UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"PROJECT-BASED LEARNING AS A METHOD TO IMPROVE SPEAKING ABILITY IN NINTH-GRADE STUDENTS."

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Author: Oscar Jair Figueroa Maldonado

Kevin Steven Vera González

Advisor: Ing. Xavier Almeida B. MSc.

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ADVISOR´S APPROVAL

In my role as Advisor of the research paper under the title **"PROJECT-BASED LEARNING AS A METHOD TO IMPROVE SPEAKING ABILITY IN NINTH-GRADE STUDENTS."** prepared by**: OSCAR JAIR FIGUEROA MALDONADO** and **KEVIN STEVEN VERA GONZÁLEZ** undergraduate students of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

_____

ING. XAVIER ALMEIDA BRIONES. MSc

Advisor
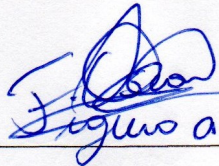
STATEMENT OF AUTHORSHIP

I, KEVIN STEVEN VERA GONZÁLEZ with ID number 2450860560 undergraduate students from Universidad Estatal Peninsula de Santa Elena, School of Education Science and Language, as a prerequisite to obtaining a bachelor's degree in Pedagogy of national and Foreign Languages, in my role as authors of the "PROJECT-BASED LEARNING AS A METHOD TO IMPROVE SPEAKING ABILITY IN NINTH-GRADE STUDENTS." Certify that this work is our authorship, except for the quotes and reflections used in this research paper.

_____
KEVIN STEVEN VERA GONZÁLEZ
AUTHOR

STATEMENT OF AUTHORSHIP

I, OSCAR JAIR FIGUEROA MALDONADO with ID number 2400218620 undergraduate student from Universidad Estatal Peninsula de Santa Elena, School of Education Science and Language, as a prerequisite to obtaining a bachelor's degree in Pedagogy of national and Foreign Languages, in my role as authors of the "PROJECT-BASED LEARNING AS A METHOD TO IMPROVE SPEAKING ABILITY IN NINTH-GRADE STUDENTS." Certify that this work is my authorship, except for the quotes and reflections used in this research paper.

_____

OSCAR JAIR FIGUEROA MALDONADO

AUTHOR

DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS OUR RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE UNIVERSITY.

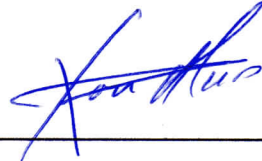KEVIN STEVEN VERA GONZÁLEZ

AUTHOR

OSCAR JAIR FIGUEROA MALDONADO

AUTHOR

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TUTOR

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To thank God for blessing me every day of my life.

I want to thank my parents because they have been fundamental pillars in my life and during my formation process as a professional. They have never allowed me to give up easily; on the contrary, they have always motivated me to keep moving forward day by day despite the difficulties that have arisen along the way; also, for advising me and giving me their unconditional support throughout this time. For which I will be eternally grateful to my mom and dad.

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Kevin Steven Vera González

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I want to dedicate this research work to my loved ones. To my father, Wicle Vera Lino, and to my mother, Mercy González Rodríguez, who have been a fundamental part of my life and also for supporting me throughout my academic formation process in order to achieve my goals. Also, to my grandmother, my brothers Wicle Vera González and my sister Génesis Vera González who are motivated and supported to continue fulfilling each one of my goals, and to all the pets that have been with me.

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With love

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With love

Oscar Jair Figueroa Maldonado

ABSTRACT

This research project aims to analyze project-based learning as a method to improve speaking skills in ninth-grade students. Since speaking and pronunciation are essential for understanding the language, it is for this reason that this study was born with the objective mentioned above. Furthermore, to carry out this research, it was important to apply phenomenological research study and the qualitative method with data collection since it allows to deepen the opinions or beliefs of the population. The previous experience or the point of view of each of the ninth-grade students and English teachers of the "Dagoberto Montenegro" school was taken into account to carry out the research in the 2022-2023 school year. Besides, a focus group of 6 students and two English teachers was formed, giving a total of 8 participants who answered questions related to PBL, where it was possible to know that thanks to this project-based learning method, students are encouraged to improve their speaking skills and in other subjects, thus enhancing their grades considerably, thus making active participation in the classroom.

KEYWORDS: Project-based learning, Speaking Skill, Pronunciation.

RESUMEN

Este proyecto de investigación pretende analizar el aprendizaje basado en proyectos como método para mejorar la expresión oral en estudiantes de noveno grado. Dado que el habla y la pronunciación son esenciales para la comprensión del idioma, es por esta razón que nace este estudio con el objetivo antes mencionado. Además, para llevar a cabo esta investigación, fue importante aplicar el estudio de investigación fenomenológico y el método cualitativo con la recolección de datos ya que permite profundizar en las opiniones o creencias de la población. Para la realización de la investigación se tuvo en cuenta la experiencia previa o el punto de vista de cada uno de los estudiantes de noveno grado y docentes de inglés del colegio "Dagoberto Montenegro" en el año lectivo 2022-2023. Además, se conformó un grupo focal de 6 estudiantes y dos docentes de inglés, dando un total de 8 participantes que respondieron preguntas relacionadas con el PBL, donde se pudo conocer que, gracias a este método de aprendizaje basado en proyectos, se incentiva a los estudiantes a mejorar sus habilidades de expresión oral y en otras asignaturas, mejorando así sus calificaciones considerablemente, logrando así una participación activa en el aula de clase.

PALABRAS CLAVE: Aprendizaje basado en proyectos, Capacidad de expresión oral, Pronunciación.

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FIGURE CONTENT

INTRODUCTION

We are currently a globalized society that necessarily requires maintaining effective communication between individuals and even more so as nations; for this reason, that mastering more than one language has a more significant advantage for development, within the educational field and even in the social field, without However, Ecuador is not recognized for reaching high levels of speaking other languages, sadly the population has deficiencies in speaking English.

Based on bibliographical reviews, it is possible to determine that the problem of poor command of the English language lies in learning it, teaching plans do not promote the constant practice, and in other cases, it needs more dynamism. However, from the educational experience, it is inferred that adapting the teaching with the new tendencies or tools the development in the classes would be favorable.

Due to this, this research project encourages project-based learning as a method to improve the ability to speak in primary students; international inquiries postulate issues related to lack of ability, such as insecurity of their knowledge, little practice, students have little knowledge of the language in their expressions, colloquial language.

For Fitriati & Mafruudloh (2020) mentions that project-based learning helped students to have creative thinking and good preparation in public speaking classes. Besides, PBL helps teachers prepare their classes, such as submitting assignments in a timely and systematic manner as well as providing benefits to students in improving group work skills, thinking skills and most importantly increasing self-confidence in speaking a foreign language.

