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TITLE

METHODOLOGICAL STRATEGIES USING PROJECT BASED LEARNING COMPONENTS TO PROMOTE SPEAKING APPROPRIACY WITH INTERMEDIATE LEVEL LEARNERS, DURING ACADEMIC YEAR 2020-2021.

A Master Thesis Submitted in Partial Fulfillment of the Requirements for the Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Enseñanza de Inglés

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THESIS DIRECTOR CERTIFICATION

THESIS DIRECTOR CERTIFICATION As Director of the research work on the topic: "**METHODOLOGICAL STRATEGIES USING PROJECT BASED LEARNING COMPONENTS TO PROMOTE SPEAKING APPROPRIACY WITH INTERMEDIATE LEVEL LEARNERS, DURING ACADEMIC YEAR 2020-2021**", work which was carried out by Ramos Chachalo Sonia Eulalia, prior to obtaining the master's degree at Master in Pedagogy of National and Foreign Languages: Mention in the English Language, I attest that the mentioned work meets the requirements and sufficient merits to be publicly supported in court to be timely selected.

Ibarra, February 04, 2022

Luis Antonio Paredes Rodríguez MSc.

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DEDICATION

To my son Leonardo and my husband Luis for their unconditional love and support.

To one of my angels from U.S.A. Sarita Witko.

And as I promised, to my mother Carmen Ramos, you were a brave woman.

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CONTENTS

FIGURE INDEX

TABLE INDEX

RESUMEN

El presente trabajo se basó en los siguientes tipos de investigación: Documental, No documental, Descriptiva y Explicativa. Consecuentemente, se usó el método Mixto para la recolección de información donde se aplicó el instrumento encuesta para los estudiantes y entrevista para los docentes. La recolección de datos y análisis de resultados cuantitativos y cualitativos se llevaron a cabo de la siguiente manera: La información por parte de los estudiantes fue representada en gráficas de pastel conjuntamente con la interpretación de los mismas y la información cualitativa de los docentes fue decodificada en tablas y resumida en mapas mentales; las cuales se centraron en identificar un proceso adecuado para desarrollar proyectos educativos aplicando el método "PBL" o Aprendizaje Basado en Proyectos con el objetivo de impulsar el desarrollo de la sub-destreza de la expresión oral denominada en término inglés "Appropriacy". Los resultados de estudio llevaron a la realización de una guía metodológica adaptada a las necesidades de los estudiantes y docentes al momento de empezar, continuar y finalizar un proyecto académico. En esta guía didáctica se puede apreciar el plan de proyecto guiado mediante la técnica de interaprendizaje denominada "ERCA" la cual se basa en los ciclos de Experiencia, Reflexión, Conceptualización y Aplicación. Finalmente, los hallazgos revelaron que los docentes necesitan una guía para producir proyectos con sus estudiantes, también manifestaron la necesidad de nuevas plantillas y rubricas que se ajusten a la integración y desarrollo de Appropriacy. En conclusión, la integración de PBL y Appropriacy en el desarrollo de proyectos conlleva a que el docente despierte más claridad en la planificación y la evaluación de proyectos.

Palabras clave: Proyecto académico, el método PBL, Appropriacy, subdestreza de la producción oral, técnica de interaprendizaje denominada "ERCA, plantillas y rubricas.

ABSTRACT

Documentary, non-documentary, descriptive, and explanatory research were used in this project. For data gathering, a mixed-method approach was applied using a survey for students and an interview for teachers. The following procedure was followed for data collection and analysis of quantitative and qualitative results: data from the students were displayed in pie charts with their interpretation. The qualitative data from the teachers were decoded in tables and summarized in mental maps, to identify an appropriate process for developing educational programs using the "PBL" or Project-Based Learning method to promote the development of the "Appropriacy" sub-skill of oral expression. The findings led to the development of a methodological guide for beginning, continuing, and completing an academic project that was tailored to the needs of students and teachers. The project strategy may be seen in this didactic guide, which is directed by the "ERCA" shared learning technique, built on the cycles of Experience, Reflection, Conceptualization, and Application. The findings revealed that teachers required a guide to assist them in creating projects with their students, as well as new templates and rubrics that are appropriate for the integration and development of Appropriacy. In conclusion, when PBL and Appropriacy are used in the production of projects, the teacher can organize and evaluate projects with greater clarity.

Keywords: Academic project, the PBL method, Appropriacy, oral production sub-skill, inter-learning technique called "ERCA, templates, rubrics.

CHAPTER I

1. Introduction

First of all, English is a language, English is not only a subject. It is a language that opens doors to success and opportunities in our globalized world. English involves culture, traditions, food, tourism, jobs, business and education. In all these contexts mentioned, English empowers the domain of a Foreign Language. It is evident that among productive skills; Speaking is the one that shows a final communicative product. Through Speaking, for example, people can express their feelings, opinions and deep thoughts based on communication.

Secondly, this research focuses on the influence of Project Based Learning (PBL) towards developing Appropriacy, a significant Speaking sub skill; the creation of a Methodological guide is a principal aim to provide methodological strategies using (PBL) components which promotes better achievement of projects. This elicits communicative delivery production with the students. Moreover, teachers will be able to organize and manage projects in an appropriate way during their projects enhancement.

Furthermore, quantitative and qualitative data analysis revealed important data collection to be analyzed and interpreted after the application of surveys for students and interviews for teachers. This investigation is willing to obtain as much true information as possible and to provide positive changes in the way of carrying out educational projects.

Finally, a methodological guide gathers the study, and strongly recommends the use of project-based learning focusing on improving Appropriacy in English as it provides learners with opportunities to speak a foreign language in a communicative and cultural context.

1.1. THE PROBLEM

1.1.1. Research Problem

According to English background, to perform a new language is not an easy task for most Foreign Language (EFL) learners. Frequently, the attempted dream to speak in English will become a challenge for most people. Practice is the best medicine; however, lack of time for developing communicative activities, weak objectives that carry nonproductive skills mostly, teacher's control activities, frequent individual work, and the most alarming an incomplete process at performing projects; these are enough reasons that untie some concerns about not reaching the visions of worthy projects. The Language Center (LC) at UEmprende Empresa Pública (E P), Universidad Técnica del Norte (UTN), located in Ibarra, northeast from Ecuador, has been developing educational projects currently for each level; from Elementary A2 to Intermediate B1+ level, but in most of the circumstances students only give a nimble presentation and upload the project to Aula Virtual as part as the last step of a project.

In relation to this, Dincer (2017) suggests the following:

> Much practice is suggested as a panacea for lessening the effects of negative factors, with the time spent in speaking connected to a higher oral proficiency and motivation to speak. In other words, much exposure to speaking English means greater achievement and fewer problems in learning to speak. (p. 105)

Time can be a limitation to expand more moments on which students feel free to speak, those moments mean opportunities to make mistakes, to listen to others and learn from others, to interact and share. Moreover, the syllabus, plus the excess of contents to be completed can put into a shade the use of a vivid language and more communicative production projects.

A project is not a dessert in class, it is the main dish; Fried-Booth as cited in (Lawarn, 2018, p.15) thinks that project-based learning is an approach which is popularly used to develop learners' language learning in different levels and context. The project work is student-centered and focuses on the end-product so it is useful for learners' development in language skills.

Polishing English through making, elaborating, and experimenting, applying learning by doing and solving problems are the fundamental keys for a new teaching century. Project Based Learning or (PBL) shows the right path for helping to improve Appropriacy through the process and the completion of its elements.

Some authors cited in Elaheh (2020) affirm:

> The concept of Appropriacy of language in the context of use, which is taken from communicative competence models (Canale, 1983; Canale and Swain, 1980), underpins approaches to language curricula and pedagogy (Alptekin, 2013). Hynes (1972) emphasized that knowing "what to say to whom in what circumstances and how to say it" (p. 277) is a central element of language competence, a term which brings linguistic, socio-cultural and discourse knowledge under the umbrella of appropriate language use. (p. 497)

Appropriacy is not well implicit in the production of Speaking Skill. Frequently, students should follow the same pattern without deep reflecting on their culture and not even involving crucial context that can help tremendously to internalize meaning. Instead, it should be noted that Appropriacy, as one of the sub skills of Speaking, enrolls context in and outside of the classroom, also projects, activities, and materials. The influence of culture, traditions, life style are also part of this context; Appropriacy affects student's oral production towards their thoughts, feelings and the expression in English. A

consequence of developing Appropriacy, which focuses upon the cultural conceptualization, examines languages in their social and cultural context.

1.2. Background

Throughout time English has been studied and analyzed for diverse psychologists and philosophers, they have shown lots of significant impacts and studies for understanding how English is acquired as a foreign language. The attention-getting the learning process has been upon teachers and students; both sides have to change mentalities and understand that English is more than a subject, that English is a language.

Corporate authors from Buck Institute for Education (2017) affirm:

It has been found that in other parts of the globe Project Based Learning (PBL) is an outstanding teaching method in which students learn by actively engaging in real-world and personally meaningful projects. There are many projects that teacher can motivate students to do, such as, "Water quality project a Science project", "March through Nashville a History project", "The tiny house a Literature project" and so on. (Buck Institute for Education, 2017)

Most of academic institutions in The United States of America are implementing and using PBL in their curriculums. "Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question" (Buck Institute for Education, 2017). They explain and demonstrate their knowledge and skills by creating a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as critical thinking, collaborative work, creativity, and communication skills. In conclusion, Project Based Learning unleashes a contagious creative energy among students and teachers.

Neff (2000) affirm:

> Social Learning Theory by Vygotsky (1962), examined how our social
> environments influence the learning process. He suggested that learning takes place
> through the interactions students have with their peers, teachers, and other experts.
> Consequently, teachers can create a learning environment that maximizes the
> learner's ability to interact with each other through discussion, collaboration, and
> feedback. (p. 1)

Some searchers are also pointing out that Ecuador is also absorbing some of the current
and innovative ways of teaching where teacher and students can improve the way of
performing a new language in a society where English is part of the national curriculum.
The Ministry of Education is sharing some specific changes with the only aim of getting
better communicative results where students are involved in their own social-cultural
environment, as a result; instructional strategies that promote communication across the
curriculum play a significant role in knowledge construction as well as the combination
of whole class leadership, individual and group coaching, as well as collaborative
learning. In essence, Vygotsky recognizes that learning always occurs and cannot be
separated from a social context. Consequently, there are some important actions to take
into consideration, such as, instructional strategies that promote the distribution of skilled
knowledge, having students work together by conducting a research, sharing results, and
performing a final project, all mentioned above help to create a collaborative community
of learners.

According to this, some other authors have said the following:

> Despite the short time of the teaching strategy – (PBL) learning to teachers in the
> process of postgraduate training, the results show clear evidence of the
> improvement in the mastery of statistical learning, however, to the resistance of this

area of knowledge. With the PBL strategy employed, the capacities were significantly develop in the teaching training, for the application of statistics for the collection, description and analysis of results, strengthening their research in the educational area. (Rodríguez, Balza Machado, & Giraldo, 2019, p. 141)

Project Based Learning (PBL) for teaching statistics using software, was carried by Graduate Institute from Universidad Técnica del Norte (UTN), Ibarra – Ecuador. This study has four phases, application, validation, evaluation of PBL and a proposal for methodological purposes. (PBL) as a postgraduate statistics teaching methodology, applied in the context of the work of teachers in training using statistical software, is an innovative contribution to the approaches of the university where the study was inducted, focused on the development of research competence.

It means that PBL is applicable and useful for many fields in the educational system. Since it is integrated by elements that support a project, those elements can be achievable in many subjects, languages, activities, investigations, among others. Based on the aforementioned literature, the following scientific problem arises:

PROBLEM

- How to improve the production of Projects and Speaking Appropriacy with Intermediate Level learners, during academic year 2020-2021?

1.3. Objectives

1.3.1. General Objective

- To select Methodological Strategies using Project Based Learning components for promoting Speaking Appropriacy with Intermediate Level learners, during academic year 2020-2021.

1.3.2. Specific Objectives

- To distinguish theories, approaches and methods that support Project Based Learning components and the influence of them in developing English Speaking Appropriacy with Intermediate level students.

- To examine the data collection through quantitative and qualitative methods based on teachers and students information.

- To design a methodological guide with planning models, new teaching strategies and elements from Projects Based Learning for helping teachers with projects development and boosting Speaking Appropriacy.

- To implement the elements and steps for a correct use of Project Based Learning with Intermediate level students.

1.4. Justification

The baseline of this current research project has to do with: "The development of English communication skills, management of methodologies, which will be valuable for the researcher, colleagues, and the main inspiration, students from Language Center (LC), UEmprende Empresa Pública (EP), Universidad Técnica del Norte (UTN)". Intermediate Level learners who are one step closer to perform their Proficiency B1 need this opportunity to put into practice all what they have learned from first up to fifth level. There is such precise time in which they have already digested most of the contents and basis from Empower book and platform delivered by Cambridge University Press during five levels of English. On the one hand, teachers feel the need of (PBL) training to establish better projects and focus more attention on increasing Appropriacy as a sub skill of Speaking. On the other hand, methodological strategies: steps, elements and activities will be shared and socialized with teachers; the main purpose is promoting motivation and explanation to use PBL as part of reinforcement to the current projects that teachers from (LC) have been already doing for the last past years. Projects will help not only to improve Appropriacy in speaking English, it will also improve the way of producing and delivering projects. It is the step forward to developing better students with a higher level of English. Indeed, students obtain their academic achievement in la UEmprende (EP) and get their Proficiency Certificate.

This current research is based on The current National Development Plan of Ecuador and its objectives; it is mainly associated with:

"Afirmar la interculturalidad y plurinacionalidad, revalorizando las identidades diversas"; 2. 4 promote the full exercise of cultural rights together with the opening and strengthening of spaces for common encounter that promote the recognition, appreciation and development of diverse identities, creativity, freedom, and

individual and collective expressions, and 2.5 guarantee the preservation of traditional languages, multilingualism and the maintenance of intercultural education systems and knowledge of diversities. (CEPAL, 2019)

In Ecuador where there is a greatest cultural wealth, it is essential to take into account the multiplicity of actors and the way in which these builders have their own visions and conceptions, as well as diverse ways of participating as agents of development. Students are willing to be actors, and the main characters of their developing learning and experience. Project Based Learning opens a wide possibility to change the way of carrying out projects in the classroom. (PBL) benefits a variety of activities on which students can be the center of learning and the answer key to problem solving.

In this context of diversity, the importance of the common benefit is outstanding. The consistency of a community and the change of its social diversity, is not an impediment; it is an opportunity to achieve common objectives based on constant dialogue, honesty, open mind and responsibility. Generally, Speaking is an important skill because people use it to communicate for different functions and purposes. One important goal of learning English is to be able to communicate effectively with others as part of the same community in which each individual can share, help or support the same objective. Students are social and diverse, they can work together honestly and responsibly to accomplish a final project.

Elaheh (2020) has affirmed the following:

Some studies have supported the concept of Appropriacy Hynes (1972) emphasized that knowing "what to say to whom in what circumstances and how to say it", it is a central element of language competence, a term which brings linguistic, socio-cultural and discourse knowledge under the umbrella of Appropriate Language use. (p. 497)

In addition, there is an international study of Appropriacy based on cultural conceptualizations of taboo topics in English as a Foreign Language (EFL) classes in Iran. In addition, this study guides further ideas for integrating culture from Ecuador and real context situations where Appropriacy can bloom genuine communication in English. Consequently, cultural integration avoids topics out of context; the culture of each country should be seen as an opportunity to involve real context into lessons, projects, activities and syllabus. As a result, students will have a deep connection with projects or activities done in class. Topics must have a socially communicative examination and investigate the appropriateness of cultural conceptualization for English learners. A revealing result was that students do not feel embarrassed or nervous about using this sub-skill. The results indicate that Iran teaching English as a foreign language need to be cognized of the forbidden nature of these topics and approach them   critically.

CHAPTER II

2. THEORICAL FRAMEWORK

2.1. Background about PBL case studies

Problem-Based Learning (PBL) Problem-Based Learning (PBL) is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. Moreover, Project Based Learning allows students to demonstrate their capabilities while working independently. It shows the students' ability to apply desired skills such as doing research. It develops the students' aptitude to work with their peers, building teamwork and group skills.

2.1.1. Case-study: A PBL scaffold strategy

This is an introduction to some examples of scaffold PBL strategies. They are listed in the module guide according to what MacLeaod and Jan (2020) suggest:

- Communicate and collaborate with students of different educational backgrounds.

- Select appropriate modelling tools for a large real-life problem, and use them to model and solve the problem.

- Interpret the outcomes of the before mentioned tools and formulate practical recommendations for system improvement.

- Inform and convince the problem owner by means of a report and presentation. (pág. 4)

A scaffold PBL strategy will provide positive support to this investigation because students from Level 5 need to have more help during the development of their projects. It is suitable to support every student by breaking learning up into chunks and providing a concrete structure for each one since they have to accomplish a project in such short

time. Moreover, it is possible that students will value scaffolding whose main focus is speaking. Students may have many questions about applying the different Grammar rules in a Communicative way.

2.1.2. Case Study: English teaching through project based learning method, in rural areas.

This author has affirmed the following:

> They take the English learning not only in terms of language itself but also as a source to share knowledge. The teacher-student relationship was also improved taking into account that these students from rural context look very shy to interact with the teacher. The students of this rural context felt more confident with the teacher. It was possible because they shared activities where they exchanged ideas to develop the project. (Pinzón, 2013, pág. 165)

As a result of this, students from UTN University come from different places around the country, and most of them come from rural areas. This is one of the main factors about inequality and short possibilities to learn English as other students who have studied in the city. Students face some levels of stress, demoralization, lack of interest and shadiness. The students need a project that can be familiar to their reality and environment, as a result, students can learn through the process of their project. In the same line, students working in pairs or in groups can break the paradigm by applying the PBL Method which allows the teacher to go beyond the life of the students. Most of the students feel confident when talking to their peers. The students evidence a positive attitude to the English learning.

2.2. Constructivism as a Learning Theory

Constructivism is "an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the

learner" (Elliott et al., 2000, p. 256). In elaborating constructivists' ideas Arends (1998) states that constructivism believes in personal construction of meaning by the learner through experience, and that meaning is influenced by the interaction of prior knowledge and new events.

Constructivism is a theory in education that recognizes learners construct new understandings and knowledge by integrating what they already know with new information. This includes knowledge gained prior to entering to a new stage of learning; for example, students will start developing a complete new project. The origin of the theory is also linked to Jean Piaget's theory of cognitive development. Learners communicate with each other, and share their understandings, feelings, knowledge, and experience, to create new knowledge. A teacher becomes the facilitator, and the learners are encouraged to interact, exchange view experience and construct meaning and knowledge that is based on their needs.

2.2.1. Principles of Constructivism

- Knowledge is constructed, rather than innate, or passively absorbed. Constructivism's central idea is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning. This prior knowledge influences what new or modified knowledge an individual will construct from new learning experiences (Philips, 1995, as cited in MacLeaod & Jan, 2020, p. 04).

- Learning is an active process. The second notion is that learning is an active rather than a passive process. The passive view of teaching views the learner as 'an empty vessel' to be filled with knowledge, whereas constructivism states that learners construct meaning only through active engagement with the world

(such as experiments or real-world problem solving) (Philips, 1995, as cited MacLeaod & Jan, 2020, p. 04).

- "All knowledge is socially constructed. Learning is a social activity - it is something we do together, in interaction with each other, rather than an abstract concept" (Dewey, 1938, as cited in McLeod, 2019).

The belief that community plays a central role in the process of "making meaning"; it is indeed for Vygotsky the environment in which children grow up, will influence how they think and what they think about. Thus, all teaching and learning is a matter of sharing and negotiating socially constituted knowledge. For example, Vygotsky (1978) states cognitive development stems from social interactions from guided learning within the zone of proximal development as children and their partner's co-construct knowledge (Vygotsky, 1978, as cited in MacLeaod and Jan, 2020, p. 04).

A possible connection about how knowledge is constructed, rather than innate, or passively absorbed result in students have been acquiring information for approximately five levels. They have built little by little new knowledge about English; it has taken some time to develop new acquisition of a foreign language; it may be very helpful now to put into practice all the information saved in their long term memory. Information must be passive but practice must be active; learning is an active process and that is one of the main reasons projects are an important opportunity to pass from a static absorption to an active oral production. Students are eager to have the time to practice, to produce and not to think twice about what they want to say in English. The Project can be their best journey in which they have built their own experiences through all the process; they will be exposed to solve a problem, that problem will lead to think deeply in a solution. They may connect their L1 language with their L2 Language. Students involve in a real project will carry out community and collaborative immersion. Projects must close to their

reality, something they are familiar with and feel confident to manage information and to display those ideas in their personalize project.

2.3. Approaches for learning English Project Based Learning Relation

2.3.1. Communicative Language Teaching (CLT) or The Communicative Approach.

Communicative Language Teaching and Communicative Approach are based on the idea that learning language successfully comes through having to communicate real meaning within tangible situations. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

> The recent developments in ICT and its integration into the classrooms have altered the roles of language teachers and learners. In a technology - enriched learning environment (Brown, 1991) the learners are in control of their own learning and expected to be dynamic contributors in the learning process while the teachers are expected to provide students with linguistic skills and significant communication by integrating new technologies into the English language classroom (Summaira, Zahida, & Raheela, 2015).

It is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. According to CLT, the goal of language education is the ability to communicate in the target language. The learning situation is important since learners become aware of their abilities and potential in the learning situation. Understanding how learning takes place is also important since it motivates learners to tackle with target language tasks on their own even after the end of the course which eventually leads to learner autonomy.

UEmprende, (UTN) and The Language Center (LC) have established the development of academic projects which are evident the desired learner autonomy. It is proposed to be achieved through giving students projects to carry out so that they can have many opportunities to control their own learning pace. Most of teachers, students and authorities from UEmprende have come to an agreement that fifth level students need to have that space to practice more Speaking rather than other skills. However, because of the curriculum, syllabus, and time limit most of the projects are passive and do not arrive to the final communicative goal.

2.3.1.1. CLT Approach and Theory of Language - Relation

For Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language. Hymes held that such a view of linguistic theory was sterile, that linguistic theory needed to be seen as part of a more general theory **incorporating communication and culture**. Hymes's theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In Hymes's view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to

1. whether (and to what degree) something is **formally possible**;

2. whether (and to what degree) something is **feasible** in virtue of the means of implementation available;

3. whether (and to what degree) something is **appropriate** (adequate, happy, successful) in relation to a context in which it is used and evaluated;

4. whether (and to what degree) something is in **fact done**, actually per-formed, and what its doing entails.

This theory of what knowing a language entails offers a much more comprehensive understanding than Chomsky's view of competence, which deals primarily with abstract grammatical knowledge. The whole system and structure of a language in general depends on Grammar, usually taken as consisting of syntax and morphology. Furthermore, Grammar combination makes different interpretations and a particular analysis of the system and structure of language.

Another linguistic theory of communication favored in CLT is Halliday's functional account of language use. "Linguistics …is concerned... with the description of speech acts or texts, since only through the study of language in use are all the functions of language, and therefore all components of meaning, brought into focus" (Halliday 1970: 145). In a number of influential books and papers, Halliday has elaborated a powerful theory of the functions of language, which complements Hymes's view of communicative competence for many writers on CLT (e.g., Brumfit and Johnson 1979; Savignon 1983). He described (1975: 11-17) seven basic functions that language performs for children learning their first language:

1. **the instrumental function**: using language to get things;

2. **the regulatory function**: using language to control the behaviour of others;

3. **the interactional function**: using language to create interaction with others;

4. **the personal function**: using language to express personal feelings and meanings;

5. **the heuristic function**: using language to learn and to discover;

6. **the imaginative function**: using language to create a world of the imagination;

7. **the representational function**: using language to communicate information.

Learning a second language was similarly viewed by proponents of Communicative Language Teaching as acquiring the linguistic means to perform different kinds of functions. At the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base. Some of the characteristics of this communicative view of language follow.

1. Language is a system for the expression of meaning.

2. The primary function of language is for interaction and communication.

3. The structure of language reflects its functional and communicative uses.

4. The primary units of language are not merely its grammatical and struc-tural features, but categories of functional and communicative meaning as exemplified in discourse.

2.3.1.2. CLT Approach and Theory of Learning - Relation

In contrast to the amount that has been written in Communicative Language Teaching literature about communicative dimensions of language, little has been written about learning theory. Neither Brumfit and Johnson (1979) nor Littlewood (1981), for example, offers any discussion of learning theory. Elements of an underlying learning theory can be discerned in some CLT practices, however.

One such element might be described as the communication principle: **Activities that involve real communication promote learning**. A second element is the task principle: **Activities in which language is used for carrying out meaningful tasks promote learning** (Johnson 1982). A third element is the meaningfulness principle: **Language that is meaningful to the learner supports the learning process**.

Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns). These principles, we suggest, can be inferred from CLT practices

(e.g., Little-wood 1981; Johnson 1982). They address the conditions needed to promote second language learning, rather than the processes of language acquisition.

More recent accounts of Communicative Language Teaching, however, have attempted to describe theories of language learning processes that are compatible with the communicative approach. Savignon (1983) surveys second language acquisition research as a source for learning theories and considers the role of linguistic, social, cognitive, and individual variables in language acquisition.

Other theorists (e.g., Stephen Krashen, who is not directly associated with Communicative Language Teaching) have developed theories cited as compatible with the principles of CLT. Krashen sees acquisition as the basic process involved in developing language proficiency and distinguishes this process from learning. Acquisition refers to the unconscious development of the target language system as a result of using the language for real communication.

Learning is the conscious representation of grammatical knowledge that has resulted from instruction, and it cannot lead to acquisition. It is the acquired system that we call upon to create utterances during spontaneous language use. The learned system can serve only as a monitor of the output of the acquired system. Krashen and other second language acquisition theorists typically stress that language learning comes about through using language communicatively, rather than through practicing language skills.

Therefore, Johnson (1984) and Little wood (1984) consider an alternative learning theory that they also see as compatible with CLT a skill learning model. According to this theory, the acquisition of communicative competence in a language is an example of skill development. This involves both a cognitive and a behavioral aspect:

The cognitive aspect involves the internalization of plans for creating appro-priate behavior. For language use, these plans derive mainly from the language system — they include grammatical rules, procedures for selecting vocabulary, and social conventions governing speech. **The behavioral aspect** involves the automation of these plans so that they can be converted into fluent performance in real time. This occurs mainly through practice in con-verting plans into performance. (Little wood 1984: 74)

This theory thus encourages an emphasis on practice as a way of developing communicative skills.

2.3.1.3.   Design Objectives

Piepho (1981) discusses the following levels of objectives in a communicative approach:

1. an integrative and content level (language as a means of expression)

2. a linguistic and instrumental level (language as a semiotic system and an object of learning);

3. an affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others);

4. a level of individual learning needs (remedial learning based on error analysis);

5. a general educational level of extra-linguistic goals (language learning within the school curriculum) (Piepho 1981.p.8).

These are proposed as **general objectives,** applicable to any teaching situation. Particular objectives for CLT cannot be defined beyond this level of specification, since such an approach assumes that language teaching will reflect the particular needs of the target learners. These needs may be in the domains of reading, writing, listening, or

speaking, each of which can be approached from a communicative perspective. Curriculum or instructional objectives for a particular course would reflect specific aspects of communicative competence according to the **learner's proficiency level and communicative needs.**

2.3.1.4.   Students and Teachers Roles

In terms of having more communicative activities with students, teachers have to make some changes in their way of traditional teaching. It is the teachers' job to design more lessons that involve more Speaking and real communication within real context. A planned communicative environment will facilitate the development of an effective learning. Nowadays, most of teaching is based on student learning center where students have a voice and a choice, so it means that they have more freedom to express themselves about any related topic. In other matters, teachers strive for gathering new ways of using English for real life, preparing students with more skills in communication, listening, collaboration and adaptability. Other characteristics of effective learners and teacher roles are including in the following:

Learner roles

The emphasis in Communicative Language Teaching on the processes of communication, rather than mastery of language.

