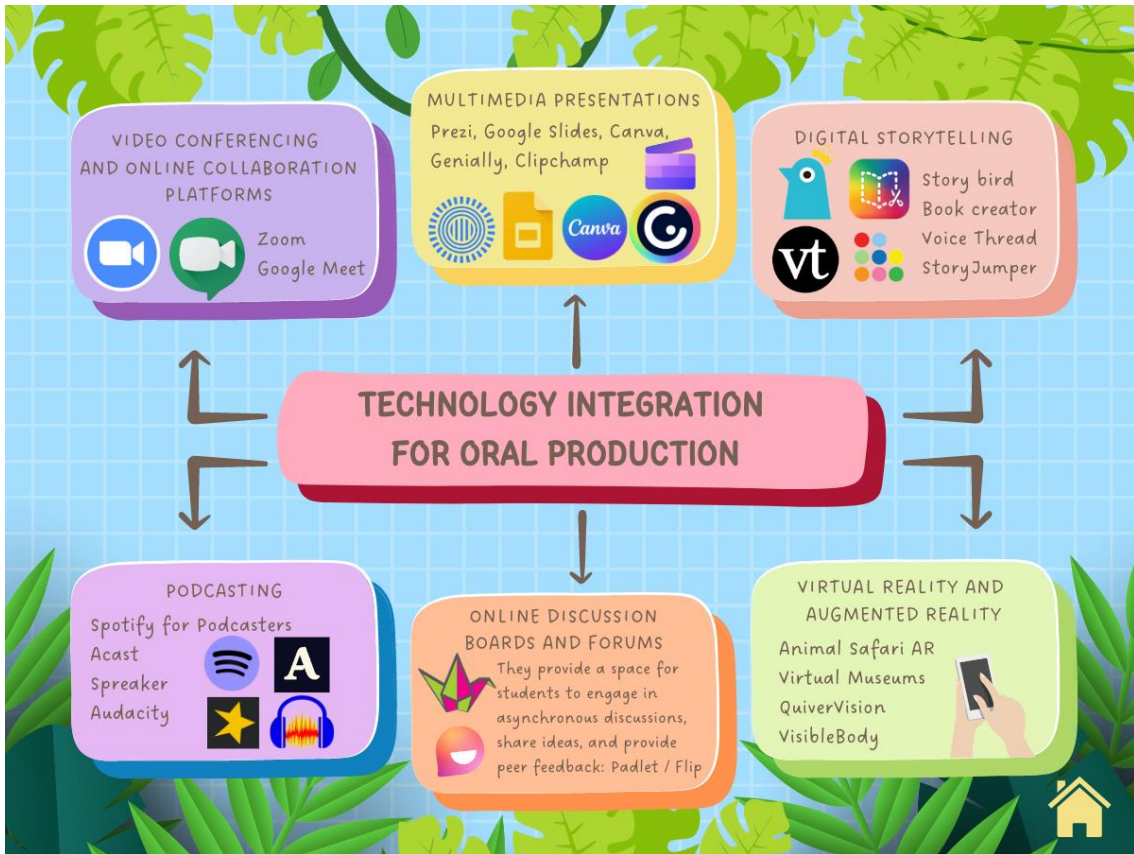
PROVIDING CONSTRUCTIVE FEEDBACK TO PROMOTE GROWTH AND IMPROVEMENT

- Give clear, descriptive feedback on the speech production skills being tested.
- Describe strengths and weaknesses.
- Balance positive and negative feedback: Highlight the student's oral production's qualities. Next, give constructive criticism on areas that need development and suggest ways to help them grow.
- Focus on process and effort.
- Offer advice: Offer concrete ways to improve.
- Use a growth mindset.
- Encourage self-reflection and feedback by creating a friendly classroom climate.
- Foster community and progress through peer feedback and collaborative learning.



WEBSITES TO CREATE RUBRICS FOR INTERDISCIPLINARY PBL PROJECTS

- [PBL Checklist \(Customizable\)](#)
- [Rubistar \(Customizable\)](#)
- [Rubric maker \(Customizable\)](#)
- [Theme Spark \(Common Core\)](#)
- [Schrock Guide \(Common Core\)](#)



PROJECT #1: EXPLORING ETHICAL MARKETING STRATEGIES

Outline

SUBJECT AREAS and objectives:

- **Business (Marketing):** Research and analyze marketing strategies, creating a marketing campaign.
- **Philosophy (Ethics):** Explore ethical considerations in marketing, examining philosophical perspectives on consumerism and advertising.
- **Writing:** Write a persuasive essay defending ethical marketing approaches.
- **Literature:** Identify key elements of the short story "Harrison Bergeron" by Kurt Vonnegut, which discusses consumerism, advertising, and ethical dilemmas.
- **Language(EFL):** Develop speaking and listening skills through discussions, presentations, and using marketing vocabulary.



Time frame
TWO WEEKS

Project Description:

Students will work in groups to research and analyze the ethical considerations of some case studies and present their findings. They will explore philosophical perspectives on consumerism, advertising, and the impact of marketing on society using a short story. They will present a marketing campaign to the class and write a persuasive essay defending their ethical approach.

Materials

- Marketing vocabulary lists
- Worksheets (All subjects)
- Slides (All subjects)
- Sentence frames for oral presentations
- Text: "Harrison Bergeron" by Vonnegut.
- Writing prompts for persuasive essays

LEVEL UP

Upper-intermediate

Language learning goal: Develop speaking, listening, writing, and critical thinking skills through the exploration of ethical marketing strategies in the business, literature, and philosophy contexts.



Scaffolding Activities:

Vocabulary lists related to marketing and advertising; use sentence frames to support oral presentations; provide graphic organizers to help students organize their thoughts and ideas.

Teachers' role: Monitor students' progress, provide guidance, and encourage interdisciplinary discussions and connections between the subject areas.

PROJECT #1: EXPLORING ETHICAL MARKETING STRATEGIES

Leading Subject



BUSINESS

WEEKS	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>WEEK 1</p>	<p>Introduction and Project Overview (Business, Philosophy)</p> <p>Engage students in a discussion about marketing strategies and ethical considerations.</p> <p>Introduce the project description, goals, and outcomes.</p> <p>Explain the interdisciplinary nature of the project, incorporating various subject areas.</p>	<p>Vocabulary Building and Research (Business, EFL)</p> <p>Provide students with marketing vocabulary lists.</p> <p>Review and practice the vocabulary through interactive exercises.</p> <p>Assign students to research and analyze different marketing strategies in small groups.</p>	<p>Philosophy Discussion (Philosophy/Business)</p> <p>Introduce philosophical perspectives on consumerism, advertising, and ethics through business case studies.</p> <p>Engage students in a class discussion to explore the ethical dilemmas in marketing.</p>	<p>Literature Exploration (Literature)</p> <p>Introduce "Harrison Bergeron" by Kurt Vonnegut, to discuss about consumerism, advertising, and ethical dilemmas.</p> <p>Discuss and analyze the themes and messages conveyed in the literature.</p>	<p>Marketing Campaign Creation (Business, Writing)</p> <p>In their groups, students will apply their understanding of ethical considerations and philosophical perspectives to create a marketing campaign for a product or service.</p> <p>Provide graphic organizers to help students plan their campaigns, considering target audience, messaging, and ethical strategies.</p> <p>Encourage students to incorporate the vocabulary learned and be creative in their approach.</p>

