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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DEL INGLÉS**

THEME:

**PROJECT-BASED LEARNING AND ITS INFLUENCE ON THE
DEVELOPMENT OF SPEAKING AND WRITING SKILLS IN INTERMEDIATE
LEVEL ENGLISH**

Research project prior to obtaining the master's degree in Pedagogy of National and Foreign Languages with a major in English Language Teaching.

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The research work has been reviewed in all its parts, and I consider that it meets the requirements and sufficient merits to be submitted to the public presentation and evaluation by the designated Examining Board.

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DEDICATION

To my beloved family, my daughters Genesis and Rafaela, and my husband Juan Carlos, who always accompanied and encouraged me through this journey. Thanks for being my greatest supporters.

I want to express my heartfelt gratitude to my parents, Guillermo and Carmita, for being shining examples of perseverance and sacrifice throughout their lives, and to everyone who contributed to helping me reach this goal.

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INDEX OF CONTENT

AUTORIZACIÓN POR PARTE DEL AUTOR PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRÓNICA DEL TRABAJO DE TÍTULACIÓN.....	II
TUTOR’S APPROVAL	III
STATEMENT OF AUTHENTICITY.....	IV
COURT APPROVAL.....	V
DEDICATION.....	VI
ACKNOWLEDGEMENT	VII
INDEX OF CONTENT	VIII
TABLE INDEX.....	XI
GRAPHICS INDEX	XII
RESUMEN EJECUTIVO.....	XIII
INTRODUCTION	1
Importance and relevance	1
Problem Tree.....	7
Hypothesis.....	10
Beneficiaries	10
Research Question	11
Objectives	11
General.....	11
Specific	11
THEORETICAL FRAMEWORK.....	12
Previous Studies.....	13
Theory of Constructivism	21
Development of the Independent Variable: Project-Based Learning	24
Didactics.....	24
Communicative Language Teaching.....	25
Project-Based Learning in EFL Contexts.....	26
Student-Centered Approach	27
Inquiry-driven learning approach.....	28

Collaboration in PBL enhances writing and speaking.	29
Stages of Project-Based Learning	30
Development of the Dependent Variables of the Study: Speaking and Writing Skills .	34
Linguistic Skills.....	34
Productive Skills (Speaking and Writing)	35
Speaking Skills.....	36
Fluency Development	37
Accuracy.....	38
Interactional competence.....	38
Pronunciation	39
Technology integration in speaking skills.....	40
Writing skills	41
Linguistic Competence.....	41
Process writing skills.....	42
Coherence and Cohesion	43
CHAPTER II	44
METHODOLOGICAL DESIGN	44
Research approach and design	44
Description of the sample and the context of the research	45
Data collection process:	46
Operationalization of variables	47
Validity /Reliability	48
Analysis of the results	49
Pre-test and Post-test Results	50
Writing Pre-test results.....	50
Writing post-test results	52
Speaking Pre-test results	54
Comparison of the Speaking Pre-tests and Post-tests	57
CHAPTER III.....	59
PRODUCT.....	59
Innovative Proposal	59
Name of the Proposal.....	59
Definition of the type of Proposal.....	59

Objective of the Proposal.....	60
Structure of the Proposal.....	60
The link to the Proposal	62
Evaluation of the innovative proposal	62
Validity of the proposal	63
CONCLUSIONS AND RECOMMENDATIONS	64
Conclusions.....	64
Recommendations.....	65
References	67
ANNEXES.....	81
ANNEX 1.....	81
Instruments.....	81
SPEAKING PRE-TEST / PET EXAM.....	81
SPEAKING POST-TEST PET EXAM.....	83
WRITING PRE-TEST	85
WRITING POST-TEST PET EXAM.....	87
ANNEX 2.....	89
Speaking Rubrics	89
ANNEX 3.....	90
Writing Rubrics.....	90
ANNEX 4.....	91
Authorization and Consent Forms	91

TABLE INDEX

Table 1. Operationalization chart with variables.....	49
Table 2. Results of Writing Pre-test	52
Table 3. Results of Writing Post-Test	54
Table 4. Comparison Chart of Writing Pre- and Post-Tests.....	55
Table 5. Results of Speaking Pre-test	56
Table 6. Results of Speaking Post-test	57
Table 7. Comparison Chart of Writing Mean, Median, and Mode.....	58

GRAPHICS INDEX

Graphic 1. Problem Tree	8
Graphic 2. Independent and Dependent Variables.....	26
Graphic 3. Results of Writing Pre-test	53
Graphic 4. Results of Writing Post-test	54
Graphic 5. Results of Speaking Pre-test	56
Graphic 6. Results of Speaking Post-test	57

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EXTRANJEROS**

**TEMA: APRENDIZAJE BASADO EN PROYECTOS Y SU INFLUENCIA EN EL
DESARROLLO DE LAS HABILIDADES DE HABLA Y ESCRITURA EN EL
NIVEL INTERMEDIO DE INGLÉS**

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RESUMEN EJECUTIVO

Las crecientes demandas para obtener competencia en el idioma inglés han llevado al desarrollo efectivo de habilidades lingüísticas. Sin embargo, en el proceso, los estudiantes de nivel intermedio luchan con problemas, como fluidez, precisión, coherencia y cohesión en las habilidades productivas (escritura y habla). Este trabajo de investigación examina la efectividad de implementar el Aprendizaje Basado en Proyectos (ABP), para mejorar las habilidades productivas. Se ha llevado a cabo un método cuantitativo con un diseño preexperimental entre 28 estudiantes de EFL de nivel intermedio en un instituto de idiomas para medir el impacto del ABP en esas habilidades. Se aplicó una prueba previa y una prueba posterior para evidenciar que la implementación del ABP ayuda a los estudiantes a desarrollar sus habilidades productivas satisfactoriamente. Los resultados muestran una mejora significativa y satisfactoria en sus habilidades productivas. El diseño de un folleto digital para presentar cuatro tareas diferentes de ABP promueve la interacción de los estudiantes para trabajar colaborativamente, resolver problemas, obtener resultados auténticos y una comunicación significativa. Los hallazgos sugieren que el ABP es una metodología innovadora y valiosa que mejora la competencia lingüística en habilidades productivas. Esta investigación destaca el potencial del ABP para promover tareas comunicativas significativas, auténticas y colaborativas, integrando herramientas digitales para crear resultados auténticos para mejorar las habilidades productivas en los estudiantes de inglés.

Palabras clave: Aprendizaje Basado en Proyectos, habilidad de habla y escritura, folleto digital, competencias lingüísticas.

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
FACULTY OF EDUCATION SCIENCES
MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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THEME

Project-Based Learning and its Influence on the Development of Intermediate-Level English
Speaking and Writing Skills

ABSTRACT

The growing demands for achieving English language proficiency have led to the need for the effective development of linguistic skills. However, in this process, intermediate-level students struggle with issues such as fluency, accuracy, coherence, and cohesion in productive skills (writing and speaking). This research study explores the effectiveness of implementing Project-Based Learning (PBL) to enhance productive skills. A quantitative method with a pre-experimental design was conducted among 28 intermediate-level EFL students at a language institute to measure the impact of PBL on these skills. A pre-test and a post-test were administered to demonstrate that the implementation of PBL helps students develop their productive skills satisfactorily. The results show significant and satisfactory improvement in their productive skills. The design of a digital brochure to present four different PBL tasks fosters student interaction, collaborative work, problem-solving, authentic outcomes, and meaningful communication. The findings suggest that PBL is an innovative and valuable methodology that enhances linguistic competence in productive skills. This research highlights the potential of PBL to promote meaningful, authentic, and collaborative communicative tasks, integrating digital tools to create authentic outcomes that improve students' productive skills in English.