Likewise, "It is necessary to promote values in class so that each student has the confidence to speak and even when they make a mistake, everyone can respect their participation. This is as important as that students feel recognized if you encourage them" (Estrada, 2020)

Through this research, a pedagogical teaching alternative is theoretically proposed, as through collective participation, learning is more enriching for all students. The academic project follows the following structure:

Chapter I: The problem. - Title, problem statement, problem question, general objectives, specific objectives, justification.

Chapter II: Theoretical Framework. - Pedagogical basis, theoretical basis, definitions, legal basis, study variables.

III: Methodological framework. - Methods, type of research, data collection, techniques, data collection processing and resources, population and sample

Chapter IV: Analysis of findings, interpretation of data from the interview or focus group, analysis and discussion of the interview or focus group vs. bibliographic review.

Chapter V: Reflection of the study, references, and annexes.

CHAPTER 1

THE PROBLEM

1.1 Research Topic

Strategies and Speaking Skills

1.2 Title of the Project

Project-based learning as a method to improve speaking ability in ninth-grade students.

1.3 Problem Statement

Globalization has implied a constant evolution in different aspects of society. Therefore, the command of other languages helps significantly to the development of social, educational, and economic environments of the same; in recent years, the English language has had a more significant worldwide repercussion, which is why it is currently considered very important to learn it.

However, mastering this language sometimes becomes complicated by various aspects, such as the lack of access to bilingual education and the continuity of basic knowledge, among others; currently as mentioned (EF English Proficiency Index, 2022) shows that despite progress in the acquisition of the English language in recent years, events such as the pandemic and virtuality have affected this progress, with young people between the ages of eighteen and twenty being the most affected with a score of 451/700.

Continuing with the investigation of EF EPI, within Latin America, many countries have improved their command of the English language; among them, Ecuador ranks 82nd within the competence bands globally, despite these maintaining an upward trend along with Nicaragua. As the Ecuadorian author Totoy (2019) establishes, the application of innovative techniques or methodologies within the teaching processes contributes to students having greater fluency as well as better intonation.

Recent studies have revealed the importance of learning the English language at an early age since, compared to an adult who already speaks their mother tongue, children learn a new language more quickly as indicated Díaz (2021) the first space where children begin to develop knowledge is in the family environment, as we know a child's first school is the home, where they learn to speak, recognize words and short phrases since at ages 3 to 5 years children have more excellent retention.

On the other hand, it infers the different factors that influence the learning of English at various school levels, from childhood to adolescence. Many of the points above can be compared to factors that are already involved in EFL success or difficulty when viewed as part of the public-school curriculum in Ecuador and around the world (Sevy-Biloon et al., 2020) As seen in the current planning of the "Curriculo Lengua Extranjera", the nation's new curriculum, educational policymakers in Ecuador consider English as a crucial instrument to advance in the global world in many different aspects and fields. Methods, tactics, and various techniques to support English language instruction across the country have been reviewed in light of curriculum reform.

1.4 Problem question

1.4.1 General Question
How can the speaking skill have been improved through project-based learning?

1.4.2 Specific questions

➢ What are the limitations that students have in the process of developing their speaking skills?

➢ What appropriate strategies will facilitate the oral skills of ninth-grade students?

➢ What methods will teachers use to motivate students to participate in the applied strategy?

➢ What are the benefits of using project-based learning in ninth-grade students?

1.5 Objectives

1.5.1 General Objective

To analyze project-based learning as a method to improve speaking ability in ninth-grade students.

1.5.2 Specific objectives

➢ To identify the limitations that students have in the process of developing their speaking skill.

➢ To determine appropriate strategies will facilitate the oral skills of ninth-grade students.

➢ To analyze methods will teachers use to motivate students to participate in the applied strategy.

➢ To determine the benefits of using a project-based approach in elementary schools.

1.6 Delimitation

The current investigation focuses on project-based learning as a method to improve the speaking ability of nine-grade students and two English teachers in the school year 2022 - 2023 at Unidad Educativa "Juan Dagoberto Montenegro Rodriguez" La Libertad province of Santa Elena.

1.7 Justification

Within primary education institutions, a problem is reflected in students regarding language proficiency, English being an essential requirement in the academic life of each one, consequently speaking is one of the greatest difficulties because sometimes students feel ashamed of being wrong or do not interpret the context of what is required in a class, so that, this study analyzes how academic projects serve as a method to improve the ability to speak in students.

This research has a great importance in the educational field because it gives students the opportunity to develop their knowledge acquired in the classroom and skills through school projects where they should be attractive to students. So that, they can establish great challenges. At the same time, increasing their level of confidence to face a more authentic environment with a good level of English in a disciplined, critical manner as well as having knowledge in a reflective and productive way.

Therefore, the study of project-based learning has many benefits; with this strategy, students will stop using a traditional method of study that results in short-term memorization. In this way, PBL prioritizes learning to focus on long-term retention to enhance their learning experience. Furthermore, it is a methodology popularly used by teachers seeking innovation in their classrooms to improve the teaching-learning process.

Introducing an excellent research project on PBL to improve each student's learning capacity in the educational institution since this methodology gives the flexibility to students to have the ability to connect knowledge from different branches; therefore, it favors the use in any subject, as mentioned above developing critical thinking, a greater motivation in learning and an increase in improving social skills. These are one of the many reasons why this project will be developed.

CHAPTER II

THEORETICAL FRAMEWORK

Background

In the following research project, contributions will be made from several studies by different authors in order to demonstrate new strategies that can be implemented in a classroom using the project-based learning method.

2.1 The value of the English Language

Many people speak English over the world, and it is popular for educational purposes, work, and even personal purposes. The need to speak a new language arises when a person wants to learn more about another culture, where they can express their feelings, ideas and share opinions with native English speakers or foreigners. Research done by Parupalli (2019) the fact of knowing English is a great advantage because the employability rate will increase percentage, especially if it is an international company, it is here where people increase their level of communication skills, oral and even written.

2.2 Project-based learning

Project-based learning is an instruction designed with a focus on providing students with the opportunity to improve and develop their knowledge by using this method through projects engaging in a challenging environment and problems where they can face the real world. Therefore, it is more than just doing a project as it involves active learning, which means that it establishes deeper commitments and understanding.

The study carried out by Riswandi (2018) suggest that it is a recommended method to apply in the classroom, for which he refers that PBL is the procedure that

allows "Students will create, organize, and complete a lengthy project that results in a publicly displayed output, such as a presentation, product, or publication."

A study Fitriati & Mafruudloh (2020) mentions that project-based learning helped students to have creative thinking and good preparation in public speaking classes. Besides, PBL helps teachers prepare their classes, such as submitting assignments in a timely and systematic manner as well as providing benefits to students in improving group work skills, thinking skills, and most importantly increasing self-confidence in speaking a foreign language.