PROJECT #1: EXPLORING ETHICAL MARKETING STRATEGIES

Leading Subject

BUSINESS

WEEKS	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
 WEEK 	Presentation Preparation (EFL, Business) Instruct students to prepare an oral presentation of their marketing campaign. Provide sentence frames and presentation guidelines to guide students in structuring their presentations effectively. Encourage students to rehearse their presentations and consider visual aids or props.	Peer Feedback and Revision (Business, Language, Writing) Organize a peer feedback session where students provide constructive feedback on each other's marketing campaigns and presentations. Instruct students to revise and improve their campaigns based on the feedback received.	Literature Analysis and Connection (Literature, Philosophy) Guide students in analyzing how the themes and messages from the story: "Harrison Bergeron", relate to the ethical considerations in marketing. Facilitate a discussion on the connections between literature, philosophy, and marketing ethics.	Persuasive Essay Writing (Writing) Assign students to write a persuasive essay defending their group's ethical approach in the marketing campaign. Provide writing prompts related to the ethical considerations, philosophical perspectives, and their own opinions on ethical marketing. Set a deadline for submitting the essays and provide feedback on students' writing.	Presentation and Reflection (EFL, Business, Philosophy) Each group will present their marketing campaign to the class. Encourage active listening and participation by allowing the audience to ask questions or provide feedback. Engage in a class discussion reflecting on the project, its outcomes, and the importance of ethical marketing. Encourage students to share their thoughts on what they have learned and any changes they would make in their own consumption habits.

PROJECT #1: EXPLORING ETHICAL MARKETING STRATEGIES

Leading Subject

BUSINESS

WEEKS	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
 WEEK 	Introduction and Project Overview (Business, Philosophy)   	Vocabulary Building and Research (Business, EFL)   	Philosophy Discussion (Philosophy/Business)  	Literature Exploration (Literature)   	Marketing Campaign Creation (Business, Writing)   

MATERIAL

PROJECT #1: EXPLORING ETHICAL MARKETING STRATEGIES

Leading Subject


BUSINESS

WEEKS	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
 WEEK 	Presentation Preparation (EFL, Business)   	Peer Feedback and Revision (Business, Language, Writing)  	Literature Analysis and Connection (Literature, Philosophy)   	Persuasive Essay Writing (Writing)  	Presentation and Reflection (EFL, Business, Philosophy)  


MATERIAL PROJECT #1: EXPLORING ETHICAL MARKETING STRATEGIES
 Leading Subject **BUSINESS**

DOWNLOADABLE RUBRICS PROJECT #2: DIVING INTO "THE TELL-TALE HEART"

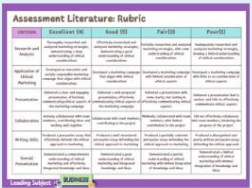
Business



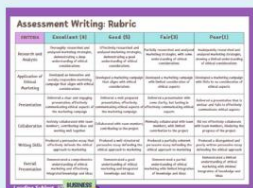
Philosophy




Literature




Writing



Language (EFL)





PROJECT ASSESSMENT

PROJECT #2: DIVING INTO "THE TELL-TALE HEART"

Outline



SUBJECT AREAS and objectives:

- **Literature:** Analyze and interpret the literary elements and themes in "The Tell-Tale Heart." to develop critical thinking.
- **Business:** Develop creativity and persuasive communication skills by creating an advertising jingle.
- **Philosophy:** Explore the implications of the unreliable narrator and the concept of perception vs. reality through a Socratic discussion.
- **Writing:** Include connectors effectively in a jingle to establish comparisons and contrasts between ideas or concepts.
- **Language(EFL):** Incorporate speculative and deductive language in a Socratic discussion.



Time frame
TWO WEEKS

Project Description:

Students will engage in guided reading, comprehension questions, and device analysis of the assigned text. They will also research various products or services that relate to the themes and atmosphere of the story. Each group will be responsible for creating a jingle for their chosen product or service. Lastly, they will explore the philosophical implications of the unreliable narrator and the concept of Perception vs. Reality by incorporating grammar devices and vocabulary that align with the topic.

Materials

- Text: "The Tell-Tale Heart" by Edgar Allan Poe.
- Jingle Worksheet.
- Persuasive communication text.
- Socratic discussion format.
- Slides: Perception vs Reality
- Comparison and contrast vocabulary.
- Speculation and Deduction Grammar/exercises

LEVEL UP

Upper-intermediate

Language learning goal:

To enhance speaking skills and develop the ability to refer to speculation and deduction using modal verbs and expressions within the contexts of a classic story in literature, business, and philosophy, while exploring creative writing.



Scaffolding Activities:

Pre-reading activities
Brainstorming sessions
Marketing principle sessions
Socratic seminar preparation
Think-pair-share activities
Model jingles, Peer editing
Language support resources.

Teachers' role:

Provide guidance and instruction.
Facilitating practice and application.
Provide feedback and assessment.
Create a supportive and interactive learning environment



PROJECT #2: DIVING INTO "THE TELL-TALE HEART"

Leading Subject **LITERATURE**

WEEKS	DAY 1	DAY 2	DAY 3	DAY 4
WFFK 1	<p>Introduction and Project Overview (Literature)</p> <p>Introduce Edgar Allan Poe and the Gothic genre.</p> <p>Provide an overview of Edgar Allan Poe's life and his contributions to the genre.</p> <p>Distribute copies of "The Tell-Tale Heart" and assign the reading for homework.</p> <p>Discuss the importance of analyzing literary elements (e.g.: character, setting, plot, theme) and themes in the story.</p>	<p>Connecting with the story (Literature, EFL)</p> <p>Conduct a guided reading session, focusing on specific sections of the story.</p> <p>Lead a class discussion on the narrator's unreliability and its effect on the story.</p> <p>Analyze the use of symbolism, imagery, and suspense in the text.</p> <p>Assign a group activity for students to create a visual representation (poster, collage, or infographic) highlighting the literary elements identified.</p>	<p>Speculation and Deduction-modal verbs and expressions (Language EFL)</p> <p>Conduct a grammar workshop focusing on specific grammar topics aligned to students' proficiency level.</p> <p>Engage students in grammar exercises and activities related to sentence structure, verb tenses, and connectors.</p> <p>Provide opportunities for students to practice using the grammar structures in written and oral communication related to the project.</p>	<p>Philosophy Discussion Session 1 (Philosophy/ EFL)</p> <p>Introduce the philosophical concepts of truth, perception, and reality.</p> <p>Provide guiding questions to stimulate critical thinking and encourage students to express their viewpoints.</p> <p>Assign a reflective writing activity where students analyze the relationship between perception and reality in "The Tell-Tale Heart."</p> <p>Introduce the Socratic Seminar generalities for students to be prepared next class.</p>