KEYWORDS: Project-Based Learning, speaking and writing skills, digital brochure, linguistic competence.



INTRODUCTION

Importance and relevance

Learning English as a foreign language is currently an essential tool for education, business, travel, job opportunities, and more. The demands of society for young people to acquire a second language have led to the expansion of different approaches and methodologies that can be used to promote the learning of a foreign language, and more specifically, the English Language.

Those demands to develop linguistic skills lead to encountering problems in getting the required language proficiency. That is the case with productive skills (speaking and writing), which Wijaya (2022) mentions, require more effort to get proficiency than the receptive skills (reading and listening). With the development of productive skills, learners should be able to handle meaningful conversations. That will have an impact on learners' success not only in school but also at a professional level later in life. For example, speaking means putting our thoughts into words, while writing demands a structured way to convey our thoughts on paper. Both linguistic skills, which are the product or the result of language learning, are essential to get an outstanding language proficiency; however, their development still faces some problems when a learner wants to use these language skills both in and outside the classroom.

The present proposal takes as a reference the Project-Based Learning method, which is considered an innovative pedagogical approach that has gained

significant importance. Project-Based Learning (PBL) allows students to engage with meaningful projects, so they can learn how to use the language in their daily lives. The classes are dynamic because the learners work on a project where their creativity and the use of language skills are put into practice during the project, and present a product at the end.

Moreover, Zhong et al. (2025) consider Project-Based Learning as an engaging instructional approach for improving the learners' academic performance. It will be easier to explain and communicate to others their creation. In addition, as a learner-centered approach, PBL not only enhances academic outcomes but also prepares students with the competencies needed for the 21st century.

Taking into consideration the lines of research of Indoamerica University, which are in the field of learning and teaching languages. Line three is the one that adjusts to this research work, as it focuses on the teaching and learning process of national and foreign languages using pedagogical approaches that develop communicative and linguistic competencies in a target language. The present research pursuits implement an innovative method, Project-Based Learning, which focuses on applying learning strategies that permit the learners to overcome difficulties when they need to develop productive linguistic skills. In that way, the results observed will benefit others who are immersed in the field of teaching and learning a foreign language, who look for alternatives to improve the students' productive skills.

Currently, there is a growing emphasis on innovative pedagogical approaches, such as Project-Based Learning (PBL), that foster linguistic

competencies in learners. The need for young people to be equipped with 21st-century skills has increased. “The usefulness of Project-Based Learning (PBL) in fostering the development of critical thinking, teamwork, communication, creativity, and digital literacy is all essential 21st-century skills” (Sasikirana and Prujiani, 2024, p. 257). PBL has been recognized as an effective strategy to bridge the gap between traditional instruction and the demands of the contemporary workforce, making it a key focus in the education sector today.

In English as a Foreign Language (EFL) context, PBL changes its focus from a passive learning environment to an active, student-centered class. In this environment, learners use English to research, discuss, and present projects (Beckett & Slater, 2005). PBL takes action in this dynamic context, where the rapid and constant advancement of technology and globalization has significantly reshaped educational prospects.

According to Pautt and Valderama (2023), as cited in Orellana Jimbo and Coloma Andrade (2025), Project-based learning has two fundamental dimensions: It works as a didactic strategy to develop specific competencies. It also works as a methodology that integrates theory and practice. These dimensions can be observed through simulated projects or real-life problems that learners deal with. At the same time, they can consolidate meaningful knowledge and develop the linguistic competence of learners.

But some barriers need to be overcome. Agudelo (2019) states that nowadays there is a lack of commitment among learners not only to complete work, but also a lack of motivation or confidence in using the language. So, there is a necessity to break the path of those traditional methods to teach a foreign

language and exercise the choice of other innovative methodologies. Traditional teaching methods often prioritize grammar and passive learning, limiting students' opportunities for authentic language use. In contrast, PBL promotes integrated language learning, enhancing students' ability to use English in authentic contexts.

Research suggests that PBL improves both speaking and writing skills, providing opportunities for meaningful communication and feedback (Stoller, 2006). The implementation of effective Project-Based Learning (PBL) in EFL classrooms is increasingly recognized as a powerful approach to enhancing productive skills (speaking and writing), among language learners. PBL promotes active, meaningful engagement by encouraging students to use English in real-world tasks, fostering both linguistic competence and communicative confidence.

Implementing PBL in EFL classes has a main goal: the outcome of a public or tangible presentation, product, or publication that allows learners to improve their speaking skills. Simbolon et al. (2019) sampled several students in their research on how PBL was applied and how speaking ability can be enhanced through the application of this method. Learners can not only study the language but also refer to daily life situations or problems that they can deal with. These contexts not only develop in students their critical thinking and problem-solving skills, analyze situations or give solutions to problems, but also actively participate in class using their oral skills through the PBL application method.

Some strategies have been designed in PBL classrooms where speaking is applied through collaborative discussions, presentations, and role-plays.

Students become confident in expressing their ideas, as they practice language in realistic, task-based interactions (Richards, 2006). However, Calderon-Vallejo and Perez Ortega (2024) mention a limitation that English as a Foreign Language (EFL) learners encounter is that there are few opportunities for them to practice their speaking abilities outside the classroom. Therefore, their oral communication skills can be affected and not developed.

Poonpon (2017), as cited in Urgiles (2022), highlights the importance of oral communication as a way to transfer information and understanding. This is relevant to the study because the main goal when learning another language is communication. With the implementation of PBL, the development of speaking skills is observed when learners communicate in a natural and collaborative context, sharing their thoughts or ideas in reference to a task or project.

On the other hand, PBL enhances writing skills by emphasizing the process approach to writing. According to Ekawati (2019), Project-Based Learning enhances the students' writing skills through two main stages: 1. The preparation stage, which involves determining the project work, the schedule, and content; and the stage 2, the individual writing that involves free writing, drafting, evaluating, revising and post writing, publishing in social media and responding to posts.

This process allows learners to approach the writing process in a more relaxed manner. By avoiding anxiety while producing a piece of writing, PBL encourages students to write for a coherent, meaningful purpose and real-life situations. According to Ahmed (2022), his research indicates that when students have a real-world motivation and authentic material use, their writing

skills improve. In other words, when there is a real purpose for a specific audience, the learners' motivation and writing quality improve.

There are also research works on using PBL to teach writing with positive results. An example is stated by Argawati and Suryani, (2020); their research shows how the implementation of project-based learning contributes to elevating the students' ability in writing. By implementing PBL, the students elevate their abilities in writing to express their opinions or feelings, describe something, discuss an idea or a point of view with coherence, or simply share their experiences in the form of a written product. This study will provide important highlights in writing skill analysis.

Some obstacles can be observed in a class, such as the lack of interest in using didactic resources to focus on or producing different types of texts or compositions. Lopez (2015) says that by applying techniques like PBL, students can collaborate, learn from each other, and find solutions to problems. At the same time, they can be developing the communicative competence in writing, which is crucial in the English language.

In addition, this research takes as a reference the Common European Framework Reference for Languages (2020). The CEFR was published by the Council of Europe in 2001 and updated in 2020. It is a guide for everyone who is immersed in learning, teaching, or assessing languages in general. The CEFR defines language proficiency levels (A1 to C2) with clear descriptors for the four linguistic skills. The place where the research will be conducted uses CEFR descriptors to organize levels and for teaching and evaluating students in each level. About the productive skills, for B1 learners, the CEFR states, in relation to

communicative competence, that students should be able to produce discussions and texts about familiar topics that describe their interests, experiences, dreams, or hopes, and provide their plans, opinions, or short explanations of them.