2.3 Early learning

In his experience as a teacher, González (2019) states that it is necessary to be clear that learning is optimal if the "teaching of English using English" occurs since it implies a greater scope in the student, but in the case of education to infants, it is not possible to implement this method in its entirety. However, it is prudent that between the classes taught they become accustomed to short but frequently representative phrases, the constant repetition of the same.

In the same way, López (2019) underlines how useless it is to begin learning English at a young age, and on some occasions the knowledge imparted is cases, it is believed that only in school is it appropriate to give it relevance that this discipline demands, " the existence of a proper space for language teaching would facilitate language instruction" in addition to implementing techniques of interest and analysis motivates them to get involved voluntarily.

2.4 Speaking Skill in EFL.

Globalization seeks evolution, especially in third-world countries, which maintain inequality gaps in various environments, South American countries present a constant

problem in terms of speaking English, they have little fluency when communicating and interpreting dialogues.

One of the most challenging skills for learners is speaking ability, so students or people learning a foreign language should get used to practicing this skill every day in all aspects of their lives. According to the study Sugiarto & Rahmawati (2020), if the listener has the ability to understand someone, the speaker can be considered to have a high level of oral expression; therefore, they will be able to express themselves and share their ideas, knowledge, and thoughts with others, this can be achieved by actively interacting between people.

In a foreign language, students who are learning a new language have the right to make mistakes in pronunciation or grammar and to motivate them that from small mistakes, great things can be achieved. According to Vaca & Gómez (2017) when studying a foreign language should aim to achieve communicative objectives to be able to communicate adequately according to the circumstances of real life. Mastering a foreign language implies effort and preparation; from a dynamic approach, the child or adolescent must have the predisposition to learn, maintain perseverance and control their emotion; these aspects favor the educational process, basic knowledge has a significant influence, and these contributions stab from home prefer a greater capacity, a family that motivates the infant to speak in a foreign language to his own facilitates learning in research applied to immigrant apprentices (Peréz, 2021).

Eventually Madero (2018) highlights that it is sometimes challenging to develop oral skills when learning the English language; however, mastering this area strengthens other skills such as reading, writing, and listening, so the methodologies currently applied to traditional classes do so not encourage students. For this reason, it is opportune to

innovate in other spaces that imply greater participation among, becoming dynamic classes where the practice is the key.

2.5 The role of the teacher in fostering the speaking ability.

The research project conducted by Musdalifah & Islam (2022) cites that teachers have a very important role, as the teacher is the facilitator of the teaching of speaking since the classes will be focused on preparing the students for speaking. Moreover, in the speaking teaching process, the teacher becomes a role model for the students; in other words, they will be an example to follow, thus creating a better relationship and an excellent teaching-learning environment.

Another relevant perspective is the one mentioned by Quevedo (2021) in "Online conversation workshop to motivate and improve oral communication in English and promote students' confidence when speaking in a foreign language" the importance of providing students with a comfortable environment in addition to constant practice, will provide security in the student's development, which will gradually generate greater fluency, on the other hand, the strategies applied by the teacher must be dynamic and participatory, not just base education solely on knowledge theoretical because learning stagnates.

2.6 Pedagogical basis

2.6.1 Collaborative Approach

Is a way of teaching and learning where groups of students work together to solve issues, complete tasks, or create products. Contreras & Chapetón (2017) States that collaborative learning involves a variety of approaches that involve the joint intellectual efforts of students and teachers, which means that knowledge will be constructed and transformed by the students and that it is based on the idea of a naturally social act, as a

result of which students will work in groups where they must talk to each other, which is when much of the learning will take place.

Collaborative or group learning, however, refers to learning methods that encourage students to work together on academic tasks. Research by Coppola et al. (2019) mentions that the instructor is the sole source of knowledge or skills, but group members learn from socioemotional variables such as motivation, responsibility, or stress reduction. Therefore, when working in a group, the anxiety or hesitation to perform some work decreases with the complex tasks that may be presented.

2.6.2 Constructivist

It is based on the fundamental idea that students create their understanding of the world around them from experience as they grow and live. Thus, it allows them to play an active knowledge role rather than passively receiving information, fostering critical thinking around learning.

Gembaruk (2022) generally, defines constructivism as "the theory of learning is the result that knowledge and understanding are actively constructed by learners as learning takes place." Therefore, the constructivist vision of learning makes the student become an active learner rather than a passive one in the acquisition of knowledge.

On the other hand, sociocultural constructivism emphasizes that the importance of knowledge will exist in a social context where there will be active participation of a group of students. The author of the research that refers to Vygotsky mentioned that they learn by participating in activities that are meaningful to them. Hence, by interacting with others, they improve their understanding and their knowledge as well, not only for themselves but also for other people (Suhendi et al., 2021).

2.6.3 Practice in classes

"It is necessary to promote values in class so that each student has the confidence to speak and even when they make a mistake, everyone can respect their participation, this is as important as that students feel recognized if you encourage them" (Estrada, 2020).

Speaking requires dexterity and interaction. Therefore, reading and dialogue activities can be balanced, this allows progress to be more equitable among classmates since those who have more excellent scores can support those who have difficulties, giving way to peer evaluation and self-evaluation, which strengthens confidence in the student.

2.6.4 Educational gamification

Briseño (2021) proposes this methodology as a tool to strengthen Speaking since it generates interest in the student, the topics covered in an effective and flexible space grant autonomy and self-criticism in the learner; when the student takes the initiative of intervention, learning is more fluent. However, the teacher must previously explain the rules that involve gamification.

In the same way, Cantillo (2022) promotes pedagogical interactions as a complementary learning dynamic, strengthening teacher-student and peer ties, it has been shown that students motivate under a reaction impulse. The reward generates feedback in the student, on the other hand, forms other characteristics in the individual such as understanding, respect, and empathy, based on the freedom of participation.

2.7 Legal basis

Within (Congreso Nacional, 2014) access to quality, equitable and inclusive education is established; considering this appropriate within education in the foreign

language, said academic training in this subject is a fundamental basis in the entire educational cycle of the student and must take advantage of the relevance that it implies, Therefore, from an early age it is necessary that the aforementioned principles be governed, thus seeking that present and future generations have eleven learning and mastery rates in this language.

In Ecuador, the Ministerio de Educación (2019) within the foreign language curriculum determines that it is necessary to develop a greater multicultural perspective in students; under this criterion, the development of English language proficiency is promoted to achieve better performance in interactions with the others, in addition to "Create a love of language learning from an early age, through interesting and positive learning experiences, in order to encourage students' motivation to continue learning."