PROJECT #2: DIVING INTO "THE TELL-TALE HEART"

Leading Subject **LITERATURE**

WEEKS	DAY 5	DAY 6	DAY 7	DAY 8
 WEEK 	<p>Socratic Seminar (Philosophy/ Literature/EFL)</p> <p>Select relevant passages or quotes from "The Tell-Tale Heart" that highlight the unreliable narrator and the theme of perception vs. reality.</p> <p>Introduce a set of open-ended questions that encourage critical thinking and discussion using speculative and deductive language.</p> <p>Provide a brief overview of the purpose and guidelines of a Socratic seminar, emphasizing the importance of active listening, respectful discourse, and evidence-based reasoning.</p>	<p>Business Exploration (Business/EFL Writing)</p> <p>Introduce the concept of advertising and its importance in business.</p> <p>Play examples of famous advertising jingles to demonstrate their effectiveness.</p> <p>Students will be sorted products/services: such as: Literature-related Events, Escape Rooms among others.</p> <p>Brainstorm ideas for the advertising jingle related to the product/service assigned.</p> <p>Guide students in drafting their jingles, emphasizing the use of persuasive techniques and language.</p>	<p>Refine and finalize the advertising jingles (EFL/ Business/ Writing)</p> <p>Review the use of connectors and their importance in persuasive writing.</p> <p>Guide students in integrating connectors into their jingles to create effective comparisons and contrasts.</p> <p>Conduct a peer editing session where students exchange jingles and provide feedback on the use of connectors and the overall persuasiveness of the jingle.</p> <p>Conduct a mini peer-presentation session where students share their jingles and receive constructive feedback.</p>	<p>Integration and Reflection (All Subjects)</p> <p>Allow time for groups to rehearse and refine their jingles.</p> <p>Facilitate a class session where groups present their advertising jingles.</p> <p>Engage in a class discussion about the interdisciplinary connections between literature, philosophy, business, language, and writing in the project.</p> <p>Assign a reflective writing activity where students describe their learning experiences and the impact of interdisciplinary learning on their understanding of "The Tell-Tale Heart."</p>

PROJECT #2: DIVING INTO "THE TELL-TALE HEART"

Leading Subject **LITERATURE**

WEEKS	DAY 1	DAY 2	DAY 3	DAY 4
 WEEK 	<p>Introduction and Project Overview (Literature)</p>   	<p>Connecting with the story (Literature, EFL)</p>   <p>Notebook/ Cardboard</p>	<p>Speculation and Deduction- modal verbs and expressions (Language EFL)</p>   	<p>Philosophy Discussion Session 1 (Philosophy/ EFL)</p>   

MATERIAL

PROJECT #2: DIVING INTO "THE TELL-TALE HEART"
 Leading Subject **LITERATURE**

PROJECT #3: THE PHILOSOPHER'S PLAYHOUSE

Outline



SUBJECT AREAS and objectives:

- **Philosophy:** Explore philosophical concepts, specifically nihilism, existentialism, and absurdism through creating a short theatre play.
- **Literature:** Analyze the summary of the novel "The Stranger" by Albert Camus and develop skills in textual analysis and interpretation.
- **Writing:** Develop effective storytelling techniques in scriptwriting.
- **Business:** Develop marketing strategies for promoting the play.
- **Language(EFL):** Improve oral communication skills through rhetorical questions.



Time frame
TWO WEEKS

Students will explore philosophy, literature, business, writing, and language through the medium of theatre. They will collaborate on creating an original play that delves into existential questions and grapples with the complexities of human existence. The project will culminate in a final performance, combining a live theatre presentation with a business roleplay, showcasing the students' creative and critical thinking skills, as well as their oral production abilities.

Materials

- Summary: "The Stranger" by Albert Camus.
- Literature worksheet Worksheet.
- Persuasive communication text.
- Script format
- Slides: Marketing strategies
- Slides: Nihilism, Absurdism, and Existentialism./Youtube Video
- Rethorical questions usage of English Grammar/exercises

LEVEL UP

Upper-intermediate

Scaffolding Activities:

Pre-reading activities
Pre-Assessment, Concept Mapping, Mini-Lessons, Reading and Annotation, Think-Pair-Share, Peer Feedback, Reflection Journals, Checkpoints and Milestones
Final Reflection and Evaluation

Teachers' role:

Provide instruction
Facilitate discussions
Support scriptwriting, rehearsals, and business integration.
Differentiate instruction
Implement scaffolding, Assess student work, Foster collaboration
Promote reflection and metacognitive skills

Language learning goal:

To enhance speaking skills around rhetorical questions. The objective is to equip students with the ability to effectively use rhetorical questions in their oral communication to engage and persuade their audience.





PROJECT #3: THE PHILOSOPHER'S PLAYHOUSE

Leading Subject **PHILOSOPHY**

WEEKS	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>WEEK</p> <p>1</p>	<p>Introduction and Project Overview (Philosophy, Language EFL)</p> <p>Introduce a short video about Rick and Morty to set the mood for what is coming: Nihilism, Absurdism and Existentialism. Questions about the video.</p> <p>Provide an overview of the fathers of these three philosophical trends led by: Nietzsche, Sartre, Camus through a guided reading.</p> <p>Facilitate discussions on the absurdity of human existence and the meaninglessness of life, encouraging students to critically analyze and reflect on these ideas.</p>	<p>Connecting with the story (Literature, Language EFL)</p> <p>Conduct a guided reading session of the summary of "The Stranger" by Albert Camus, focusing on specific sections of the story.</p> <p>Identify new vocabulary and underline interesting phrases that represent strong feelings from the main character: Meursault. Encourage note taking.</p> <p>Make reading comprehension questions and open-ended questions about the text, students must work in pairs/groups of 3 to reply.</p> <p>Share ideas in the class about their discussion and findings.</p>	<p>Literary Analysis and Adaptation (Literature, Philosophy)</p> <p>Lead a class discussion on the narrator's point of view considering specific passages from the text.</p> <p>Analyze the chosen text's portrayal of the human condition, the rejection of traditional values, and the exploration of existential dilemmas through memes (Think-Pair-Share)</p> <p>Assign students to brainstorm a short play where they explore existential issues in their lives.</p> <p>Guide students in adapting their work into a theatrical script, focusing on capturing the essence of nihilism, absurdism and/or existentialism through dialogue and dramatic elements. Provide an example.</p>	<p>Rethorical Questions (Language EFL/ Writing)</p> <p>Engage students with a thought-provoking rhetorical question.</p> <p>Define rhetorical questions and their purpose in communication.</p> <p>Provide examples and have students identify and discuss the rhetorical questions.</p> <p>Guide students in creating their own effective rhetorical questions. Assign a writing task activity to practice using rhetorical questions.</p> <p>Discuss the importance and effectiveness of rhetorical questions, recap the main points.</p> <p>Encourage the use of Rethorical questions in the play's script.</p>	<p>Playwriting and Rehearsals (Philosophy, Literature, Language EFL/ Writing)</p> <p>Collaboratively write the script, emphasizing the exploration of existential questions, the examination of the human condition.</p> <p>Assign roles to students, considering their strengths and interests, and encourage them to delve into their characters' existential dilemmas and inner conflicts.</p> <p>Conduct rehearsals, focusing on character development, emotional depth, and the effective communication of philosophical themes through nuanced performances.</p>