Teacher roles

Several roles are assumed for teachers in Communicative Language Teaching, the importance of particular roles being determined by the view of CLT adopted. Breen and Candlin describe teacher roles in the following terms:

The teacher has roles: The first role is to facilitate the communica-tion process between all participants in the classroom, and between these participants and the

various activities and texts. **The second role** is to act as an independent participant within the learning-teaching group. **The latter role** is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities. **A third role** for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organi-zational capacities. (1980: 99)

Other roles assumed for teachers are needs analyst, counselor, and group process manager. Another role assumed by several CLT approaches is the **counselor role**, similar to the way this role is defined in Community Language Learning. In this role, the teacher-counselor is expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback.

2.3.1.5. Group Process Manager

CLT procedures often require teachers to acquire less teacher-centered classroom management skills. It is the teacher's responsibility to organize the classroom as a setting for communication and communicative activities. Guidelines for classroom practice (e.g., Littlewood 1981; Finocchiaro and Brumfit 1983) suggest that during an activity the teacher monitors, encourages, and suppresses the inclination to supply gaps in lexis, grammar, and strategy but notes such gaps for later commentary and communicative practice. At the conclusion of group activities, the teacher leads in the debriefing of the activity, pointing out alternatives and extensions and assisting groups in self-correction discussion. Critics have pointed out, however, that non-native teachers may feel less than comfortable about such procedures without special training.

The focus on fluency and comprehensibility in Communicative Language Teaching may cause anxiety among teachers accustomed to seeing error suppression and correction as the major instructional responsibil-ity, and who see their primary function as preparing learners to take standardized or other kinds of tests. A continuing teacher concern has been the possible deleterious effect in pair or group work of imperfect modeling and student error. Although this issue is far from resolved, it is interesting to note that recent research findings suggest that "data contradicts the notion that other learners are not good conversational partners because they can't provide accurate input when it is solicited" (Porter 1983.p.1).

2.3.1.6.   The Role of Instructional Material
Task-Based Material

A variety of games, role plays, simulations, and task-based communication activities have been prepared to support Communicative Lan-guage Teaching classes. These typically are in the form of one-of-a-kind items: exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets. In pair-communication materials, there are typically two sets of material for a pair of students, each set containing different kinds of information. Sometimes the information is complementary, and partners must fit their respective parts of the "jigsaw" into a composite whole. Others assume different role relationships for the partners (e.g., an interviewer and an interviewee). Still others provide drills and practice material in inter-actional formats.

Realia

Many advantages of Communicative Language Teaching have advocated the use of "authentic," "from-life" materials in the classroom. These might include language-based realia, such as signs, pictures, posters, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can he built, such as maps, pictures, symbols, graphs, and charts. Different kinds of objects can be used to support communicative exercises, such as a clothes, makeup and real accessories. In fact, the implementations of objects can really help students to connect meaning while them speaking in another language.

2.3.2. Problem Based Learning Approach.

"Problem-based learning begins with 1) problem orientation; 2) organizing students to conduct research; 3) assisting independent and group investigations; 4) developing and presenting artefacts; and 5) analyzing and evaluating problem solving process." (Arent, 2007, as cited in Anacifa & Djukri, 2017, pág. 351). During the learning activities, teachers play a role in providing problems, asking questions, and facilitating investigations and dialogue. These steps are a great support to start questioning the origin of a problem, what appropriate actions a teacher should make at the beginning, in the middle or at the end of the process. Orientation plus explanation are the first steps, organization and assisting go along with the development, and finally analyzing and evaluating results can be the final steps to determine a successful project.

2.3.2.1. Advantages

- **Enhance student-centered learning**

In problem-based learning the students are actively involved and they like this method. It fosters active learning, and also retention and development of lifelong learning skills. Fifth level students will be able to activate most of their Grammar structures learnt

through four levels when they develop their final projects in fifth level. At this stage, students are willing to have more communicative tasks rather than Gammar structures in English.

- **Upholds lifelong learning**

Problem-based learning gives emphasis to lifelong learning by developing in students the potential to determine their own goals and locate appropriate resources for learning; it also greatly helps them better long term knowledge retention.

- **Prominence on comprehension not facts**

Problem-based learning focuses on engaging students in finding solutions to real life situations and pertinent contextualized problems; in this method, discussion forums collaborative research take the place of lecturing.

- **In-depth learning and constructivist approach**

PBL fosters learning by involving students with the interaction of learning materials. They relate the concept they study with everyday activities and enhance their knowledge and understanding.

- **Augments self-learning**

Students themselves resolve the problems that are given to them, they take more interest and responsibility for their learning. They themselves will look for resources like research articles, journals, web materials, text books etc. for their purpose.

- **Reinforces interpersonal skills and teamwork**

Project based learning is more of teamwork and collaborative learning. The teams or groups resolve relevant problems in collaboration and hence it fosters student interaction, teamwork and reinforces interpersonal skills. Nowadays, that distance learning has

revealed some issues such as isolation, working in groups or pairs can be a positive option to change the mood and the class environment.

- **Self-motivated attitude**

They enjoy this environment of learning for it is less threatening and they can learn independently. All these aspects make students more self-motivated and they pursue learning even after they leave the school or college.

- **Higher level of learning**

The PBL students score higher than the students in traditional courses because of their learning competencies, problem solving, self-assessment techniques, data gathering, behavioral science etc. It is because they are better at activating prior knowledge, and they learn in a context resembling their future context and elaborate more on the information presented which helps in better understanding and retention of knowledge.

2.3.3. Collaborative Learning Approach

"Collaborative learning" is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product.

2.3.3.1. Self Determination Theory

Self Determination Theory (SDT) differentiates between types of motivation (intrinsic versus extrinsic) that are based on different goals that provoke action. Intrinsic motivation involves engaging in an activity for its own sake and because it is very deeply enjoyed. In this area, students from 5th level can have some benefits, such as, having freedom to express their preferences, taking challenges rather than simple plans, use of deep level learning strategies, and creativity.

On the other hand, students who are extremely motivated engage an achievement or a separable outcome. In this point, students prefer to be involved in a group task because of their provisional reward, to earn a high grade, to impress the teacher, or because of perceived value of a future outcome. Here is the relation about (SDT) and Group work which supports autonomy, and relatedness. This may be happening when students get some experience by themselves, their effort and accomplishing a task can let them feel more motivated. They also need to trust and feel that they are not alone during the process; a strong relationship with teacher and their peers can be a positive impact for having confidence with each other.

2.3.3.2. Social Cognitive Theory

This theory is punished in the principal that learning new behavior is influenced by both social interaction and aspects of the individual. A human being attitude towards learning English can influence on the ability to succeed. Students prefer activities in which they feel able to do something, associated with persistence, and deep level of cognitive processing. In groups they can support each other specifically to promote the efficacy believes. Group of members may learn how to behave, work in groups, share opinions, give and receive feedback. People learn from each other, that interaction is the one that develops new knowledge and discoveries. On one hand, projects are suggested to be developed in groups or pairs because of the benefits it has in the social exchange. On the other hand, projects need to be done in a collaborative way because of the short time students from level 5 have to fulfill projects, this must be applied with the intersemestral cases where students have only one moth of classes. The aim must be clear for both sides, where to go and what to do; equal support, ideas, creativity, and collaborative persistence put in the project.

2.4. Critical Thinking Concept and relation to PBL

Critical thinking goes beyond the limits; students become part of an intensive process of learning. Because of this investigation has to do with developing projects within the stages from Experience, Reflection, Conceptualization and Application (ERCA) methodology; critical thinking concept and its essence has a strongly connection with what aim to be critical upon the student's experience.

> Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. (Elder, 2008, pág. 1)

So critical thinking is a deeper kind of thinking in which students do not take things for granted but question, analyses and evaluate what they read, hear, say, or write. This concept can really help students to become more analytic towards facts, evidence and observations; furthermore, students will do their own judgments and arguments. Students will need the support of critical thinking for developing projects since they start a project based on a real problem situation. Then, they have to solve that problem and find a possible solution at the end of the project.

2.4.1. Critical Thinking Components

The Problem

Everyone thinks; it is something natural to do so. But much of the thinking, left to itself, is biased, distorted, partial, uninformed or down-right prejudiced. Yet the quality of life and that of what people produce, make, or build depends precisely on the quality

of their thought. Shoddy thinking is costly, both in money and in quality of life. Excellence in thought, however, must be systematically cultivated.

A Definition

Critical thinking is that mode of thinking - about any subject, content, or problem in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.

The Result

A well cultivated critical thinker:

- raises vital questions and problems, formulating them clearly and precisely;

- gathers and assesses relevant information, using abstract ideas to interpret it effectively comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;

- thinks open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and

- communicates effectively with others in figuring out solutions to complex problems.

Critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem solving abilities and a commitment to overcome a native egocentrism and sociocentrism.

2.5. Project Based Learning Approach

2.5.1. Theoretical Foundations

Project-based learning has a long history. As far back as the early 1900s, John Dewey supported "learning by doing." This sentiment is also reflected in constructivism and

constructionism. Constructivism (Perkins, 1991; Piaget, 1969; Vygotsky, 1978) explains that individuals construct knowledge through interactions with their environment, and each individual's knowledge construction is different.

So, through conducting investigations, conversations or activities, an individual is learning by constructing new knowledge by building on their current knowledge. In a nutshell, Project-based learning is a hands-on teaching method that uses real-world topics to engage students and facilitate learning about concepts and new ideas. It is a student-centered approach to teaching that puts students in the driver's seat. The immersion and engaging in the community and its surroundings give students a meaningful real-world problem to work on and encourage them to solve it using their own knowledge and skills.

Constructionism takes the notion of individuals constructing knowledge one step further. Constructionism (Harel & Papert, 1991; Kafai & Resnick, 1996) posits that individuals learn best when they are constructing an artifact that can be shared with others and reflected upon, such as plays, poems, pie charts or toothpick bridges.

Another important element to constructionism is that the artifacts must be personally meaningful, where individuals are most likely to become engaged in learning. By focusing on the individual learner, project based learning strives for "considerable individualization of curriculum, instruction and assessment-in other words, the project is learner centered.

2.5.2. Examples from PBL Literature

In the literature, examples of project-based learning vary in both context and implementation. In project-based science, for example, emphasis is placed on a driving question to guide an investigation (Blumenfeld et al., 1991; Marx, Blumenfeld, Krajcik, & Soloway, 1997).

In teams, the class performs similar experiments and collects data to help answer the driving question, and the students help determine how the data is analyzed, what it means and how the results will be presented. This inquiry process takes considerable amounts of time and requires students to work well with each other (see e.g. Scott, 1994), but the process is representative of authentic scientific investigations. Authentic and purposeful investigations are also the hallmark of disciplined inquiry (Levstik & Barton, 2001).

In the social sciences, many students roll their eyes as they memorize names, dates and places. But, by encouraging students to "do history," Levstik and Barton underscore the contexts for studying the past: history is interpretive and history is often explained through narratives. "Doing history" involves in-depth understanding through inquiry, building on prior knowledge, scaffolding learners and providing multiple forms of assessment (e.g. Hoover & Taylor, 1998).

Though all the models of project-based learning have distinguishing characteristics, there are common features across all the various implementations. These include: (a) an introduction to "set the stage" or anchor the activity; (b) a task, guiding question or driving question; (c) a process or investigation that results in the creation of one or more sharable artifacts; (d) resources, such as subject-matter experts, textbooks and hypertext links; (e) scaffolding, such as teacher conferences to help learners assess their progress, computer-based questioning and project templates; (f) collaborations, including teams, peer reviews and external content specialists; and (g) opportunities for reflection and transfer, such as classroom debriefing sessions, journal entries and extension activities.

Introduction. Many projects use an introduction "to set the stage" for, or anchor, the project. This often contributes to motivating learners. Occupational skills, such as graphic

arts or webpage designers, typically use the domain as the anchor, since the skills are authentic to the profession.

Task. The task, guiding question or driving question explicates what will be accomplished and embeds the content to be studied. The tasks should be engaging, challenging and doable.

Resources. Resources provide data to be used and can include hypertext links, computers, scientific probes, compasses, online resources, eyewitnesses, etc.

Process. The process and investigation include the steps necessary to complete the task or answer the guiding or driving question. The process should include activities that require higher-level and critical thinking skills, such as analysis, synthesis and evaluation of information.

Guidance and scaffolding. As learners need help, guidance and scaffolding will be needed. These can include student-teacher interactions, practice worksheets, peer counseling, guiding questions, job aides, project templates, etc.

Cooperative/Collaborative learning. Many projects include groups or teams, especially where resources are limited. But, cooperative learning may also employ rounds of peer reviews or group brainstorming sessions.

Reflection. The superior examples of project-based learning offer an opportunity for closure, debriefing or reflection. These may include relevant in-class discussions, journal entries or even follow-up questions about what students have learned.

2.5.3. Practicing Project-based Learning

Implementing project-based learning in the classroom may be daunting for experienced teachers and even more overwhelming for novices. The following are some

of the barriers to implementing project-based learning with helpful hints and practical advice for making project-based learning work in the classroom.

> Making sure all learners have opportunities to interact and develop skills with resources may be necessary. However, if access to resources is not an issue, then teachers may want to be more creative with the incorporation of cooperative or collaborative learning, such as peer reviews and external expert interviews (Grant, 2015, pág. 04).

First, because project-based learning focuses on in-depth investigations while constructing personally-meaningful artifacts, the tone of a classroom may change. This may be uncomfortable for the students and the teacher. Different students will be researching different topics, so the role of the teacher, as well as the role of the student, may change. It's important to begin slowly. The comfort zone may be different while applying Project Based Learning: this may be a challenge because of the fact teacher assume they are following a correct way to develop projects. There is a big difference between Project Based Learning and Normal or Empirical Projects; most of the students and teacher from Language center (LC) from UEmprende are developing oral presentations instead of projects; to implement an appropriate application of projects can deliver agreements and disagreements; there is hope that this research will provide enough support and offer enough benefits to convince the college students and teachers to change the way of developing projects.

The class time necessitated by project-based learning forces the discussion of extensiveness versus depth to resurface. The in-depth investigations require more time, so less time may be spent on other content in the curriculum. By beginning slowly, teachers can design projects that reflect state or national objectives and continue to meet

standards. Next, almost all the examples of project-based learning attempt to capitalize on the successes of cooperative or collaborative learning in some manner.

"Students that are inexperienced with working in groups may have difficulties negotiating compromise" (Johnson & Johnson, 1989; Socha & Socha, 1994). If these methods have not been used before, then it may be necessary to teach learners how to interact within groups and manage conflict within groups. Also, sometimes groups are used for other more practical reasons, such as insufficient copies of books, manipulative and even computers.

2.5.4. Phases of the Project Based Learning

Project Approach is an instructional model which includes a problem and finishes with an authentic product. The role of the student is defined as an active problem solver. Also, the student may become a researcher and participate in making decisions.

- **The problem**

As a starting point, helps the students to construct their knowledge about any discipline. The students engage in solving a problem while they use the language as a necessary tool. So, it creates the necessity to use the language during the whole process. In other words, when the students get involved in real-world activities the language learning gains a high significance.

Katz and Chard (1989) have proposed and re-defined the Project Based Learning with the following three stages. This method aims to activate and enhance students' motivation and to exercise intellectual and virtues, such as the creativity and the cooperative work using the four skills. PBL Method involves three stages as follows:

- **Getting started**

The aim of this step is to select and refine the topic to be studied. The teacher and students make a list of familiar topics as well as authentic and personal experiences that are memorable to them. Also, they make connections between what they had read or heard in other areas and in their daily lives. Topics to be explored are discussed in detail. Usually, students elaborate questions to be analyzed. These questions contribute to focus the topic and predict the findings at the end of the project. In this case, the students were focused on thinking and solving a school problem.

- **Field work**

This is the project itself. Learners can investigate about events, objects, places or topics. It allows them to get in contact with different contexts and activities. In addition to increasing English learning motivation, through their work, students can draw skills from observations, construct models, and verify their new understanding. This process of understanding of the content was possible when the student collected information about the history, description and nutritional facts of the fruits.

- **Culminating and debriefing events**

In the last phase, students demonstrate their acquired knowledge. They prepare and present information through different artifacts and their own contributions. Previously, proposed questions by the teacher will be answered during the final stage.

The variety of final tasks in foreign language teaching is the component to prepare learners to use English in the world beyond the classroom. Here, the classroom environment becomes a rehearsal. Activities to report tasks using different materials will allow learners to experiment with the roles they use in real life.

By the end of the activities and results, students and teachers will become closer to each other, based on the principle of collective participation. This collective participation refers to the joint of peers in order to achieve the main goal, according to the task. It means that the students have forgotten their disagreements and they work together.

2.6. Methodological Strategies for Developing Project Based learning

Project-based learning (PBL) naturally lends itself to differentiated instruction. By design, it is student-centered and student-driven, and it gives space for teachers to meet the needs of students in a variety of ways. PBL can allow for effective differentiation in assessment as well as daily management and instruction. (Miller, 2016, pág. 01)

It seems likely that Project Based learning focus more its purposes in the student; methodological structures can be the clue to start and continue a correct process for PBL. In addition, it has been said that, teacher after they organize the project will have more time to provide support, scaffolding and constant feedback for each individual or group. This is the time teachers need to observe progress on the projects and to success a project final goal.

1. Differentiate through teams

Heterogeneous grouping works are useful but sometimes homogenous grouping can be more effective way to differentiate in a project. Sometimes in a novel- or literature-based PBL project, for example, it might be appropriate to differentiate by grouping students by reading level. That way, teacher can make sure students get the information they need.

Teaming and instructions should be intentional not optional. It is vital to know how to structure teams. What is the main purpose? Some teacher may want to differentiate

academic ability, collaborative skills, social -emotional purposes, or differentiating for passions.

2. Reflection and goal setting

Reflection is an essential component of PBL. Throughout the project, students should be reflecting on their work and setting goals for further learning. This is a great opportunity for them to set personalized learning goals and for teachers to target instruction specific to the goals they set. Feedback is essential, the teacher should designs activities to support students in learning not only what they wanted, but also what they needed to know.

3. Mini-lessons, centers, and resources

Mini-lessons or center work to support students' learning, or maybe to show students a variety of resources from which to learn, including videos, games, and readings. This action can be very useful for students that put off activities until the last minute of the presentation. This wa, students move seamlessly from product work to learning stations, resources, and mini-lessons based on what they know. Students are so in tune with their learning that they are able to truly take ownership of it, and the teacher provides instruction without assumption. Not all students may need the mini-lesson, so teacher can offer or demand it for the students who will really benefit.

4. Voice and choice in products

Another essential strategy of PBL is student voice and choice, both in terms of what students produce and how they use their time. With the products, teachers can allow students to show what they know in a variety of ways. From written components to artistic or theatrical, teachers can differentiate the ways that students are summative or formative assessed.

5. Differentiate through formative assessments

Formative assessments can look the same for all students. They can also look different. We know that students can show what they've learned in different ways, as mentioned above in terms of products produced as summative assessment. In addition, as you check for understanding along the way, you can formatively assess in different ways when appropriate.

Perhaps it is an oral conference. Perhaps it's a series of written responses. Perhaps it's a graphic organizer or collage. More importantly, these formative assessments allow you to differentiate the type of instruction needed as you feed forward in the project.

6. Balance teamwork and individual work

Teamwork and collaboration occur regularly in a PBL project. Collaboration must be present as much as content. However, there are times when individual instruction and practice may be needed. Teachers need to differentiate the learning environment because some students learn better on their own, and others learn better in a team. In fact, teachers all need time to process and think alone just as much as we need time to learn from our peers. Make sure to balance both so that you are supporting a collaborative environment while allowing time to meet students on an individual basis.

2.7. Methodological Learning Technique: ERCA (Experience, Reflection, Conceptualization and Application)

The methodological guide was designed by the use of the Methodological Learning Technique (ERCA) that has the following stages: Experience, Reflection, Conceptualization and Application. For planning each project, there was an adaptation between ERCA and Project Based Learning method (PBL); since ERCA has what PBL needs, such adaptation took in the first place the inter-learning technique for developing

cognitive knowledge, which starts from a concrete experience, a reflective and a procedural processes in the student.

Some other authors like (Villegaz , Vara, Flores, & Rodríguez, 2020) mention the following:

Though a constant process, learning starts from people experience where they take control over the situation, they respect the individual differences to establish the rhythm, the conception, the reflection and application within the holistic adaptation process that has a relation with the social, cognitive and affective aspects during each person's life. Thus, students learn to reflect on immediate experiences progressively, this process requires a lot of potential upon basic notions and the operation of thoughts that involve relations with simple problem solving environment and setting up a knowledge comprehension base, plus concepts and lifelong learning (p. 41).

In this way, experiential learning comes from the assumption of knowledge creation, this continues through the transformation made by the experience from each individual which is taken from each interaction with the cultural environment and new experiences. Furthermore, experiential learning is getting by a student through his or her life that is why is important to consider methodological conditions that teacher can generate and develop new skills achievement, capacities, knowledge, abilities, skills, attitudes and aptitudes.

2.7.1. ERCA Learning Cycles

Developed by: Sonia Ramos
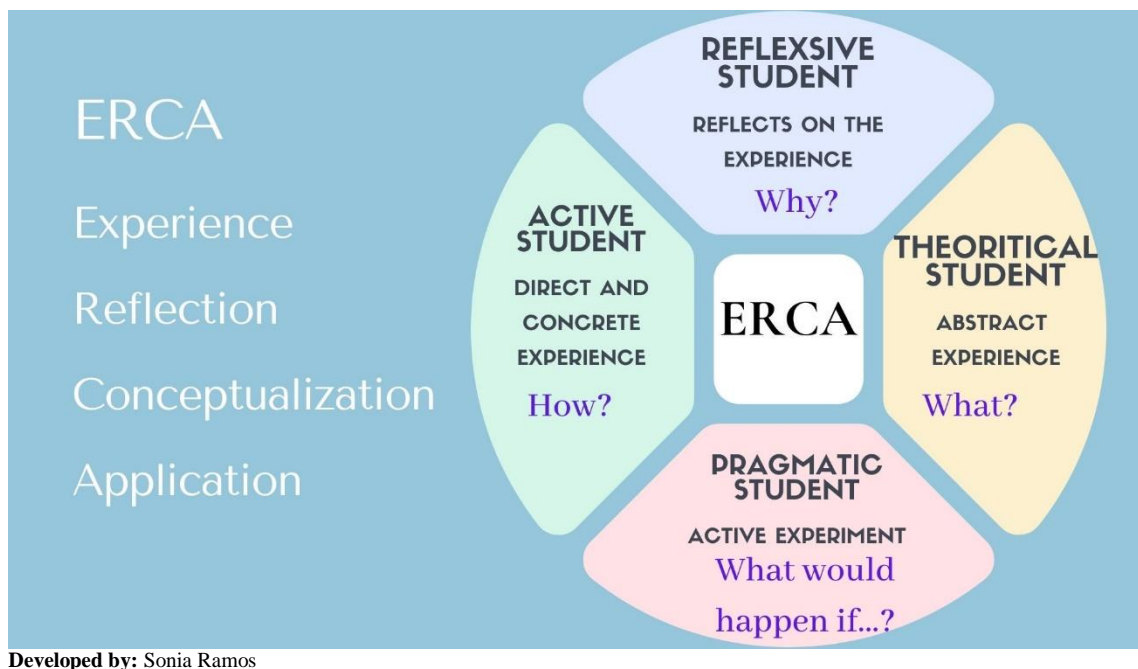
The learning cycle aims to plan a set of activities that begin with the student's exploratory stage. The learning cycle plans a logical sequence of activities that are begin with an exploratory stage, which involves the manipulation of material concrete, and then continues with activities that facilitate the development concept based on the experiences gathered by the students during exploration.

In addition, the learning cycle creates a greater understanding of the learning process that facilitates the efficiency and effectiveness of concluding, provides a better framework for the development and implementation of guidance that allows the teacher to have the leading role in the orientation and formative development of the students. It is structured of four phases: concrete experience, reflective observation, abstract conceptualization, and active experimentation.

- **Experience:** This is the initial step in this learning process because of the main focus is students' experience and relation to the study them, this action allows that students get actively involved with the topic. Kolb determines that

acquiring knowledge through real and concrete experience students acquire the following skills:

1. Willingness to actively participate in the experience;

2. Capacity for reflection;

3. Analytical skills that allow conceptualizing the experience;

4. Ability to make decisions; and

5. Ability to solve problems in order to use the insights gained from experience.

- **Reflection:** This stage is like a bridge between the experience and the consolidation, which objective is that students reflect about the experience. Then, students should analyze and link with other related ideas to the new knowledge consolidation. It is suggested to continue asking questions and getting answers after the presentations to create a web between the current situation and the prior experience.

- **Conceptualization:** In this learning cycle students have already built some ideas in the previous reflection stage. Teacher shares more information, theories and definitions with students. This action aims to create an academic and serious analysis to start generating new knowledge. Brainstorming some ideas with full contribution by students. Here questions should be established: Why did it happen? How does it affect? What is the cause? This phase is crucial because students have to transfer knowledge from one context to another.

- **Application:** This is the last stage where students have to interact each other and develop activities that drill the use of new knowledge. This stage improves more action taking and concrete applications to practice new knowledge within real situations. In other words, students apply their own and new knowledge in their own setting. Here is where the new learning process starts.

2.7.2. Activities for each ERCA stage

Experience	Reflection	Conceptualization	Application
- Active knowledge - Share anecdotes and stories - Observe, visit, interview, apply questionnaires and simulate - Present virtual presentations - Present examples - Ask questions	- Reflect knowledge - Mind maps - Graphic Organizers - Generate hypothesis - Conclude investigations - Ask questions	- Review and use information for new concepts - Discuss and debate about a concept - Get ideas from essays, books, movies etc. - Organize ideas - Ask and answer to questions	- Integrate knowledge in new situations - Solve problems with new knowledge - Use expression, such as, explain, identify, choose, draw, act, etc.

Based on: https://www.youtube.com/watch?v=bFgkRKce-Zs

2.8. Teaching PBL trough the support of virtual material

Not only the textbook is important, but also its supporting materials. Cunningsworth advices that the textbook package includes visual material, recorded material, examples of authentic language, a teacher's book, an index of grammar items and a vocabulary list. Especially, teachers should appreciate materials for testing, which should relate to learners' communicative needs (Cunningsworth & Gjergi, 2021, p. 14).

Students from UEmprende usully follow a textbook; this has been very helpful for developing previous knowledge; however, contents are very extensive which have not allowed the students to develop more Speaking or Productive skills. Project Based

Learning can boost those topics and structures through the implementation of active practice and interactive virtual adaptation material. Moreover, the appropriate material which focus is communication must be applied; students need the opportunity to improve their fluency, pronunciation and intonation.

2.8.1. Suggested Virtual Tools for Online Teaching and Learning Environment

- **Padlet**

Padlet is an online shared sticky note platform for students to respond to a prompt of sorts. Students sign in so teacher can track who wrote what, and media is permitted on the responses. This is a great way to combine many responses into one area that is shared among a group of people (Librarian, USA, 2020).

- **Steller**

Steller is the ultimate all-in-one platform for sharing experiences with others like any individual from around the world! Have fun turning the experiences into beautiful posts plus discover cool things to do and places to go from a global community, all in one app.