The student's learning depends largely on the perseverance of the same, but in the same way, the teachers in charge of their training have a direct influence; for this reason, it is necessary, as indicated in art. One hundred eleven of Reglamento General Ministerio de Educación (2017) that the foreign language teaching staff must guarantee good performance in knowledge and innovation in this teaching area, "They must present the results of an international standardized test that certifies that they maintain at least a level of knowledge of the language equivalent to level B2 of the language section of the Common European Framework of Reference."

2.8 Variables of the study

2.8.1 Dependent Variable

➢ Speaking ability

2.8.2 Independent Variable

➢ Project-based learning

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Definition

According to McCombes & Tegan (2022), the research methodology is the chapter where the methods of data collection as well as the data analysis of a given topic are observed, analyzed, and explained. Moreover, the methodology chapter describes the actions and how it was carried out.

3.2 Research Method

3.2.1 Qualitative Research

Qualitative research involves the development of naturalistic inquiry to explore events within a social setting where it is possible to use a small sample of a population. Busetto et al. (2020) describes qualitative research that generally includes data in the form of words rather than numerical statistics. Meaning that it is a method that collects and evaluates non-standardized data, as mentioned, can be achieved by obtaining these results with a small sample for the purpose of deeper understanding.

Research by Jansen & Warren (2020) argues that qualitative research usually occurs when the research aims, and objectives become exploratory in nature. Therefore, this method allows for a deeper reach of information and asking questions based on the responses of the people to be surveyed so that the research will focus on collecting and examining words, both written and spoken. In order to understand people's behavior, from their attitudes to the factors that motivate them to improve.

3.3 Type of Research

3.3.1 Phenomenological Studies

The phenomenological investigation will be used as a research method. A phenomenological study is a research method used to understand or explore the lived experiences of people around their environment. Neubauer et al. (2019) defines phenomenology as an approach that focuses on understanding a behavior or event from the perspective of those who have experienced it in order to grasp its essence and provide a foundation for the interpretation and understanding of phenomena. Thus, phenomenology is the perception of the world experienced by a person.

Likewise, the phenomenological method will allow the study and gathering of information from the student's experience since this method provides the opportunity to understand a critical situation or event in their lives. Therefore, it is understood that using a phenomenological approach will help to examine any type of experience. Eventually, to implement this sort of method, interviewing will be used to gather relevant information from the students about the teaching-learning process to develop their speaking skills.

3.3.2 Data Collection Techniques

According to Houston (2022) mentions that to understand the behavior and motivations of the public, it is necessary to collect data, as it helps to gather important and essential information. Having good data also simplifies the search for knowledge as in this case, to improve speaking skills. On the other hand, it establishes that qualitative data, unlike quantitative data, will be descriptive and will seek contexts such as behavior, people's motivations, or perceptions.

At this point, the focus group will be used for data collection. As Luke & M. Goodrich (2019) explain in their research, focus groups are an established tool for

collecting data in qualitative or quantitative research, cost-effective for understanding teaching-learning processes. Consequently, focus groups bring together a small group of people. In this case, the investigation will be approximately among a group of six to eight participants where all of them will have the responsibility to respond honestly and spontaneously. Moreover, there will be a moderator who will lead the exchange of ideas; his function will be to list the questions and share them with the group, where the interview will last thirty minutes or one hour.

3.3.3 Instruments

For the collection of information in this investigation, it was established to apply focus groups since the quality of information obtained through this tool allows analyzing in addition to observing the interaction between the participants, as indicated by Torres & Vidal (2019) it is an alternative evaluative way. That enables the researcher to generate interpretations based on the opinions expressed by the study group together with what was observed at that moment.

3.3.4 Type of questions

Open-ended questions will be used in this research. Open-ended questions allow you to express all your knowledge and emotions in the form of an open-ended text with no limits to your answers. Neuert et al. (2021) argues that open-ended questions demand a lot of work from researchers, but there are many circumstances in which open-ended questions can provide crucial information that closed-ended questions cannot.

Besides, to apply this instrument, a questionnaire was designed that will serve as a starting point for dialogue or debate among students, this qualitative research makes it possible to study the student's perception of their experience in learning English, and the focus group is applied accordingly. Face-to-face, the six open questions posed open up

the account of the practice, the processes, and complications experienced in each one, which is fruitful in an investigation because the variety of answers broadens a greater interpretation between the theoretical and the collected.

- **Technique**

Focus Group

- **Instrument**

Questionnaire

3.4. Data Collection Processing and Resources

As mentioned in previous points of the research, a focus group will be conducted through a questionnaire of open questions to gather more information from the ninth-grade students and two English teachers of the educational institution "Juan Dagoberto Montenegro Rodriguez" La Libertad, province of Santa Elena.

Information processing is collected as follows:

• **What?**

Focus groups.

• **Where?**

Educational Unit "Juan Dagoberto Montenegro Rodriguez" La Libertad province of Santa Elena

• **When?**

Academic period 2022 - 2023

- **How?**

Focus group, opened-ended questions.

1. In your experience, what are the advantages of teamwork in the classroom for better language performance?

2. In your criteria, would the application of the project-based learning method contribute to the improvement of English language teaching?

3. Do you consider that practicing with the project-based learning method will improve your speaking skills?

4. As a student, will implementing project-based learning help you improve your academic performance?

5. What are the problems that you have identified at the moment of practicing speaking?

6. What are the techniques that helped you to solve the problems in the speaking practice?

7. In your criteria, with the PBL method you will have better knowledge retention than with the traditional method?

8. As students, do you consider that PBL will help reduce the rate of low grades in different subjects?

For teachers:

1) As educators of the institution, do you consider that other teachers from different areas or disciplines should be with the students during the whole process of the project-based learning?

2) In your experience, what are the advantages of teamwork in the classroom for better language performance?

3) In your criteria, would the application of the project-based learning method contribute to the improvement of English language teaching?

4) Do you consider that practicing with the project-based learning method will improve your students' speaking skills?

5) As teachers, will the implementation of project-based learning help improve your student's academic performance?

6) According to your criteria, what are the problems you have identified in your students when practicing speaking?

7) Based on your experience, what are the techniques you use to solve problems in oral practice?

8) In your experience, does using different teaching strategies allow your students to be more creative and participative in the classroom?

- **What for?**

To analyze project-based learning as a method to improve speaking ability in ninth-grade students.

3.5. Population and sample

The population of ninth-grade students in the "Juan Dagoberto Montenegro Rodriguez" Educational Unit is 6 students and two English teachers in the 2022-2023 academic period. The sample corresponds to a group of 6 students and 2 English teachers who will participate in the application of this questionnaire. The size of the selected study group makes the research viable, dialogue or debate is possible among participants, and the data collected will be optimal. Table 1 shows the population and sample of students and teachers.

Table 1

Description of population and sample

Description	Number	Percentage
Students	*6*	*100%*
English Teachers	*2*	*100%*
Total	*8*	*100%*

Note: For a clarification of what was the sample and population taken for the research project.