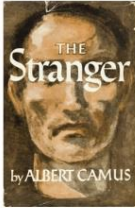









PROJECT #3: THE PHILOSOPHER'S PLAYHOUSE

Leading Subject **PHILOSOPHY**

WEEKS	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
 WEEK 	Business Integration and Roleplay (Business/ Language EFL/ Writing) Introduce students to the business aspects of theatre production, such as budgeting, marketing, and audience engagement. Assign roles within the production team, such as a marketing manager, producer, and finance manager. (SESSION 1) Students will develop a comprehensive business plan, including marketing strategies that reflect the existential nature of the play and financial considerations (SESSION 1)	Rehearsals (Philosophy, Literature, Language EFL/ Business) Conduct rehearsals, focusing on character development, emotional depth, and the effective communication. (SESSION 2) Each group must continue developing their marketing plan. This day is focused on the marketing of the Play. (SESSION 2)	Rehearsals/ Business campaign presentation (Philosophy/ Literature/ Business) Conduct rehearsals, focusing on character development, emotional depth, and the effective communication. (SESSION 3) Following the play, students will engage in a business roleplay, presenting their marketing plan and reflecting on the challenges and decisions they made. (Final Business Session)	Final performance (Philosophy/ Language EFL/ Writing) Organize a final performance, inviting an audience to witness the students' thought-provoking and existential play. Groups will be divided and organized in a way they can perform but also conduct protocol for the viewers of the play.	Reflection (Philosophy, Literature, Language EFL/ Writing) Facilitate a reflective discussion where students share their insights on nihilism, existentialism, and the integration of these philosophies into their theatrical production with questions such as: How did exploring nihilism and existentialism influence your understanding of the human condition and the search for meaning? What insights or lessons have you gained about the relevance and impact of nihilism and existentialism in the context of art and theatre throughout this project?

PROJECT #3: THE PHILOSOPHER'S PLAYHOUSE

Leading Subject **PHILOSOPHY**

WEEKS	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
 WEEK 	Introduction and Project Overview (Philosophy, Language EFL)   	Connecting with the story (Literature, Language EFL)  	Literary Analysis and Adaptation (Literature, Philosophy)   	Rethorical Questions (Language EFL/ Writing)    	Playwriting and Rehearsals (Philosophy, Literature, Language EFL/ Writing) 

MATERIAL

PROJECT #3: 
 THE PHILOSOPHER'S
 PLAYHOUSE
 Leading Subject **PHILOSOPHY**



PROJECT #4: THE ART OF PODCASTING

Outline



SUBJECT AREAS and objectives:

- **Language:** Improving pronunciation, intonation, and clarity of speech through a podcast episode. using descriptive language, varying sentence structures, and engaging the audience.
- **Literature:** Practice oral delivery and expression through dramatic readings or performances of selected passages.
- **Writing:** Develop a short script to be read in a podcast episode.
- **Business:** Create an engaging intro to sell the podcast to an audience.
- **Philosophy:** Introduce philosophical concepts related to storytelling and persuasion.



Time frame
ONE WEEK

"The Art of Podcasting" is an interdisciplinary project that aims to enhance oral communication skills through storytelling, while integrating language, literature, philosophy, writing, and podcasting. This project focuses on developing students' language proficiency, critical thinking, creativity, collaboration, and podcasting skills.

Materials

- How to create a podcast? PDF
- Apps: Vocaroo/Clipchamp
- Useful phrases in interviews PDF
- Links for research
- Script format podcast
- Slides: Successful people
- English Grammar/exercises

LEVEL UP

Upper-intermediate

Scaffolding Activities:

- Model examples
- Brainstorming
- Note-taking
- Reflection journals
- Peer instruction
- Peer feedback
- Formative assessment during the sessions
- Encouraging previous knowledge

Teachers' role:

- Facilitator
- Foster a positive and inclusive learning environment
- Encourage collaboration and teamwork
- Monitor and assess students' progress
- Advisor

Language learning goal:

To improve pronunciation, intonation, and clarity of speech. Also to expand vocabulary and idiomatic expressions through storytelling. Students will build confidence in expressing ideas, opinions, and arguments orally.

















PROJECT #3: THE PHILOSOPHER'S PLAYHOUSE

Leading Subject **LANGUAGE**

WEEKS	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>WEEK</p> <p>1</p>	<p>Introduction to Oral Storytelling and Podcasting</p> <p>Provide examples of engaging oral storytelling and discuss the elements that make them effective.</p> <p>Introduce basic podcasting concepts, such as format, audience, and storytelling through audio.</p> <p>Discuss the power of voice, tone, and delivery in oral expression and podcasting.</p> <p>Learn basic audio editing skills and practice recording and editing the podcast episode by using VOCAROO and CLIPCHAMP.</p>	<p>Literary Storytelling and Podcasting Techniques</p> <p>Analyze a short literary work as a group, identifying storytelling techniques used by the author.</p> <p>Practice oral delivery and expression through dramatic readings or performances of selected passages. Students can choose a text from a list provided by the teacher, or bring their own file.</p> <p>Explore different podcasting techniques, such as using music, sound effects, or narrative framing.</p> <p>Use royalty-free music galleries to enrich the sound of the podcast.</p>	<p>Philosophy and the Art of Persuasion through Podcasting</p> <p>Introduce philosophical concepts related to storytelling and persuasion.</p> <p>Discuss real-life examples of podcasts that incorporate philosophical themes or discussions.</p> <p>As an assignment, students must listen to a podcast of their choice on GOOGLE PODCAST or Spotify.</p> <p>Plan and record podcast-style discussions or debates on philosophical topics of interest.</p>	<p>Creative Oral Expression and Podcast Production</p> <p>Explore different forms of creative oral expression, such as poetry recitation, monologues, or dramatic readings.</p> <p>Collaboratively create and produce a set of 8-min podcast episodes, incorporating elements learned throughout the project.</p> <p>Focus on scriptwriting, interviewing techniques, engaging storytelling, and audio production skills.</p> <p>Students must create the visual marketing to sell the episodes, use CANVA or Genially.</p>	<p>Culminating Podcast Showcase and Reflection (All subjects)</p> <p>Present the final podcast episodes in a culminating showcase or create a podcast playlist for the class.</p> <p>Encourage peer feedback and reflection on the strengths and areas for improvement in each episode.</p> <p>Facilitate a class discussion on the impact of oral expression and podcasting as tools for communication and storytelling.</p>