- **Google Blogger**

Blogger is an online content management system (CMS) that facilitates the creation of informal online discussion sites, also called blogs. In order to use Blogger, users must create a Google account; individuals with existing Gmail email addresses can use this account.

- **Google sites - Webquests**

Keep the offline files and web content located in one place. Include images, videos, tutorials, google docs and more. Collaborate with others to create and maintain sites. Share the site with a few or as many people as the creator would like.

- **Flipgrid**

One of the main things going for Flipgrid is its ease of use. Teachers set up an account and create grids, which act as communities for students to work in. Within each grid the teacher creates prompts called topics, and student's post video responses to the prompts and replies to each other's videos.

- **Mentimeter**

Create fun and interactive presentations. Mentimeter is an easy-to-use presentation software used by more than 25 million people. With Mentimeter students can create fun and interactive presentations. Students can make their events, presentations, lectures, and workshops innovative and memorable.

- **Genially**

Genially is a media creation platform focused on designing and sharing media creations and presentations of all kinds? From the dashboard, students can start from blank or predesigned templates organized into 12 types, including videos, info graphics, interactive images, quizzes, and more.

- **Canva**

It's a great tool not just for creating presentations, but also for creating all sorts of social media graphics. The free plan is great, but Canva Pro is also an affordable option.

- **YouTube**

YouTube is a video sharing service that allows users to watch videos posted by other users and upload videos of their own. ... Videos that have been uploaded to YouTube may appear on the YouTube website and can also be posted on other websites, though the files are hosted on the YouTube server.

- **Filmora**

Wondershare Filmora is a video editing software that enables users to create amazing videos efficiently using the wide range of powerful editing tools. Wondershare Filmora uses a delightfully intuitive design that makes it easy for anyone to become a great video editor.

2.9. Speaking Appropriacy

"The state of being exact or correct; the ability to do something with skill and without making mistakes" (Oxford, 2021). ESL students are exposed to fall and face difficulty, this is inevitable, but it is not impossible to fix; appropriacy helps students to be aware of making mistakes and taking English language to the correct level, not perfect, but appropriate. It includes not just the way a person speaks English, but also its Grammar, Vocabulary and Pronunciation. Surprisingly, appropriacy, however, is less familiar term because it has something to do with context, situation, and interlocutors when the communication takes place.

If learners think twice, this is as important as any other part of the language, it means how to use the accurate language in the appropriate situation, in other words, appropriacy means meaning (use) or communicative competence. The ability to compose sentences is not only the ability we need to communicate. Communication only takes place when we make use of sentences to perform a variety of different acts of an essentially social nature.

Thus we do not communicate by composing sentences, but by using sentences to make statements of different kinds, to describe, to record, to classify and so on or to ask questions, make requests give orders. Knowing what is involved in putting sentences together correctly is only one part of what we mean by knowing a language and it has very little value on its own: it has to be supplemented by a knowledge of what sentences count as in their normal use as a means of communicating".

Appropriacy refers to whether a word is suitable for the context it is being used in. It is an important aspect of language but an extremely complex one, as decisions about how to say things depend on understanding exactly what is right for the context and the culture. (British Council, 2020)

Example: It may be appropriate to say "hold on a minute, will you?" in one context and "Could you wait a moment, please?" in another.

In the classroom, focusing on inappropriate forms of language and delivery first is a good way to raise awareness of this area.

For example, learners can identify inappropriate in language in video material such as comedy programmes, match language to contexts where it can be used, and discuss what is appropriate in their own cultures. In general, it is exposure to a range of authentic material that will help students develop their understanding of appropriacy.

This means saying the right thing, in the right way, at the right time. Students from Level five from Language Center, UEmprende might be able to say 'shut up!' to their friend without upsetting him or her, but if they said the same thing to their teachers, authorities, bosses, parents or someone else with a high status, they might find themselves in trouble! Things to think about if they want to focus on appropriacy include word choice and intonation.

2.9.1. Elemets of Appropriacy

- **Word Choice**

  Word choice is a person's choice or selection of words. It is a manner in which something is expressed in words. The choice of words is the style of expression. A person, in general, chooses words to which he feels comfortable, confident, and simple enough for a general audience to understand (Toppr, 2020).

Most of students practice a lot of translation; this action can drive another problem which is a luck of word choice when speaking in another language. Their terminology, vocabulary and expressions may not be appropriate for that target topic. It suggested that students need to be aware of what is their addressing audience, the grabbing attention of the audience, the care of people or audience who will listen to their projects. A speaker grabs the attention of the general masses by their engaging choice of word. A speaker, in general, is most careful about the word choice. What will happen if they do not pay attention to the word choice? An improper word choice leads to a certain misunderstanding.

- **Tenses**

English itself is not just a subject, it is a language, In English grammar, and tenses are a category of words that express time. They help communicate whether the event being spoken of has happened in the past, is happening right now, or will happen in the future. Tenses are manifested by the use of forms of verbs. Students from the fifth level have already studied and experienced most of the tenses in English; at this point they know the rules, the structures and their uses. However, they are not that fluent and appropriate at the moment of combining all the perceptive information in a natural presentation. The principal aim and the main objective is that in this last level of their English course, they can have better productive opportunities to speak in English. It is advisable for teachers and coordination from Language Center, UEmprende to consider the time for combining what the students already had and the implication of Speaking Approriacy while doing their projects.

- **Vocabulary**

Real life shows that most of students suffered a lot while they are speaking in English; their low levels of linguistic accuracy, appropriacy and fluency, though learners have

studied it for many years. Naturally, the following question arises: what strategies and techniques foreign language teachers need to use for effective vocabulary teaching while building listening and speaking skills and therefore to help their learners learn language for communicative purposes? This research and its proposal aims to share some clues and answers to these questions.

2.9.2. Important strategies in developing EFL Vocabulary through Speaking and Listening.

The spoken and written form: Spelling and Pronunciation play an important role for speakers to understand the words spoken in English. The speaker must be acquaintance about the written and spoken way of words.

Word-parts: To know the root or affix facilitates the process of word learning and use; it helps the learner: to remember its meaning in any context that it may be, it leads to make guesses about the meaning of unknown words, unable to recall it at a certain communicative situation.

Meaning: To understand a word fully including all its variations, such as a verb, noun, adjective or adverb, avoid insecurity and struggles. Synonymy, hyponymy, antonymy, part-whole relations help speaker to feel sure about the words is saying. Moreover, to avoid confusion, learners need to know that a word-form can have: several different meanings not closely related (homonymy: a file – for papers; a tool for cutting) and a referential (denotative) and a connotative meaning.

Grammatical function: In order to use a word correctly, it is necessary to know what part of speech it is and what grammatical patterns it can fit into. This is essential especially in English where: the same word form can be used as a different part of speech (a book / to book a table); the lexical choice, especially of verbs, determines the grammatical construction of the rest of the sentence: Prices rose (intransitive verb); She enjoys music (transitive verb); I left the key at home (complex-transitive verb). What is more, as in

other languages, words, in a certain word class, are classified based on their grammatical features (regular/irregular verbs, countable/uncountable nouns, regular/irregular plural noun forms). Unfamiliarity with the irregular forms can result in incorrect learning and use by the learner.

Collocation involves knowing what a word typically occurs with [The earth revolves (not circulates) around the sun]. Such word knowledge helps learners learn and use the target language correctly and fluently. In case of insufficient word collocation knowledge and under the influence of his mother tongue, the learner tends to use grammatically correct but unnatural linguistic sequences ('I took a decision' instead of 'I made a decision').

Constraints on use relates to the sociolinguistic factors (such as the relationship of the speaker to the speaker referred to, their social status, age and gender, the aim of communication, etc.) which lead the language user to choose one word (of a certain style or register) rather than another (from another style or register) in a certain communicative situation. Failure to consider these aspects can result in **inappropriate language use.** This multi-dimensional character of the word knowledge needs to be considered in choosing the right strategies and practice activities that enable learners to gradually acquire the targeted aspects of word knowledge and generally speaking English language for communication purpose. The followings are some important strategies and activities that can successfully be used in developing EFL vocabulary through speaking and listening activities. It should be noted that there shouldn't be any complete attention to all the aspects of word knowledge of each word encountered in a material. It is the teacher who selects the words and their aspects needed to be included in learners' **active vocabulary** based on their importance in the text comprehension, learners' knowledge burden on it and its role in the development of learning skills.

Division of Vocabulary into Active and Passive

Such a strategy – the division of text vocabulary into active and passive ones – should be encouraged to be applied by the learner himself in order to enhance independent vocabulary learning. For this purpose, the teacher should regularly discuss with the students which new words are necessary to be learned for them. Giving reasons for their choices, they are trained in selecting words for their learning.

Repetition

This is not only about repeating. There is an effective repetition that strengthens and enriches the word knowledge, involves the exposure of the learner to the word use in different contexts through listening and reading texts and its use in different speaking and writing activities.

Vocabulary learning through clear instructions and definitions.

The strategy used for presenting new words, either before listening a text or as they arise in the course of a lesson, is another important factor in vocabulary acquisition.

Giving the translation of the target word is a traditional and widely used technique in vocabulary presentation as it is the simplest and clearest way of showing the meaning of the word, but it is partial and inadequate because learners cannot see how the word is used and cannot focus on the other aspects of word knowledge. There are three major factors affecting vocabulary acquisition from oral input: 1. The skill of the teacher related to the way in which a word is defined; good definitions need to be specific, direct, unambiguous and simple; Ellis (1995) and Chaudron (1982) (cited in Nation, 2005, p. 83) suggested that short, direct word definitions work the best in oral input, while too much elaboration of word meaning may cause confusion to learners with limited short-term memories and make it difficult to identify what features are critical to the meaning of the word. Moreover, the use of any unknown words in defining the target word makes comprehension impossible. 2. The skill of the learner. Learners have different learning

styles: they learn differently and at different paces because of their biological and psychological differences. Thus, some learners use a holistic model of the word meaning (abandoning a concept if conflicting information occurred); more successful learners use an analytical approach (developing a concept for a word which consisted of several separate meaning components, allowing the incorporation of new information); some students perceive the new linguistic information relying heavily on visual presentation; others prefer spoken language; still others respond better to movement activities (Oxford, 1990). The teacher needs to help the learners to define their styles of perception and facilitate them to memorize new foreign words using the most appropriate techniques for their learning styles. 3. The features of the language involved are important in communicating and comprehending meaning. There are many ways of communicating word meaning: by performing actions, by showing objects, pictures or diagrams, by using translation, by defining in the foreign language, by providing language context clues. Visual techniques, such as real objects, pictures, action performance, are seen as the most advantageous ways of communicating the word meaning as learners see an instance of the meaning and the meaning is stored both linguistically and visually. Moreover, these techniques are often seen as funny by the learners and time-saving for the teacher.

Idioms, Phrases and Collations

English is a fascinating language. It is colorful and full of expression, and well-written prose can transport you to another world. One such tool that authors usually employ to make their words memorable are idioms and phrases. It is important for us to understand the concept and the correct usage of idioms, phrases or collocations. Teacher from Language Center, UEmprende have specifically taught some of these idiomatic expression through the four levels; nevertheless, it is essential the use of them in a way that they can remember and apply in any circumstance, eventually when they are applying

these expressions in something more manageable or practical such their own project; these expressions may have more impact because of the need in that specific topic.

2.9.3. Appropriacy: Intonation

All languages have their own distinct melody, or music; the right speed, tone and stresses can be a challenge for a Second Language (L2) speaker. This music of languages is called intonation, and it is something that most of students probably do not even think about when speaking a native language. Intonation is the rise and fall of the voice when people speak in this case English language. Many times, it is just as important as the words in expressing what they want to say.

To continue with, there are two conceptions of intonation one of them is learning what to say and how to say. Because the surroundings and the environment in Spanish; speakers in general will struggle with the way of changing their intonation. It has been observed that speakers imitate their L2 similar to their L1. Specifically, in Ecuador there are many options of how people talk in Spanish, the different pronunciation and intonation of some words such as, (cuchillo, cuchiyo, cuchillsho), also can influence in the production of their English. Students can face confusion, doubts and lots of limits for adapting a new language.

2.9.3.1. The Main English Intonation Patterns

Using the right intonation can actually change the meaning of the words. Think of the voice as a musical instrument. As people speak, their voice gets louder and softer, places emphasis on certain parts, and goes up and down the notes. The notes of the voice are called its pitch, and the change in pitch is what we call intonation. (Geikhman, 2021)

There are two main American English intonation patterns:

- **Falling:** This is when the voice lowers its pitch at the end of the sentence, and it is the most common pattern in American English. Use this for most regular statements and questions that are not yes or no questions.

- **Rising:** This is when the voice raises its pitch at the end of the sentence. Use this when asking a yes or no question or to show disbelief or anger.

This is a simplified explanation, and there are a number of other different ways people can change their pitch to change their meaning.

2.9.3.2. Cases Where Intonation Matters in English

Remember that there are other ways to use the voice and pitch to change the meaning of the words. For example, the rhythm and speed of the voice, or where people place the stress in the sentence can also change the meaning.

1. Asking questions

- For **yes or no questions**, use a rising intonation at the end of the sentence.
  "Are you going to school tomorrow?"
- For most **other types of questions**, use a falling intonation at the end of the sentence.
  "Why are you going to school tomorrow? It's Saturday!"

2. Making statements

- Most regular statements (those which just state facts or information; not statements which clarify or emphasize anything) use a falling intonation at the end of the sentence.

  "I've been playing the violin for seven years."

3. Listing things

- Items on a list use a rising intonation until the final item, which uses a falling intonation.

  "I love chocolate, strawberry and pistachio ice cream."

4. Expressing feelings

- **High-energy emotions** like happiness, excitement, fright and annoyance usually use a rising intonation. The example below, for example, can be joy, excitement or annoyance depending on the situation.

   "I can't believe he gave you a ride home!"

- **Boredom,** sarcasm and disinterest often use a falling intonation. For example, the sentence below would sound very sarcastic if you said it in a low pitch. With the sarcastic tone, it would mean that the speaker actually isn't excited at all.

   "I am so excited for you."

5. Stressing the importance of something

- Use rising intonation on specific words in a sentence to emphasize their importance. The first example below emphasizes the "red" and implies (suggests) there were choices in color. The second emphasizes the "scarf" and implies there were choices in items.

   "I hope you got the red scarf."

   "I hope you got the red scarf."

6. Contrasting between things

- Use a rising intonation and place a stress on the two things you want to contrast.

   "I thought he liked dogs but he actually likes cats."

- You can also use this intonation to point out things that seem one way, but are another way.

   "You should exercise every day, but I know you don't have the time."

7. Using tag questions

- Use rising intonation on questions at the end of a sentence which require the clarification or opinion of your speaking partner. These are called tag questions.

"It's a beautiful day, isn't it?"

Remember, intonation can turn a happy comment into a sarcastic one, or turn a statement into a question. Pay attention to the way a speaker may be understood a lot better!

2.9.4. Appropriacy: Prononiciation

"The way in which a language or a particular word or sound is pronounced" (Oxford University Press , 2021). The act of pronouncing sounds in a word. Improper pronunciation can lead to a misunderstanding and misinterpretation of what that speaker really wants to say, in other words the original meaning will be missing.

Graphic 1: Relation between Appropriacy and Prononiciation

2.9.4.1. Allomorphs in English and Common Pronunciation Rules

English has several morphemes that vary in sound but not in meaning such as past tense morphemes, plural morphemes, and negative morphemes. There is a close relation between intonation and appropriacy because effective communication and proper understanding depends on the way language is articulated and understood by the information receiver.

According to (Wikipedia, 2020) publishes the following:

- **Past tense allomorphs**

For example, in English, a past tense morpheme is -ed. It occurs in several allomorphs depending on its phonological environment, assimilating voicing of the previous segment or inserting a schwa after an alveolar stop:

- as /əd/ or /ɪd/ in verbs whose stem ends with the alveolar stops /t/ or /d/, such as 'hunted' /hʌntɪd/ or 'banded' /bændɪd/

- as /t/ in verbs whose stem ends with voiceless phonemes other than /t/, such as 'fished' /fɪʃt/

- as /d/ in verbs whose stem ends with voiced phonemes other than /d/, such as 'buzzed' /bʌzd/

The "other than" restrictions above commonly occur in allomorphy: if the allomorphy conditions are ordered from most restrictive (in this case, after an alveolar stop) to least restrictive, then the first matching case usually "win." Thus, the above conditions could be rewritten as follows:

- as /əd/ or /ɪd/ when the stem ends with the alveolar stops /t/ or /d/

- as /t/ when the stem ends with voiceless phonemes

- as /d/ elsewhere

The /t/ allomorph does not appear after stem-final /t/ although the latter is voiceless is then explained by /əd/ appearing in that environment, together with the fact that the environments are ordered. Likewise, the /d/ allomorph does not appear after stem-final /d/ because the earlier clause for the /əd/ allomorph takes priority; the /d/ allomorph does not appear after stem-final voiceless phoneme because the preceding clause for the /t/ takes priority.

Irregular past tense forms, such as "broke" or "was/ were," can be seen as still more specific cases since they are confined to certain lexical items, such as the verb "break," which take priority over the general cases listed above.

- **Plural Allomorphs**

The plural morpheme for regular nouns in English, is typically realized by adding an s or es to the end of the noun. However, the plural morpheme actually has three different allomorphs: [s], [z], and [əz]. The specific pronunciation that a plural morpheme takes on is determined by the following morphological rules

- Assume that the basic form of the plural morpheme, /z/, is [z] (ex. bags /bægz/)

- The morpheme /z/ becomes [əz] by inserting an [ə] before [z] when a noun ends in a sibilant (ex. buses /bʌsəz/)

- Change the morpheme /z/ to a voiceless [s] when a noun ends in a voiceless sound (ex. caps /kæps/)

- **Negative allomorphs**

In English, the negative prefix in has three allomorphs: [ɪn], [ɪŋ], and [ɪm]. The phonetic form that the negative morpheme /ɪn/ takes on is determined by the following morphological rules:

- the negative morpheme /ɪn/ becomes [ɪn] when preceding an alveolar consonant (eg. intolerant /ɪnˈtɔlərənt/)

- the morpheme /ɪn/ becomes [ɪŋ] when preceding a velar consonant (eg. incongruous /ɪŋˈkɔŋgruəs/)

- the morpheme /ɪn/ becomes [ɪm] when preceding a bilabial consonant (eg. improper /ɪmˈprɔpər/)

- **Silent letters**

There are some alphabets in a word which are not pronounced. The letter in the bracket is silent.

Table 1: Silent letters

Different	→ **Diff(e)rent**
Every	→ Ev(e)ry
Chocolate	→ Choc(o)late
Restaurant	→ Rest(au)rant
Omelet	→ Om(e)let
Business	→ Bus(i)ness
Temperature	→ Temp(e)rature
Handkerchief	→ Han(d)kerchief
Wednesday	→ We(d)nesday
Bought	→ Bou(gh)t
Height	→ Hei(gh)t
Honest	→ (H)onest
Hour	→ (H)our
Knot	→ (k)not

Developed by: Sonia Ramos

<div align="center">**CHAPTER III**</div>

<div align="center">**3. METHODOLOGICAL FRAMEWORK**</div>

3.1. Description of the Study area / Study group

This Research plan was carried out during an investigation of some factors that may be affecting the development of projects; through this chapter was considered suitable methodologies to develop Appropriacy a sub skill of Speaking with Intermediate level students from Language Center, UEmprende E.P.-U.T.N. University.

In relation with what the Ministry of Education from Ecuador and its Plurianual project said (2019-2021), Universidad Técnica del Norte has established the following:

El plan denominado "Fortalecimiento de la gestión académica de los estudiantes dela Universidad Técnica del Norte, a través del aprendizaje de la Lengua Extranjera, que garantiza el nivel de suficiencia en el idioma inglés".

This plan research took a sample of the total number of students from fifth level. There is almost one thousand students each year who are part of different courses, such as, regular, inter-semester or intensive cycles at Language Center, La UEmprende. Students can be enrolled in a new level of English each semester. La UEmprende offers five levels to be completed and, after that, students can be part of the last exam named Preliminary English Test (PET) exam; that exam is part of the requirement to obtain their Proficiency B1 Certificate.

3.2. Research Approach/ Type of Research

3.2.1. Research Methods

Because this research plan managed two important groups of population; one for teachers and one for students from La UEmprende Empresa Pública, it was important to establish and use Mix Research Method:

The term "mixed methods" refers to an emergent methodology of research that advances the systematic integration, or "mixing," of quantitative and qualitative data within a single investigation or sustained program of inquiry. The basic premise of this methodology is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis. (Wisdom & Creswell, 2015, p. 1)

- **Quantitative**

On the other hand, this research plan applied surveys which focused on statistics results from students to get the quantitative information which was guided by deductive approach; it means numerical results were obtained and tabulated to organize and picture important facts. Additionally, quantitative research is more specific and tend to be closer to exact results, those results were analyzed and displayed in bars or pies through percentages.

- **Qualitative**

This research plan was based on mix research approach. Alternatively, there was the application of the interviews to get qualitative information enclosed inductive approach; it means that it was emerged new data that needed to be concerned and interpreted based on a statistical analysis.

3.2.2. Research Techniques and Instruments

- **Survey**

This research applied a survey technique for collecting information from La UEmprende fifth level students. This survey was integrated by a questionnaire instrument; the researcher asked questions about how academic projects have been carried

during their stay in their English Course. These results helped the researcher to create a new methodological guide.

- **Interview**

To get deep information, the researcher used an interview with teachers. This interview specified their concerns, experiences, aims, successes and failures in doing projects as part as their mandatory disposition. Besides, during the interviews the researcher asked how teachers develop Appropriacy a sub-kill of Speaking with their students; the mentioned interview was applied to educators who were teaching to fifth level students. Based on the pandemic circumstances, the interview was carried out by virtual video conferencing.

Population Sample

The population of this research plan included students and teachers from fifth level from Language Center, La UEmprende, during academic year 2020-2021. The sample treated with the most accurate methods to get innate results. Thus, the coordinator of Language Center assigned fifth level regular courses, this was the main population to carry out this research plan.

The total number of population was 240; it means that there were 240 students in all fifth levels. It had applied a Sample Size Formula which told that the sample was 148 students with a confidence level of 95%.

3.2.3. Type of research

Likewise, Documentary and Non-documentary research will be implicit during this whole plan research.

Consequently, for documentary information; primary, secondary, tertiary sources will be gathered in the way of obtaining enough material to support this project plan.

Similarly, for non-documentary the researcher will be using informal and formal channels; formal channel because researcher to get data will keep conversations and interviews with teachers through video conference, informal channel because researcher will be using Internet data centers of information learned for other professional in this field.

In the same way, the researcher also will be using descriptive and explanatory type of research to describe and explain the results found from the applications of surveys and interviews, and the use of each methodological strategies.

3.3. Research question

- How to produce and improve the realization of tangible projects with Intermediate level learners from Language Center, UEmprende -Universidad Técnica del Norte?

3.4. Procedure

This research was documentary because the researcher needed to find information in other research studies. Similar published investigation, textbooks, dictionaries, literature, reports, articles, thesis, standards among many others; all mentioned gave enough support to theatrical framework of the current research plan.

Moreover, this research was based on non-documentary investigation because some of the sources were based on conversation or interviews with colleagues, and the essential use of internet which played a big role during the development of this present research.

This research plan used a computer or smartphone-based questionnaire to students. This type of questionnaire involved asking participants to answer the questions online. Time efficiencies, as well as accuracy are some of the major advantages of using this type of instrument. It is important to point out that structured questions were given to students, so in that way students selected a response from those given.

A structured interview was applied where teachers could be guided by patterned or guided standardized questions. The advice for this research was to use online screen interviews which were valid as the ones made face to face. It was given guidance about the technology to provide an easy access to it.

This research plan was explanatory because during the development, it attempted to clarify doubts, give reasons, and explain results obtained from the quantitative and qualitative information. It was very important also to have explanations specifically in the proposal structure, how this was built, and its methodological strategies.

This study was descriptive because this investigation was under deep analysis of each answer given by the individual members. The researcher used descriptive for the quantitative and qualitative interpretation of results. It described and compared information based on the use of academic projects; two main situations were defined the before and after the application on Tasked Based Learning to develop Appopriacy in Speaking.

According to Ronaldo (2016, p10): "The concept of deductive reasoning is often expressed visually using a funnel that narrows a general idea into a specific conclusion". This research begins with research question and all the collection that explains and support each element of this research. This deductive approach will help to figure out the end of results and confirmation or rejection of them.

According to Ronaldo (2016, p10): "Inductive reasoning uses a set of specific observations to reach an overarching conclusion". It is inductive because there will be a lot of reasoning and it will help to come up with specific observations and to draw general conclusions and recommendations. It will also help to establish new methodological strategies for the proposal enrichment.

This research plan used quantitative method to concern and discover facts after the application of a survey where the researcher could collect and measure things. Data was analyzed through numerical comparisons and statistical inferences. Data was reposted though statistical analysis. By using the qualitative method, there was the understanding of the human experiences especially from teachers' perspective. Assuming and negotiating their reality within the data collection by using the online interviews and observations of their answers.

3.5. Bioethical considerations

This research did not affect negatively to the institution where the investigation had been taking place, to the contrary it has a positive impact in people involved in this investigation. The opinion given for the participants was an important clue to develop this research; this research was very gentle with participant's feeling and points of view. This study did not have for objective to judge to what teachers from Language center, La UEmprende (EP) were doing about projects and how they were developing them with their students, the only aim was to share and contribute with some ideas or advice about improving the way of carrying projects which can have a communicative approach immersed. When getting the data collection of students and teacher, it was in an anonymous way. Thus, population could express freely about questions may be asked.

The research plan respected and followed aspects from APA 7th edition. Mainly there was no place for plagiarism, because there are references and citations from all authors' mentioned in this investigation. Also, paraphrasing and interpretation respected the main author's rights of creating that specific information.

CHAPTER IV

4. RESULTS AND DISCUSSION

4.1. Survey

A survey was applied to students; this instrument collected quantitative data, and the items were placed in the following scales: On the one hand, for some order questions a common assessment scale was used where 5 was the most significant and 1 was the least. On the other hand, an Always, Sometimes, Rarely, and Never question also help to obtain data on the PBL process (Project Based Learning). Finally, multiple choice questions collected information about Virtual tools and Speaking Appropriacy. These data were quantified thanks to Google Forms. The parameters and all the items were multipurpose.

-See appendix 8

SURVEY APPLIED TO STUDENTS FROM 5TH LEVEL, "INTESEMESTRAL COURSE" FROM THE LANGUAGE CENTRE, LA UEMPRENDE-UTN

Date: From 23-09-21 to 25-09-21. **Level:** 5th. **Course:** Between semester Sep.2021.