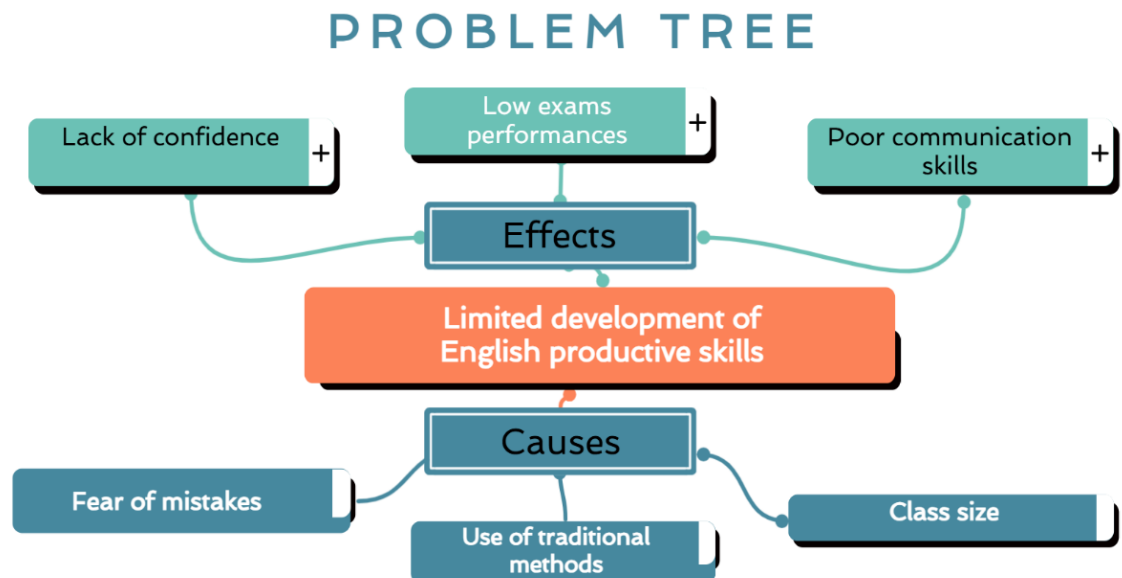
The present research aligns with the communicative competence goals of CEFR, which emphasize real-world communication skills. This ensures that learners involved with PBL develop communicative competence aligned with international standards. PBL provides opportunities for students to be immersed in discussions, collaborative tasks, and interactions spontaneously, which is an essential skill that promotes active learning. Therefore, the communicative, challenging, and goal-oriented tasks developed through PBL can support the speaking and writing development of the language in a meaningful way, taking as a reference the CEFR standards.

Finally, this research contributes to educational best practices, offering insights into how EFL teachers can effectively implement PBL to enhance language learning outcomes. The findings will provide practical recommendations for curriculum design, instructional strategies, and assessment methods, benefiting both educators and learners in similar educational settings.

Problem Tree

To have a better overview of the problem found, which is related to the effective development of the productive skills (speaking and writing) at the intermediate level at the language institute, I have to consider the cause-and-effect diagram:

Graphic 1. Problem Tree



Elaborated by: Monica Espinosa (2025)

Source: Direct Research

Problem Statement

Saldaña et al. (2024) describe the problem statement as an essential process to the development of a research study. The precise and clear formulation of the problem has to relate to the structure, the topic, or idea of the research, to the objectives, resources, and methods to obtain the results. In the present research, the lack of proficiency in the productive skills of intermediate learners has led to an inquiry into them. In research work, there are features in a quantitative method that must be considered here, for example, a relation between two or more variables, which must be clear and without ambiguity, as well as it must contain why the study is being done, the objectives of the research, and the research question.

The limited development of productive skills (speaking and writing) has been observed in the students at an intermediate level of the language institute

mentioned before. Some causes that result in the poor development of those skills are the fear of mistakes, which is why some students get anxious and have a lack of encouragement when speaking or writing. It leads to the consequence of struggling with fluency, participating in conversations, or giving written, coherent discourse in an effective way. English learners have so much trouble when it comes to using productive skills in English. So, if they are afraid of speaking or writing, they prevent them.

Another cause is that in our Ecuadorian context, the use of traditional methods is still a cause for students not to be proficient in English. The use of traditional methodologies such as grammar translation or a teacher-centered approach, instead of methods that are primarily communicative and student-centered, as mentioned by Newman et al. (2023), results in students having limited development in productive skills. This is seen in the low marks the students get on the exams they take. The weak performances of the productive skills in tests like the PET and FCE tests, which are the goals of this language institute, are the consequences of not giving students sufficient exposure to the language with more engaging and collaborative methods to learn the language.

The third cause that has been seen in students is the class size; large classes reduce the time students have to develop their speaking skills. Also, it is more difficult for teachers to give constructive and personalized feedback to students or to assess their writing skills like coherence and cohesion, as a result, they do not get sufficient practice to improve their productive skills, especially at the intermediate levels.

These causes and effects outlined in the previous paragraph contribute to the result of limited development in productive skills (speaking and writing). Therefore, implementing Project-Based Learning to develop productive skills in an EFL classroom can be applied to overcome these issues. Additionally, PBL, which is a communicative and student-centered method, can help learners by encouraging active participation and reducing their fear of using the language in a proficient way.

Null Hypothesis

The implementation of effective Project-Based Learning (PBL) in an EFL classroom does not produce a significant improvement in intermediate learners' productive skills (speaking and writing) nor does it enhance their fluency, coherence, and engagement in communicative tasks.

Hypothesis

The implementation of effective Project-Based Learning (PBL) in an EFL classroom significantly improves intermediate learners' productive skills (speaking and writing) by enhancing their fluency, coherence, and engagement in communicative tasks.

Beneficiaries

This study is particularly relevant because it focuses on intermediate EFL learners at Fine-Tuned English Language Institute in Loja, with around 28 students, who are in an essential stage of language development. At this level, students require more than just structured grammar exercises; they need opportunities to apply their language skills in practical, interactive ways. Through the design and completion of collaborative projects, research tasks, and

presentations, PBL provides a student-centered learning environment where learners improve fluency, coherence, and accuracy in both spoken and written communication. Furthermore, the language institute prepares the students for the Cambridge Exams: PET and FCE at the end of their studies, so it is imperative to develop the skills mentioned before to succeed in passing those exams in the next levels.

Research Question

How does the implementation of Project-Based Learning (PBL) effectively enhance the development of productive skills (speaking and writing) in intermediate EFL learners?

Objectives

General:

To analyze the impact of Project-Based Learning (PBL) on the improvement of productive skills (speaking and writing) in intermediate EFL students.

Specific:

- To diagnose the current level of speaking and writing skills in intermediate EFL students before implementing PBL.
- To design and implement PBL with a digital booklet that targets the improvement of students' fluency, coherence, and cohesion in communicative tasks.
- To evaluate the effectiveness of PBL in enhancing fluency, coherence, and accuracy in EFL learners' speaking and writing skills.

CHAPTER I

THEORETICAL FRAMEWORK

The theoretical framework refers to the different theories or approaches that are the basis for the research. Hernandez Sampieri et al. (2014) manifest that the theoretical framework builds the knowledge in reference to the field of research. For the authors, this chapter guides the study, prevents mistakes, and establishes the necessity of research or inspires others to new studies. This chapter reviews previous studies that investigate the implementation of PBL in EFL classrooms, focusing on its effects on speaking and writing development separately.