PROJECT #3: THE PHILOSOPHER'S PLAYHOUSE

Leading Subject **LANGUAGE**

WEEKS	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
 WEEK 1	Introduction and Project Overview (Literature)    	Connecting with the story (Literature, EFL)   	Speculation and Deduction—modal verbs and expressions (Language EFL)  	Philosophy Discussion Session 1 (Philosophy/ EFL)  	Culminating Podcast Showcase and Reflection (All subjects)  

MATERIAL

PROJECT #2:  DIVING INTO "THE TELL-TALE HEART"

Leading Subject **LANGUAGE**



DOWNLOADABLE RUBRICS PROJECT #4: THE ART OF PODCASTING



Business

Philosophy

Literature

Criteria	Excellent (5)	Good (4)	Fair (3)	Poor (2)
Research and Analysis	Identifies and analyzes relevant business concepts and data.	Identifies and analyzes relevant business concepts and data.	Identifies and analyzes relevant business concepts and data.	Identifies and analyzes relevant business concepts and data.
Writing Style	Clear, concise, and professional writing style.	Clear, concise, and professional writing style.	Clear, concise, and professional writing style.	Clear, concise, and professional writing style.

Criteria	Excellent (5)	Good (4)	Fair (3)	Poor (2)
Research and Analysis	Identifies and analyzes relevant philosophical concepts and data.	Identifies and analyzes relevant philosophical concepts and data.	Identifies and analyzes relevant philosophical concepts and data.	Identifies and analyzes relevant philosophical concepts and data.
Writing Style	Clear, concise, and professional writing style.	Clear, concise, and professional writing style.	Clear, concise, and professional writing style.	Clear, concise, and professional writing style.

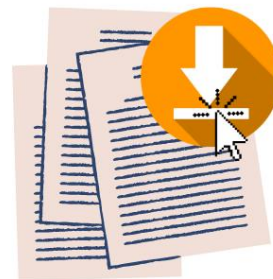
Criteria	Excellent (5)	Good (4)	Fair (3)	Poor (2)
Research and Analysis	Identifies and analyzes relevant literary concepts and data.	Identifies and analyzes relevant literary concepts and data.	Identifies and analyzes relevant literary concepts and data.	Identifies and analyzes relevant literary concepts and data.
Writing Style	Clear, concise, and professional writing style.	Clear, concise, and professional writing style.	Clear, concise, and professional writing style.	Clear, concise, and professional writing style.

Writing

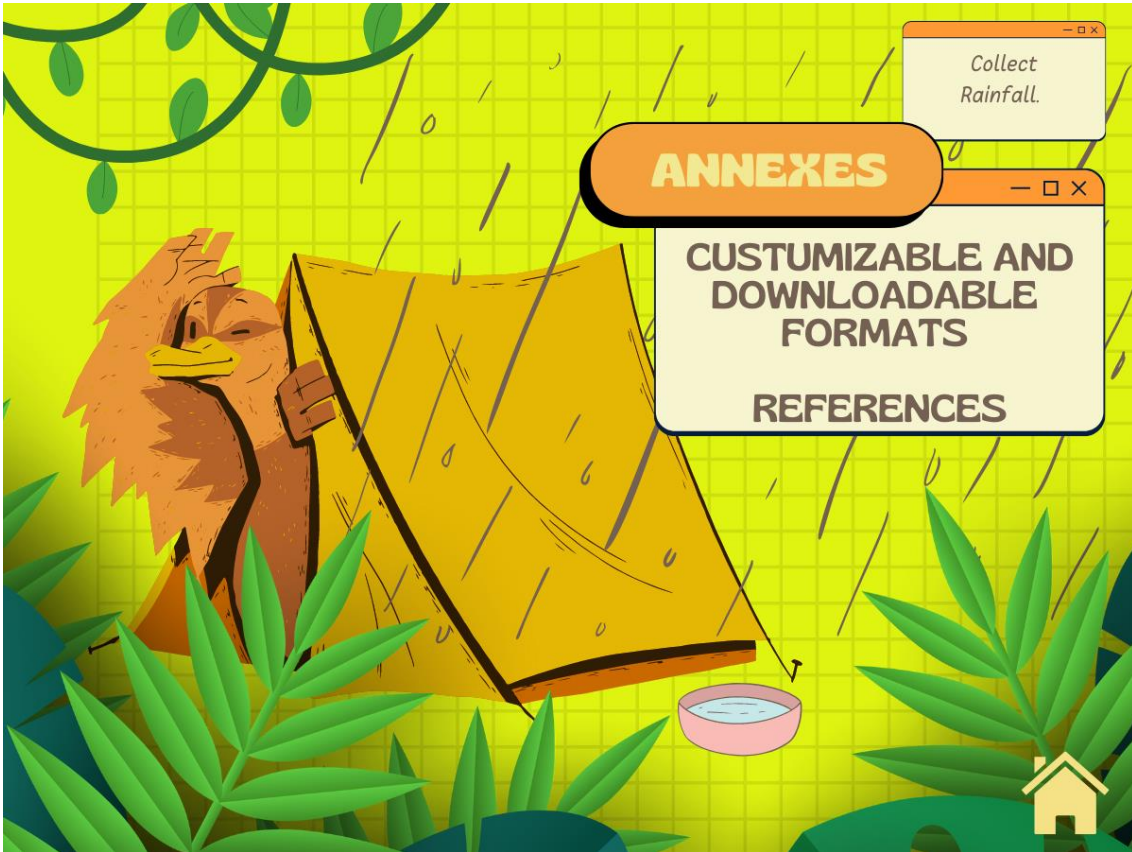
Language (EFL)

Criteria	Excellent (5)	Good (4)	Fair (3)	Poor (2)
Research and Analysis	Identifies and analyzes relevant writing concepts and data.	Identifies and analyzes relevant writing concepts and data.	Identifies and analyzes relevant writing concepts and data.	Identifies and analyzes relevant writing concepts and data.
Writing Style	Clear, concise, and professional writing style.	Clear, concise, and professional writing style.	Clear, concise, and professional writing style.	Clear, concise, and professional writing style.

Criteria	Excellent (5)	Good (4)	Fair (3)	Poor (2)
Research and Analysis	Identifies and analyzes relevant language concepts and data.	Identifies and analyzes relevant language concepts and data.	Identifies and analyzes relevant language concepts and data.	Identifies and analyzes relevant language concepts and data.
Writing Style	Clear, concise, and professional writing style.	Clear, concise, and professional writing style.	Clear, concise, and professional writing style.	Clear, concise, and professional writing style.