Students: 160

Objective: Conocer de forma directa sobre cómo se desarrolla el Aprendizaje Basado en Proyectos que promuevan "Speaking Appropriacy

QUESTIONS

1. **¿Los proyectos que usted ha realizado le han impulsado a desarrollar más la destreza comunicativa en Speaking? Marque un número del 1 al 5, siendo 1 poco significativo y 5 muy significativo.**

Graphic 2: PBL
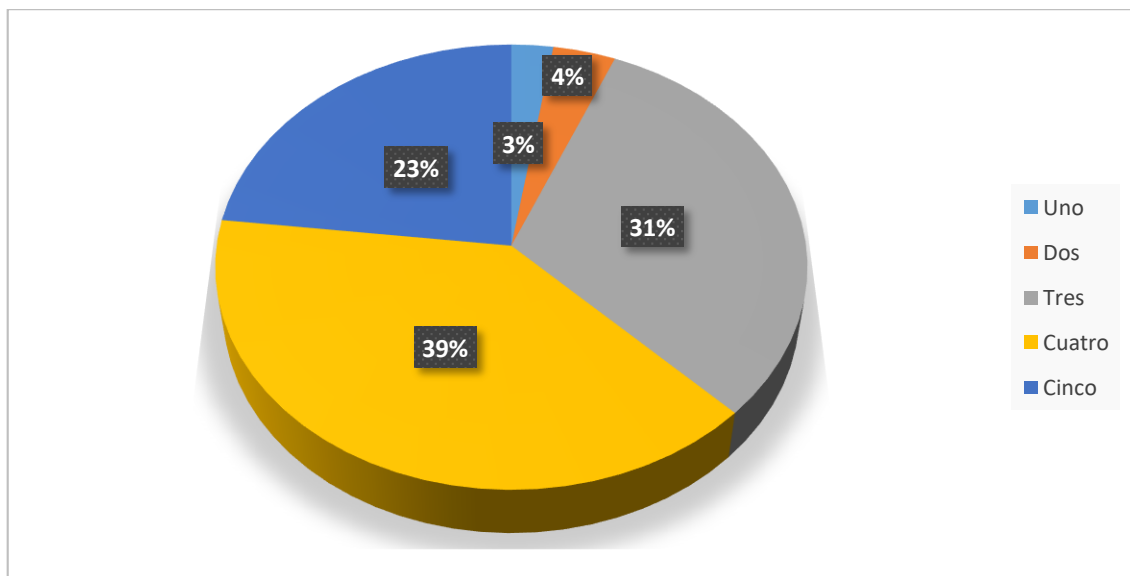
By Sonia Ramos

This graphic shows that the majority of projects have to some extend helped students to develop Speaking where the scales 4 and 3 have got the highest percentages of agreement. However, the results also show that not all the projects have helped them to communicate in English.

2. ¿Cuánto le gusta a usted desarrollar Proyectos en Inglés durante el periodo académico? Marca un número del 1 al 5, siendo 1 poco y 5 mucho.

Graphic 3: PBL
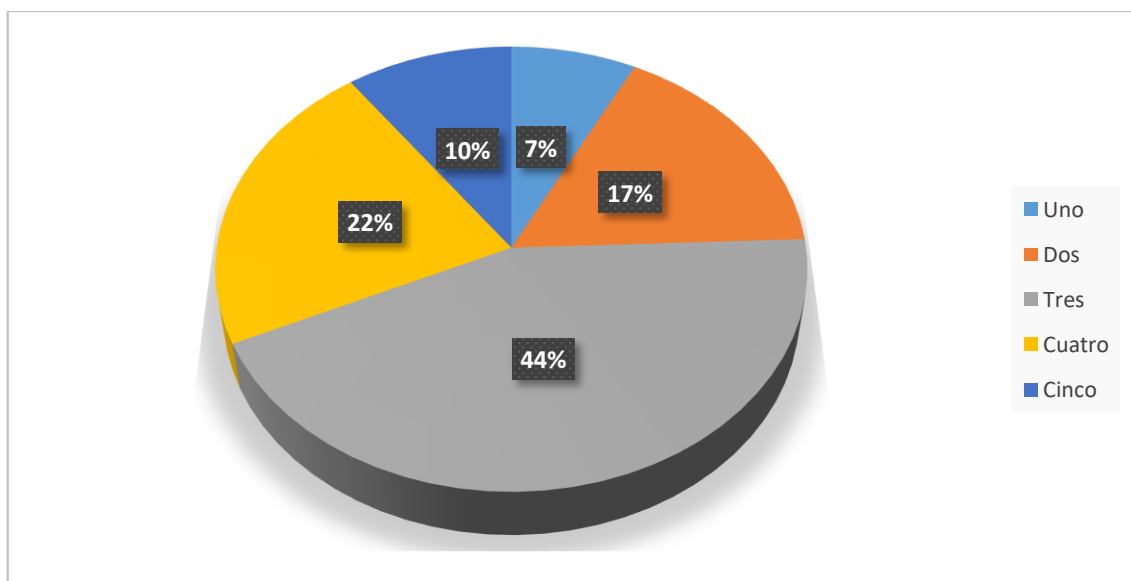
By Sonia Ramos

This graphic shows that almost half of students are in between so it means that a significant percentage like to do projects in English. Nevertheless, the other half has different percentages which vary from 4 to 5 highest range and from 2 to 1 lowest range. In summary, that important quantity of students who are in the other half need more motivation and input to do projects.

3. **¿Con qué frecuencia sigue usted un proyecto de aprendizaje partiendo por una pregunta, una discusión, investigación y un producto final?**

Graphic 4: PBL
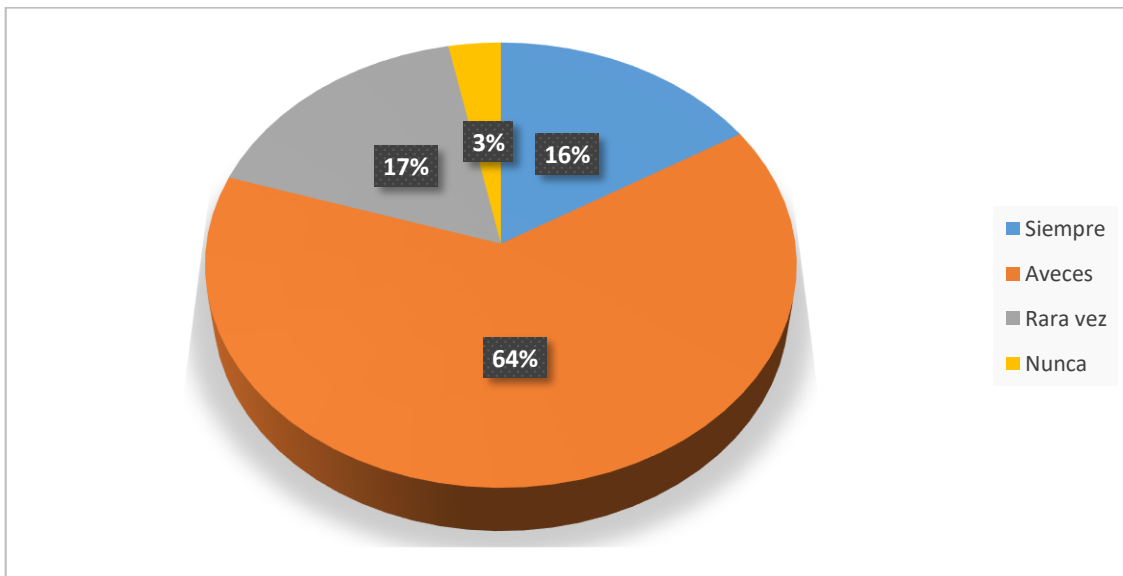
By Sonia Ramos

This graphic shows that a minor quantity of students always follow the process within the established steps for developing leaning projects. Respect to the majority of students sometimes follow the process. These results show that teachers and students should get more familiar with the steps of a project.

4. De las siguientes opciones escoja, ¿Cómo usted desarrolla un proyecto?

Graphic 5: PBL
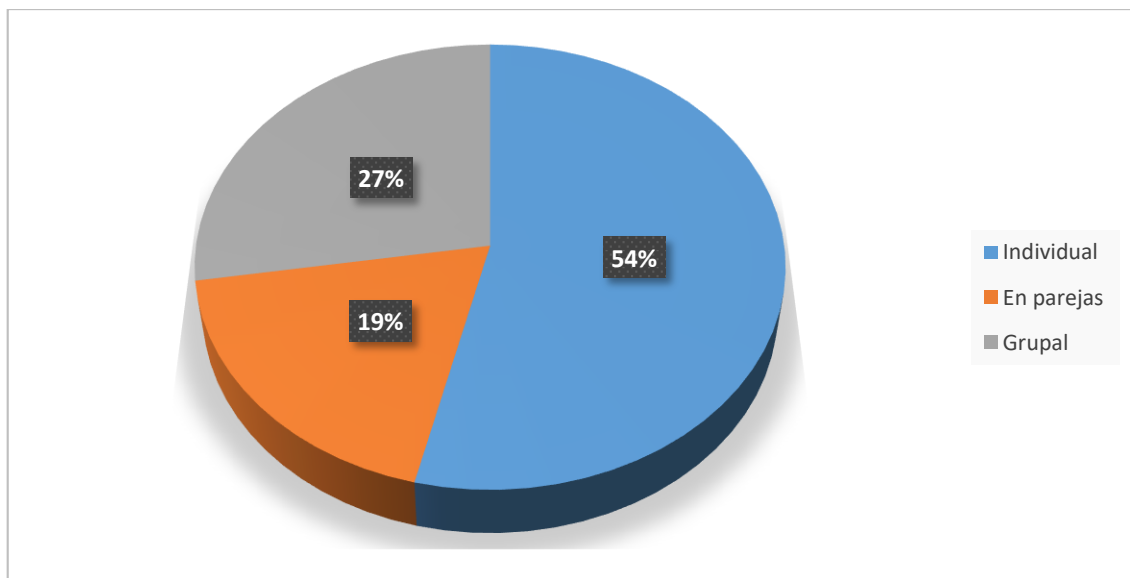
This graphic shows that a majority of students represented by the 53.5 % work individually and the other part has split answers; on one hand only the 27% of students work in teams and the other part work in pairs. Taking all this into account, the essence of projects is immersed in cooperative and collaborative learning so it suggested to rather work in teams than individually.

5. ¿De las siguientes herramientas virtuales seleccione con cuántas de ellas usted está familiarizado actualmente? Con todas, con la mayoría, con pocas, con muy pocas, con ninguna, u otra/s. *En caso de escoger la última opción, escriba el nombre de herramienta/s virtual/es en este espacio.

Graphic 6: Virtual Tools
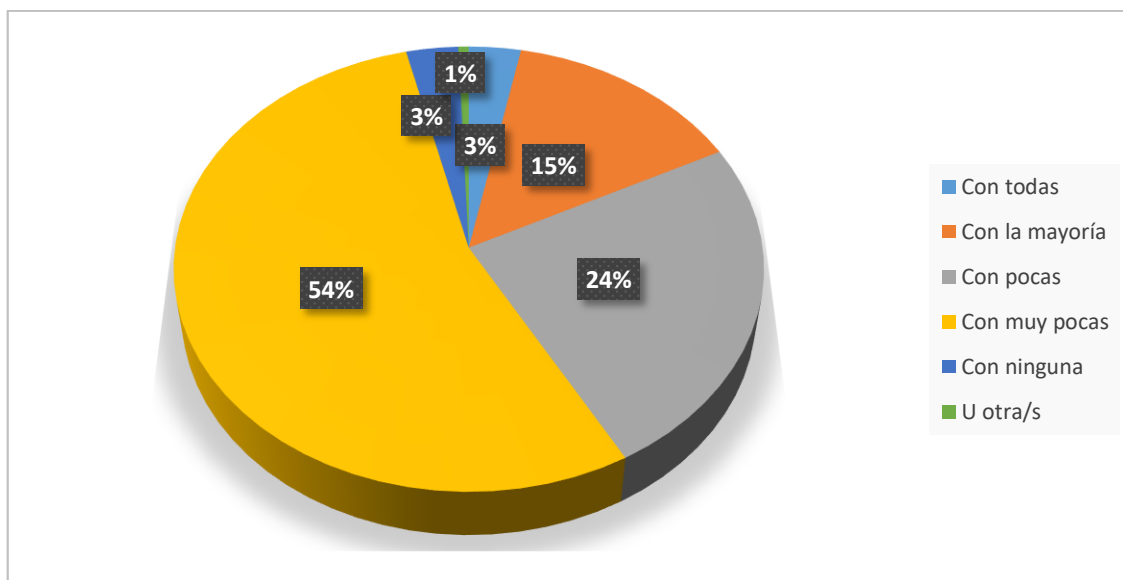
By Sonia Ramos

This graphic shows that most of students are familiar with just a few or less than few virtual tools. In contrast with a minority of students, only the 24% of them know most of the tools. Given this information, it seems to be necessary the implementation of more virtual sources in class.

6. ¿Conocía usted acerca de la subdestreza de Speaking denominada Appropriacy?

Graphic 7: Appropriacy
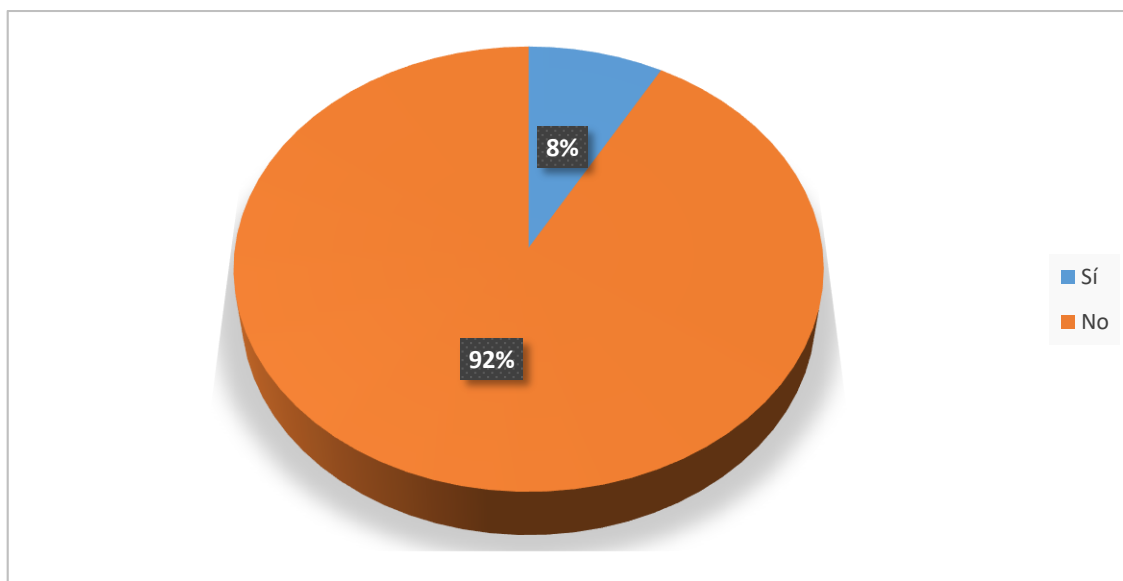
By Sonia Ramos

This graphic clearly shows that the 92% of students do not know about Appropriacy. Due to the results, this subskill of Speaking should be consider as essential as the rest of communicative subkills.

7. De los siguientes elementos de Apropriacy, ¿Cuál de ellos le gustaría usar más cuando usted realiza un proyecto?

Graphic 8: Appropriacy
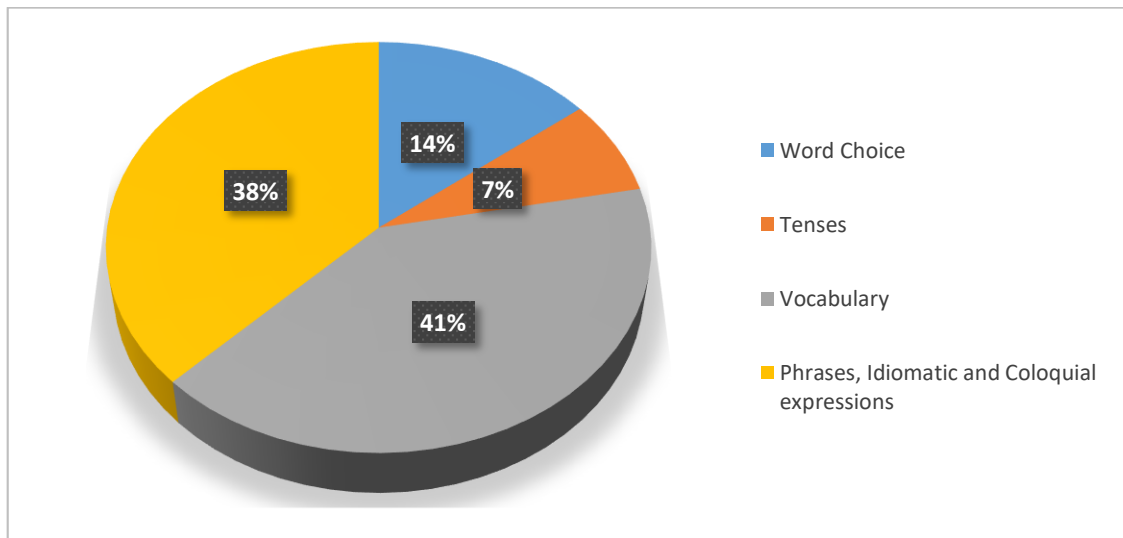
By Sonia Ramos

This graphic clearly shows that most of students would like to use more Vocabulary, Phrases, Idiomatic and colloquial expressions rather than Tenses or Word choice when they develop projects.

8. ¿Cuál piensa usted que es más importante a la hora de hablar en Inglés? Escoja una sola opción.

Graphic 9: Intonation and Pronunciation
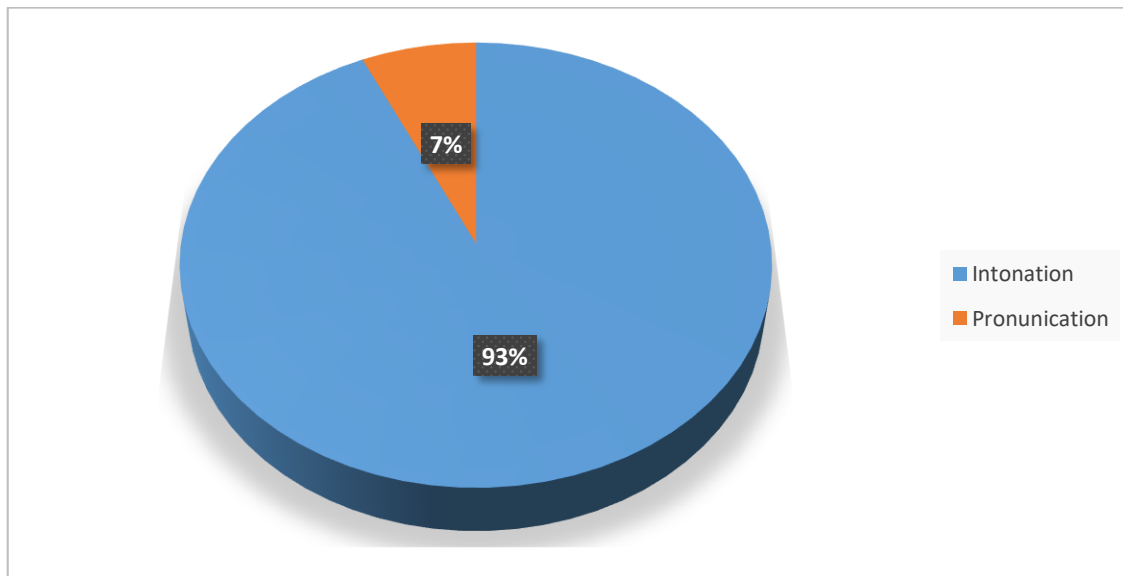
By Sonia Ramos

This graphic clearly shows that students think Pronunciation is more important than intonation at the moment of speaking in English.

4.2. Interview

First of all, an interview was applied to teachers; this instrument collected fundamental qualitative data; teachers answered to open ended questions about exactly the same topics that students answered in their surveys. Teachers joined the interviewer through a Zoom virtual meeting; the most relevant topic in their conversation had to a lot with running projects and the lack of familiarization with Appropriacy a sub-skill of Speaking.

Then, the interviewer collected the zoom videos which were listed one by one and thoroughly decoded the information into table's organization.

Finally, every single table was converted in a webs organizer which is displayed at the bottom of each table.

-See appendix 7

INTERVIEW APPLIED TO TEACHERS FROM 5TH LEVEL,

"INTESEMESTRAL COURSE" FROM THE LANGUAGE CENTRE, LA

UEMPRENDE-UTN

Date: 2021-09-24 19.10.35 **Level:** 5th. **Course:** Between semester Sep.2021.

Teacher: MSc. Paredes Gabriel

Objective: To select Methodological Strategies using Project Based Learning components for promoting Speaking Appropriacy with Intermediate Level learners, during academic year 2020-2021.

INTERVIEW Nº 1

Codification of the Interview

Table 2: Interview 1

COMMON THEMES	QUESTIONS AND ANSWERS	CODES
A project in every semester	**Do you consider that the projects you carry out have helped to develop students' communicative skills in Speaking? If so tell me in which manner.** As a teacher at UTN, we use a project in every semester, what was the purpose? Obviously, the projects are interesting and motivating; a part of being educational they promote specific learning. They decide whatever they gonna do. Eventually, it is an open project based in any units and on what they have learned and seen during the whole semester. They have to use the strategies and structures, it has to be language in use. The final product besides de Writing, they have to present in a Speaking	An open project Final Product Writing and Speaking

	manner, they have to do it verbally. They have to create it and use their imagination. Learning during the process doing the project.	
They like to work	**How do you think your students feel about when they have to do projects that you prepare or mean to do? Do you think they like to do it?** They like to work, at the beginning when it is the first time they are like not really into it, but this is the opportunity to work in groups. And some students have different skills, some of them are good with writing, others with speaking. They share the knowledge, they decide on what part they want to work on. The projects are integrative, they have the opportunity to create connections, recombining in different ways, and they have to check. It has to be collaborative where everybody takes part of it, at the end they like it! We have to revise them just to check if they are going on the right truck.	At the beginning Share At the end
To develop the project	**How often do you run a project with your students in the following order?** **First, start with a question, then a discussion, after that a deep investigation and time to develop critical thinking, and last step a final product.** They have two months to develop the project, so I don't give them a question, I ask them to look at the units they have seen to choose something they like and interesting on doing it. At the end they have to discuss because they do in groups, they have to do some investigation after that they get a topic. I ask them to do an outline; after the research, they have to do a draft. After I revise the draft, that is my	Discuss Investigation Outline A draft Feedback Final product

	feedback, I ask them to summarize in their own words, so they develop critical thinking and the last thing a final product.	
To work in groups	**Based on your experience at doing projects what do you think work best for your students: Individual work, pair work or group work? Support your answer.** Eventually to me is better to work in groups, this is good to work collaboratively. They can share with other person and we learn from our own mistakes also we learn from other people's mistakes. They can correct themselves, they can provide peer feedback assessment about working in groups.	Work collaboratively Peer feedback assessment
Moodle Platform	**What virtual tools have you used for doing projects; would you like to choose from the given list or would you like to share new ones with the interviewer?** *Padlet – Steller -Google Blogger - Google sites – Webquests – Flipgrid- Mentimeter -Genially -Canva -YouTube – Filmora* I have seen Padlet and Canva for Writing and Speaking. I work with the Moodle Platform whatever task that I have, I put over there. I don't use the rest of them. Most of the time I use Websites for grammar.	Padlet and Canva Websites
Communicative skills	**Have you heard about Project Based Learning Approach and Appropriacy a sub skill of Speaking?** To develop communicative skills, it is more important for me to learn academic skills. Since they will get a master degree, maybe	Academic skills

	go to seminars – takes notes that' why. For me Appropriacy is important for Academic Skills.	
Speaking	**What of the following Appropriacy elements would you like to use more to improve Speaking Appropriacy while your students are performing a project? Explain your response.** *Word Choice-Tenses-Vocabulary-Idioms, Phrases and Colloquial expressions* I think work choice is something they have to use, they have to be able to do it appropriately. Tenses come with grammar and vocabulary also, it depends on how familiar they are with academic vocabulary. Regarding the last one eventually this is just used for natives, I think it very important but for students it becomes a little bit more difficult. Most of the <mark>Speaking</mark> is done in this target language they use a lot of idioms and phrases. For me it is important word choice but still in Cambridge they give 5000 idiomatic phrases to use, I think this gives a better understanding on what people may say because students are accustomed to translate but if we do this, they can't do that.	Word Choice Idiomatic phrases
Fluency	**What is more important for you to teach to your students: intonation or pronunciation? Explain your response.** I guess it takes practice to me, they have to develop fluency first so when they develop	Intonation is more important than pronunciation.

	fluency, they don't have to care about pronunciation. Because when they start trying to say the right word and the proper pronunciation they stop their fluency. So, I think this comes by the hand, but intonation is something different because most of students it's like when you go to karaoke and maybe you have seen someone singing and just instead of singing they just read. It is hard for me to understand maybe they are having a question, they don't show emotion so I think intonation is very important it is like showing your genuine interest about certain topics. For me intonation is more important than pronunciation.	
A guide	**Would you like to have access to a methodological guide to boost Speaking Appropriacy by developing projects? What could be something you really need as teacher for planning, developing or grading projects?** A guide, something that guides me step by step according to what is my goal, my purpose of teaching speaking in this case Appropriacy Something that will give me to evaluate the students, or to assess during the learning process, it would be nice to have. Or planning, we need more tools since the pandemic we are online, so we need more approaches, something innovative to do something different and better.	To evaluate the students To assess during the learning process

Concept Web 1. Interview Nº 1 PBL and Appropriacy
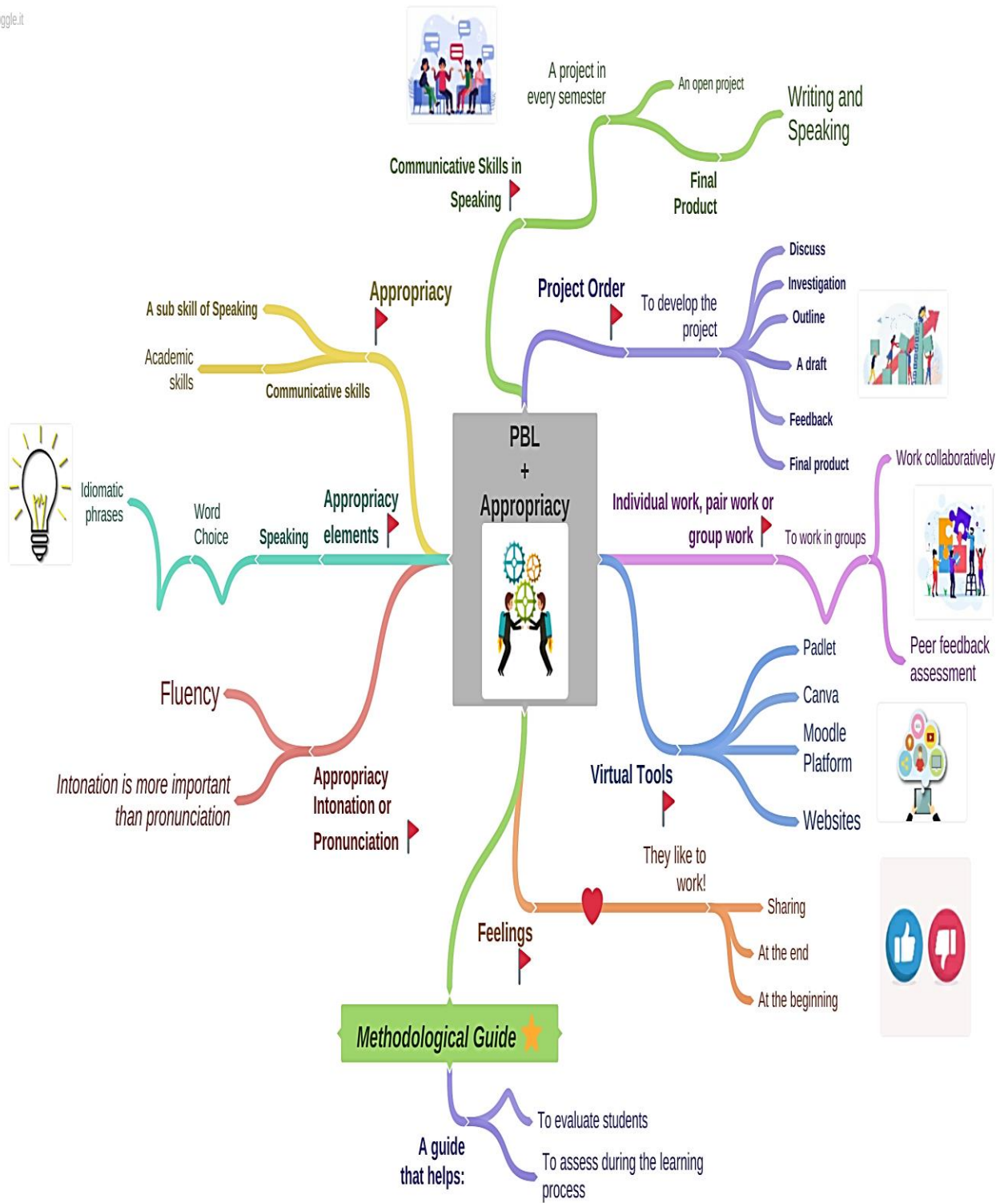
Concept Web Shareable link: http://tiny.cc/f8xnuz

Source: Interview - Questions and Answers

Developed by: Sonia Ramos

Date: 2021-09-24 20.18.54   **Level:** 5ᵗʰ.   **Course:** Between semester Sep.2021.