In recent years, Project-Based Learning (PBL) has gained significant attention as an effective instructional approach in English as a Foreign Language (EFL), particularly for enhancing learners' productive skills: speaking and writing. The chapter presents the theoretical foundations of PBL with the theory of constructivism and its importance for developing productive language skills. It explores key concepts related to PBL, including its student-centered and inquiry-based nature, the importance of collaboration, and the integration of language learning with meaningful tasks. The chapter describes the other variables of this research: the productive skills, by providing the needed concepts for understanding them, which are all intertwined to support effective language learning.

Previous Studies

Some research highlights the positive impact of PBL on students' oral and written communication in EFL contexts. These studies demonstrate that PBL not only improves linguistic competencies, such as fluency, coherence, grammar, and vocabulary, but also promotes essential 21st-century skills like collaboration, critical thinking, and creativity. The present research considers previous studies on Project-Based Learning (PBL) to support it. PBL, as a method in the field of English language proficiency, seems to have limited research, even though it helps learners to develop their skills. Although there are various studies that have investigated aspects of PBL, it is important to conduct deeper research in the field of EFL education.

Qian Guo et al. (2024) in their research mention that while PBL is a well-studied method with a widely acceptance, research based on experience that highlights its effects on the English language proficiency of EFL students is still limited. His literature review on PBL focuses on helping people in charge of designing the curriculum, as well as the school administrators, educators, and students, to find the positive effects of this approach in the development of language proficiency at all levels. The researchers make a literature review of 27 research works and measure the effectiveness of PBL pedagogy with three different themes: students' behavior, academic achievement, and critical thinking. Twenty-five out of twenty-seven studies were found to have a positive effect in improving learners' linguistic competence and the themes mentioned.

The purpose of this systematic research is to guide the search for positive aspects of incorporating the PBL approach in EFL learning. The literature

review provides a wide perspective on implementing PBL and its possible positive effects on developing language proficiency in learners. Most of the studies identify different aspects of the English teaching and learning process that can be overcome if PBL is used effectively. Moreover, not only can learners benefit from using this innovative methodology, but it can also help teachers and textbook writers to choose appropriate teaching material and authentic and engaging tasks for learners.

There is a study about implementing PBL and its effects in English classes conducted by Astawa et al. (2017), who found significant development of students' speaking and writing skills. In their research work, PBL boosted twenty-eight learners in seventh grade for their enthusiasm, creativity, and confidence. It also promoted self-directed and collaborative learning. For the study, they chose a mixed method. The quantitative method collected data about the students' productive skills with pre-tests and post-tests; the information obtained plays an important role in the research. A qualitative research to analyze data descriptively by using different techniques (open-ended questionnaire, interviews, observation checklists).

The study mentioned above shows that PBL maximizes students' roles in their learning process. They make their own learning and work on projects that improve their motivation, knowledge, and collaborative skills. It also emphasizes the development of productive skills by promoting activities where they share and communicate. The use of quantitative research provided a great deal of information after getting the results of the tests applied. Consequently,

the present research focuses on quantitative research to get results if PBL can influence the development of productive skills.

Askari and Reazee (2024) investigated the impact of PBL on productive skills in Iranian EFL learners and conducted a quasi-experimental research on 60 students 30 of them received the treatment of PBL, while the other 30 were the control group. Their findings showed that after implementing PBL, a significant effect was found on the writing and speaking performance of the experimental group. They used a descriptive and inferential statistical analysis to obtain data about the writing and speaking performance of students in the experimental group. They also concluded that collaboration and working in groups with a well-defined and structured method like PBL can lead to effective learning, and as mentioned by Hussein (2021), through this method, students can see and feel the reality of concepts and interactions with experiential knowledge.

The use of a controlled experimental design strengthens the credibility of the findings and highlights the benefits of PBL compared to traditional methods. This study reinforces the idea that student-centered and collaborative approaches like PBL can significantly enhance both the quality and the impact of EFL teaching of speaking and writing to students in any context. It is crucial to apply a methodology that can measure the findings of the research so that others can benefit from the implementation of this innovative method.

There is another study about PBL conducted by Solorzano and Loor (2023) that highlights the importance of learning English for cross-cultural communication and access to global knowledge in different aspects. The primary goal of the research was to implement a Project-Based Learning (PBL)

model to enhance the productive skills (speaking and writing) of students at a technical institution in Tena, Ecuador. In this study, a quantitative experimental design was applied. The instruments used were pre- and post-tests for both a control and an experimental group. Also, evaluation rubrics were utilized as the main assessment tool. The study involved 28 participants.

The findings showed that students in the experimental group, who experienced the PBL intervention, demonstrated significant improvement in their oral and written production of the target language in contrast with the control group. Furthermore, the PBL approach increased motivation and engagement by fostering reflection and problem-solving during the language learning process. This study provides a valuable contribution to the field of EFL instruction by demonstrating the use of Project-Based Learning (PBL) to enhance productive language skills, specifically speaking and writing.

A study that has relevance to the present research was developed by Chao et al. (2025). This review analyzes the effectiveness of project-based learning (PBL) to enhance writing skills among students who learn English as a Foreign Language in different countries, like Thailand, Malaysia, Turkey, Saudi Arabia, Turkey, Vietnam, China, and Indonesia. Some have mixed methods that are utilized to implement PBL in their contexts. The review highlights how PBL enhances grammar, vocabulary, organization, and genre-specific writing while also fostering 21st-century skills like problem-solving and teamwork. Although there are limitations such as time, resources, and the need for teacher training, the research finds that with effective implementation, PBL can significantly improve writing proficiency, confidence, and motivation.

The study mentioned supports integrating PBL into EFL instruction to better prepare students for academic and professional communication. The previous review about the implementation of PBL in different places highlights the relevance of promoting the use of PBL in EFL classrooms. The advantages seen through the findings of this review allow the development of the student's collaboration and critical thinking, as well as enhance the writing skills like grammar, proficiency, coherence, and genre-specific writing, which are aspects related to this productive skill. Those aspects considered in the review made by the authors can outline the present research to enhance the productive skill (writing) through the implementation of PBL in learners at a language institute.

Sanabria and Vallejo (2023) conducted research work in a tenth-grade class in a school in Colombia, where PBL and Translanguaging strategies were used to enhance the oral production. The main objective of this research was to focus on speaking skills by using a mixed method (quantitative and qualitative). The implementation of the proposal was done before and after the pre-tests and post-tests were carried out to assess the students, as well as reflective logs. They analyzed data, obtaining significant improvement in students' oral production skills. This study emphasizes the lack of alignment between the curriculum, the course books, and the CEFR descriptors, which led to the low level of proficiency of students without the implementation of PBL and translanguaging methods.

The relevance of the previous work done in Colombia is that they adapted PBL and translanguaging to the context of the school. The students actively participate in the process of implementing the new strategy or method. The

proposal also created a supportive social environment; consequently, the language development was enhanced. However, for the present study, there is a focus only on PBL, not on translanguaging. What is more, the present study researches the development of both productive skills, not just the oral skills. These factors are relevant for an intermediate English level class where full usage of the target language helps develop the productive skills.

In a research work about implementing PBL in writing development by Acosta Morales (2019), a mixed research design was used. The quantitative research included students at a high school in Ambato, divided into two groups: control (16 students) and experimental (20 students). The implementation of PBL was done with a pretest and a post-test. The findings show a lower average of development in writing dexterity in the control group. On the other hand, the experimental group obtained better results, which determined that the use of PBL improves writing skills. While qualitative research focuses on understanding the social features of the formation of the hypothesis, and the methodological characteristics that prevent students from using the target language.