CHAPTER IV

ANALYSIS OF FINDINGS

In the present chapter, the results and opinions given by the students and teachers

in the focus group will be presented. This interview was conducted with students and

educators in order to identify the problems they have contributed to in the practice of oral

expression in English in their learning process. In addition, keywords will be shown with

a word cloud image with their interpretations.

Figure 1
Focus Group Word Cloud

Note: This figure was created in word cloud and shows the words that stood out

the most in the focus group as shown in figure 1.

4.1 Interpretation of data from the interview or focus group.

The focus group about project-based learning as a method to improve speaking ability was considered to interview in Spanish in the following research. Therefore, because the participants spoke in their mother tongue, they had the confidence to express themselves naturally. To gather the relevant data for the study, mainly to gather concepts, justifications, and motives.

4.2 Interview Questions

1. **In your experience, what are the advantages of teamwork in the classroom for better language performance?**

   The pupils agreed that this method is advantageous in their learning process, since, in this way they learn together, so that they can help each other, learning in a more interactive and practical way.

2. **In your criteria, would the application of the project-based learning method contribute to the improvement of English language teaching?**

   The students mentioned that this methodology effectively contributes to the improvement of their speaking, in addition to allowing them to develop other areas such as listening, reading, and even writing.

3. **Do you consider that practicing with the project-based learning method will improve your speaking skills?**

   The participants agreed that they perceive this method as a more dynamic way of learning, motivating them to practice briefly, concluding that the more they practice, the more they lose their shyness when expressing themselves.

4. As a student, will implementing project-based learning help you improve your academic performance?

The focus group affirms that this makes it possible to improve their academic performance, being an alternative for acquiring extra points for class participation, since the interventions are voluntary.

5. What are the problems that you have identified at the moment of practicing speaking?

In summary, the responses collected were:

- Shyness, fear of failure
- Confusion between what is heard.
- Lack of confidence in their own knowledge
- Confusion when expressing themselves.

6. What are the techniques that helped you to solve the problems in the speaking practice?

The students mentioned that watching series or movies in English, most of the time without subtitles, as an option to reinforce their understanding of dialogues in a foreign language. On the other hand, listening to music in this language also motivates the student to practice listening and speaking.

7. In your criteria, with the PBL method will you have better knowledge retention than with the traditional method?

For some participants, they believe that the PBL method will help them more in retaining knowledge in their learning process because a wide range of functions, such

as linguistic, cognitive, or practical, are involved, which leads to reasonable levels of knowledge.

8. As students, do you consider that PBL will help reduce the rate of low grades in different subjects?

All participants agreed that this method could help reduce the rate of low grades in the classroom, not only in English but also in other subjects such as natural sciences, social studies, and other subjects taught at the institution. Besides, project-based learning bets for a meaningful learning and linked to the real experience of students.

Questions to teachers

1. As educators of the institution, do you consider that other teachers from different areas or disciplines should be with the students during the whole process of the project-based learning?

The teachers indicated that on the one hand, it is essential to be with them during the learning process with project-based learning because, in this way, the teachers are witnesses of how the students learn through this method and how the other subjects of different areas are involved.

2. In your experience, what are the advantages of teamwork in the classroom for better language performance?

The educators mentioned that group work has many benefits which they highlight the improvement of learning where students learn with the exchange of ideas, of experiences already lived by them where they have a better understanding and a better development of perspectives in the learning process.

3. **In your criteria, would the application of the project-based learning method contribute to the improvement of English language teaching?**

The educators indicated that the application of this method, called project-based learning is important because it makes the learners the protagonists of their own study and thus helps to achieve satisfactory results in the teaching of the English language.

4. **Do you consider that practicing with the project-based learning method will improve your students' speaking skills?**

Teachers believe that the practice of PBL would help students improve their speaking skills because it is an innovative study method and it is not a traditional rote learning method, which is beneficial for students because their knowledge retention will be long-term.

5. **As teachers, will the implementation of project-based learning help improve your student's academic performance?**

The teachers affirmed that the project-based learning method helps their students improve their academic performance because in this way they explore and search for information about a topic that is being discussed in class so that for the teachers, the PBL classes are more dynamic for the students.

6. **According to your criteria, what are the problems you have identified in your students when practicing speaking?**

The problems identified by teachers are:

- Common grammatical errors when students speak.
- Fear of making mistakes.
- Confusion when expressing themselves.

✦ Lack of vocabulary.

7. **Based on your experience, what techniques do you use to solve problems in oral practice?**

The educators indicated that one of the techniques they use is to make their classes dynamic, especially in the explanations so that the students feel confident, and they also mention that encouraging conversation about the topic is very good. Before the students give an oral presentation, they advise them to look for words related to the topic they are dealing with and to articulate the words well.

8. **In your experience, does using different teaching strategies allow your students to be more creative and participative in the classroom?**

The teachers agreed that it would make students more creative and participatory to use different techniques in the classroom. Using different techniques does not allow students to get bored in the classroom, and it has great retention of knowledge in the long term, thus helping students to develop academically and their creativity.

4.3 Interpretation of bibliographic review.

Recent investigations emphasize that external and internal factors arise during the learning stage, making it difficult for students to study. Concerning English proficiency, they sometimes reach the point of feeling frustrated or anxious because it is difficult, such a way that they call this situation "anxiety before learning foreign languages" (España, 2020)

Another contribution provided by Mejia (2022) indicates that the strengthening of speaking does require effort from the students, even more so when a bilingual environment is not developed at home; adding to this, the level of interest used by the

boy or girl is It is essential the time, dedication and the type of content that is used to learn all this in a genuine way without the need to generate a requirement.

It is necessary to analyze the recent global events, which changed the learning methodologies and influenced the levels of instruction; a notable affectation lies in the lack of confidence of children or adolescents to interact with their peers, even though it has already returned. In the face-to-face modality, comfortable interaction spaces are not created to participate (Serrano, 2020).

On the other hand, Pérez & Castillo (2021) mentions that students tend to maintain more remarkable development when expressing themselves orally if they feel in the space of trust, where they are generally praised for the advances, they achieve within their training process; another comment states that they tend to speak more naturally, answer with short phrases or that they have been shared recurrently in classes.

In the same way, Becerra & González (2020) conclude that there are technological tools that contribute to a more excellent practice of this language; this also gives the learner to generate an increase in their autonomy as a resource outside of class and within the classroom of types, the dynamic interaction between classmates is effective, so the alternatives of learning together facilitate greater interest.

Poveda & Contreras (2020) agree that for the present generations, it is appropriate to use the technological tools to which they have access; these motivate them either to communicate, interact, and access data; this has transformed teaching, and teachers must assume these innovations as allies, modifying the perception of didactic and pedagogical work.