PROJECT ASSESSMENT



Customizable and Downloadable Formats

LESSON PLAN FORMATS FOR PBL
(AND MORE USEFUL FORMATS TO LINK
OTHER AREAS OF KNOWLEDGE)

- [Traditional Lesson Plan Format](#)
- [Unit Plan Format](#)
- [Project-Based Learning Framework](#)
- [Interdisciplinary Project-Based Learning Template](#)
- [PBL Checklist](#)
- [STEAM Lesson Plan Format \(Science, Technology, Engineering, Arts, and Mathematics\)](#)



 **DOWNLOAD**





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HOW TO PLAN GREAT INTERDISCIPLINARY PBL PROJECTS TO DEVELOP ORAL PRODUCTION (AND NOT DIE TRYING)

5.9 Validation of the proposal

To validate the proposal at Liceo Ortega y Gasset, sophomore students initially took a pretest to assess their oral production level, the pretest used, and the rubric are Cambridge University Assessment material (See annexe 4). Following that, students were questioned about their familiarity with Project-Based Learning, their comfort level when practicing productive skills, and their preferred activities involving speaking during PBL projects. Additionally, teachers were interviewed to gauge their previous experience with Project-Based Learning, identify their needs, and gather suggestions on how to implement PBL in their teaching practices to enhance oral production among students. The teachers unanimously expressed their desire for practical activities, readily usable formats, and customizable materials that could be adapted to their specific teaching contexts. Taking all this data into account, a digital booklet was created as a resource.

One of the projects outlined in the proposal was implemented by the EFL (Language and Writing) teacher, business teacher, philosophy teacher, and literature teacher with the following groups of students: 2nd A, 2nd B, and 2nd C. The pretest was administered during the final week of the First Term of the 2021-2022 school year. In the initial weeks of the Second Term, the students embarked on an interdisciplinary PBL project based on the proposal. Over the course of two weeks, these students engaged in a series of activities from Project 1: Exploring Ethical Marketing Strategies. The posttest was administered after the two weeks of full immersion on the project using the oral criterion in four categories: Task achievement, Language Accuracy and Range, Fluency and Pronunciation.

Table 15*Posttest class A*

STUDENTS	Task Achievement	Language accuracy/ Range	Fluency	Pronunciation	AVERAGE
1 ^a	5	4	4	4	4,3
2 ^a	3	2,5	3	3,5	3,0
3 ^a	4	3	3	4	3,5
4 ^a	3	3	3	4	3,3
5 ^a	5	3,5	3,5	4	4
6 ^a	4,5	4	3	4	3,9
7 ^a	4	2,5	4	3,5	3,5
8 ^a	5	3,5	3,5	3,5	4
9 ^a	4	3	3,5	3,5	3,5
10 ^a	4	4	3,5	3,5	4
11 ^a	4	4	3	4	3,8
12 ^a	4	4	3,5	3,5	3,75
13 ^a	4,5	4	4	4	4,125
14 ^a	4,5	4	4,5	4	4,25
15 ^a	4	3	3,5	3,5	3,5
16 ^a	5	4	3,5	4	4,1
17 ^a	5	4	3	3,5	3,875
18 ^a	5	3	3,5	3	3,6

Note: Data from a posttest on sophomore students at Liceo José Ortega y Gasset on the 20th of May 2022.

Table 16*Posttest class B*

STUDENTS	Task Achievement	Language accuracy/ Range	Fluency	Pronunciation	AVERAGE
1b	4,5	4	4	4,2	4,2
2b	4	3,2	3	3,4	3,4
3b	5	4	4,5	5	4,6
4b	4	4	4	4	4,0
5b	5	3,5	4	4,5	4,3
6b	4,5	4	4	5	4,4
7b	4,5	4	4	4,5	4,25
8b	5	4	4	4	4,3
9b	4	3,5	3,5	3,5	3,6
10b	5	3,5	4	4	4,1
11b	3	3	3	2,5	2,9
12b	4	4	3	3	3,5
13b	4,5	4	3,5	4,5	4,1
14b	3,5	4	3,5	4	3,8
15b	4	4	3,5	3,5	3,8
16b	4	3,5	3	4	3,6

Note: Data from a posttest on sophomore students at Liceo José Ortega y Gasset on the 20th of May 2022.

Table 17*Posttest class C*

STUDENTS	Task Achievement	Language accuracy/ Range	Fluency	Pronunciation	AVERAGE
1c	5	3,5	3,5	4	4,0
2c	4	3,5	3	3,5	3,5
3c	4,5	4	4	4	4,1
4c	4	2,5	3	3,5	3,3
5c	5	3	3	4	3,8
6c	4	3,5	3	3,5	3,5
7c	3,5	3	3	3,5	3,3
8c	4	4	4	4	4,0
9c	4	3,5	3	3	3,4
10c	4	4	3,5	3	3,6
11c	4	4	3,5	3,5	3,8
12c	5	4,5	4	3	4,1
13c	4,5	4	4	4	4,1
14c	4	4	4,5	4,5	4,3
15c	4	3,5	3,5	3	3,5
16c	4	4	4	4	4,0
17c	4	4	3,5	3,5	3,8
18c	5	4	4	4	4,3
19c	4	4	4	4	4,0
20c	5	4	3,5	3,5	4,0

Note: Data from a posttest on sophomore students at Liceo José Ortega y Gasset on the 20th of May 2022.

Table 18*Indicator Average Posttest*

Task Achievement	Language accuracy/ Range	Fluency	Pronunciation
4,3	3,7	3,6	3,8

Note: Data from a posttest on sophomore students at Liceo José Ortega y Gasset on the 20th of May 2022.

The posttest results for oral production indicated varying levels of performance across different indicators. In terms of task achievement, students achieved a score of 4.3, suggesting a high level of proficiency in successfully completing assigned tasks. However, the indicator of language accuracy and range resulted in a score of 3.7, indicating a moderate level of accuracy and a limited range of language use. Similarly, the indicator of fluency scored 3.6, suggesting that students demonstrated improvement. On the other hand, the indicator of pronunciation yielded a score of 3.8, indicating a relatively good level of accuracy in producing sounds and intonation patterns. These results highlight the need for further attention to improving language accuracy, range, and fluency to enhance overall oral production skills through consistent practice.

Table 19

General Average Posttest

Class A	Class B	Class C	Average
3,8	3,9	3,8	3,8

Note: Data from a posttest on sophomore students at Liceo José Ortega y Gasset on the 20th of May 2022.

The results of the posttest revealed the following scores: Class A achieved a score of 3.8, Class B scored 3.9, and Class C obtained a score of 3.8. Overall, the average score across all three classes was 3.8. These results indicate a consistent level of performance among the students, with Class B achieving the highest score. Subsequently the implementation of the project, these groups of students took a posttest to establish a comparison between the previous results with the new data collected hence that showed an increase of 6% comparing it with the pretest as the table below shows.

Table 20

Comparison table between pretest and posttest

Test	Task Achievement	Language accuracy/ Range	Fluency	Pronunciation
Pretest	3,9	3,5	3,3	3,5
Posttest	4,3	3,7	3,6	3,8

Note: Data from a posttest on sophomore students at Liceo José Ortega y Gasset on the 20th of May 2022.

Following the Cambridge Assessment guidelines to describe a B2 speaking level, from 1 to 5, being 5 the highest, learners who achieve 3 or higher in each indicator are

considered competent at a minimum of standard aligned to the CEFR (Cambridge English, 2008).