Teacher: MSc. Anita Rosero

Codification of the Interview

Table 3: Interview 2

COMMON THEMES	QUESTIONS AND ANSWERS	CODES
Communication	**Do you consider that the projects you carry out have helped to develop students' communicative skills in Speaking? If so tell me in which manner.** Of course all projects have to do with communication, with the evidence we ask them at the end presenting something talking about a topic. So of course it is helping to develop the communicative skills. Because they need to practice and practice is going to make the perfect language, this is another tool we have in class to push them to speak, to communicate the language.	The evidence To practice
A project	**How do you think your students feel about when they have to do projects that you prepare or mean to do? Do you think they like to do it?** There is always a project, there are good students that like to work so I think they enjoy while doing it. But those who have problems at Speaking are too shy, it must be hard time not to get work but it's hard for them to do it so they don't do it the way we ask. They are using kind of sources like translator. The project is	English is not the only subject Time

	something we need to evaluate so for some of them it can be good but for those students who don't like the language it is just something they are going to stress them a lot. We should consider <u>English is not the only subject</u> they're taking, there is something else it will consume their <u>time</u>.	
Investigation	**How often do you run a project with your students in the following order?** **First, start with a question, then a discussion, after that a deep investigation and time to develop critical thinking, and last step a final product.** When you say start with a question, they know they have to work on a project. I ask: What would you like to do? But the questions have to do with <mark>investigation</mark> but at the end I am the one who decide what project they are going to do. So I would say that they don't have the <u>discussion </u>part because they follow my instructions. What they do is the first one the deep investigation or at least that is what I want them to do in order to present something. <u>Critical thinking</u> I always ask them to be creative, investigate, try to do something else, show that extra part. Of course the last step is when they present their <u>final product</u> which is the project.	Discussion Critical thinking Final product
Choose	**Based on your experience at doing projects what do you think work best**	Individually, groups or in pairs

	for your students: Individual work, pair work or group work? Support your answer. Every time I have asked them to <mark>choose</mark> this when I say it is up to you working <u>individually, groups or in pairs</u>; they always ask to work individually. I have propose many times because of us to it is easy for us too, you know because of our time but at the end so if you want to <u>work individually </u>so just do it, and I have had this experience.	Ss work individually
Familiar with	**What virtual tools have you used for doing projects; would you like to choose from the given list or would you like to share new ones with the interviewer?** *Padlet - Steller - Google Blogger - Google sites - Web quests - Flipgrid-Mentimeter -Genially - Canva - YouTube - Filmora* I have used Padlet for writing and I am not <mark>familiar with</mark> Steller or Google Blogger, I think it is because of the time I haven't use it. <u>Google sites</u> of course, Web quests not, <u>Flipgrid</u> yes for audios and <u>Mentimeter</u> yes, I used it as a warm up especially. Genially I have seen some of my students use but personally I haven't. Cava no, <u>YouTube</u> I use it a lot and I ask my students to use, too because it is quicker, faster to watch their videos.	Google sites Flipgrid Mentimeter YouTube Quizizz, Vocaroo, worksheets

	Filmora no. One more I use here you know <u>Quizizz, Vocaroo, worksheets</u>.	
Heard	**Have you heard about Project Based Learning Approach and Appropriacy a sub skill of Speaking?** The second one no, I haven't <mark>heard</mark>, but okay the first one <u>Project Based Learning we have heard</u>, We've using that, actually that is why we have proposed to work in projects. <u>Appropriacy I try to guess</u>, right? We take students to a point where they feel confident about the language.	Project Based Learning we have heard Appropriacy I try to guess
Demanding	**What of the following Appropriacy elements would you like to use more to improve Speaking Appropriacy while your students are performing a project? Explain your response.** *Word Choice-Tenses-Vocabulary-Idioms, Phrases and Colloquial expressions* I think all of them, but I wouldn't be so <mark>demanding</mark> with <u>colloquial expressions,</u> I think because I would be just satisfied if they make good decisions when they choose the words they use of what they present. What they say is clear because they also are using the correct tenses, vocabulary depending on what they are presenting, but I don't know about <u>idioms, phrases and colloquial expressions</u> I am not sure because this is an individual work. I ask them to	Colloquial expressions Idioms, phrases and colloquial expressions

	investigate, they show us what they have learned so this what they can do on their own. Because Idioms, Phrases and Colloquial expressions can be something that experts or a teacher should be the one who can help students using this. Otherwise, maybe he uses it but he doesn't know exactly he is not sure about using them so he won't feel confident enough.	
Try to teach	**What is more important for you to teach to your students: intonation or pronunciation? Explain your response.** Intonation, I think is not something that we have to <mark>try to teach</mark>, it is something we all realized. It depends on how familiar we are with audios from native speakers; for example, in my case I am a person who is still working on that. So I don't feel I am the one who can teach it, it is something we just learn with the time. Pronunciation yes, it is not the best one but we try to do our best and yes we should help our students to have at least a pronunciation that everybody can understand others.	Intonation Pronunciation
A guide	**Would you like to have access to a methodological guide to boost Speaking Appropriacy by developing projects? What could be something you really need as teacher for**	Different teachers To follow the real steps All teacher understand

planning, developing or grading projects?

Yes, of course. I would like to have a guide. Yes, our students are working with different teachers and I think every time they have a teacher they have a different experience because every teacher has his objectives and they are not common among us. An example; I don't care very much on the Reading process, they want to present reading I don't care. I just want them to investigate, practice and I want to see what the product is. Because most of the time it is copy and paste so I am not interested on that. I would like yes a document to follow the real steps, I need to explain my students so that I make sure I am doing the correct thing with them and all we do the same all right. That could be great that all teacher understand what they have to do when asking them to do a project.

Concept Web 1. Interview Nº 2 PBL and Appropriacy
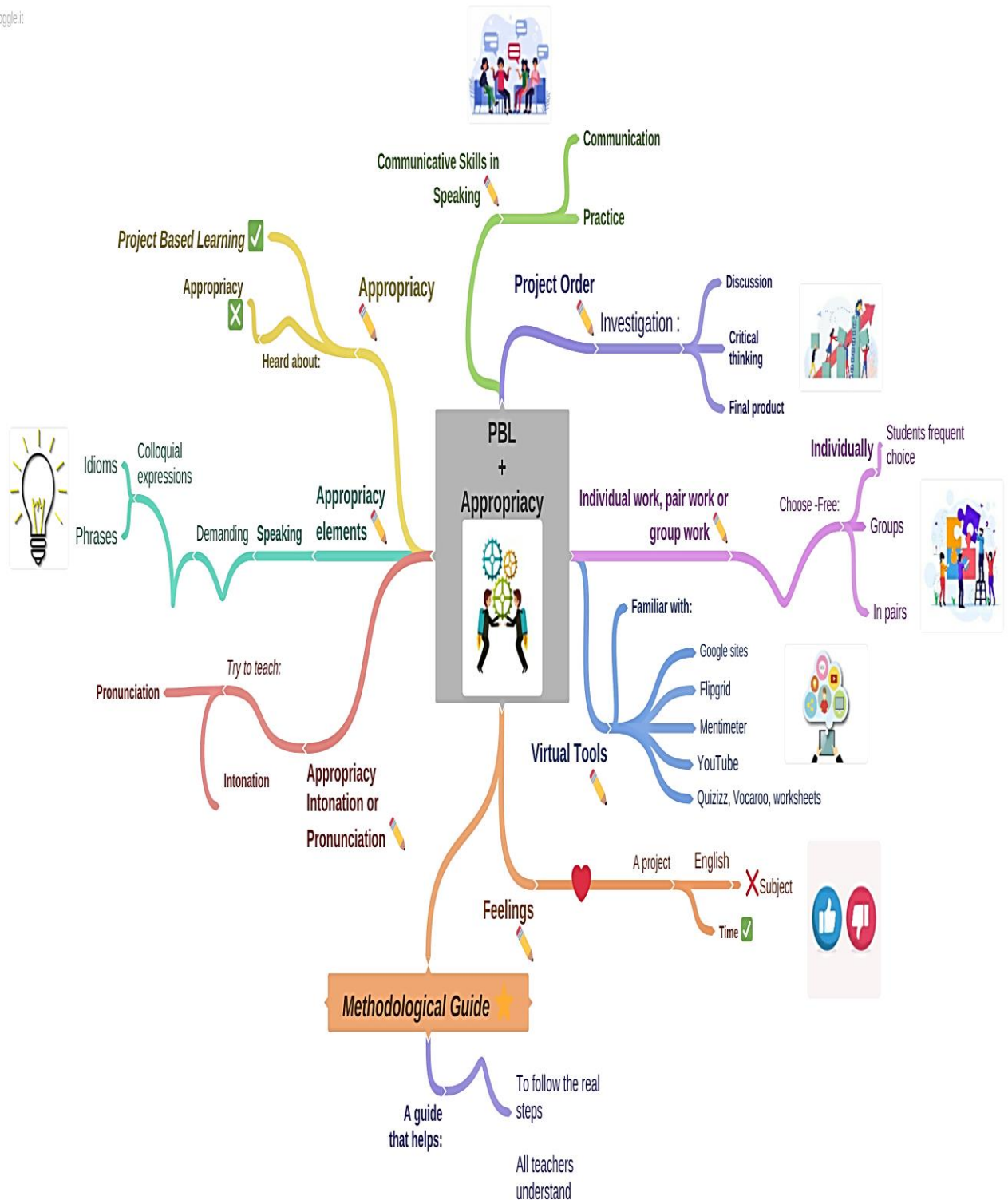
INTERVIEW Nº 3

Date: 2021-09-26 11.59.07   **Level:** 5th.   **Course:** Between semester Sep.2021.

Teacher: MSc. María Augusta Rosero

Codification of the Interview

Table 4: Interview 3

COMMON THEMES	QUESTIONS AND ANSWERS	CODES
The projects	**Do you consider that the projects you carry out have helped to develop students' communicative skills in Speaking? If so tell me in which manner.** Regarding this question, I can say kind of, to be honest not all students really develop the projects as they have to. I mean, there are some students who just copy and paste what they find on the internet. For example, in that they don't do any afford. But on the other hand, I don't know maybe a few students who really do the best and they actually investigate, they get different expressions, pictures, and information. The 90% is very nice and well done as well. It really helps regarding to communicative skills because they gain a lot of vocabulary, obviously they have to practice before presenting a project. I guess they have to train themselves	Communicative skills Vocabulary

	by using maybe Google translator which is an option to practice pronunciation.	
Like	**How do you think your students feel about when they have to do projects that you prepare or mean to do? Do you think they like to do it?** Well, I am not sure about it. There are some guys who really <mark>like</mark> it doing a project no matter what the topic is. There are some others who are just looking at their faces, their expressions, gestures, you know, this is kind of easy to understand they don't really like but I guess as time goes by they get in touch with actually the information, all the activities they have to do so at the end I think they like to do. They feel happy by doing this.	At the end Happy
Propose	**How often do you run a project with your students in the following order?** **First, start with a question, then a discussion, after that a deep investigation and time to develop critical thinking, and last step a final product.**	Three topics To investigate or search information Share information

	Well, actually not all of these steps, but for example, I <mark>propose</mark> like three topics for students to choose. Then, they have to choose actually one of them and then they have to first of all to investigate or search information on the internet regarding the topic itself. And then, regarding the structure and vocabulary because there must be something specific for them to work on. And then, they have to, you know, share information they get for their projects that are most of the time in groups. And after sharing, they actually help each other that is the idea of having something in groups. And all of them have the chance to share that information but not actually what they get at the beginning, something more elaborated. And then, they send this to me in this case and I helped them with some feedback, some ideas or something maybe it is not correct to do or something that is going to take a lot of time to do so, I actually helped them in that way. And then, they have just to practice and to present the projects the best as they can.	Helped them with some feedback Present the projects

Point of view	**Based on your experience at doing projects what do you think work best for your students: Individual work, pair work or group work? Support your answer.** In my ==point of view== it is better to ask students <u>to work in groups maybe in pairs not individually</u> so you know doing something alone is harder than the support of someone else. So, from my experience to be honest I don't do lots of projects in my classes because of the time, we don't have enough but yeah it is tremendously necessary for students to cooperate among them.	To work in groups maybe in pairs not individually
Technology	**What virtual tools have you used for doing projects; would you like to choose from the given list or would you like to share new ones with the interviewer?** *Padlet - Steller - Google Blogger - Google sites - Web quests - Flipgrid- Mentimeter -Genially - Canva -YouTube - Filmora* Well, regarding ==technology== I actually don't master a lot. I consider <u>Padlet</u> could be one, this is just for writing. And the other one that I know a little bit is <u>Flipgrid</u> where actually students can record videos. Then, <u>Mentimeter</u> is more	Padlet Flipgrid Mentimeter Genially YouTube

	like questions and answers something like that, I think. Genially is another one that I know and that is kind of similar to Flipgrid. But talking about what my students have done, I have asked them to choose the best application or maybe platform they feel more comfortable with in order to record a video where the presentation they send me the link. I don't know much about Google sites, I haven't used them. YouTube is a very common one, students record themselves and they send the link in time.	
Speaking skill	**Have you heard about Project Based Learning Approach and Appropriacy a sub skill of Speaking?** Well, yeah. I know something about Project Based Learning, this is a kind of method that teachers use in order to help students. It could be like to develop the <mark>Speaking skill</mark> which is the productive one. I think, when learning a language or to write or understand what it is, but to communicate. So there are projects which come to your mind in that moment and you ask students to do, but this is something more elaborated maybe regarding to a	Project Based Learning- this is a kind of method Appropriacy - coherence

	unit, maybe to a specific topic where students get a lot of benefits because they put more they have learnt into practice. And <u>Appropriacy</u> it has to do with <u>coherence</u> when being, I mean when they use something that make sense, something by using the language as best as possible.	
The kind of project **Kind of conversation**	**What of the following Appropriacy elements would you like to use more to improve Speaking Appropriacy while your students are performing a project? Explain your response.** *Word Choice-Tenses-Vocabulary-Idioms, Phrases and Colloquial expressions* Well, actually it depends on <mark>the kind of project</mark> I am asking my students to do; if this is <mark>a kind of conversation</mark> or something like less formal or something that they can <u>use Idioms or phrases.</u> But I guess <u>tenses, vocabulary and word choice,</u> they must be, they are <u>compulsory</u>, they really need to be present in any project.	Use Idioms or phrases Tenses, vocabulary and word choice Compulsory
Necessary	**What is more important for you to teach to your students: intonation or pronunciation? Explain your response.**	Pronunciation cannot be isolated from intonation

	In my view, the both of them because <u>pronunciation cannot be isolated from intonation</u> and vice versa so the both of them are <mark>necessary</mark>. You have to pronounce correctly otherwise it can be misunderstood. The both of them are important to teach.	
A guide	**Would you like to have access to a methodological guide to boost Speaking Appropriacy by developing projects? What could be something you really need as teacher for planning, developing or grading projects?** Yes, actually I guess <mark>a guide</mark> is really necessary for us as teachers since as you said before sometimes we feel a bit lost. We really would like to do a lot of things and all of them nice, interesting, creative, you know that. You are like <u>limited</u> because you do not know if this is fine or not. A guide to boost Speaking Appropriacy and how to develop a project is necessary actually <u>for planning, developing and the last step for grading</u>. Actually regarding to the topic, because you cannot assess the same. <u>The rubric</u> and the guide would help.	Teachers feel limited For planning, developing and the last step for grading The rubric

Concept Web 1. Interview Nº 3 PBL and Appropriacy

The projects

Communicative skills

Communicative Skills in Speaking 🏁

Vocabulary

Project Order 🏁

Teacher proposal:

Three topics

Investigation

Share information

Feedback

Present the projects

A method

Project Based Learning

Appropriacy

Coherence

Speaking skill

Appropriacy

PBL + Appropriacy

Work in groups ✅

Maybe in pairs ✅

Individual work, pair work or group work 🏁

Teacher's point of view:

Not individually ❎

The kind of project students choose

Appropriacy elements 🏁

Use Idioms or phrases

Compulsory

Tenses, vocabulary and word choice

It's kind of conversation

Technology:

Padlet

FlipGrid

Mentimeter

Genially

YouTube

Virtual Tools 🏁

Pronunciation **cannot be isolated** from intonation

Necessary

Appropriacy Intonation or Pronunciation 🏁

They like to work!

At the end

Students feel happy

Feelings 🏁

Methodological Guide ⭐

A guide that helps:

To not feel teachers limited

For planning

For developing

For grading

The rubric 🔓

Date: 2021-09-30 20.23.15 **Level:** 5th. **Course:** Between semester Sep.2021.

Teacher: MSc. Alejandra Almeida

Codification of the Interview

Table 5: Interview 4

COMMON THEMES	QUESTIONS AND ANSWERS	CODES
The project	**Do you consider that the projects you carry out have helped to develop students' communicative skills in Speaking? If so tell me in which manner.** Definitely the project can help a lot, this is the main objective or outcome for every single teacher. I think see the students talking in English and at the end of the class; maybe at the end of any period it could be a semester or maybe at the end of the unit. This is the main purpose or the main objective, and personally I think this project is going to help a lot.	Main objective or outcome The students talking in English
In every single semester, in every single period	**How do you think your students feel about when they have to do projects that you prepare or mean to do? Do you think they like to do it?** Okay you know that when we think about a project, we think something that demands research, time to do it and must of the time students don't	Demands research Time Students don't like it

	like it. I have to be sincere with you, they don't like at all because they are pretty busy on their own careers and if they have to be both sometimes in another and in this case English, I think they don't like much. So, that is my appreciation about it because you know as a teacher we every single semester we have to work in a specific project depends the level. So, yeah I can see that <mark>in every single semester, in every single period</mark> they don't like much. They consider because obviously there is a brake they get but they don't like too much.	
Some steps	**How often do you run a project with your students in the following order?** **First, start with a question, then a discussion, after that a deep investigation and time to develop critical thinking, and last step a final product.** Okay. I think us in some ways we follow <mark>some steps</mark>; one of these steps is we start with a question and my first questions is: Do you like Writing about anything? And most of them say yeah, maybe it depends on the topic. Then, we think about we are going to start a project, maybe they want to do something	Free Writing Depends on the level

	about. It <u>depends on the level</u>, if they are first or second level, okay, let's get started which topic you would like to talk or something like that. Then, I say that they start thinking about this topic and they look for some information. I think, they look for some resources about this topic. Those I think are the steps and obviously when they are in the writing classes. They already know it is not an easy thing because when we are working in these projects. We are thinking about that the Writing process, it demands some steps to follow and yeah in this case I would work on it and some steps.	
A choice	**Based on your experience at doing projects what do you think work best for your students: Individual work, pair work or group work? Support your answer.** It depends, if you give them <mark>a choice</mark> to work in individual way and they are kind of students that want to do himself or herself, that gonna be perfect. Ther's sometimes you ask them and they say yes, we would like to work in <u>groups of three</u>. It depends that's why and you have to give them a choice maybe this is the best thing because we say you have to start this project and you have to	Sometimes groups of three Individual way most of time

	work in individual way. Maybe sometimes that could be not so good for them because we have to give the opportunity. <u>Most of the time they work in individual way.</u>	
Virtual tool	**What virtual tools have you used for doing projects; would you like to choose from the given list or would you like to share new ones with the interviewer?** *Padlet - Steller - Google Blogger - Google sites - Web quests - Flipgrid- Mentimeter -Genially - Canva -YouTube - Filmora* If I have to tell you, I think that some teachers can recommend the specific tools, most of the time we tell the students it depends on them which <mark>virtual tool</mark> they can use. I have used <u>Padlet, Canva, YouTube</u> and maybe more about these virtual tools. Most of the time you could suggest to them, but actually at the end they decide and I think they are really good because when they present their projects, <u>they are so creative</u> and most of the time they carry something beautiful and very interesting projects.	Padlet, Canva, YouTube They are so creative
Appropriacy	**Have you heard about Project Based Learning Approach and Appropriacy a sub skill of Speaking?** I have heard some <u>terminology</u>, I don't know, I am confused about	Terminology I need to research

	==Appropriacy==, I haven't heard, I need more information to think more about this topic. <u>I need to research</u> more about it.	
Teaching	**What of the following Appropriacy elements would you like to use more to improve Speaking Appropriacy while your students are performing a project? Explain your response.** *Word Choice-Tenses-Vocabulary-Idioms, Phrases and Colloquial expressions* I think all of them are important if we want to achieve our ==teaching==. But, if I have to choose one, I think could be <u>the vocabulary</u>. Even though when they don't say the whole sentence if they say like a one word they already know or maybe you get something they try to say. So most of the time, in this fifth level, we were <u>writing</u> about learning a language in 22 hours; when we research this topic, they say that "teacher we are using an app and I improve a lot". One of the students say "yes teacher I am using <u>an app</u>". I am not sure in this moment, I can't remember what the name of the app was but they say "I have learnt a lot using this app, and the vocabulary".	The vocabulary Writing An app

Teachers focus	**What is more important for you to teach to your students: intonation or pronunciation? Explain your response.** You know okay both are important, I don't say this is less important than the others. But most of the time we are working in the pronunciation because sometimes some words that seem to be like similar but the pronunciation has a big difference and sometimes we tell the students hey guys be careful with this pronunciation. If you are familiar in an incorrect way, it is going to be misunderstood, that's why most of the time <mark>teachers focus</mark> in the pronunciation. It is really important in this case in English we know that one word it could be another word that can be pronounced like in a bad or incorrect way. You know that, sometimes when we don't have the correct intonation, we don't know if you are asking or you are saying something.	Pronunciation Correct Intonation
Help	**Would you like to have access to a methodological guide to boost Speaking Appropriacy by developing projects? What could be something you really need as**	Rubric is too general Guide and a rubric

teacher for planning, developing or grading projects? I think, I would like to have a methodological guide. I think this is important to have a guide or anything that can <mark>help</mark> us to be a good teacher. Try to do our best to get some information in order to improve or give the best to our students. That is why most of the time I always like to assist to workshops or something like that in order to get more information about new tools or skills. There is something that we don't take into account maybe the rubric we are using is too general, maybe that doesn't cover certain details about Speaking activity or the project. I would like to have a guide with steps to give a correct or a good way to students. I would like to have a guide and a rubric.	

Concept Web 1. Interview Nº 4 PBL and Appropriacy

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The project

Main objective or outcome !

Students talking in English 👥

Communicative Skills in Speaking ✏️

Terminology ?

Need to be researched !

Appropriacy ✏️

Project Order ✏️

Some steps:

Free Writing

Depends on the level

PBL + Appropriacy

Individual work, pair work or group work ✏️

Groups of three → *Sometimes*

Free choice

Individual way → *Most of time*

Teaching

Appropriacy elements ✏️

Vocabulary

An App → through

Writing

Technology:

Students are **so creative**!

Virtual Tool ✏️

Padlet

Canva

YouTube

Appropriacy Intonation or Pronunciation ✏️

Feelings ✏️

Every Semester

Every period of classes

Teachers focus

more · Intonation

Pronunciation

Methodological Guide ⭐

Students don't like it!

Demands research

NO time

Teachers need:

Now rubric is too general

Guide and Rubric

Date: 2021-10-01 10.05.59   **Level:** 5th.   **Course:** Between semester Sep.2021.

Teacher: MSc. Wladimir Sotelo

Codification of the Interview

Table 6: Interview 5

COMMON THEMES	QUESTIONS AND ANSWERS	CODES
Productive Skill	**Do you consider that the projects you carry out have helped to develop students' communicative skills in Speaking? If so tell me in which manner.** If I consider the projects that I have carried out on, yeah okay definitely I consider that the project that we already developed on the previous semesters help students to communicate each other and in develop ==productive skill== in specific. Yes, and I which manner so they are pushed in some ways to speak, you know. They are involved in <u>some environments</u> that are part of daily or their routine, it is not able to create that environment in English, real. We can push them to talk, to organize their ideas, to write in some cases. They sometimes use <u>Writing skills</u> to prepare some notes or make some notes previously the final project in specific and Speaking yeah. I mean, push in a positive way so they can	Some environments Writing skills Speaking production

	speak freely and definitely is a good way to promote the <u>Speaking production</u> with them.	
Systems or Vocabulary	**How do you think your students feel about when they have to do projects that you prepare or mean to do? Do you think they like to do it?** Definitely no, the first time when they listen that we have projects say OMG, to much work to do again, yeah teacher. At the beginning they don't have a good view of the project, but later when they are working during the process they check that the <mark>systems or vocabulary</mark> that they are using are useful with the projects. Then, it's curious because at the end the project is almost finished, they have a good idea of the project. Then, when they have to perform the project they say "I like it and I really love it", "I didn't have any idea, it could be fun", but at the end definitely they enjoy the process of the project and in some cases, you know most of the students recognize all the hard work that the project involves. They love at the end, but at <u>the beginning</u> they say no, it is too much work to do, but at <u>the end</u> they have a good idea of the project.	The beginning The end

Writing or Speaking	**How often do you run a project with your students in the following order?**	General objective
		Order
	First, start with a question, then a discussion, after that a deep investigation and time to develop critical thinking, and last step a final product.	
	I consider that it depends of the level because each level has a different objective settled for you know the main objective or the aim of the project, it is different for each level. I mean, as an objective of the topic because the idea is to develop <mark>Writing or Speaking</mark> the <u>general objective</u> for all levels and all the projects at the end. That is really common or often to follow a similar process. To start with a question umm yeah probably they have to ask why or what could be the topic. I mean, for example in a random level they have to I don't know to speak about a classical or typical issue in the world, I don't know in fifth level or forth level and they start asking by himself or themselves why is the reason what I have to do that. Because at the end they apply some of their own tools, they integrate their critical thinking for a topic or could be something very simple just talking	

	about the place they live or their neighborhood or any meal. They involved or include their own thoughts. Sometimes in some other levels they start analyzing why but yeah we usually start like you describe in this <u>order</u>.	
Work	**Based on your experience at doing projects what do you think work best for your students: Individual work, pair work or group work? Support your answer.** Based on my experience before the pandemic brake, in some cases works better to <mark>work</mark> <u>in groups</u> for me. It also depends on <u>the level</u>, but now currently we know that situation we hope finish; the <u>last smesters</u> we were <u>working individually</u>. We could work in groups, but some or according the levels I have the previous semesters; yeah, we were working in individual projects. But based on my experience, I consider that group projects work fine, but it is better invividually. Currently works individidually because I saw some students that were not too much interested on the topic and at the end they say something like "my classmate developed something", "I am less interested on the project as I know that my classmates we all	In groups The level Last smesters - Working individually

	develop the rest of the project". May sometimes they say "yes don't worry just you are going to talk about it", but when they are individually they say I have to do all the work by myself and I have to speak and I have to develop everything is more insteresting into the project. Okay. It doesn't mean that working in groups probably they are not interested, yes they are but in some cases is quiet difficult to control inside the group or some students say "hey my classmate is not doing the work that we wanted and teacher what would we do?". At the end individual work has best results for me because they have to do an extra effort to develop their work and it is his own responsibility.	