As expressed by Bohórquez (2022) "The appropriation of the knowledge imparted in a conscious, motivating and experiential way, based on the interaction between teacher-student and student-student, stimulates the teaching process in a communicative way for the development of productive linguistic skills."

According to this criterion, authors such as Duarte et al. (2022) corroborate that designing curricular plans and methodologies based on goals or objectives to achieve allows the teacher to evaluate the progress of the students, thus categorizing which are the frequent weaknesses that the students present, and, therefore, enhance the strengths they possess individually or as a study group.

4.4 Analysis and discussion of the interview or focus group vs. bibliographic review.

The following focus group was carried out to determine the reasons why students consider or have difficulties in oral expression. Consequently, it was determined to know the opinions of the students of a private educational institution in order to conclude by making a comparison with previous studies and research.

Question 1

In the focus group, it was evident that the students learn better in work groups, which facilitates the learning process since the classes are more interactive and practical for the work group. On the other hand, educators mention that it has many benefits when working in a group since it improves learning by exchanging ideas.

Pedagogiki & I Praktyka (2022) emphasizes that teamwork is very advantageous for students because, in this way, there is more communication between them and even between teacher and student. Therefore, it is of great help since talking individually with each student can be too time-consuming, causing not everyone to participate in class,

especially in classrooms with many students. This means that the easiest method to get everyone talking is to group the pupils.

Question 2

As for the second question, most of the students in the focus group concluded that project-based learning would contribute to improving oral skills by making them more confident. On the other hand, they also emphasized that speaking skills would improve and other skills such as listening, writing, and reading, thus increasing the academic performance of each of them.

The constructivist learning technique used in project-based learning helps students play an active role because it provides an opportunity for students to become deeply involved, thus generating a long-term retention approach that helps them improve in all four English skills (Najmi et al., 2019).

Question 3

The participants mentioned that practicing through the project-based learning method will facilitate the improvement of speaking skills as they perceive this method as a dynamic way of learning. They also consider that through this method, they will lose the shyness of speaking in English with their classmates or in public.

Studies such as the one International (2019) mention that PBL is popular in schools in different parts of the world. In addition, project-based learning is not related to traditional knowledge but to a real-life learning style. Also, students gain self-confidence by the simple fact that they will speak and express themselves while working on a project.

Question 4

In this question about the implementation of project-based learning that will help improve academic performance, the trainees mentioned that it gives the possibility to enhance to an excellent academic level as this is an opportunity to have active participation in the classroom.

Project-based learning is an active approach that encourages students to be as involved and engaged as possible in the learning process. In this way, learners in the classroom will have active participation and thus improve their grades, as it will be a way to engage them and give them ownership over their learning (De la Torre et al., 2020).

Question 5

In the fifth question that was asked to the focus group, the students identified several problems that they had at the time of speaking, which was the lack of confidence that exists in them in addition to fear, shyness, or failure and that their classmates make fun of them, which causes a lack of speaking skills in them.

In PBL, teachers have the responsibility to apply strategies where they offer students more opportunities to explore their competencies and therefore increase their confidence in their studies, especially when speaking English, by carrying out activities that awaken their motivation to learn to encourage students and prevent them from losing confidence, followed by fear or shyness (Jaya et al., 2019).

Questions 6

In this question, the interviewees mentioned that one of the techniques that help them to solve problems in oral practice is to watch series or movies in English in order to understand the correct pronunciation of certain words and as an option to reinforce their comprehension in dialogues in the foreign language.

A study conducted by Angel et al. (2022) established that movies or series in the English language help to improve vocabulary and time to be able to speak in English. Therefore, movies are a form of visual communication where they receive information and, at the same time, entertain themselves by watching different situations and capturing a great variety of words. Consequently, a movie can be used to help pupils become better speakers.

Question 7

The students mentioned that the PBL method would be very helpful for the retention of knowledge in their learning process, unlike the traditional teaching method; in this way, the interaction of linguistic, cognitive, or practical functions will allow them to reach an excellent conceptual level.

According to Dave (2022) project-based learning allows students to gain deep content knowledge with long-term retention, which benefits them as they work together with critical thinking, communication, creativity, and collaboration as classmates. Therefore, the knowledge learned lasts longer than if it had been taught in a traditional way.

Question 8

In this last question, the trainees consider that PBL would help to reduce their level of low scores in different subjects they learn in school resulting in more interaction and participation with the learning material, improving the results in the student's grades where their study will be meaningful and linked to real experience.

A study on project-based learning strengthens student participation in the classroom, but not only, but it also mentions that retention of information improves understanding. Consequently, there is an increase in students' grades in all subjects,

which had a positive impact as PBL is an innovative method in the classroom (Arundel, 2021).

CHAPTER V

REFLEXIONS OF THE STUDY

The research project was carried out under the name Project Based Learning as a method to improve speaking skills. Answering the questions posed in chapter one of the research project, the PBL method can be beneficial in the classroom. Because teamwork is essential in this teaching method, in this way learners will help each other as well as assigning a role to each student, such as the role of a leader, a researcher, or coordinator, among other functions that can be given; in this way when changing each project in PBL, the student can assume different responsibilities.

On the other hand, the limitations presented during their learning process were that most of them were afraid of speaking in English and being made fun of by their classmates. However, PBL has excellent benefits, such as developing students' autonomy and making them the protagonist of their processes. In addition, it motivates students to learn where the teacher awakens the student's curiosity through elements linked to their environment.

It is worth mentioning that if a solution could be found for this, the possible measure to take is for educators to implement the PBL method and thus not only follow the traditional teaching in schools and classrooms but to innovate and use new methods where they teach to make the learner more participatory in their environment so that it is of great help to students in their learning process and therefore they can learn more.

Furthermore, implementing this approach will help students strengthen their social skills through the exchange of ideas as well as promote their creativity.

The experience with the research was enjoyable because it was a privilege to see a group of students who expressed openly what they thought about the topic of project-based learning, as well as to learn about the aspects that influence their learning process. In addition, the interviewees were educated during the interview process, which provided information that greatly aided the research process. On the other hand, it took much work to conduct the interview with the teachers due to the different activities they had at the educational institution. Moreover, we could count on the approval of the questions for the focus group by the school principal, which was very good.

According to the present investigation, one of the main challenges during the process was to find current bibliographical references that are required in this subject or are similar to it; since it is a subject with little experience in terms of teaching-learning methodology, it was possible to coincide bibliography related in terms of issues such as confidence in the student, teaching strategy, advantages, among other concepts raised.

Considering the criteria of the students to understand or reaffirm what hinders their development is favorable in an investigation because it guides the researcher based on the reality of the student and because the methodology as mentioned above is feasible and motivates English speaking skills, which is one of the main areas where students have little performance.