From the results obtained in the research work mentioned before, the development of productive skills, such as writing, by implementing PBL helps identify the strengths that appear in the teaching-learning process, and adapting and using innovative strategies enhances students' competence in writing skills. Writing, which is a complex skill involving cognitive, linguistic, and creative abilities, presents challenges for many students. PBL addresses them by engaging learners in real-world, student-centered projects that promote

collaboration, critical thinking, and creativity. The absence of developing speaking skills in this study is a limitation in the study done by Acosta, although it will be addressed in the present research.

Another study was conducted by Muñoz and González (2025). They apply PBL to enhance the speaking skills of a group of seven-year-olds in a public school in Santa Elena. By using a mixed-methods approach, the research involved implementing PBL activities to encourage active learning and language use. They collected data through questionnaires and oral pre- and post-assessments focusing on fluency, accuracy, and vocabulary. Their findings showed that the students significantly improved their oral skills and developed confidence while speaking.

The previous study can be a valuable resource to consider for this research. The implementation of PBL to enhance speaking skills will focus on developing fluency and accuracy, as well as cohesion during the process and at the end of the project. The study proves that PBL is an effective strategy to develop oral expression and provides valuable insights to improve English language teaching. However, this study does not focus on writing skills, which are the other essential productive linguistic skills to be developed in an EFL classroom.

The study conducted by Rodriguez and Sinche (2022) explores the perceptions of EFL teachers in a public school in the city of Loja regarding the implementation of PBL instruction in the development of a receptive skill (listening). The authors examined the perspectives of five EFL teachers through qualitative research using an inductive approach and obtaining data from interviews, planning reviews, and classroom observation during the pandemic.

Their finding relates to the limitations teachers and students had during that time as they were in virtual classes. Also, they concluded that the listening skill is not considered a core skill but as a complement to other skills and aspects of the language such as reading, writing, or grammar.

From the information obtained in that study, the implementation of PBL can encounter certain limitations because of the context in which the lesson takes place (virtual). Not all students were able to participate, and the information obtained from teachers was subjective. The teachers' perspectives will be useful in the present study as they highlight the importance of using new, alternative, innovative approaches to help enhance the students' linguistic competence and at the same time adapt them to different learning environments. Also, this study doesn't focus on productive skills; however, they encounter skills that are connected among them (receptive and productive skills).

Despite the growing body of international and national research that highlights the effectiveness of Project-Based Learning (PBL), there is a perceived shortage of empirical research in Loja city, specifically exploring the impact on the development of productive skills (speaking and writing) among EFL learners. Just a few studies have been made on implementing innovative methodologies like PBL, which not only promote communicative competence as well as support fluency, interaction, coherence, and task completion but also improve linguistic accuracy.

This gap emphasizes the necessity of conducting the present research; the implementation of an innovative methodology in a foreign language classroom might provide important insights. That is the reason this research work aims to

demonstrate how PBL can be employed and contribute to enhancing students' communicative performance of the English Language in the local learning context.

Theory of Constructivism

To have a general view of this research work. It is important to establish the basis on which Project-Based Learning relies. One of the most important ones is the theory of Constructivism, which was developed by Jean Piaget (1896-1980), who is considered the father of constructivism. According to Piaget in his work (1964), he mentions that if you want to know an object, you must act on it. For Piaget, learning is an active process where the cognitive process is the cognitive development because learning means modeling, changing, and understanding the way in which an object is built. He also states that the development of a child's cognitive development happens through different stages until he or she becomes an adult.

“Piaget's work focuses on how humans create meaning when their experiences and ideas interact” (Chand, 2023, p. 276). The interactions that people have with their environments make them change their view of the world from the inside. According to Piaget (1963), the learning process refers, firstly, to assimilation, which is the process that integrates a new concept or knowledge into an existing one. Secondly, accommodation refers to adapting the cognitive system to a new concept or knowledge. Thirdly, equilibration, which means keeping the status quo so that no conflicts will arise between the new and existing concepts or knowledge.

Chand (2023) mentions that while Piaget's cognitive theory is individualistic and focused on describing how children acquire cognitive skills as they grow, Lev Vygotsky (1896–1934) emphasized the social aspect of learning. Vygotsky developed social constructivism. Through the social constructivism theory, Chand (2023) said that Vygotsky put more significance on sociocultural learning; and how they interact with others, such as adults, peers, and cognitive tools to form mental constructs through the zone of proximal development.

Furthermore, Chand (2023) refers to Jerome Bruner (1915–2016), who highlighted the role of the teacher, in language and instruction and for him constructivism is a learning theory in which learning is an active process that produce ideas and concepts starting on previous knowledge.

According to Chand (2023), the idea of constructed knowledge has two fundamental concepts: One of them is that students use their prior knowledge to build new understandings. Learners do not start formal education without any knowledge because a vast amount of knowledge is acquired before formal education. That prior knowledge is modified through new experiences. The second concept mentioned by the author refers to learning as an active process instead of a passive one. The learners are engaged throughout the process; after that, they apply the new knowledge and establish consistency between the prior and emerging knowledge.

The most important premise from this theory is that a child's cognitive development progresses in four phases: 1. The sensorimotor stage, which occurs from birth to age 2. In this phase, the infant thinks using their senses and motor actions. 2. The preoperational stage between the ages of 2 and 7. In this stage,

children are able to represent objects, but not in a well-organized or fully logical way. 3. The concrete stage, which happens between the ages of 7 and 11. Here, the child can represent ideas and events with more flexibility and in a logical way. 4. The formal operational stage between the ages of 11 and beyond. In this stage the child is capable of not only reasoning about tangible objects or events but also abstract ones.

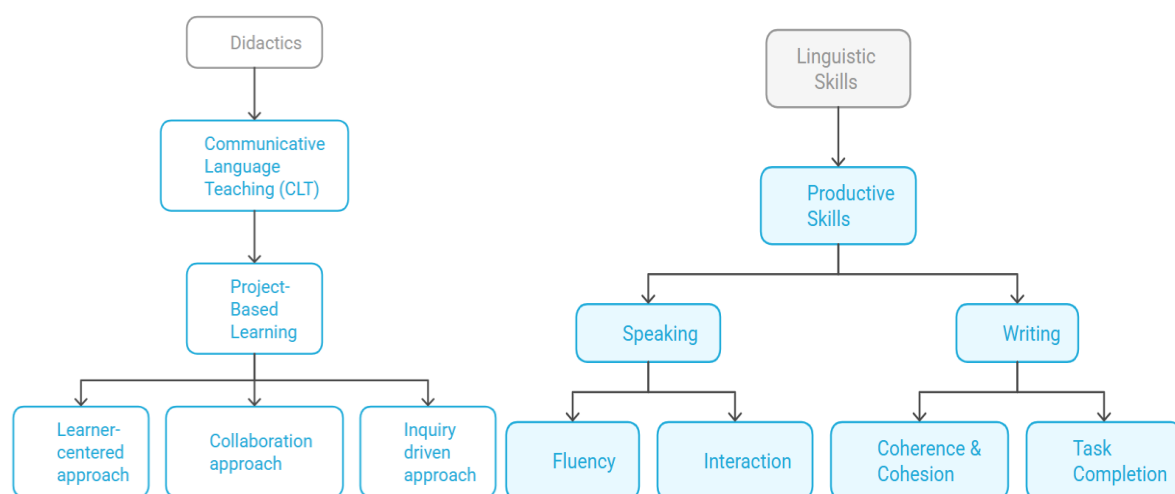
Taking these premises as reference, constructivism, considered as a theory of learning, helps students to construct their knowledge, which means they learn by doing. It is also an active process that involves engaging learners to acquire concepts, considering their previous knowledge, and creating new ones from experience.