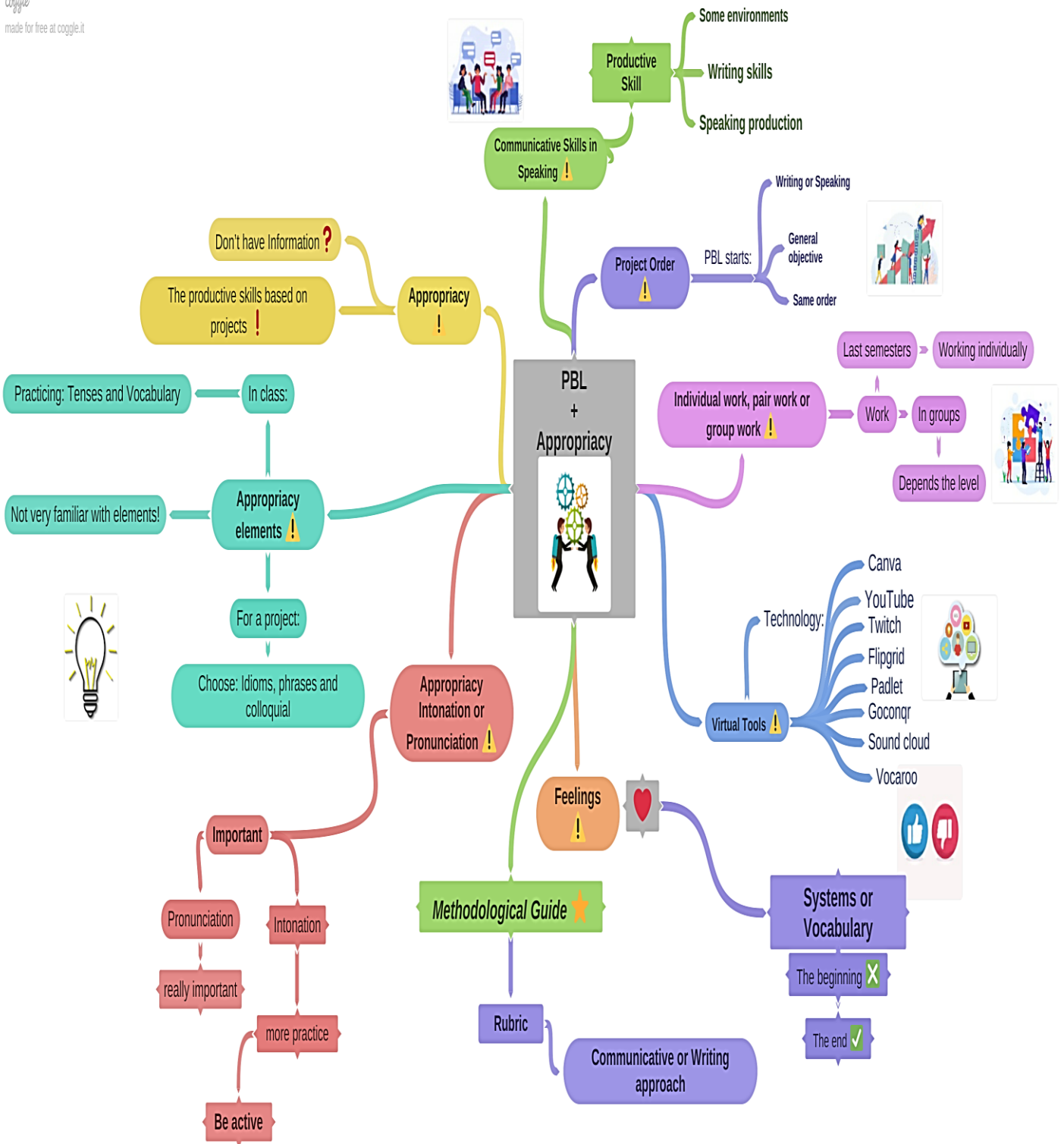| Virtual tools	What virtual tools have you used for doing projects; would you like to choose from the given list or would you like to share new ones with the interviewer? *Padlet - Steller - Google Blogger - Google sites - Web quests - Flipgrid- Mentimeter -Genially - Canva - YouTube – Filmora* According to the list, yes the classical ones, the students are really creative and really good to develop the projects. Some are more skillful in some ==virtual tools==. In my case, I use Canva, YouTube, I was trying recently this platform called Twitch to have a connection with students from fifth levels and in which we organize some live sessions and in which we can leave comments. But for projects in specific YouTube because at the end they can upload the videos on YouTube or Flipgrid. Padlet definitely and in some cases they also use Goconqr which they can create mind maps. Sound cloud is also another alternative, that website is really useful to record any audio, and Vocaroo as well.	Canva YouTube Twitch Flipgrid Padlet Goconqr Sound cloud Vocaroo

Don't have Information	**Have you heard about Project Based Learning Approach and Appropriacy a sub skill of Speaking?** Umm honestly, I ==don't have== too much ==information== about that. It is definitely a good alternative to promote in our students <u>the productive skills based on projects</u>. Honestly, I don't know much about how to plan on deep in classroom, I know I've read something about that but…	The productive skills based on projects
Not very familiar with	**What of the following Appropriacy elements would you like to use more to improve Speaking Appropriacy while your students are performing a project? Explain your response.** *Word Choice-Tenses-Vocabulary-Idioms, Phrases and Colloquial expressions* That's a good question, because you know, sometimes we are ==not very familiar with== Appropriacy and elements. And, according the project, I would interested you on idioms, phrases and colloquial expressions better than vocabulary and tenses. At the end they are <u>practicing</u>, they are learning all the time they are in classes' <u>tenses and vocabulary</u>. And, we don't have extra time for working idioms, phrases or the classic expressions. At the end, in the	Appropriacy and elements Practicing: Tenses and Vocabulary Choose: Idioms, phrases and colloquial expressions to perform a project

	real interactions with the language, we use a lot of idioms or phrases and that is the problem because when they listen something different they say "hey". They are not familiar with that, I consider the elements I could <u>choose to develop to performing a project</u> it could be <u>idioms, phrases and colloquial expressions.</u>	
Important	**What is more important for you to teach to your students: intonation or pronunciation? Explain your response.** Well, both are <mark>important</mark>, but definitely I usually work in <u>pronunciation</u>. <u>Intonation</u> also is important to carry out our ideas better when we have to give a message or express something. But about pronunciation, it is something I consider is really, really important because when you pronounce some words, when you practice them in a correct form or according the level, or according the group, intonation could be part of language when you are practicing. Because the intonation sometimes is common in pronunciation, but it depends on <u>practicing</u> so the intonation could be better. Pronunciation and intonation could be part when we are talking. Intonation is a process, still we have to <u>be active</u> with language and while	Pronunciation really important Intonation - Practicing Be Active

	we are practicing and practicing and our intonations is getting better. It depends also on the accent of the country, for example, the British, Ireland.	
Rubric	**Would you like to have access to a methodological guide to boost Speaking Appropriacy by developing projects? What could be something you really need as teacher for planning, developing or grading projects?** Probably, let me think, why not. We need a rubric so if the project is based on <u>communicative or writing approach</u>, it depends on the project. It could be about <mark>rubric</mark> if we are talking in terms of Speaking production, could be a rubric that we can use for the best score for them based on a good rubric. If this is a Writing one, according to skill, maybe.	Communicative or writing approach

Concept Web 1. Interview Nº 5 PBL and Appropriacy

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Communicative Skills in Speaking ⚠️

Productive Skill
- Some environments
- Writing skills
- Speaking production

Don't have Information ❓

The productive skills based on projects ❗

Appropriacy ❗

Project Order ⚠️ — PBL starts:
- Writing or Speaking
- General objective
- Same order

Practicing: Tenses and Vocabulary — In class:

Individual work, pair work or group work ⚠️
- Last semesters → Working individually
- Work → In groups
- Depends the level

Not very familiar with elements!

Appropriacy elements ⚠️

For a project:

Choose: Idioms, phrases and colloquial

PBL + Appropriacy

Technology:
- Canva
- YouTube
- Twitch
- Flipgrid
- Padlet
- Goconqr
- Sound cloud
- Vocaroo

Virtual Tools ⚠️

Appropriacy Intonation or Pronunciation ⚠️

Feelings ⚠️ ❤️

Important
- Pronunciation → really important
- Intonation → more practice

Be active

Methodological Guide ⭐

Systems or Vocabulary

The beginning ❎

The end ✅

Rubric

Communicative or Writing approach

Concept Web Shareable link: http://tiny.cc/8axnuz

Source: Interview – Questions and Answers

Developed by: Sonia Ramos

Date: 2021-10-03 11.38.23   **Level:** 5th.   **Course:** Between semester Sep.2021.

Teacher: MSc. Ana María Guevara

Codification of the Interview

Table 7: Interview 6

COMMON THEMES	QUESTIONS AND ANSWERS	CODES
Speaking skill	**Do you consider that the projects you carry out have helped to develop students' communicative skills in Speaking? If so tell me in which manner.** Well, we do a project with the whole levels; from the first level to the fifth level. It is an opportunity to students to choose one topic to develop the project and use their creativity doing the project. It is maximum 3 minutes in total so they need to put together every aspect of the project. Little projects, because they are not projects, projects; they are presentations. In my opinion, they are presentations, they can present about their family, their hometown; well, in their fifth level, they present some pollution issues, species in danger so yeah, they speak. This is an opportunity that we promote the <mark>speaking skill</mark>. So, I have many very creative projects and they are from students who live in communities or	Presentations Pollution issues, species in danger

	far away from the city. They are not students from the city center, they are form the communities. Yes, it is a good opportunity to develop Speaking.	
The effort to do beautiful projects	**How do you think your students feel about when they have to do projects that you prepare or mean to do? Do you think they like to do it?** Some of them like to do it, some of them decide to do it because they have to. But the students they are creative, they make <mark>the effort to do beautiful projects</mark> because you don't put the topic to them to the project, they choose the topic, they choose the application they are going to use, they choose everything, you don't do anything, they do it alone. So, I have had many, many interesting projects and some of them related with their hometowns, some of them related with the careers.	Hometowns The careers
Investigation	**How often do you run a project with your students in the following order?** **First, start with a question, then a discussion, after that a deep investigation and time to develop**	Different topics Discussion A rubric

	critical thinking, and last step a final product. I don't think we do a deep investigation because our projects are not projects of <mark>investigation</mark>. Our projects are like a presentation, they choose everything, and yes they have the different topics. Some of them have questions about it so we help with discussion. And after that, they prepare everything because I give them a rubric. So, I think they follow the rubric, then when they don't understand something, they communicate with me and sometimes in the class, and we have a discussion, questions and answers class about the project. I think yeah the rest they do alone. I don't do anything, they do everything alone, almost all the time alone.	
Projects from UEmprende	**Based on your experience at doing projects what do you think work best for your students: Individual work, pair work or group work? Support your answer.** Well, the <mark>projects from UEmprende</mark> are individual and they do it all right. In my classes, I have some pairgroup or groupwork. I have found pairwork a little bit difficult because they are in different parts of the country, sometimes is difficult to meet them to	Individual Pairgroup Groupwork

	do the project but when we are in normal classes in presensial classes, they work well with a pairgroup or a groupwork. But, in these circunstances when you have to be outside the cities, they are far away from eachother. They have done good projects because I have pairgroup or groupwork also, but they are not big projects, they are like presentations. They do it well so it is nice when you have a recorder or <u>a video</u> from them. They are great, they are really creative and great.	
More confident	**What virtual tools have you used for doing projects; would you like to choose from the given list or would you like to share new ones with the interviewer?** *Padlet - Steller - Google Blogger - Google sites - Web quests - Flipgrid- Mentimeter -Genially - Canva - YouTube – Filmora* My students have worked with <u>Canva</u> and feel <mark>more confident</mark>, but I haven't used it. And I have <u>Powton</u>, they are really easy to use, probably my students use it more frequently. Well, <u>Google Blogger</u> I use it to make blogs and this is a good one, but I use Powtoon and <u>Screenomatic</u>. Also with this <u>Zoom</u>, they have used these kinds of tools. They are great for	Canva Powton Google Blogger Screenomatic Zoom Blogs from Cambridge Platform

	students, less than three minutes, they are free. I use also blogs from Cambridge Platform.	
Little familiar with	**Have you heard about Project Based Learning Approach and Appropriacy a sub skill of Speaking?** I have worked with this many years because I have been a teacher for than 20 years. Even many years ago in a high school, I have worked with this Project Based Learning Approach with Project Citizen. My group of students, they won a blue medal in Wisconsin, and they were from the communities here in Ecuador. I am a <mark>little familiar with</mark> PBL approach for what I said before; they made a presentation, they made the investigation, this was a project, a real project. But with students in the university, they give just a presentation, but they can called a project. This is just like a presentation because the project is much bigger. Appropriacy kind of, students don't like to speak, but in these presentation students have to. They do it, they have a good pronunciation, and they have a little mistakes. And I think because of the pandemic, other things they do not have enough exposure to the language because they have the exposure to the teacher but not to the students. If they	PBL approach Appropriacy A presentation Students don't like to speak Motivation from the teacher

	have the opportunity because it is their primary L1, they will stick really quickly and I think two or three months at least or maybe one. If you can see here in the university, they keep speaking in English when they have to communicate something. I think we have done a good progress in that part and it depends on the teacher; when they feel familiar with the teacher, they feel comfortable, they speak fluently. When they are not comfortable with the teacher or with the group they don't speak. The <u>motivation from the teacher</u> and also they trust in you and you don't judge them, yeah they speak, right!	
Academic Language	**What of the following Appropriacy elements would you like to use more to improve Speaking Appropriacy while your students are performing a project? Explain your response.** *Word Choice, Tenses, Vocabulary, Idioms, Phrases and Colloquial expressions* We have a <u>Text Based Learning</u>, they have <u>the vocabulary from the text</u>, and you know the text is doesn't for <mark>academic language</mark>, they don't use colloquial expressions. And the vocabulary, it is from the units that you have been teaching during the semester. And the tenses probably	Text Based Learning the vocabulary from the text L1 & L2

	these Grammar and Vocabulary are related with the level you are teaching. And word choice sometimes they look for them on the internet and they use it. And you need to explain why they need to use these kind of specific vocabulary but I said before they are using English like <u>L2</u> not like <u>L1</u>, that is why they don't have the opportunity to develop because we are teaching and learning language in a country that is not our primary language and we don't use it outside the classroom even though our students have a good vocabulary and tenses because of the text. I don't know what type of strategies we should have to develop these kind of idioms or phrases and colloquial expressions. Because it is only from the teacher and the text.	
The function of the language	**What is more important for you to teach to your students: intonation or pronunciation? Explain your response.** Both, I don't consider <u>intonation</u> is more important than <u>pronunciation</u> because intonation depends you are doing a question. It depends on the function of the language, right? Pronunciation, probably they copy your pronunciation, and you <u>copy the pronunciation from your teachers or from your classmates.</u> So, it is interesting, so teacher /ˈtiːtʃə(r)/ sounds weird, but it is because you are listening to the text and the listening	Intonation is more important than Pronunciation Copy pronunciation from Teachers and Classmates

	is there. So, intonation comes it depends on ==the function of the language==. So I think both are important, both because in intonation you can say: <u>thank</u> you & thank <u>you,</u> right. Probably pronunciation students will get from singers, YouTube I don't know where.	
The planning	**Would you like to have access to a methodological guide to boost Speaking Appropriacy by developing projects? What could be something you really need as teacher for planning, developing or grading projects?** It will be nice to have something when you are in classes, but you know for ==the planning== we can do because the planning you have to follow what is given to you. What can you do? In <u>developing projects</u> you have maybe the rubrics, maybe <u>some other rubrics</u> probably they may be helpful for the teacher. You don't put too much effort in doing this and sometimes most of your time and your effort in your other parts because you have to cover many aspects of the language in <u>a short time</u>, sometimes you realized what the needs of your students are. It will be great something to help you, and your work.	Developing projects Some other rubrics A short time

Concept Web 1. Interview Nº 6 PBL and Appropriacy

Concept Web Shareable link: https://tinyurl.com/y39acru4

Source: Interview – Questions and Answers
Developed by: Sonia Ramos

134

5. PROPOSAL

Pedagogic Proposal

Guidelines: Academic Proposal

Outline

1. **Title**

> **Project Based Learning (PBL) METHODOLOGICAL GUIDE**
> **Boost Speaking Appropriacy by developing Projects.**

PRELIMINARY PAGES

2. Title page

3. Dedication page (optional)

4. A message for EFL Teachers or Students (optional)

5. Acknowledgement (optional)

6. About the author (Biodata, what is your motto as a teacher) optional

7. General index of contents

BODY OF THE PROPOSAL

2. **Introduction**

Projects and students are at a developmental crossroads. They want to be seen as independent, responsible adults but at the same time still need guidance in order to be successful. This makes this age both challenging and rewarding to work with as it allows me as a teacher to help them as they become the independent students they see themselves to be.

It is not uncommon for teachers new to project-based learning to express skepticism or concern about "dropping the reins" and allowing students to take more control over the

pace and scope of their learning. However, it is an essential aspect of good PBL. Ultimately, in order to be successful in the 21st century world, our students need to be able to manage themselves and work effectively with groups of peers. If it is true that the purpose of school is to prepare students for future success, then the building of these skills must start in the classroom.

3. Objectives

General Objective

- To design a methodological guide with planning models, new teaching strategies and elements from Projects Based Learning for helping teachers to develop Projects and boosting Speaking Appropriacy.

Specific Objectives

- To implement the elements and steps for a correct use of Project Based Learning with Intermediate level students.
- To develop key knowledge, understanding and successful Speaking Appropriacy projects.

4. Components

This is a methodological guide focused in the development of academic projects, this guide has been elaborated for student center aims, proven to be the most effective in a number of ways, and an active learning style is best suited for interactive physical or virtual classrooms. That is to say, both the teacher and the student are engaged in the way that projects are carry out and learning process which helps the student gain knowledge, information modeled to be useful.

To continue with, there are main components of this methodological guide:

5. **Form Small Groups**

- Meaning of breakout room in English a small meeting room or a separate part of an internet meeting where a small group can discuss a particular issue before returning to the main meeting: teacher and students will have breakout rooms where an inventor can present his plan to investors.

6. **Present the Problem – brainstorm – digital whiteboard, forum**

- Since learning to solve problems is one of the main goals of PBL, students will need to be guided during the searching and solving process. By asking questions along with the students, a teacher can serve as a model problem solver.

- Brainstorming by using a digital whiteboard, a forum, a poll or any other virtual tool can start a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members. People are able to think more freely and they suggest as many spontaneous new ideas as possible.

7. **Activate the Groups**

- Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts or find solutions to problems. Similar to the idea that two or three heads are better than one, educational researchers have found that through peer instruction, students teach each other by addressing misunderstandings and clarifying misconceptions. (Cornell University , 2021)

8. **Provide Feedback**

- "Advice, criticism, or information about how good or useful something or someone's work is." (Oxford Univeristy, 2021) Information about reactions to a

product, a person's performance of a task which is used as a basis for improvement.

9. Theoretical foundation

"The PBL process was pioneered by Barrows and Tamblyn at the medical school program at McMaster University in Hamilton in the 1960s." (Gadjah Mada University, 2021). There are advantages of PBL. It is student-focused, which allows for active learning and better understanding and retention of knowledge. It also helps to develop life skills that are applicable to many domains. It can be used to enhance content knowledge while simultaneously fostering the development of communication, problem-solving, critical thinking, collaboration, and self-directed learning skills.

To clarify, the following criterions are aligned to a solid **Project Based Learning Focus**:

1) Align to standards

2) Build the culture

3) Manage activities

4) Scaffold Student Learning

5) Assess Student Learning

6) Engage and Coach

7) Design a plan

10. Table of contents of the: units /strategies / activities / techniques / technological applications.

11. Activities

Researchers and educators share how to successfully transfer project-based learning to virtual classes. There is a care about social collaboration, immersing students in

investigations of science phenomena, developing artifacts that demonstrate rigorous learning, and then presenting those artifacts for community use.

All of the following strategies can be adaptable in a virtual or physical class environment:

1) **Economics:** Producers and Producing in Our Community Students create an informational flyer about a local business for that business's use and then create and sell their own goods or service to raise money for a cause.

2) **Geography:** Brochure About the Local Community Students develop a brochure to persuade people visiting or considering settling in the local community that it has compelling natural and human characteristics.

3) **History:** Postcards About the Community's Past Students develop postcards about the history of the local community to display or sell in a local institution, such as a library or historical society.

4) **Civics and Government:** The Park/Public Space Proposal Project Students develop a proposal, conveyed in letters and in a group presentation, to persuade the local city government to make improvements to a local park or other public space. (See embedded video above for more on this unit.)

12. Templates
- Simulation 1: Project - Firs drafting
- Simulation 2: Project – Second drafting
- Simulation: Project – Final drafting

13. Rubric

Two rubrics will be attached in the Methodology Guide.

Methodological Strategy # 1

Tenet of PBL: "Tell me and I forget. Teach me and I remember. Involve me and I learn"

The following planning is only an example that can be adaptable for <u>any other topic</u>.

PROJECT PLAN

Online Synchronous Work

PLANNING WITH ERCA (Experience-Reflection-Conceptualization-Application)

Unit: Lesson:	Class:
Date:	Teacher:
Link to join in the class:	

Class profile

_____ B1+ Intermediate Level

Project's aims (main, sub-aims): **swbat:** • By the end of the lesson, students will be able to discuss about Ecuador economy situation. • They will be able to get involved in local economy, and find possible solutions to the current Ecuadorian economy situation.	

Systems or Skills lesson: Speaking Appropriacy		**Format:** Productive	
Approach / Method	**CLT**		**PBL**
Learning outcomes	1. Content 2. Cognition		1. Communication 2. Economics

Name of the project: Economics		
PBL Strategy: Differentiate through teams.		
PBL Focus: Build the culture		
PBL Material: Canva (Virtual Adaptation)		
1. Lead in Question/s	• How is the economy going in Ecuador? • How is the economy different from urban to rural areas in Ecuador? • Why Ecuador is a less developed country?	
Phase	**Description**	**Time**
Experience	**Form Small Groups**	2 hours

Discussion	1. Teacher assess collaborative working in groups. **Virtual Adaptation** **Free Web Tool:** https://www.transum.org/software/RandomStudents/ **Present The Problem** 2. Teacher **presents the problem** through a video about Economy: *How the international economy decadence have been affecting Producers and Producing in our Community Ecuador?* 3. Students brainstorm some ideas about the video: *Ecuador faces worst unemployment crisis in Latin America* Link: https://www.youtube.com/watch?v=EkGkX4WtqaY 4. Students discuss about the video and the impact has caused on them. 5. Groups of students present some real examples of economy in their homes. 6. Students integrate **Economy expressions** for developing Speaking Appropriacy.	1 Daily Lesson
Reflection **Investigation**	**Activate The Groups** 1. Students get into their Salas or Breakout rooms during the asynchronous time. Students work in pairs or groups. 2. **Simulation 1:** Students investigate about the topic and organize their ideas in PBL Organization – Project Summary Template. 3. Students integrate **Economy expressions** for developing Speaking Appropriacy. **Monitoring and Feedback** 4. Teachers monitors Salas. 5. Teacher provides **Formative Feedback.**	2 hours 1 Daily Lesson
Conceptualization	**Student Driven and Multifaceted Assessment** 1. **Simulation 2:** Follow PBL Development –Project Sketch. Students create AN INFORMATIONAL FLYER about a local business. 2. **Critical Thinking:** For that business's use, create and sell their own goods or service to raise money for a noble cause. 3. Students integrate **Economy expressions** for developing Speaking Appropriacy. 4. Students use Canva online source for creating their flyer. **Virtual source: https://www.canva.com/**	2 hours 1 Daily Lesson
Experimentation or Application **Final Product**	**Sharing and Performing** 1. Students integrate **Economy expressions** for developing Speaking Appropriacy. 2. Students **record a video** about their INFORMATIONAL FLYER + A POLITICAL	2 hours 1 Daily Lesson

	CAMPAIGN: Solutions to different economy problems in Ecuador. 3. Students present a political campaign 4. Teacher suggests to use Template to Present the Project. 5. **Simulation 3:** Students share their video link. 6. Teacher provides **Formative and Summative Feedback.**	

DEVELOPMENT

Topic: Economics

Intro

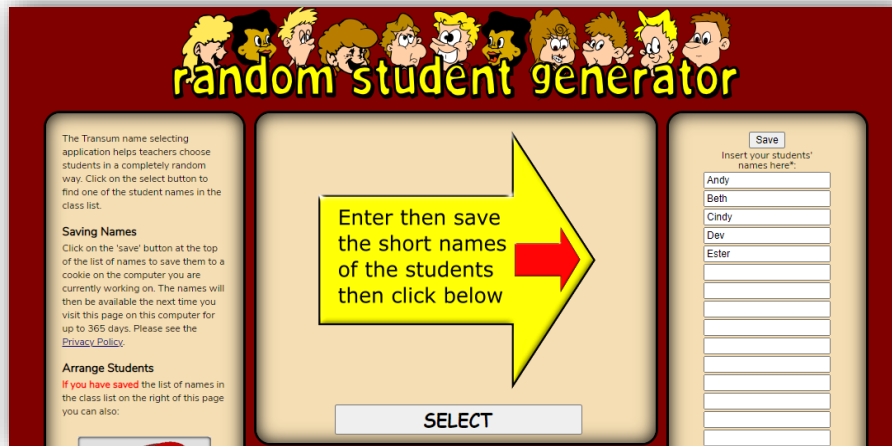*Economics:* *Producers and Producing in Our Community from Ecuador.*

Students create **an informational flyer** *about a local business for that business's use and then create and sell their own goods or service to raise money for a Social Work Action.*

PBL

1. FORM SMALL GROUPS

- **Free Web Tool:** https://www.transum.org/software/RandomStudents/

Taken from: https://www.thetechieteacher.net/2018/01/easy-ways-to-group-your-students.html

2. PRESENT THE PROBLEM

- **Economy:** *How the international economy decadence have been affecting Producers and Producing in our Community Ecuador?*
- **Brainstorming:** Video about Ecuador faces worst unemployment crisis in Latin America
- **Link:** https://www.youtube.com/watch?v=EkGkX4WtqaY

Taken from: https://www.youtube.com/

3. ACTIVATE THE GROUPS

- Students get into their Salas or Breakout rooms during the asynchronous time. Students work in pairs or groups.

4. MONITORING AND FEEDBACK

- Teachers monitors Salas.

- Teacher provides Formative and Summative Feedback.