On the other hand, the advantage that was presented arose when executing the information-gathering technique; in this case, applying the focus group to the students allowed us to verify the research hypothesis in addition to witnessing the development of

the students at the time of participating, which is opportune since the theoretical-practical was genuinely contrasted, especially since the study group is accessible to analyze.

Additionally, this study addresses a recent issue, serving as a bibliography for further research, since it proposes a greater adequacy of didactic tools and adapted to the interaction spaces that students currently have, presenting this methodology as a novel strategy, which is little considered and with a favorable impact.

Analyzing how it is possible to reinforce learning in students by creating interaction spaces where they feel more confident in the knowledge they possess while being aware that getting confused is part of educating themselves and that it is possible to share recommendations or self-assess themselves. This research starts from a student's experience when learning a foreign language, considering the factors that should have been promoted and in what way, based on this, theoretically postulate this option.

At the beginning of the investigation, those factors that influence student interaction had not been considered; it was believed that the main protagonists were the teachers. However, the responsibility is shared jointly with the teacher since he is the one who plans the structure of his class; it proposes methodologies that are adapted to the development that the students are obtaining.

On the other hand, based on the conceptions considered, it was evidenced that orthodox teaching methods are currently applied; there is no way to implement different tools that technology offers us, such as completing classes with multimedia content, using other platforms; it is necessary to motivate student confidence as well as create the most dynamic learning spaces for them to interact without fear voluntarily.

For greater fluency in speaking English, constant practice is essential; maintaining a balance between theory and practice is fruitful in the teaching process; in order to understand and give a quick response to what we hear, it is necessary to be listening to conversations in this language during the routine of the day as in songs, visualizes subtitled multimedia content, take advantage of these tools.

In addition to knowing in greater detail the advantages of applying project-based learning as a method to improve speaking ability, it is essential to understand that it is not enough to implement this methodology; it also implies that students understand that being confused does not mean that they are mocked or that they feel shame, that for the ideal way to learn is by asking what is doubted or unknown.

Another valid point is to apply self-evaluation or co-evaluation because this is how they learn to recognize those difficulties that are presented to them in their learning process, which characteristics they must maintain or which they must improve, also that among classmates they help each other to improve, it mainly allows the student to have empathy for others, share the knowledge you have, learning is shared among all and is not simply individualized which gives way to greater confidence and at the same time leads to interaction.

Deepen this research by focusing on factors related to this topic, giving it a consistent theoretical argument, then applying this methodology in the teaching spaces presented, and constantly disseminating it among other colleagues or reform by attaching other variables to the central theme.

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ANNEXES

ANNEX 1: Research Project Topic Approval Memorandum

**Facultad de
Ciencias de la Educación e Idiomas**
Pedagogía de los Idiomas Nacionales y Extranjeros

UPSE

MEMORANDO

REFERENCIA: PINE-239-2022

DE: Ing. Eliana León Abad, MSc.
DIRECTORA DE CARRERA

PARA: Oscar Jair Figueroa Maldonado
Kevin Steven Vera González
ESTUDIANTES CARRERA PINE

Cc: MSc. Xavier Almeida Briones
DOCENTE

ASUNTO: Aprobación de tema de Trabajo de Integración Curricular

FECHA: 02 de diciembre del 2022

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-033, efectuado el 28 de noviembre, fue aprobado el tema de su trabajo de integración curricular denominado "Project Based Learning as a Method to Improve Speaking Skills in Ninth-grade Students", siendo designado como miembros de tribunal los siguientes docentes:

DOCENTE	CORREO	TELÉFONO	DESIGNACION
MSc. Xavier Almeida Briones	xalmeida@upse.edu.ec	0993018430	Tutor
MSc. Patricio Calle León	pcalle@upse.edu.ec	0987758641	Especialista

Recordarle que el docente tutor debe enviar mensualmente el informe de avance, además las tutorías deben ser registradas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,

Ing. Eliana León MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

C/c Archivo

Dirección: Campus matriz, La Libertad - prov. Santa Elena - Ecuador
Código Postal: 240204 - Teléfono: (04) 2-781732
www.upse.edu.ec

ANNEX 2: Urkund Certificate

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENABIBLIOTECA
Formato No. BIB-009

CERTIFICADO ANTIPLAGIO

La Libertad, 27 de Enero de 2023

En calidad de tutor del Trabajo de Integración Curricular denominado **"PROJECT-BASED LEARNING AS A METHOD TO IMPROVE SPEAKING ABILITY IN NINTH-GRADE STUDENTS."** elaborado por los estudiantes **OSCAR JAIR FIGUEROA MALDONADO** y **KEVIN STEVEN VERA GONZÁLEZ**, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 1 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente

C.I.: _09131347491_
Ing. Xavier Almeida Briones. MSc
DOCENTE TUTOR

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENABIBLIOTECA
Formato No. BIB-009

CERTIFICADO ANTIPLAGIO

Reported Urkund

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ANNEX 3: Focus group questionnaire.

Questions for the interview.

For students.

1) Según su experiencia, ¿cuáles son las ventajas del trabajo en equipo en el aula para mejorar el rendimiento lingüístico?

2) Según tu criterio, ¿contribuiría la aplicación del método de aprendizaje basado en proyectos a la mejora de la enseñanza del inglés?

3) ¿Consideras que la práctica con el método de aprendizaje basado en proyectos mejorará tu capacidad de expresión oral?

4) Como estudiante, ¿la aplicación del aprendizaje basado en proyectos te ayudará a mejorar su rendimiento académico?

5) ¿Cuáles son los problemas que has identificado a la hora de practicar speaking?

6) ¿Cuáles son las técnicas que te han ayudado a resolver los problemas en la práctica oral?

7) En su criterio, ¿con el método PBL tendrán mejor retención de conocimientos que con el método tradicional?

8) Como estudiantes, ¿consideran que el PBL ayudará a reducir el índice de bajas calificaciones en las diferentes asignaturas?

For teachers:

1) As educators of the institution, do you consider that other teachers from different areas or disciplines should be with the students during the whole process of the learning-based project?

2) In your experience, what are the advantages of teamwork in the classroom for better language performance?

3) In your criteria, would the application of the project-based learning method contribute to the improvement of English language teaching?

4) Do you consider that practicing with the project-based learning method will improve your students' speaking skills?

5) As teachers, will the implementation of project-based learning help improve your student's academic performance?

6) According to your criteria, what are the problems you have identified in your students when practicing speaking?

7) Based on your experience, what techniques do you use to solve problems in oral practice?

8) In your experience, does using different teaching strategies allow your students to be more creative and participative in the classroom?

ANNEX 4: Transcription.

For students.