Based on the theory of constructivism, PBL emphasizes the active construction of knowledge through meaningful, real-world tasks that encourage students to engage deeply with content. Constructivist theory, developed by Piaget and Vygotsky, supports the idea that learning occurs most effectively when learners are actively involved in constructing their own understanding through experience and social interaction.

Brooks and Brooks (1993, as cited in Chand 2023) mention the characteristics of a constructivist educator as someone who encourages and accepts students' autonomy and initiative and inquiries into the learner's understanding before sharing his own. Educators challenge students to ask questions, expand their knowledge, or engage in new experiences and discussions. The educators also reflect upon questions and execute open-structured tasks and spontaneous opportunities, as well as contribute to decision-making tasks.

In sum, through constructivism, the learners are the active protagonists of learning by working with peers or in groups under the guidance and assistance of a teacher. This is the reference that establishes constructivism as a student-centered approach. It means that students actively participate in the learning process. All these premises are the roots of Project-Based Learning in an EFL environment.

Graphic 2. Independent and Dependent Variables



Elaborated by: Monica Espinosa (2025)

Source: Direct Research

Development of the Independent Variable: Project-Based Learning

Didactics

The term Didactics presented by Riskulova and Yuldoshova (2020), is understood as a branch of pedagogy that supports the content, methods, and the organizational ways of teaching from a scientific perspective. Introduced by Verret (1975, as cited in Lopez 2005), didactics are described as how the knowledge acquired at school is transformed into knowledge to be taught and then acquired by the learner. According to Gutierrez (2001), didactics is the art

of teaching because teachers prepare to provide knowledge and make any content understood and acquired by learners. However, he considers that didactics is interested in the prescriptive and methodological field, which means that it is a science that treats the process of teaching and learning using effective methods. It includes the content, strategies, and which ones are used by teachers. Also, the author emphasizes the impact of teaching on cognitive and social psychology.

Didactics is related to the teaching process, which follows an educational style to present information to the students. This makes reference to Abdelaziz (2019) and the way a teacher chooses a teaching method that becomes his or her style of teaching to learners. In other words, didactics provide the theoretical knowledge that helps teachers to organize their work and then become future teachers.

In the EFL context, didactics as a term is not commonly used, as other terms like Pedagogy. However, it refers to the teaching and learning of the language and considers the four skills of the language essential in it, which is the reason for addressing this topic in the present research.

Communicative Language Teaching

Since teaching a foreign language has as a main objective to communicate in a target language, the methodology that I mostly put into practice is the Communicative Language Teaching. CLT focuses on communicating effectively by using the language in real-life situations. Richards and Rogers (2001) mention some principles that reflect a communicative view of language and language learning. Learners learn the language by using it to communicate. Another

principle is that the goal should be authentic and meaningful communication. Fluency is an important dimension in communication. Communication means the integration of different language skills, and finally, they mention that the learning process involves trial and error.

Those principles are the key to the CLT approach and the ones this present research mostly focuses on communicating authentic experiences using the language. Focus on fluency is an aspect that requires practice and the integration of the speaking skill in the process of learning. As Thornbury (2017) mentioned, CLT involves more production activities like (information gap, role-plays, discussions, interviews, debates. This methodology also encourages students to practice the language in pairs or groups, giving the participants equal opportunity to interact.

Project-Based Learning in EFL Contexts

PBL is an instructional method that refers to the development of a project that involves the creation of a product that can be shared with others and that has an impact on the students. For Kurniawati (2019), PBL emphasizes the choice of relevant problems or topics that keep the students interested in finding or creating a product that promotes the connection with their surroundings. It also emphasizes the development of language skills while the project is being done, as well as during the presentation of a product. Harmer (2004, cited in Kurniawati, 2019) believes that this kind of work or assignment points out the physical or active side of language learning by engaging students in doing projects in the EFL classrooms that are related to their life experiences.

For Stoller (2002, as cited in Ngadiso 2021), Problem-Based Learning follows some steps: 1. Students and teachers concur on a topic for a project. 2. They determine the product of the project. 3. They work on the outline of the project. 4. They work on preparing for the requests of information gathering. 5. Students obtain information. 6. Students are prepared to analyze the results. 7. They analyze them. 8. The Teacher prepares students to use the language. 9. Students present the project. 10. Students finally evaluate the project. These steps are relevant to have a well-structured and effective implementation of a PBL project.

Student-Centered Approach

The concept of a "student-centered learning environment" was added to the educational field because of constructivism, according to Elen et al. (2007, cited in Chand, 2023). A constructivist classroom is therefore student-centered. Student-centered classrooms involve encouraging and supporting students' knowledge construction both in and out of the classroom. According to Kalpana (2014), students are actively involved in building knowledge rather than being passive listeners. In addition, O'Neill and McMahon (2005) said that student-centered learning lets students actively participate in the learning process and also assume more responsibility. It means that students learn to analyze and evaluate their learning with the teacher's support, instead of waiting for teachers to assess their weaknesses or mistakes.

When the students take their roles in the process of learning through PBL, they are in charge of different tasks to solve a problem. They actively research, analyze, and discuss their problems, and at the same time become responsible for their

learning. The teacher's role is to be the facilitator to support the process while the PBL is being developed.

Inquiry-driven learning approach

“Inquiry-based learning develops students’ critical thinking skills”. (Wale & Bishaw, 2020a). The result of this method can be seen especially when those students improve their mental activities and develop their critical thinking abilities. In the EFL classrooms, inquiry-based learning helps improve the target language as well as other kinds of activities with topics related to real-life situations. Those authentic tasks involve seeking, collecting, analyzing, synthesizing, and evaluating information based on what students are interested in.

Drummer et al. (2018) describe project-based learning as an approach that allows students to use their potential with the purpose of increasing motivation and independent learning. Students develop analytical, problem-solving, and critical-thinking skills as well as teamwork skills. Those skills mentioned are regarded as qualifications for the world of work. PBL, as cited by Ngadiso et al. (2021), offers opportunities to promote language use and the development of real-life products about problems presented in their surroundings. That brings to the classroom a sense of motivation and engagement in activities that are meaningful to students through the use of the language.

The implementation of project-based learning makes students research a topic of interest, discuss, interpret, analyze, and evaluate different circumstances that can lead to achieving a tangible product. Through PBL, students can develop their critical thinking skills when inquiring about a problem and

collaboratively finding a solution or an argument about it. Through inquiry-driven learning, students explore real-life problems and questions, working together to produce tangible outcomes, such as presentations, reports, or multimedia projects, which serve as authentic opportunities for language production.

Collaboration in PBL enhances writing and speaking.

The challenges of the 21st century demand that students be prepared with the necessary skills to face them. Mora et al. (2019, cited in Andriani and Anam, 2022) state that collaboration is an essential skill in almost every aspect of life. Collaboration in PBL is regarded as the core feature as it promotes active and authentic learning, enhances the students' motivation, and brings different perspectives and strengths when learners share knowledge or ideas to solve problems.

The benefits of collaborative work can be observed when students are in large groups, as it saves time and also promotes the participation of all members. On the other hand, collaborative learning involves a group of students who must work in order to solve a problem, complete a task, or create a product. They can share their ideas, learn other people's viewpoints or perspectives, and in some cases defend their ideas.

As a result, PBL is a teaching method in which the students work collaboratively to investigate and create a project that reflects their knowledge about a chosen problem. In this process, the students are actively participating. Through PBL, students put into practice their teamwork abilities to collaborate with peers. The role of the teacher is that of a facilitator, a supporter, a person who

guides the students and helps them through the process to accomplish their work, instead of being the source of learning.