In terms of task achievement, the pretest yielded a score of 3.9, whereas the posttest exhibited a noticeable increase of four tenths, resulting in a score of 4.3. In the assessment of language accuracy and range, the pretest recorded a score of 3.5, whereas the posttest displayed a slight improvement of two tenths, culminating in a score of 3.7. With respect to fluency, the pretest registered a score of 3.3, whereas the posttest revealed an advancement of two tenths, yielding a score of 3.6. In the realm of pronunciation, the pretest ascertained a score of 3.5, whereas the posttest showcased a three-tenths increase, culminating in a score of 3.8. Overall, the pretest average for these aspects was 3.5, whereas the posttest average reached 3.8, signifying a three-tenths increase. This constitutes a notable 6% improvement when compared to the pretest average score.

CONCLUSIONS

- Social constructivism by Ausubel and Vygotsky show that language and culture are essential for human development and active teaching methodologies highlight the student as the center of learning. Regarding PBL, some authors point out that the main benefits are collaboration, authenticity, reflection, and relevance in learning English. Interdisciplinary PBL projects engage multiple subject areas and help students recognize the interconnections between them. The analysis of previous experiences and existing research on PBL provided a solid state of the art that supported the implementation of this methodology in the context of teaching English as a foreign language at Liceo Ortega y Gasset for the improvement of oral production which is a speaking subskill that can be assessed by task achievement, accuracy, fluency, and pronunciation which was evidenced in the results obtained.
- In 2020 in Ecuador, the Ministry of Education due to the COVID-19 emergency generated guidelines to apply active methodologies in classes at the national level, for this reason in the Liceo Ortega y Gasset project-based learning was implemented with an interdisciplinary approach during virtual, hybrid and face-to-face education, from there interdisciplinary PBL is developed in each part. There is a predisposition of teachers to work interdisciplinary PBL of one or two weeks, it is optimal for them to manage projects like this, since they fulfill various academic and administrative activities. Students have a good attitude towards these projects, they are satisfied with their short duration, this coincides with the characteristics of generation Z who prefer short-term results.
- The implementation of Project-Based Learning in the teaching of English as a foreign language in the Liceo José Ortega y Gasset proved to be an effective strategy to promote oral production in English. Students showed greater commitment and motivation by participating in interdisciplinary projects that allowed them to apply the language in creative and meaningful situations. There were significant improvements in B2-level students' oral production skills through interdisciplinary project-based learning (PBL). Students demonstrated enhanced task achievement, language accuracy and range, fluency, and pronunciation. The findings underscore the positive impact of PBL on oral communication, emphasizing improvements in comprehension, coherence, vocabulary usage, and pronunciation accuracy. The validation of the digital brochure for teachers who implemented PBL in English

classes was carried out through the posttest applied to sophomore students with a 6% increase in results compared to the pretest. The booklet was effective with specific strategies and techniques, as well as project examples, allowing teachers to enrich their teaching practices and promote more dynamic learning for EFL students at Liceo José Ortega y Gasset.

RECOMMENDATIONS

- Based on the research findings, the continued implementation of Project-Based Learning in the teaching of English as a foreign language at Liceo José Ortega y Gasset is recommended. These interdisciplinary projects promote collaboration among students and allow reflection in the language acquisition process. By engaging multiple subject areas, students can recognize interconnections and transfer their knowledge to real-world situations.
- It is essential to provide students with regular opportunities to practice and improve their oral production through interactive activities such as debates, role-plays and mock interviews. It is also recommended to take advantage of the resources and teaching materials available online to support and enrich the learning experiences of students.
- To ensure an enriching and relevant educational experience that encourages active learning and the achievement of short-term results, it is advisable for Liceo José Ortega y Gasset to continue promoting the use of interdisciplinary PBL in all educational modalities. This can be achieved by leveraging the guidelines of the Ministry of Education and tailoring interdisciplinary projects to align with students' preferences and curricular objectives.
- Teachers should persist in implementing interdisciplinary projects that enable students to apply the language in creative and meaningful situations. These projects need to be thoughtfully designed to actively involve students and foster the development of their oral communication skills in English.
- It is worth considering the maintenance and periodic updating of the digital booklet utilized as a guide for teachers in implementing PBL in English classes. This booklet has demonstrated its effectiveness in offering specific strategies, techniques, and

project examples that enhance teaching practices and facilitate more dynamic learning.

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ANNEXES

Annex 1. Permission paper



Quito, 25 de septiembre de 2021

Licenciada
María Fernanda Moreno Acosta
Presente


De mi consideración


En referencia al Of. s/n del 22 de septiembre del 2021 en el que se solicita la aprobación para realizar el Trabajo de Investigación denominado **"INTEGRATION OF PROJECT-BASED LEARNING TO DEVELOP ENGLISH ORAL PRODUCTION IN SOPHOMORE STUDENTS AT LICEO JOSÉ ORTEGA Y GASSET"**, manifiesto lo siguiente:

- Su requerimiento es recibido favorablemente para la realización de su trabajo de titulación usando los datos recolectados en nuestra institución.
- Se brindará las facilidades necesarias para que el Trabajo de Investigación cumpla su objetivo.
- Se solicita se remita una copia con el resultado de la investigación una vez esta esté culminada.

En espera de contar con un resultado favorable y deseándole éxitos en su trabajo de investigación, expreso mi apoyo.

Atentamente,


Msc. Jimena Núñez Jácome
Vicerrectora
Liceo José Ortega y Gasset



Annex 2. English teachers' interview

TEACHER'S SEMI-STRUCTURED INTERVIEW

This semi-structured interview with teachers and their English coordinator looked for understanding the current approach to Project-Based learning at Liceo José Ortega y Gasset. The interview should take from 8 to 10 minutes:

1. Could you describe your previous experience with project-based learning in teaching English?
2. At what scale has project-based learning typically taken place at your school?
3. From your experience, how effective do you consider Project-Based Learning?
4. From your experience, in what ways has PBL helped your students?
5. What is the most important quality leading to the implementation of project-based learning at your site(s)?
6. From your experience, what barriers have you experienced when implementing project-based learning?
7. Would you like to have a document with more specific guidelines about how to implement PBL in your class to enhance speaking skills?
8. What features should this document have?
9. What activities would you like to have ready to adapt to your teaching context to encourage speaking among your students?

Annex 3: Sophomore Students' survey

Project-based learning at Liceo José Ortega y Gasset

Dear students, please complete the following survey about Project-Based learning from your perspective.