1) **Según su experiencia, ¿cuáles son las ventajas del trabajo en equipo en el aula para mejorar el rendimiento lingüístico?**
   - Que todos aprendemos juntos.
   - Nos podemos ayudar del uno al otro.
   - Nos podemos ayudar de temas que no entendamos.
   - Las clases se vuelven más interactivas y nos podemos conocer más como compañeros de clases.

2) **Según tu criterio, ¿contribuiría la aplicación del método de aprendizaje basado en proyectos a la mejora de la enseñanza del inglés?**
   - Eh..Sí, porque nos ayudaría a mejorar en todo lo que es Speaking Listening y también podría estarnos ayudando en otras materias.
   - Es verdad, aprendemos no solo inglés si no otras materias de forma divertida.

3) **¿Consideras que la práctica con el método de aprendizaje basado en proyectos mejorará tu capacidad de expresión oral?**
   - Mmm.. Sí
   - Ehhh..sí porque nos podemos desenvolver más.
   - Claro, tenemos más oportunidad de poder participar e interactuar.
   - Si, de esa manera podemos ir perdiendo la timidez.

4) **Como estudiante, ¿la aplicación del aprendizaje basado en proyectos te ayudará a mejorar su rendimiento académico?**

- Sí, yo creo que si nos ayudaría a mejorar las notas al ser un método muy interactivo.
- Creo que si, al igual que dice mi compañera es un método donde tendremos mucha interacción y participaremos mucho en clases lo cual nos haría ganar puntos extras.
- Sí y no solo en la materia de inglés si no en las otras materias como ciencias naturales, estudios sociales u otras materias que nos enseñan.
- Con cuerdo las participaciones en clases nos ayudarían un poco en el rendimiento académico.

5) **¿Cuáles son los problemas que has identificado a la hora de practicar speaking?**

- Creo que uno de mis problemas es el temor a hablar y mis compañeros se me burlen por no saber pronunciar bien las palabras.
- A mi se me suele enredar la lengua cuando hablo.
- Cuando quiero hablar no me siento segura de si me voy a expresar bien.
- Suelo confundir la correcta pronunciación de ciertas palabras.
- Miedo que no me entendían y se me comiencen a burlar.

6) **¿Cuáles son las técnicas que te han ayudado a resolver los problemas en la práctica oral?**

- No sé si sea técnica, pero suelo ver películas en inglés y repetir ciertas palabras que veo que son difíciles.
- Por mi lado suelo escuchar músicas en inglés con la letra.
- Es verdad también suelo escuchar músicas en inglés y de paso veo la pronunciación de ciertas palabras.
- En cambio, yo suelo combinar las dos, unas veces veo películas en inglés y otras veces suelo escuchar músicas, pero siempre trato de repetir palabras que se me hacen difíciles, aunque todas son difíciles.

7) **En su criterio, ¿con el método PBL tendrán mejor retención de conocimientos que con el método tradicional?**

- Si, como mencionamos anteriormente al ser una clase dinámica o que aprendamos de una mejor manera, nos ayudará a que lo que aprendamos no se nos olvide rápido.
- Exacto, sería un aprendizaje donde lo que aprendemos será para largo plazo.

- Sí porque de la manera tradicional solemos olvidarnos al siguiente día de lo que hemos aprendido

8) **Como estudiantes, ¿consideran que el PBL ayudará a reducir el índice de bajas calificaciones en las diferentes asignaturas?**

- Sí porque al aprender inglés pienso que otras materias también estarán involucradas.
- Pienso igual que mi amigo.
- Yo creo que ayudaría que haya un cambio y nosotros como estudiantes poder mejorar nuestras calificaciones.
- Si, si ayudará a mejor las notas en diferentes materias.
- Al saber que es un método innovador para nosotros e interactivo a diferencia de la enseñanza tradicional creo que si nos ayudará considerablemente a mejorar nuestras notas.

For teachers

1. **As educators of the institution, do you consider that other teachers from different areas or disciplines should be with the students during the whole process of project-based learning?**

- I'm agree with this because the process of project-based learning is a method in which students learn by real-world, so it is important that the teachers of other areas involved in all the processes of the students.
- I consider that it is not necessary for all teachers to be present during this process, what I do consider useful is that all teachers apply Project-based learning.

2. **In your experience, what are the advantages of teamwork in the classroom for better language performance?**

- There are many advantages of teamwork in the classroom but the most important thing to know is the applications of this the students can learn from other students for a better understanding of the topic and develop the skills that they need in specific tasks.
- Doing group work has many benefits, such as improving learning, developing group work skills, and developing new perspectives, learning, develops group work skills and develops new perspectives.

3. **In your criteria, would the application of the project-based learning method contribute to the improvement of English language teaching?**

- Yes, I consider this method is important because the students became the protagonist of their learning they can learn and prepare the students for the real world.
- I consider that it helps in a very satisfactory way the teaching of the English language since it makes the classes more dynamic and in this way, the student learns in a holistic way.

4. **Do you consider that practicing with the project-based learning method will improve your students' speaking skills?**

- Yes, as I mentioned previously this method is innovative and important if I try to the students to learn in not the typical way, I apply this method for the development of speaking skills.
- Yes, because these practices include moving away from rote learning and memorization to provide more stimulating and challenging cooperative learning, so that students learn new words from their classmates.

5. **As teachers, will the implementation of project-based learning help improve your student's academic performance?**

- Yes, because through this the students do research by themselves, and it will invite to explore and solve conflicts relating to the new acquisition of English and implementation in the real world.
- At the beginning of my teaching career, I did not use PBL, but then I started to look for ways to teach English in a dynamic way, and since then I use this technique which has helped me to improve as a teacher.

6. **According to your criteria, what are the problems you have identified in your students when practicing speaking?**

- The problem that I can identify in my students when they are speaking is that they don´t feel motivated to explain a new topic but there are several reasons maybe because the problems can't relate to the real context of them.
- There are some errors such as: Common Grammar Mistakes While Speaking English Language, lack of confidence in Speaking the English language and fear of making mistakes when Speaking the English language.

7. **Based on your experience, what techniques do you use to solve problems in oral practice?**

   - I try to be more dynamic with the explanations so the students can laugh and feel in confident but not every student feels the same way for this reason sometimes is very hard to solve problems, also I said to students before they speak to try to find words related with the topic.

   - As a teacher, there's a lot you can do during your everyday lessons to support the development of strong oral language skills in your students. One technique that I use are encouraging conversation, remind students to speak loudly and articulate clearly, and model and guide sentence construction.

8. **In your experience, does using different teaching strategies allow your students to be more creative and participative in the classroom?**

   - Yes, because the students control the classes, and the teacher becomes a guide in all project-based learning process.

   - Yes, it is. Using different techniques helps the student not to get bored in class, thus helping in their academic development and developing their creativity.