PBL ORGANIZATION

Simulation 1

Beginning Project Template

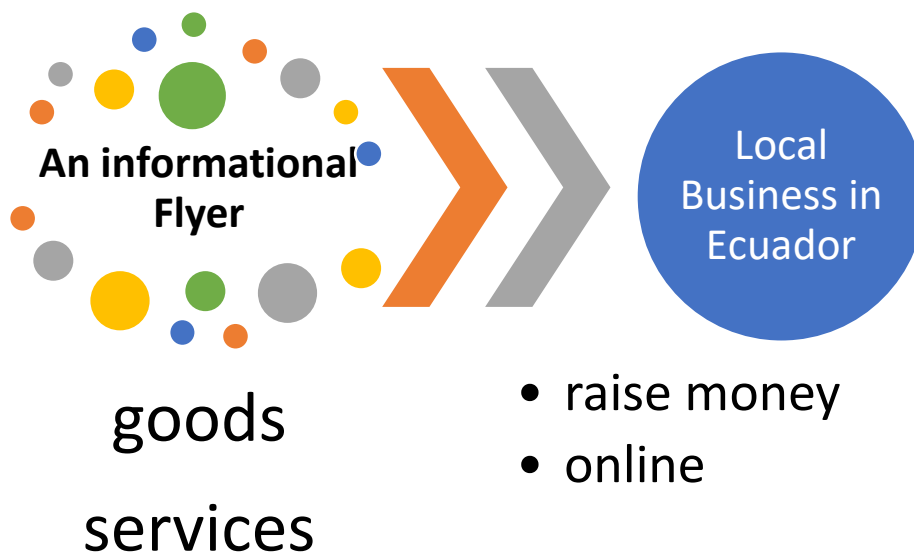| PROJECT SUMMARY TEMPLATE			
PROJECT NAME IDEAS		**DATE TO BE COMPLETED**	
 • •			
DESCRIPTION			
ACTION PLAN			
TO DO		**MATERIALS**	
-			
TEACHER'S FEEDBACK		**FORMATIVE:**	

Author: Sonia Eulalia Ramos Chachalo, 2021

5. STUDENT DRIVEN AND MULTIFACETED ASSESSMENT

PBL DEVELOPMENT

Simulation 2

Project Sketch

An informational Flyer

Local Business in Ecuador

goods

services

- raise money
- online

Author: Sonia Eulalia Ramos Chachalo, 2021

- Students create *AN INFORMATIONAL FLYER* about a local business.
- **Critical Thinking**: For that business's use, create and sell their own goods or service to raise money for a noble cause.

- Students use Canva online source for creating their flyer.
  Virtual source: https://www.canva.com/

SPEAKING APPROPRIACY INTEGRATION

- **Students use appropriate terms, idioms, expression related to Economy and integrate during the complete process of the project:**
- **For more phrases see APPENDIX 1:**

• A fool and his money are soon parted	• Buyer's market	• Daylight saving time (the
	• Cattle class	adjustment of
	• Champagne tastes on a beer budget	clocks to provide longer
• A ton of money		evening
• Bad money drives out good	• Chasing the market	daylight)
• Baggage class		• Disaster capitalism
• Balance of payments	• Cheaper By The Dozen (Steve	

Author: Sonia Eulalia Ramos Chachalo, 2021

6. SHARING AND PERFORMING

1. Students integrate **Economy expressions** for developing Speaking Appropriacy.
2. Students **record a video** about their INFORMATIONAL FLYER + A POLITICAL CAMPAIGN: Solutions to different economy problems in Ecuador.
3. Students present a political campaign
4. Teacher suggests to use Template to Present the Project.
5. **Simulation 3:** Students share their video link.
6. Teacher provides **Formative and Summative Feedback.**

Template to Present the Project

Simulation 3

Final Project Standardized Template

FINAL PRODUCT PRESENTATION		
Name/s:		
Lead in	• How has been your experience at doing this project? • What was the most difficult stage of your project? Beginning, middle or end. • Would you recommend this project to another group of students? Why or Why not?	
Name of the Project:		
Project Description: **(50 words)**		
Speaking Appropriacy Expression been used:	• Students deliver their presentation of their projects with a correct implementation of Speaking Appropriacy based on the specific topic. • Expressions:	
Speaking Time Link of the video:		
Screenshots of the video:		
Written or Oral Teacher's Feedback:	Formative	Summative

Author: Sonia Eulalia Ramos Chachalo, 2021

Tenet of PBL: "Tell me and I forget. Teach me and I remember. Involve me and I learn"

The following planning is only an example that can be adaptable for <u>any other topic</u>.

PROJECT PLAN

Online Synchronous Work

PLANNING WITH ERCA (Experience-Reflection-Conceptualization-Application)

Unit: Lesson:	Class:
Date:	Teacher:
Link to join in the class:	

Class profile

_____ B1+ Intermediate Level

Project's aims (main, sub-aims): **swbat:** • By the end of the lesson, students will be able to talk about Tourism and the Pandemic in Ecuador. • They will be able to get involved in Tourism, despite all the restrictions because of the Global Pandemic.	

Systems or Skills lesson: Speaking Appropriacy		**Format:** Productive	
Approach / Method	**CLT**	**PBL**	
Learning outcomes	1. Content 2. Cognition	1. Communication 2. Geography	

Name of the project: Economics		
PBL Strategy: Voice and choice in products		
PBL Focus: Scaffold Student Learning		
PBL Material: YouTube (Virtual Adaptation)		
1. Lead in Question/s	• What is the impact of the Pandemic for Ecuadorian Tourism? •	
Phase	**Description**	**Time**
Experience Discussion	**Form Small Groups** 1. Teacher assess collaborative working in groups.	2 hours

	Virtual Adaptation **Free Web Tool:** https://www.classdojo.com/es-mx/toolkit/groupmaker/?redirect=true **Present The Problem** *1.* Teacher **presents the problem** through a video about Tourism and the Pandemic in Ecuador: *How to promote tourism in Ecuador, despite all the restrictions because of the Global Pandemic?* 2. Students brainstorm some ideas about the video: *What You Need To Know Before You Travel To Ecuador During Covid-19* Link: https://www.youtube.com/watch?v=fDN0bgkM5ls 3. Students discuss about the video and create a chart with all restrictions. 4. Groups of students present some real experiences about the pandemic and how it has affected to Tourism in Ecuador. 5. Students integrate **Tourism and Pandemic expressions** for developing Speaking Appropriacy.	1 Daily Lesson
Reflection Investigation	**Activate The Groups** 1. Students get into their Salas or Breakout rooms during the asynchronous time. Students work in pairs or groups. 2. **Simulation 1:** Students investigate about the topic and organize their ideas in PBL Organization – Project Planner Template. 3. Students integrate **Tourism and Pandemic Word choice** for developing Speaking Appropriacy. **Monitoring and Feedback** 1. Teachers monitors Salas. 2. Teacher provides **Formative Feedback.**	2 hours 1 Daily Lesson
Conceptualization	**Student Driven and Multifaceted Assessment** 1. **Simulation 2:** Follow PBL Development –Project Sketch. Students develop *A BROCHURE* about a local tourism. 2. **Critical Thinking: Brochure** about Tourism in Ecuador and how the Global Pandemic has affected to it. Possible solutions need to be implemented from a tourist guide perspective. 3. Students integrate **Tourism and Pandemic Word choice** for developing Speaking Appropriacy. 4. Students use YouTube online source for explaining their brochure. **Virtual source: https://www.youtube.com/**	2 hours 1 Daily Lesson

Experimentation or Application Final Product	**Sharing and Performing** **Sharing and Performing** 1. Students integrate **Tourism Vocabulary and Word Choice about Pandemic Topic.** 2. Students **record a video** about their BROCHURE + TV DOCUMENTARY SIMULATION: Promoting tourism in Ecuador, despite all the restrictions because of the Global Pandemic. 3. Students present a TV Tourism Documentary. 4. Teacher suggests to use Template to Present the Project. 5. **Simulation 3:** Students share their video link. 6. Teacher provides **Formative and Summative Feedback.**	2 hours 1 Daily Lesson

DEVELOPMENT

Topic: Tourism and the Global Pandemic

Intro

*Geography: **Brochure** about Tourism in Ecuador and how the Global Pandemic has affected to it. Possible solutions need to be implemented from a tourist guide perspective.*
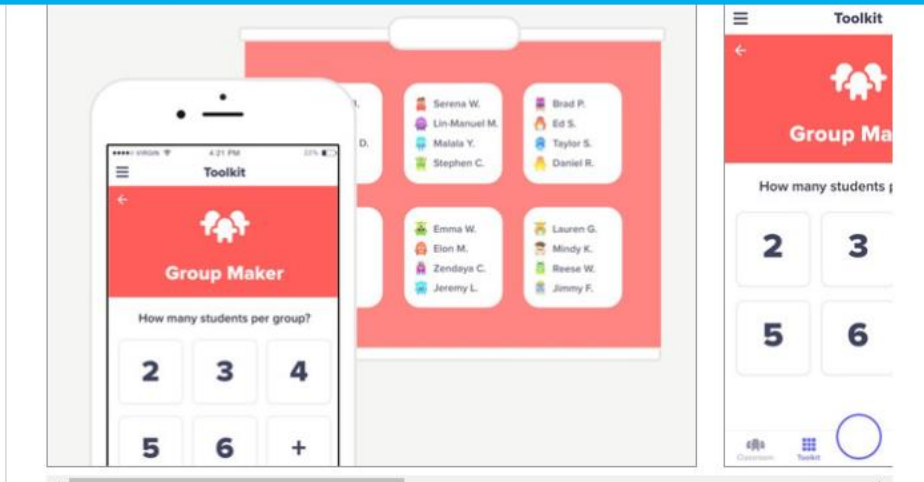
PBL

1. FORM SMALL GROUPS

Free Web Tool: https://www.classdojo.com/es-mx/toolkit/groupmaker/?redirect=true

Taken from: https://www.classdojo.com/

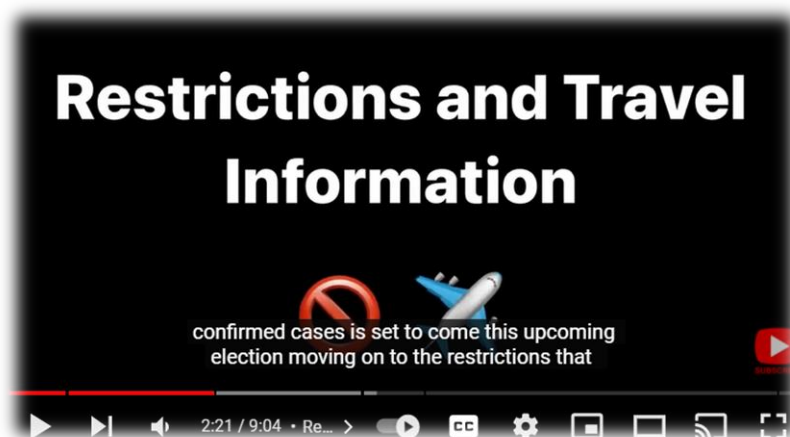## 2. PRESENT THE PROBLEM

- **Tourism and the Pandemic in Ecuador:** *How to promote tourism in Ecuador, despite all the restrictions because of the Global Pandemic?*
- **Brainstorming:** Video about What You Need To Know Before You Travel To Ecuador During Covid-19

Link: https://www.youtube.com/watch?v=fDN0bgkM5ls

Taken from: https://www.youtube.com/

3. ACTIVATE THE GROUPS

- Students get into their Salas or Breakout rooms during the asynchronous time.
  Students work in pairs or groups.

4. MONITORING AND FEEDBACK

- Teacher monitors breakout rooms.
- Teacher provides Formative Feedback.

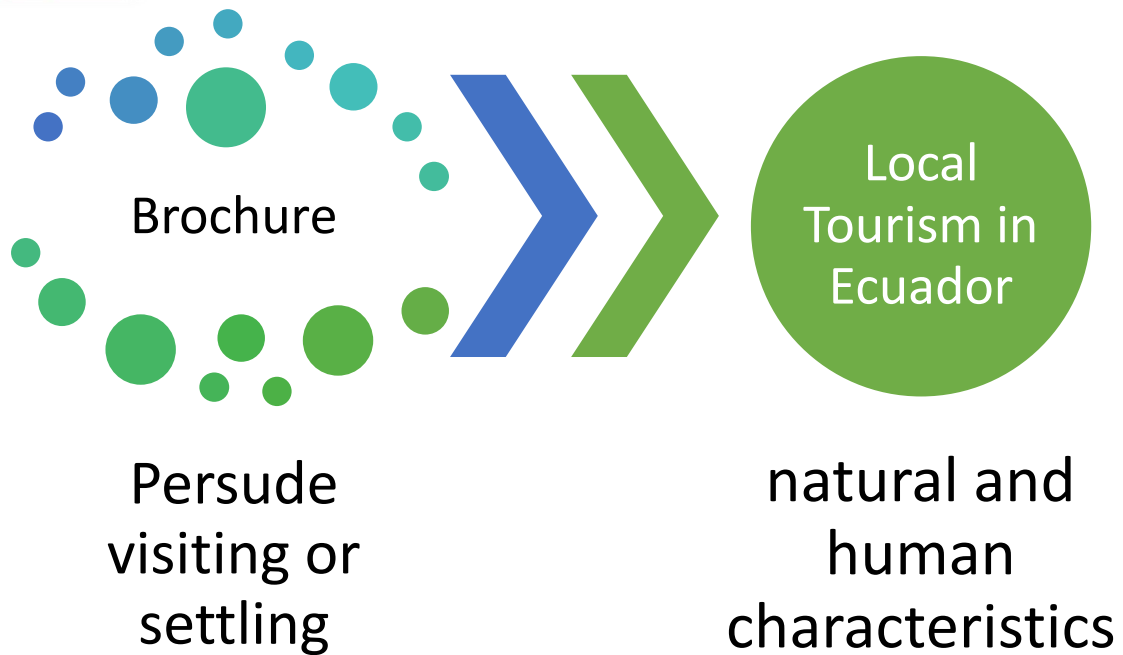## PBL ORGANIZATION

Simulation 1
Beginning Project Template

PROJECT PLANNER TEMPLATE Project name ideas	
Creating a driving question	
Plan Assessment	
What would you include in the Project?	**Mention a specific place from Ecuador to develop local tourism**
Plan de Process – Use the steps	**Integrate the most relevant Vocabulary about Tourism and Pandemic effects to Improve Speaking Approrpriacy**
How would you share your work?	

Author: Sonia Eulalia Ramos Chachalo, 2021

5. STUDENTS DRIVEN AND MULTIFACETED ASSESSMENT

Simulation 2

Project Sketch

Brochure

Local Tourism in Ecuador

Persude visiting or settling

natural and human characteristics

Author: Sonia Eulalia Ramos Chachalo, 2021

- Students develop *A BROCHURE* about a local tourism.
- Brochure about Tourism in Ecuador and how the Global Pandemic has affected to it. Possible solutions need to be implemented from a tourist guide perspective.

- Students use YouTube online source for explaining their brochure.
  Virtual source: https://www.youtube.com/

6. SHARING AND PERFORMING

1. Students integrate **Tourism Vocabulary and Word Choice about Pandemic Topic.**
2. Students **record a video** about their BROCHURE + TV DOCUMENTARY SIMULATION: Promoting tourism in Ecuador, despite all the restrictions because of the Global Pandemic.
3. Students present a TV Tourism Documentary.
4. Teacher suggests to use Template to Present the Project.
5. **Simulation 3:** Students share their video link.
6. Teacher provides **Formative and Summative Feedback.**

Simulation 3

Final Project Standardized Template

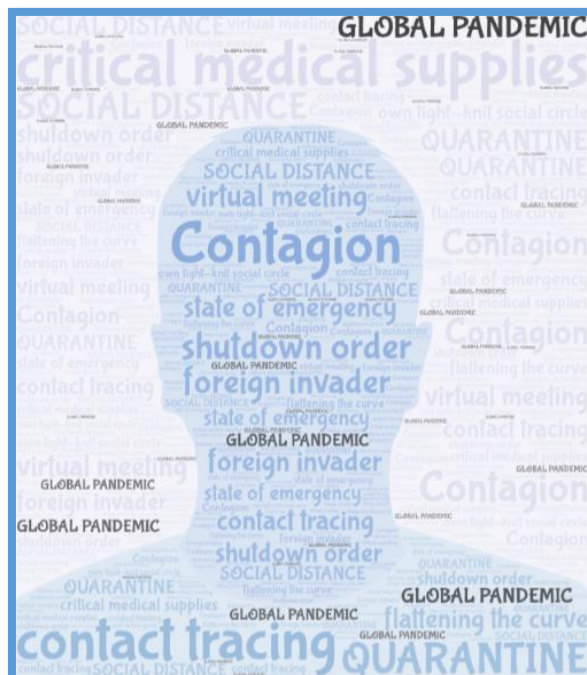| FINAL PRODUCT PRESENTATION		
Name/s:		
Lead in	• How has been your experience at doing this project? • What was the most difficult stage of your project? Beginning, middle or end. • Would you recommend this project to another group of students? Why or Why not?	
Name of the Project:		
Project Description: **(50 words)**		
Speaking Appropriacy Expression been used:	• Students deliver their presentation of their projects with a correct implementation of Speaking Appropriacy based on the specific topic. • Expressions:	
Speaking Time **Link of the video:**		
Screenshots of the video:		
Written or Oral Teacher's Feedback:	Formative	Summative

Author: Sonia Eulalia Ramos Chachalo, 2021

SPEAKING APPROPRIACY INTEGRATION

- Students use appropriate terms, idioms, expression related to Tourism and the Pandemic in Ecuador, and integrate them during the complete process of the project.
- For more Tourism Vocabulary related, see APPENDIX 2 :

WORDS	MEANING
Airport	a complex of runways and buildings for the take-off, landing, and maintenance of civil aircraft, with facilities for passengers.
Check-in	the action of registering one's presence, typically as a passenger at an airport.
Fly	travel through the air; be airborne
Land	To land somewhere
Landing	an instance of coming or bringing something to land, either from the air or from water.
Plane	a flat surface on which a straight line joining any two points on it would wholly lie.
Take-off	an instance of becoming airborne.
Camp	a place with temporary accommodation of huts, tents, or other structures, typically used by soldiers, refugees, or traveling people.
Destination	the place designated as the end, as of a race or journey
Go Camping	go and perform the activity known as camping
Go Sightseeing	Sightseeing is the activity of traveling around a city or region to see the interesting places that tourists usually visit
Hostel	an establishment which provides inexpensive food and lodging for a specific group of people, such as students, workers, or travelers.

- For more Word Choice about Pandemic, see APPENDIX 3 :

Tenet of PBL: "Tell me and I forget. Teach me and I remember. Involve me and I learn"

The following planning is only an example that can be adaptable for <u>any other topic</u>.

PROJECT PLAN

Online Synchronous Work

PLANNING WITH ERCA (Experience-Reflection-Conceptualization-Application)

Unit: **Lesson:**	**Class:**
Date:	**Teacher:**
Link to join in the class:	

Class profile

_____ B1+ Intermediate Level

Project's aims (main, sub-aims): **swbat:** • By the end of the lesson, students will be able to talk about Ecuadorian cities and villages history. • They will be able to get involved in local history, and come alive again it through a vivid oral presentation.	
Systems or Skills lesson: Speaking Appropriacy	**Format:** Productive

Approach / Method	**CLT**	**PBL**
Learning outcomes	1. Content 2. Cognition	1. Communication 2. History

Name of the project: Economics		
PBL Strategy: Balance teamwork and individual work		
PBL Focus: Engage and coach		
PBL Material: Postcards Trifold (Virtual Adaptation)		
1. Lead in Question/s	• What is the impact of the Pandemic for Ecuadorian Tourism? •	
Phase	**Description**	**Time**
Experience Discussion	**Form Small Groups** 1. Teacher assess collaborative working in groups. **Virtual Adaptation**	2 hours 1 Daily Lesson

		Free Web Tool: **https://www.superteachertools.us/instantclassroom/#.YEUnDGhKjIV**	
		Present The Problem 1. Teacher **presents the problem** through a *video about History: Why not creating an original history about your city or village?* 2. Students brainstorm some ideas about the video: *The history of Ecuador. Ecuador documentary. World Of Knowledge* Link: https://www.youtube.com/watch?v=n8kRuJUGb3g 3. Students discuss about the video and create a collage with the most relevant information information. 4. Groups of students present real photos about their cities or villages. If not real pictures, they starting looking for them from different sources. 5. Students integrate **Verbs in Past and Narrative Tenses** for developing Speaking Appropriacy.	
Reflection Investigation		**Activate The Groups** 1. Students get into their Salas or Breakout rooms during the asynchronous time. Students work in pairs or groups. 2. **Simulation 1:** Students investigate about the topic and organize their ideas in PBL Organization - Project Instructional Template. 3. Students integrate **Verbs in Past and Narrative Tenses** for developing Speaking Appropriacy. **Monitoring and Feedback** 1. Teachers monitors Salas. 2. Teacher provides **Formative Feedback.**	2 hours 1 Daily Lesson

Conceptualization	**Student Driven and Multifaceted Assessment** 1. **Simulation 2:** Follow PBL Development - Project Sketch. Students built A POSTCARDS TRIFOLD about history from Ecuadorian cities or villages. 2. **Critical Thinking:** For creating their postcards about history of local cities or villages, it is suggested that students include some real photos and description based on a real observation. 3. Students integrate **Verbs in Past and Narrative Tenses** for developing Speaking Appropriacy. 4. Students use Genially an online source for creating their virtual trifold. **Virtual source:** https://genial.ly/es/	2 hours 1 Daily Lesson
Experimentation or Application Final Product	**Sharing and Performing** 1. Students integrate **Verbs in Past and Narrative Tenses.** • Students **record a video** about their Trifold + about Ecuadorian cities and villages history. 2. Students perform a vivid Presentation. 3. Teacher suggests to use Template to Present the Project. 4. **Simulation 3:** Students share their projects during the synchronous time. 5. Teacher provides **Formative and Summative Feedback.**	2 hours 1 Daily Lesson

Intro

History: *Postcards Trifold about the Ecuadorian cities and villages history. Students develop postcards about local history and prepare a vivid oral presentation. It is suggested that students perform their presentations during synchronous time in a virtual classroom with audience.*

PBL

1. FORM SMALL GROUPS

- **Free Web Tool:**
  https://www.superteachertools.us/instantclassroom/#.YEUnDGhKjIV

Classroom Management Made Simple!

Create A Group Now

Taken from: **https://www.thetechieteacher.net/2018/01/easy-ways-to-group-your-students.html**

2. PRESENT THE PROBLEM

- **History:** *Why not creating an original history about your city or village?*

- **Brainstorming:** Video about The history of Ecuador. Ecuador documentary. World Of Knowledge

- **Link:** https://www.youtube.com/watch?v=n8kRuJUGb3g

Taken from: **https://www.youtube.com/**

3. **ACTIVATE THE GROUPS**

- Students get into their Salas or Breakout rooms during the asynchronous time.
  Students work in pairs or groups.

4. **MONITOR AND FEEDBACK**

- Teacher monitors breakout rooms.
- Teacher provides Formative Feedback.

PBL ORGANIZATION

Simulation 1
Beginning Project Template

PBL INSTRUCTIONAL TEMPLATE			
Name of the project		**Duration**	
Driving Questions		**Objective**	
Investigation link/s		**Project Ideas (scenery)**	
PBL Beginning	Students plan their project and start predicting an instructional plan.		
PBL Middle			
PBL End			

Author: Sonia Eulalia Ramos Chachalo, 2021

5. STUDENT DRIVEN AND MULTIFACETED ASSESSMENT

PBL DEVELOPMENT

Simulation 2

Project Sketch

History

Ecuadorian
cities or
villages history

Postcards
Trifold

Display

Oral
presentation
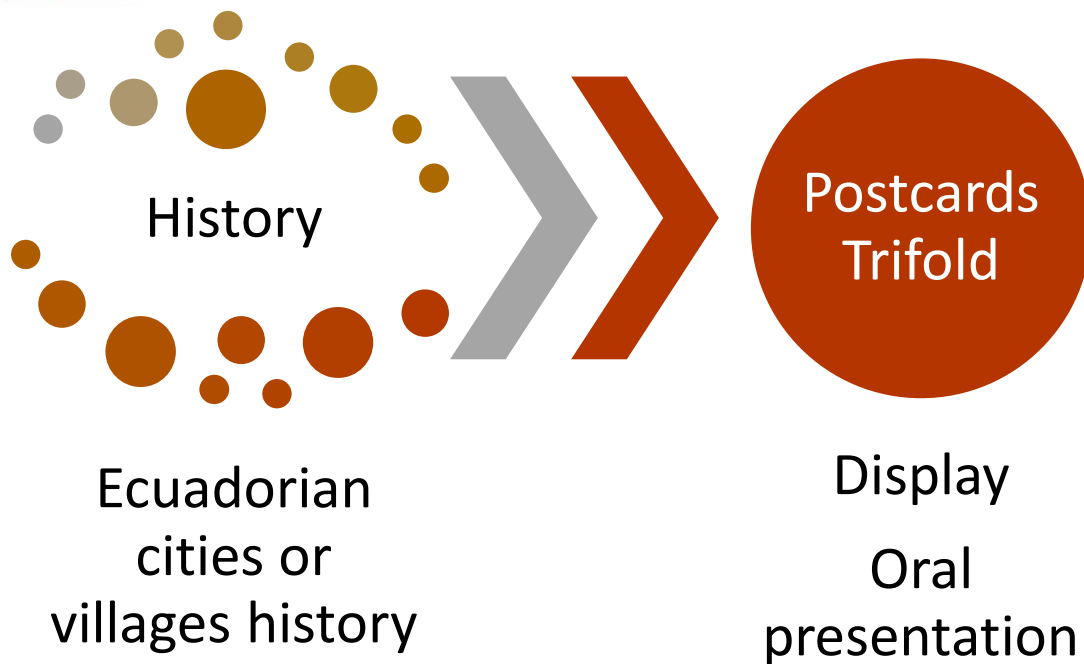
Author: Sonia Eulalia Ramos Chachalo, 2021

- Students built **A *POSTCARDS TRIFOLD*** about history from Ecuadorian cities or villages.
- **Critical Thinking:** For creating their postcards about history of local cities or villages, it is suggested that students include some real photos and description based on a real observation.
- Students use Genially an online source for creating their virtual trifold.
  Virtual source: https://genial.ly/es/

SPEAKING APPROPRIACY INTEGRATION

- **Students use appropriate terms, idioms, expression related to History and integrate during the complete process of the project.**
- For more Verbs in Past and Narrative Tenses see <u>APPENDIX 4:</u>

Past Verbs in Context

Example:

During the pre-Inca period, people lived in clans, which formed great tribes, some allied with each other to form powerful confederations, as the Confederation of Quito. But none of these confederations could resist the formidable momentum of the Tawantinsuyu. The invasion of the Incas in the 16th century was very painful and bloody. However, once occupied by the Quito hosts of Huayna Capac (1523–1525), the Incas developed an extensive administration and began the colonization of the region. The Pre-Columbian era can be divided up into four eras: the Pre-ceramic Period, the Formative Period, the Period of Regional Development and the Period of Integration and the Arrival of the Incas.