1. Think about the last project you worked on in any of these subjects: Language, Literature, Business, or Philosophy. How did you feel about the development of the project?
 - a. Extremely satisfied
 - b. Very satisfied
 - c. Somewhat satisfied
 - d. Neither satisfied nor dissatisfied
 - e. Somewhat dissatisfied
 - f. Very dissatisfied
 - g. Extremely dissatisfied

2. How much time are you currently given to complete most of the projects?
 - a. Three days (weekdays)
 - b. A weekend
 - c. A week (weekdays)
 - d. Two weeks (weekdays)
 - e. A month

3. Grouping: How do you prefer to work when involved in projects based on PBL?
(Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge.)
 - a. Working in groups (7-8 people)
 - b. Working in groups (5-6 people)
 - c. Working in groups (3-4 people)
 - d. Pair work
 - e. Individual work

4. What type of projects do you enjoy working on? Rank from 1 (being the least interesting) to 5 (being the most interesting).

	1	2	3	4	5
Creating a Product					
Presenting ideas (debates, clubs, discussion groups)					
Research Ideas					
Exhibitions					
Auditory Projects (Theatre, podcast, roleplay...)					
Encounter projects (Interviews)					

5. Frequency: How would you like to work on projects?

- a. Three days (weekdays)
- b. A weekend
- c. A week (weekdays)
- d. Two weeks (weekdays)
- e. A month

6. Materials: From the following list, what kind of projects are you most interested in?

- a. Building real models
- b. Creating digital models in platforms
- c. Advertisement
- d. Oral reports
- e. Listening and completing
- f. Music composition
- g. Podcasting

7. RANKING: What skill do you feel more confident with? 1 is for the one that you feel the most confident with, and 5 is the least confident.

	1	2	3	4	5
Reading					
Listening					
Speaking					
Writing					

8. How often do you take part in speaking activities?

- a. Always
- b. Generally
- c. Sometimes
- d. Rarely
- e. Hardly ever

9. What speaking activities do you like the most? Rank from 1 (being the least interesting) to 5 (being the most interesting).

	1	2	3	4	5
Discussions					
Role Play					
Simulations					
Information Gap					
Brainstorming					
Storytelling					
Interviews					
Story Completion					

Annex 4: Oral production pre-test and post-test

ORAL PRODUCTION TEST

This instrument is for students to prove they are at a B2 level in speaking, the following test is an adaptation of the Cambridge format exam where individual and collaborative tasks take place.

Part 1. students are asked some introductory questions; they are intended to answer three questions for about one minute each. There should be a conversation taking place between the interviewer and the interviewee based on the following questions. The interviewer will select a category and choose three to four questions for the student to answer.

Social life

- How do you prefer to spend your free time?
- Which is the best type of leisure activity you can take part in?
- Some people prefer hanging out in large groups, but others in a small circle of friends. Which do you prefer?
- What makes people want to take part in new and exciting activities?
- Some people think that young people are boring nowadays as they don't get involved in a range of activities. Do you agree?

Local celebrations

- What are the most popular celebrations in your country?
- Why do people enjoy getting involved in local festivals and customs?
- What is the best event or celebration that you've ever attended?
- Some people say that local celebrations are not as significant as in the past. Do you agree?
- Do you like to arrange parties for your friends and family?

People and their lives

- Some people say that the majority of people stick to routines nowadays. Do you agree?
- Do you think that you lead an interesting life?
- What is the most important thing in your life?
- Some people think that spending time with your family is the key to happiness. What do you think?
- What is the worst part of your life and how could you change it?

Part 2: Students will have to answer the question above the picture with as much detail and contrast as possible. It is expected for them to use connectors according to a B2 level. Use complex and compound sentences. Students will work in pairs for them to make a short conversation based on the picture.

What is the best way to relax?



Part 3 and 4: COLLABORATIVE TASK students in pairs will comment on a topic and then they will have to discuss a few questions.

Topic: FAMILY

If you have to support a family, how might it be difficult to find time to do these things?

- Learn a foreign language
- Get enough exercise
- Go on a weekly date with your partner.
- Travel the world
- Go shopping

Then, students have to talk to each other about how supporting a family might make it difficult to find spare time.

After that, students have to discuss for about a minute to decide which is the most difficult thing to find time for.

Lastly, students must discuss the following questions in a conversation:

- What do you wish you had more time for?
- What did you do more of in the past that you would like to do again?
- What do you spend too much time doing?
- What can't you stand wasting time doing?

*Rubric expected for a B2 student

Speaking Rubric

Criteria	Excellent / 5	Good /4	Average /3	Borderline/2	Needs improvement/ 1
Task Achievement	Achieves task fully without any relevant omissions and with consistently appropriate register.	Manages all components of the task with correct register	Manages nearly all components with correct register	Manages nearly all components but with inconsistent register	Manages to meet only some of the components with inconsistent register
Language accuracy/range	Uses less common lexical resource skillfully; can use paraphrase effectively; Shows awareness of style and collocations; Uses a range of complex structures accurately; inaccuracies are occasional and non-systematic. The topic development is clear and fully logical	Some use of less common language e.g. 'exacerbating' and idiomatic language. <i>Most</i> sentences are error free with occasional errors e.g. problems with collocation. Is able to connect ideas logically, give clear descriptions and justify opinions.	Vocabulary is flexibly used and there is some idiomatic vocabulary Error free sentences are frequent but there are some grammatical mistakes e.g. some lack of plural 's'. These errors <i>never</i> cause misunderstanding. Is able to connect ideas logically, descriptions and justifications are usually clear.	There is some idiomatic language but this may be used repetitively i.e. there is a limited vocabulary range. There are some simple error free sentences but complex sentences contain errors. Ideas sometimes lack logic and sometimes lack support. Detail is sufficient.	Some inappropriacies with vocabulary but various topics can be discussed. Complex sentences have <i>frequent</i> mistakes in terms of grammatical accuracy but meaning is still clear. Not all ideas are easy to follow or supported. Some ideas lack detail.
Fluency	Topics are fully and appropriately developed. Speaks fluently and naturally; hesitation is minimal, natural and usually content-related.	Topics are well developed and the student can speak fluently about almost any topic with ease	Can speak at length <i>without noticeable</i> effort. There is some hesitation but they speak at a fairly even tempo. There is some repetition and self-correction but this does not cause any problems for the assessor in terms of understanding.	May not paraphrase (use other words to simplify/clarify their meaning). Able to correct <i>some</i> of his/her mistakes. Hesitates when speaking about less familiar topics/ideas but is able to continue with some effort.	They are willing to speak at length but with repetition, self-correction and hesitation. uses a range of connectives and discourse markers but not always appropriately
Pronunciation	Uses a range of pronunciation features – pausing, chunking, intonation, rhythm etc. consistently and effectively. Sentence and word stress is placed accurately. Accent has minimal or no impact on intelligibility.	May have an accent but there is <i>never</i> any difficulty in understanding them i.e. they are clear and use intonation well.	Can be understood throughout and sound natural i.e. may produce short forms. Linguistically aware in that s/he can correct <i>most</i> of his/her mistakes.	Can be understood <i>most</i> of the time and sound natural <i>sometimes</i> .	Adequate but with <i>occasional</i> strain for the listener i.e. assessor can determine what the speaker means after <i>some</i> thought.

B2

Note: (Cambridge University Press & Assessment, 2015)