By implementing PLB in the EFL context, the collaborative work can be seen when students are working on a specific project, discussing their ideas, promoting interaction among members, and making decisions about the best ways to accomplish their goals. This research will focus on using PBL to enhance those productive skills that can be practiced through collaborative activities, which, as was mentioned before, are important skills to be developed in this century.

Stages of Project-Based Learning

Project-Based Learning has different perspectives and names when referring to the stages of implementing it. Some of them are similar or differ in emphasis at one stage or another. In this research, about developing the learners' productive skills by using the language in engaging activities, there are some stages that are followed; however, it is important to highlight the viewpoints about PBL stages with some authors. Those remarks are described in the next paragraphs.

According to Bell (2010), the development of PBL must start with careful planning, which must be completed on time. Then learners start with the driving question, brainstorm the procedures for the final product, and identify the materials needed. The next stage is research, which can be done individually or in groups. Another stage is the creation of a presentation or an outcome to a targeted audience (peers, principal, parents, etc). The last stage is the assessment and a reflection at the end of the project to verify if the goals have been reached.

The author proposes a structured process that emphasizes time management

to successfully implement PBL. Also, she emphasizes the outcome and the targeted audience to which it will be shown. Another important stage is reflection, which usually takes place at the end. It will determine whether language learning occurs and whether the objectives were reached.

Beckingham (2016) identifies seven steps to implement PBL. The first step starts with a question, a problem, or a challenge, which prompts learners to question what they want to do or solve. The next step is to plan the project; as they are time-limited, it is important to plan and organize how and when to work on a project. The third is research; this is a crucial step, as learners have to find out sources that could help them to answer the question. The fourth step is to produce, which means to create a product, which could be a report, an artifact, a presentation, or a prototype. The next one is to improve, which is done through feedback. Learners make the necessary adjustments or go back to the previous steps as many times as needed. The sixth step is to present, which usually is an oral presentation, a report, or both. The last step is to evaluate, which refers to capturing all the ongoing feedback and reflections throughout the project implementation.

This set of stages described by Beckham (2016), highlights the emphasis on improvement with feedback throughout all stages and before presenting the final product. This perspective suggests that PBL used in an EFL context will benefit from a well-structured set of steps that will guide learners to accomplish the goals and also improve their language learning.

For Yuliani and Lengkanawati (2017), PBL is an approach that promotes learner's autonomy, which refers to the criteria of self-instruction, self-direction,

self-access, and individualized instruction that must be present in three stages. The first is planning, which means using the necessary materials and available technology to start the project, as well as adapting to the circumstances of the environment where it occurs. The second is implementation. It involves searching the material, determining the product, practicing and rehearsing in and out of the class, working in groups, and adjusting to the work schedule. The third stage refers to monitoring how they present the project, communicating the strengths and weaknesses, and making recommendations for future projects.

According to the previous authors, the three stages mentioned also follow a systematic order: planning, implementation, and monitoring. Moreover, they also emphasize that PBL is a method that promotes autonomy in learners, which can be developed along the process of implementing PBL. This can develop at the same time linguistic and communicative competence among learners as well as critical thinking and problem-solving skills.

The scholars who were cited in the previous paragraphs have emphasized that PBL follows a sequence of well-structured stages that guide learners from the initial exploration of a topic to the presentation of a final product. Bell (2010) highlights that PBL should start with careful planning and the formulation of an inquiry question that grows curiosity and drives learning among learners. Similarly, Beckingham (2016) mentions the seven steps to successful PBL, including formulating a problem and inquiry questions, as well as it requires organizing, researching. She emphasizes the importance of assessment and feedback in the final stage to evaluate both the process and the product. Yuliani and Lengkanawati (2017) mention three PBL stages: planning, implementation,

and monitoring to promote collaboration, autonomy, and communicative competence.

Based on these perspectives, the present research adopts the following stages:

1. project launch; 2. driving question; 3 planning, organizing, and research; 4. implementation or execution; and 5. presentation and assessment. These stages are described in the next paragraphs with more detail and considering the authors mentioned.

1. Project launching. The project starts with an introduction of the project that has an engaging showcase and presents its relevance for the development of linguistic skills (speaking or writing). This stage motivates and engages learners not only to activate their prior knowledge but also to see the value of the task to be completed. 2. Driving Question. This stage presents an inquiry-driven question. This question requires authentic use of the target language and helps learners guide them through a problem-solving situation and use their communicative skills to solve it. 3. Planning, organizing, and researching. Learners work collaboratively and start by brainstorming ideas about how they are going to complete the task, the time allotted, the resources they need, and the roles of each member in the group. Learners also research the needed information for the accomplishment of the outcome by sharing and interacting to promote linguistic and collaborative skills.

4. Execution and Implementation. In this stage, the learners work on developing the outcome. They use presentations, interviews, videos, reports, articles, or any other type of multimedia resources. They produce authentic language and foster creativity and inquiry of the topic or context they are

working with. 5. Presentation and Assessment. This stage presents the outcome to a specific audience (peers, community members, or online platforms), where learners show their refined and authentic product using their communicative skills. It also assesses the product. Peers, the teacher, or self-assessment can be used.

These stages provide a systematic framework that ensures learners engage in meaningful inquiry that helps them to solve a problem or develop their critical thinking skills while completing a project. Also, those stages not only require that learners complete tasks that involve collaboration and authentic communication activities throughout the development of PBL but also develop their productive skills in speaking and writing.

Development of the Dependent Variables of the Study: Speaking and Writing Skills

Linguistic Skills

Communication is the basic function of language. People can transfer or convey ideas, emotions, or thoughts; the acquisition or learning of a language depends on the proper input or situation that surrounds the learner to become proficient in a language. For Bite (2021), all these aspects determine the efficacy of communication. Therefore, learning a foreign language requires that a learner stand upon the four basic linguistic skills: listening, speaking, reading and writing. However, according to Haberman et al. (2020), achieving proficiency in it can be challenging for non-native speakers, not only in conversational contexts, but also in academic settings. The skills have been divided into receptive (listening and reading) and Productive (speaking and writing). The

first ones allow learners to comprehend and understand a language code. While the productive skills use the language code to express and transfer information, instructors need to be aware of the methodologies or techniques to be applied in each linguistic skill.

In addition, some learners can be good at speaking rather than listening, reading, or writing. Aysu (2025) Yuzar & Rejeki, 2020, p.101 as cited in Aysu (2025), refers to both receptive skills (listening and reading), and productive skills (speaking and writing), the first ones that enable individuals “to comprehend and understand language code,” on the other hand, the productive skills permit them “to express and utilize the language codes to transfer information. These basic language skills are often categorized as passive and active skills, respectively, according to Donald & Kneale (2001, as cited in Sreena & Ilankumaran, 2018). There has been a theoretical relationship between them, like: there is no speaking without listening or no writing without reading. This author also mentions that there is a correlation among the skills, although there are still some issues about the practical correlation among them, especially in foreign language contexts.

Productive Skills (Speaking and Writing)

The basic function of language is communication. To enhance the communicative competence of learners, it is fundamental to develop the productive English language skills. For learners and instructors, difficulties appear when they have to use the productive skills (writing and speaking). It is necessary to close the gap between oral and written communication skills in English by giving them the importance as they need to be acquired by students

to increase their employability in the professional global market. However, there is not much emphasis on developing them, rather than focusing attention on vocabulary or grammar learning. As mentioned by Virtue and Hinnant-Crawford (2019), educators these days embrace other pedagogical approaches to prepare students for the 21st century; one of them is PBL. This method is used to improve linguistic skills among learners. Productive skills (speaking and writing) need special treatment as they are essential to obtain effective communication through the language.