Taken from: https://en.wikipedia.org/wiki/History_of_Ecuador

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6. SHARING AND PERFORMING

Template to Present the Project

Simulation 3

Final Project Standardized Template

FINAL PRODUCT PRESENTATION		
Name/s:		
Lead in	• How has been your experience at doing this project? • What was the most difficult stage of your project? Beginning, middle or end. • Would you recommend this project to another group of students? Why or Why not?	
Name of the Project:		
Project Description: (50 words)		
Speaking Appropriacy Expression been used:	• Students deliver their presentation of their projects with a correct implementation of Speaking Appropriacy based on the specific topic. • Expressions:	
Speaking Time Link of the video:		
Screenshots of the video:		
Written or Oral Teacher's Feedback:	Formative	Summative

Author: Sonia Eulalia Ramos Chachalo, 2021

167

APPENDIX 1

ECONOMY <u>EXPRESSIONS</u> FOR IMPROVING SPEAKING APPROPRIACY

- A fool and his money are soon parted
- A ton of money
- Bad money drives out good
- Baggage class
- Balance of payments
- Balance of trade (the meaning and origin of this phrase...)
- Bear market
- Black economy
- Black market
- Blood money
- Brevity is the soul of wit
- Brown-bagging
- Bull market
- Buyer's market
- Cattle class
- Champagne tastes on a beer budget
- Chasing the market
- Cheaper By The Dozen (Steve Martin movie)
- Churn the market
- Corner the market
- Cost control
- Cottage economy
- Count the pennies
- Cut costs
- Daylight saving time (the adjustment of clocks to provide longer evening daylight)
- Disaster capitalism
- Drive your pigs to market
- Easy money
- Economic downturn
- Economic refugee
- Economy class
- Economy class syndrome
- Economy drive
- Economy of scale
- Even money
- Fair market value (a reasonable price for an article for sale)
- First to market
- Folding money
- For love or money
- For my, money
- For top laps (The Economist advertising slogan)
- Free enterprise with every issue (The Economist advertising slogan)
- Front money
- Funny money
- Get your money's worth

- Glove money
- Gross domestic product
- Health, wealth and happiness
- Hot money
- Hush money
- I'm not made of money
- In the money
- It's the economy stupid (Political slogan)
- Knowledge economy
- Labour saving device
- Less is more
- Let's see the colour of your money
- License to print money
- Mad money
- Make a bundle of money
- Market fresh
- Market jitters
- Market research
- Mattress money
- Meat market
- Mixed economy
- Money For Nothing (Dire Straits song)
- Money Mike Jr. (Nickname of Mike Conley Jr.)
- Money back guarantee
- Money can't buy you love (Beatles song lyric)
- Money doesn't grow on trees
- Money doesn't talk, it swears
- Money for old rope
- Money is no object
- Money is power
- Money is the root of all evil
- Money isn't everything
- Money laundering
- Money makes money
- Money makes the world go round
- Money spinner
- Money talks
- Money to burn
- Money, That's What I Want (The Beatles song)
- Money, money, money (ABBA lyric)
- More money than sense
- New Deal (Franklin Roosevelt's social and economic reform)
- New Economy
- New money
- Old money
- On the black market
- On the market
- On the money
- Our entire economy is in danger
- Peace dividend
- Pin money
- Plastic money
- Price out of the market

- Pump your money back into Canada (Petro Canada, early advertising slogan)
- Put your money on the Favorit (Skoda Favorit advertising slogan)
- Put your money where your mouth is
- Rake in the money
- Reap the rewards of Money (Money Magazine advertising slogan)
- Redistribution of wealth
- Right on the money
- Run for your money
- Saving grace
- Seed money
- Serious money
- Share the wealth
- Shoestring budget
- Show me the money (A catchphrase from Jerry Maguire)
- Shut up and take my money (A catchphrase from Futurama)
- Silly money
- Smart money
- Spend money like water
- Stealth wealth
- Take the money and run
- Take the money, open the box
- The Color Of Money (Paul Newman / Tom Cruise movie)
- The Money Man (Nickname of Mehmet Okur)
- The best that money can buy
- The bottom fell out of the market
- The king was in his counting house counting out his money (line from nursery rhyme)
- The love of money is the root of all evil
- The money shot
- The public purse
- The rich get richer and the poor get poorer
- The unacceptable face of capitalism
- There are some things money can't buy. For everything else, there's Mastercard (MasterCard advertising slogan)
- This little piggy went to market,

- this little piggy stayed at home (line from nursery rhyme)
- Thrift Shop (Macklemore and Ryan Lewis with Wanz song)
- Throw your money around
- Time is money
- To market, to market, to buy a fat pig
- Value for money
- We make money the old fashioned way, we earn it (Smith Barney advertising slogan)
- What will you do with all the money you save? (Toyota advertising slogan)
- World economy
- You Never Give Me Your Money (The Beatles song)
- You keep all your money in a big brown bag inside a zoo (Beatles song lyric)
- You pay your money and you take your choice
- Your money or your life

APPENDIX 2

VOCABULARY ABOUT TOURISM FOR IMPROVING SPEAKING APPROPRIACY.

| *WORDS*	MEANING
Airport	a complex of runways and buildings for the take-off, landing, and maintenance of civil aircraft, with facilities for passengers.
Check-in	the action of registering one's presence, typically as a passenger at an airport.
Fly	travel through the air; be airborne
Land	To land somewhere
Landing	an instance of coming or bringing something to land, either from the air or from water.
Plane	a flat surface on which a straight line joining any two points on it would wholly lie.
Take-off	an instance of becoming airborne.
Camp	a place with temporary accommodation of huts, tents, or other structures, typically used by soldiers, refugees, or traveling people.
Destination	the place designated as the end, as of a race or journey
Go Camping	go and perform the activity known as camping
Go Sightseeing	Sightseeing is the activity of traveling around a city or region to see the interesting places that tourists usually visit
Hostel	an establishment which provides inexpensive food and lodging for a specific group of people, such as students, workers, or travelers.
Excursion	a short journey or trip, especially one taken as a leisure activity.
Hotel	an establishment providing accommodation, meals, and other services for travelers and tourists.
Luggage	suitcases or other bags in which to pack personal belongings for traveling.
Motel	a roadside hotel designed primarily for motorists
Packaging	materials used to wrap or protect goods.
Passenger	a traveler on a public or private conveyance other than the driver, pilot, or crew.
Route	a way or course is taken in getting from a starting point to a destination.
Suitcase	a case with a handle and a hinged lid, used for carrying clothes and other personal possessions.
Tour	a route all the way around a particular place or area
Travel	Change Location
Roam	move about aimlessly or without any destination
Move	change location
Step	the act of changing location by raising the foot and setting it down
Journey	the act of traveling from one place to another
Voyage	a journey to some distant place
Trek	any long and difficult trip
Map	a diagrammatic representation of the earth's surface
Guide	someone employed to conduct others
Globetrotter	someone who travels widely and often

- English has put together an entire list of words that contains relatable key terms and it is significance in the tourism industry. Let's have a look at these interesting words and their meaning. To make it easy for you we have sorted the list from A to Z.

WORDS	MEANING
Attractions	Somewhere or something you can visit that is interesting or enjoyable
Beauty Spot	A beautiful place in the countryside that attracts tourists
Ecotourism	Generally, a business of creating and selling holidays that provide people that best chance to know about nature
Guide	A person whose job is to look after a group of people who are visiting a place
Guidebook	A book that is specifically written for the tourists to provide information about the place.
Heritage Centre	a building where tourists and other visitors get information about a place and its people,
Holiday Resort	A place where a lot of people go on holiday and usually to the hotels, bars, restaurants.
Holiday Season	It is the time of the year when most of the people take their holidays
Holiday Village	These are small houses built for people to stay while they are on holiday.
Phrase Book	It is a book that contains really useful words and phrases of the foreign language that is used by tourists.
Resort	A place where many people go to relax on holidays
Showplace	An impressive place that tourists often visits
Sights	Some interesting places that people go to see
Space Tourism	A kind of space travel that is generally done for enjoyment
Sunset Point	A place where the sun sets between the mountains
Tour Guide	someone whose job it is to show tourists around a place and explain its history, architecture etc
Tourism	the business of providing services for people who are traveling for their holiday
Tourist	someone who is visiting a place on holiday
Tourist Attraction	a place to visit that is very popular with tourists
Tourist Board	an official organization in a country or area that encourages tourists to visit that country or area
Tourist Trap	a place that is visited by many tourists and is therefore crowded and expensive
Travel Agency	a company that organizes holiday tours
Travel Agent	someone whose job is to help people plan holidays and make travel arrangements.
Well-traveled	a well-traveled place is visited or used by many people
Whale watching	the activity of watching whales

Based on: https://www.englishbix.com/travel-vocabulary-words/

APPENDIX 3

WORD CHOICE ABOUT PANDEMIC FOR IMPROVING SPEAKING APPROPRIACY.
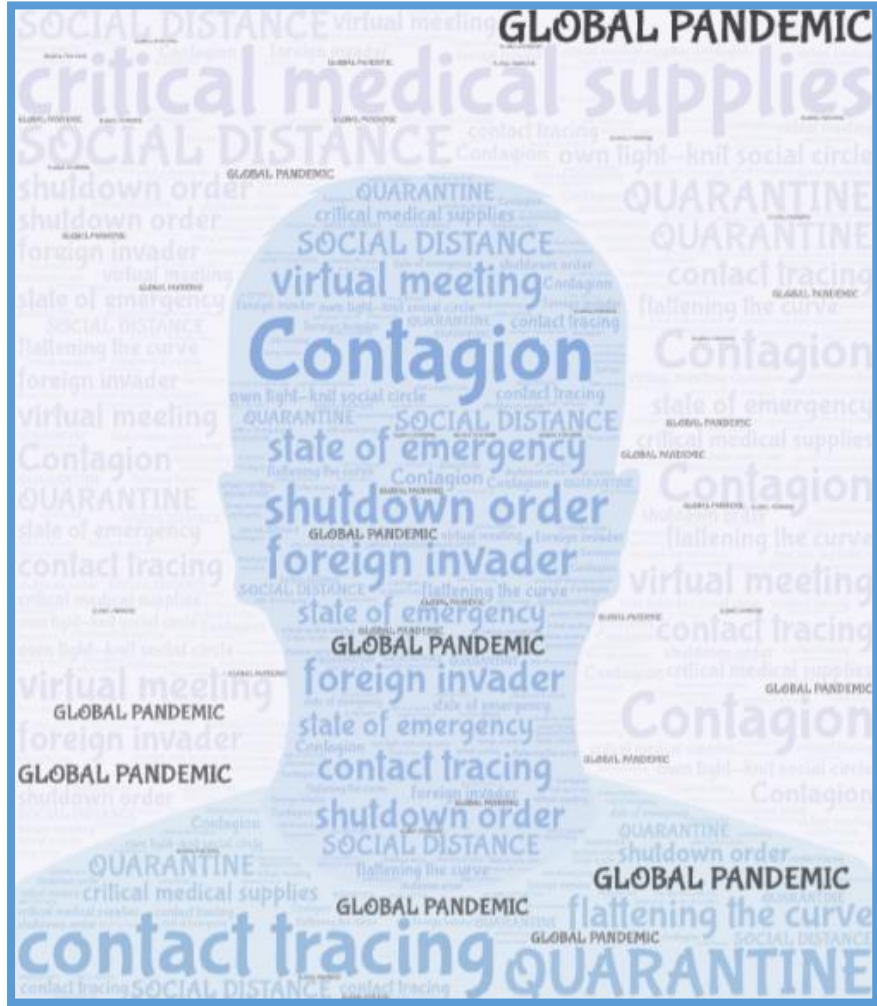
Author: Sonia Eulalia Ramos Chachalo, 2021
Developed in: https://wordart.com/edit/5lla059qayom

WORD CHOICE ABOUT PANDEMIC			
social distancing	ventilator quarantine	isolation	community spread
transmission	incubation period	fatality rate	asymptomatic
ventilator	Contagion	medical circles	crisis-management
shutdown order	"PPE" or "personal protective equipment"	state of emergency	contact tracing
	essential businesses	flattening the curve	
N95 mask	virtual meeting held on Zoom	dark times	Global Pandemic

Taken from: https://news.miami.edu/stories/2020/09/pandemic-popularizes-a-plethora-of-words,-phrases.html

APPENDIX 4

VERBS IN PAST AND NARRATIVE TENSES ABOUT HISTORY FOR IMPROVING SPEAKING APPROPRIACY.

Past Verbs in Context

Example:

During the pre-Inca period, people lived in clans, which formed great tribes, some allied with each other to form powerful confederations, as the Confederation of Quito. But none of these confederations could resist the formidable momentum of the Tawantinsuyu. The invasion of the Incas in the 16th century was very painful and bloody. However, once occupied by the Quito hosts of Huayna Capac (1523–1525), the Incas developed an extensive administration and began the colonization of the region. The Pre-Columbian era can be divided up into four eras: the Pre-ceramic Period, the Formative Period, the Period of Regional Development and the Period of Integration and the Arrival of the Incas.

Taken from: https://en.wikipedia.org/wiki/History_of_Ecuador

Narrative Tenses in Context: (Simple Past of To Be, Simple Past, Past Continuous, Past Perfect)

Example:

It started like any other day: I got up, had breakfast and got in my car ready for my half an hour drive to work. The sun was shining, the birds were singing; it was a good day. Then, as I turned the corner, I saw a huge queue of traffic in front of me. There had been an accident up ahead and the road was closed. There was nothing I could do. After an hour of waiting, the traffic finally started to move and I quickly drove to the car park near my offices. As I was turning in and looking for a space, it suddenly went dark and began to rain. But it wasn't just raining, it was pouring! Once I found a space, I searched for my umbrella. But it wasn't there! I'd taken it out of my car last night. Then, while I was searching for something to keep me dry, I remembered there was a coat in the boot. So, I ran to the boot, opened it and there it was! I threw down the key, quickly put on the coat and closed the door. I was just about to run to my office when I realized, I had locked my key in the boot! I climbed back into the car, feeling tired and deflated, and called my husband to bring the spare key. I was two hours late for work!

Taken from: https://theenglishcoach.biz/story-telling-in-english-using-narrative-tenses/

APPENDIX 4

ESSENTIAL ORAL PRESENTATION – PROJECT RUBRIC

SCORE / INDICATOR	1	2	3	4
ORGANIZATION	Audience cannot understand the presentation because there is no sequence of information.	Audience has difficulty following the presentation because student jumps around.	Student presents information in a logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
SUBJECT KNOWLEDGE	Student does not have grasps of information during the presentation. (Improvise)	Students is uncomfortable with information and doubts during the presentation.	Student easily explains the presentation.	Student demonstrate full knowledge (more than required) about the presentation.
VISUAL AIDS	Student doesn´t use any visual aids.	There isn´t relation between the visual aids and the content.	Student´s visuals relate to the presentation.	Student´s visuals explain and reinforce presentation.
MECHANICS	Student´s presentation has 5 or more spelling errors and grammatical mistakes.	Student´s presentation has 4 spelling errors and grammatical mistakes.	Student´s presentation has no more than 3 spelling errors and grammatical mistakes.	Student´s presentation has no spelling errors and grammatical mistakes.
EYE CONTACT	Student reads the whole report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintain eye contact most of the time, but frequently returns to notes.	Student maintain eye contact with audience, seldom return to notes.
ELOCUTION	Student mumbles, incorrectly pronounces terms, and speaks too quietly for the audience.	Student´s voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student´s voice is clear. Student pronounces most words correctly. Most of the audience can understand the presentation.	Student uses a clear voice and correct, and precise pronunciation of terms so that all audience can listen the presentation.

Based on current Language Center from La UEmprende E.P. Rubric for Evaluating Projects

APPENDIX 5

ESSENTIAL PROJECT DESIGN ELEMENTS CHECKLIST

WHATEVER FORM A PROJECT TAKES, IT MUST MEET THESE CRITERIA TO BE GOLD STANDARD PBL.

DOES THE PROJECT MEET THESE CRITERIA? ?	👍	👎	❓
KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management.			
CHALLENGING PROBLEM OR QUESTION The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.			
SUSTAINED INQUIRY The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers.			
AUTHENTICITY The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students' own concerns, interests, and identities.			
STUDENT VOICE & CHOICE The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience.			
REFLECTION The project provides opportunities for students to reflect on what and how they are learning, and on the project's design and implementation.			
CRITIQUE & REVISION The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry.			
PUBLIC PRODUCT The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom.			

Based on current PBL Works website

CHAPTER VI

6. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- This investigation let us understand what the academic issues are at the moment of producing projects and how fundamental is the implementation of PBL elements while doing a project and speaking appropriately.

- In the final analysis, the data collection deduces that all teachers need a Methodological guide with strategies and rubrics to assess appropriate projects execution with their Intermediate level students.

- On the whole, this investigation helps students and teachers to have a clear idea about the production of projects within short or long terms of courses.

RECOMMENDATIONS

- It might be advisable to motivate students to work in groups or pairs rather than working alone; in that way teachers promote collaborative work.

- Due to the unfamiliarity, it has been strongly suggested to investigate and integrate more Appropriacy a sub skill of Speaking aligned with PBL Project Based Learning for future projects.

- In light of facts, it is worthwhile to implement the elements and steps for a correct use of Project Based Learning with Intermediate level students from Language Center, UEmprende Empresa Pública -Universidad Técnica del Norte.

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ANNEXES

1. Matrix

APPENDIX 6. Matrix

VARIABLE (I)	DIMENSIONS	INDICATORS	TECH	INSTR	ITEMS
Project Based Learning has its structure and steps for successful results; it starts with a question, continues with discussion, faces challenges, leads investigation, draw results and develop a final product. **Project Based Learning** optimizes student development because this approach is student centered learning. Project based learning starts with a question, continues with exploration, investigation, and ends with finding a solution. Students learn to draw rescannable conclusions making clear delicious and applying new knowledge. Open-ended questions done by teachers or students play a big role at the moment of generating ideas or opinions about a specific topic.	APPROACHES	2.3.1Communicative language teaching (CLT) or The Communicative Approach. 2.3.2. Problem Based Learning Approach. 2.3.3.Collaborative Learning Approach 2.3.4. Critical Thinking	SURVEY	QUESTIONNAIRE	1 ¿Los proyectos que usted ha realizado le han impulsado a desarrollar más la destreza comunicativa en Speaking? Marque un número del 1 al 5, siendo 1 poco significativo y 5 muy significativo.
	PROJECT BASED LEARNING APPROACH	2.4.2 Examples from PBL Literature 2.4.3. Practicing Project-based Learning 2.4.4. Phases of the Project Based Learning			2 ¿Cuánto le gusta a usted desarrollar Proyectos en Inglés durante el periodo académico? Marca un número del 1 al 5, siendo 1 poco y 5 mucho. 3¿Con qué frecuencia sigue usted un proyecto de aprendizaje partiendo por una pregunta, una discusión, investigación y un producto final?
	PBL METHODOLOGICAL STRATEGIES LEARNING TECHNIQUE ERCA	1. Differentiate through teams 2. Reflection and goal setting 3. Mini-lessons, centers, and resources 4. Voice and choice in products 5. Differentiate through formative assessments			4 De las siguientes opciones escoja, ¿Cómo usted desarrolla un proyecto? Individual, en parejas o grupal.

		6. Balance teamwork and individual work			
	TEACHING PBL VIRTUAL MATERIAL	• Padlet • Steller • Google Blogger • Google sites - Webquests • Flipgrid • Mentimeter • Genially • Canva • YouTube • Filmora			5 ¿De las siguientes herramientas virtuales seleccione con cuántas de ellas usted está familiarizado actualmente? Con todas Con la mayoría Con pocas Con muy pocas Con ninguna U otra/s: *En caso de escoger la última opción, escriba el nombre de herramienta/s virtual/es en este espacio:
VARIABLE (D)	**DIMENSIONS**	**INDICATORS**	**TECH**	**INSTR.**	**ITEMS**
Appropriacy Speakers who are in the advanced level will have perfect or good fluency and this is when the focus is shifted again to accuracy. Some fluent speakers may make mistakes even though they are in the advanced level so it is important to help them correct their mistakes in order for them to learn better. Fifth level students have passed through some experiences at learning English during the four previous levels; they are familiar with many grammar structures, vocabulary and pronunciation. This stage is appropriate to polish their accuracy while they are Speaking in English. Teacher should focus more in pronunciation and	APPROPRIACY: WORD CHOICE	Word Choice Tenses Vocabulary Idioms, Phrases and Collations	SURVEY	QUESTIONNAIRE	6¿Conocía usted acerca de la subdestreza de Speaking denominada Appropriacy? Si, no, más o menos 7 De los siguientes elementos de Apropriacy, ¿Cuál de ellos le gustaría usar más cuando usted realiza un proyecto? Word Choice Tenses Vocabulary Idioms, Phrases and collocations
	APPROPRIACY: INTONATION PRONUNCIATION	2.7.2.1 The Main English Intonation Patterns 2.7.2.2 Cases Where Intonation Matters in English			8 ¿Cual piensa usted es más importante a la hora de hablar en Inglés? Escoja una sola opción. Intonation Pronunciation

184

intonation aligned with correct structure of the language. **Appropriacy** Research suggests that learners become more accurate in proportion to the time they have available. They can use this time to plan, monitor and fine-tune their output. Fifth level students from Academic Center have their background and with it lots of topics and activities that they have already developed; teachers should consider those familiar topics for creating final projects, as a result, students will perform Speaking with less percentage of mistakes.		2.7.2.3 Pronunciation changes meanig			185

Author: Sonia Eulalia Ramos Chachalo, 2021

2. Teachers' Interview

APPENDIX 7. Entrevista dirigida a docentes

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE POSTGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN INGLÉS

1. Do you consider that the projects you carry out have helped to develop students' communicative skills in Speaking? If so tell me in which manner.

2. How do you think your students feel about when they have to do projects that you prepare or mean to do? Do you think they like to do it?

3. How often do you run a project with your students in the following order?
First, start with a question, then a discussion, after that a deep investigation and time to develop critical thinking, and last step a final product.

4. Based on your experience at doing projects what do you think work best for your students: Individual work, pair work or group work? Support your answer.

5. What virtual tools have you used for doing projects; would you like to choose from the given list or would you like to share new ones with the interviewer?

Padlet – Steller -Google Blogger - Google sites – Webquests – Flipgrid- Mentimeter -Genially -Canva -YouTube – Filmora

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6. Have you heard about Project Based Learning Approach and Appropriacy a sub skill of Speaking?

7. What of the following Appropriacy elements would you like to use more to improve Speaking Appropriacy while your students are performing a project? Explain your response.
o Word Choice
o Tenses
o Vocabulary
o Idioms, Phrases and Colloquial expressions

8. What is more important for you to teach to your students: intonation or pronunciation? Explain your response.

9. Would you like to have access to a methodological guide to boost Speaking Appropriacy by developing projects? What could be something you really need as teacher for planning, developing or grading projects?

DATA INSTRUMENTS VALIDATION

Theme: Methodological Strategies using Project Based Learning components to promote Speaking Appropriacy with Intermediate Level learners, during academic year 2020-2021.

General objective: To select Methodological Strategies using Project Based Learning components for promoting Speaking Appropriacy with Intermediate Level learners, during academic year 2020-2021.

Author: Sonia Eulalia Ramos Chachalo

Judge:

Degree:

Academic tutor: MSc.Luis Paredes.

Data instrument collection:	Interview

Use a check mark ☑

Scale:

Nothing	Low	Middle	Hight
1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?				✓
Importance	What is the instrument level of importance related to the investigation?				✓
Organization	Is there a logical organization with the questions display?				✓
Writing organization	Are the questions clear and concise?				✓

Validated by (Name and surname): Narcisa Fuertes

ID: 1002091161   Signature:

3. Students' Questionnaire

188

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE POSTGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN INGLÉS

Tema de la tesis: Methodological Strategies using Project Based Learning components to promote Speaking Appropriacy with Intermediate Level learners, during academic year 2020-2021.

Objetivo: Conocer de forma directa sobre como se desarrolla el Aprendizaje Basado en Proyectos que promuevan "Speaking Appropriacy".

Instrucciones:

Estimados estudiantes de los quintos niveles, de La UEmprende EP Centro de Idiomas, se solicita responder conscientemente a cada una de las preguntas dirigidas hacia usted como estudiante en el correspondiente cuestionario conformado de 8 preguntas. Esta investigación busca determinar la funcionalidad y objetividad de las estrategias metodológicas usando los componentes de PBL (Project Based Learning) o conocido en español como (Aprendizaje Basado en Proyectos) para mejorar la destreza de Speaking y la subdestreza conocida como Apropriacy (Apropiación de la palabra o frase adecuada en contexto y cultura del idioma Inglés).

Cuestionario

Curso: ……………………………

Fecha: ……………………………

1. ¿Los proyectos que usted ha realizado le han impulsado a desarrollar más la destreza comunicativa en Speaking? Marque un número del 1 al 5, siendo 1 poco significativo y 5 muy significativo.

1	
2	
3	
4	
5	

2. ¿Cuánto le gusta a usted desarrollar Proyectos en Inglés durante el periodo académico? Marca un número del 1 al 5, siendo 1 poco y 5 mucho.

1	
2	
3	
4	
5	

3. ¿Con qué frecuencia sigue usted un proyecto de aprendizaje partiendo **por una pregunta, una discusión, investigación más desarrollo de pensamiento crítico y un producto final**?

Siempre	
A veces	
Rara vez	
Nunca	

4. De las siguientes opciones escoja, ¿Cómo usted desarrolla un proyecto?

Individual	
En parejas	
Grupal	

5. ¿De las siguientes herramientas virtuales seleccione con cuántas de ellas usted está familiarizado actualmente?

Padlet – Steller -Google Blogger - Google sites – Webquests – Flipgrid- Mentimeter -Genially -Canva -YouTube – Filmora

Con todas	
Con la mayoría	
Con pocas	
Con muy pocas	

Con ninguna	
U otra/s:	

*En caso de escoger la última opción, escriba el nombre de herramienta/s virtual/es en este espacio:

……………………………………………………………………….

6. ¿Conocía usted acerca de la subdestreza de Speaking denominada Appropriacy?

Si	
No	

7. De los siguientes elementos de Apropriacy, ¿Cuál de ellos le gustaría usar más cuando usted realiza un proyecto?

Word Choice (Elección de palabras)	
Tenses (Los tiempos)	
Vocabulary (Vocabulario)	
Phrases, Idiomatic and coloquial expressions (Frases, Expresiones idiomáticas y coloquiales)	

8. ¿Cuál piensa usted que es más importante a la hora de hablar en Inglés? Escoja una sola opción.

Intonation (Entonación)	
Pronunication (Pronunciación)	

DATA INSTRUMENTS VALIDATION

Theme: Methodological Strategies using Project Based Learning components to promote Speaking Appropriacy with Intermediate Level learners, during academic year 2020-2021.

General objective: To select Methodological Strategies using Project Based Learning components for promoting Speaking Appropriacy with Intermediate Level learners, during academic year 2020-2021.

Author: Sonia Eulalia Ramos Chachalo

Judge:

Degree:

Academic tutor: MSc. Luis Paredes

<div style="border:1px solid green; border-radius:10px;">

Data instrument collection: **Questionnaire**

</div>

Use a checkmark ☑

Scale:

Nothing	Low	Middle	Hight
1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?				✓
Importance	What is the instrument level of importance related to the investigation?				✓
Organization	Is there a logical organization with the questions display?				✓
Writing organization	Are the question clear and concise?				✓

Validated by (Name and surname): Narcisa Fuertes

ID: 1002091161   Signature:

APPENDIX 9. La UEmprende, Language Center Coordinator's approval.

Envió de Cuestionario validado: APLICACIÓN DE ENCUESTAS EN LINEA PARA ESTUDIANTES Y ENCUESTAS PARA TEACHERS quintos niveles- Maestría de Inglés

CABEZAS YEPEZ SELENE DEL ROSARIO
Jue 23/09/2021 7:10
Para: RAMOS CHACHALO SONIA EULALIA
CC: LUIS ALBERTO ACOSTA ESTRADA

ENCUESTA y ENTREVISTA Val...
244 KB

Estimada Sonita:

Se autoriza el levantamiento de información con el cuestionario adjunto, a los estudiantes y docentes del Centro de Idiomas de La UEmprende EP para uso exclusivo del desarrollo de su tesis.

Atentamente,

BA Selene Cabezas Y.
Directora del Centro de Idiomas (e)
LA UEMPRENDE EP