Communicative Functions

The implementation of PBL as an innovative method to promote the development of productive skills is an alternative to engage students in an active, collaborative, and engaging process that benefits the communicative competence in the English language.

Speaking Skills

Firstly, it is the speaking skill. Oral production in a foreign language corresponds to an essential skill that students need to become proficient in to succeed in learning English. Achieving mastery in speaking is often challenging, as it involves conveying a message and interacting effectively with others. Since speaking is used to express ideas and emotions, it can be difficult for learners to develop this skill with fluency and confidence. To overcome these challenges, it is essential to apply appropriate teaching techniques and use effective materials that support the development of oral communication. Additionally, recognizing the various functions and purposes of everyday communication is crucial to enhancing students' speaking abilities. Those reasons make this present research

an alternative to enhance the speaking skills that will help learners achieve communication proficiency in the English language, which is their ultimate goal.

Fluency Development

Considering the key elements for speaking development that are described in the CEFR (Council of Europe,2020), learners at an intermediate level can produce simple connected speech on familiar topics, make descriptions of experiences, events, etc., and give a brief explanation of them. They can interact with reasonable fluency with occasional pauses or reformulations,

In a broad sense, Nation (2014) refers to fluency as the ability to make good use of what we already know or learned about the language, it should start from lesson one. It means the ability to produce natural speech at a natural speed and, at the same time, understand the language. It means the language we use in our daily life is mostly our mother tongue. Fluency is considered a key component of spoken language when assessing a second language.

According to Amoris et al. (2025), speaking fluency lets foreign language learners express their thoughts, ideas, and opinions effectively. Fluency permits the use of the language in any context, such as academic, social, or professional. A fluent speaker of a foreign language can communicate their points of view. In foreign language teaching, it usually contrasts with accuracy, especially in communicative language teaching.

Over the years, assessment of fluency has been a criterion that has been taken independently or combined with others (delivery). For Tavakoli (2025), what is more appealing to researchers and test providers is the objectivity and reliability of its measurement, as well as its compatibility with technological developments

in automated speaking assessments. His observation can be seen in classroom contexts where teachers often struggle to provide consistent and unbiased evaluations of learners' oral performance.

Accuracy

The term accuracy described by Cendra and Sulindra (2022) as cited in Medina and Bajana (2024), deals with many factors such as good pronunciation, grammar of the target language, diction so that learners are able to use the lexicon and respond using the language appropriately according to different situations or contexts ensuring the use of grammatical correctness and rules of language production.

Accuracy or correctness refers to which extent a second language learner's performance deviates from the norm (Hammerly 1990; Pallotti 2009, Wolfe-Quintero et al, as cited in Housen et al, 2012). In other words, the errors they make and the degree of language knowledge a learner must have, in contrast to those of a native speaker. It has significant implications for the teaching and learning of speaking skills at the B1 level. In classroom contexts, teachers often struggle to provide consistent and unbiased evaluations of learners' oral performance, which is reflected in the controlled use of grammar and vocabulary.

Interactional competence

It refers to the ability to effectively and appropriately participate in spoken interactions, take turns, understand social cues, and collaborative construct meanings (linguistic and social skills), which enable effective communication. some authors have used the term discursive practice, which is language

interactions that have significance in a community of speakers that might not be understood in other communities, Young (2013). The author also mentions that it is not an individual achievement, but it is built with two or more participants. It is local and practiced in specific contexts. Which means that the speaker must have the skill to interact with others according to the situation or context where the interaction occurs.

Discourse management

They are the strategies and skills involved in producing and comprehending extended spoken or written texts, essentially organizing ideas and information effectively for communication, pronunciation, and intonation. It means to ensure clear, coherent, and effective communication in various contexts. Austin (2013) states that being involved in a conversation means using different skills like initiating or maintaining topics, using eye contact, taking turns, being polite, observing, and responding correctly to nonverbal behaviors.

For Ma (2024), discourse management markers are indispensable in EFL classes; the teacher should improve the efficiency and effectiveness of classroom discourse and discourse markers. They can help learners as prompters in different classroom contexts, like ok, so, yes, or some others, less often used, like I think, I see etc. The use of different cohesive devices and functional expressions ensures communicative competence in learners.

Pronunciation

Regarding speaking skill development, it is indispensable to ensure comprehension and the correct speech rhythm. With the development of communicative approaches to learn English, pronunciation should be taken

within the context of real communication (Gilakjani, 2011). It cannot be taught just through repetition drills or rules for learners to memorize, but rather through real exposure to the spoken language using different strategies and tools.

There are several factors to consider avoiding misunderstandings with pronunciation, as mentioned by Gilakjani. One of them is motivation and exposure to the target language towards acquiring a native or near native pronunciation. Another factor is adequate pronunciation instruction, which sometimes has been neglected by teachers. Also, age. It can be more difficult to learn correct pronunciation the older the learner is. The influence of a learner's first language can be transferred into a second language, which can lead to problems in pronunciation and affect communication. Therefore, appropriate pronunciation instruction should be incorporated into classroom instruction that reflects the development and effectiveness of the learners' oral production in a target language.

Technology integration in speaking skills

In today's world, the importance of integrating technology into education has become crucial. In the EFL context, the need to prepare students with innovative and modern methodological strategies has led to the implementation of the use of technology. According to Nurhidayat et al. (2023), the integration of technology in EFL classes requires a shift towards a learner-centered approach. The authors also highlight other skills, like collaborative, critical thinking, creativity, and communication skills, as part of this integration. Therefore, teachers must be pedagogically trained and provide the necessary tools and strategies to facilitate the development of those skills in learners in any context.

Writing skills

On the other hand, writing skill involves using written symbols to express ideas; it is a skill of vital importance in the development of students because they need to write in any class they take; it does not matter if this class is math or science. Andino Vargas (2022) mentions that writing involves a series of subskills, such as applying text-specific features, organizing ideas, and using the right style and register. These components are necessary for several tasks, including summarizing, requesting, complaining, and narrating.

Students could get on easily if they learned from an early age to communicate through writing. This allows them to get a message and respond to it. Despite its importance, a lot of students find writing difficult because of their learning preferences, and many students are unaware of its importance, which impedes their growth. To help students become better writers, innovative and efficient teaching strategies are required. There are some elements that must be considered for writing development.

Linguistic Competence

One of the skills that has scarcely been developed in EFL teaching is writing. For some learners, it can be difficult to acquire. Dragomir and Niculescu (2020), in their study “Different approaches to developing writing skills,” suggest a link between writing instruction to learners’ real-life needs. It has to do with developing those language-related abilities such as grammar and lexical structures, logical pattern organization, register or style, and connecting them to their needs. In that way, learners can successfully express themselves through writing production topics of real-life contexts.

Despite the teachers' efforts, the development of linguistic competence in writing has limitations; for example, learners require constant opportunities to improve writing. Additionally, writing is a skill that is not naturally acquired but mostly learned (Myles 2002 as cited in Nalliveetil and Mahasneh, 2017). Therefore, motivation and the affective filter should be encouraged in the classroom to obtain a better performance in writing skills among learners.

Process writing skills

According to Harmer (2004), the process of writing considers first aspects like: which content (subject matter), the type of writing (lists, letters, essays, novels, etc.), and the medium (pen and paper, computer, live chats, etc.). In all these scenarios, four elements are part of the writing process: planning, drafting, editing, and final version.

1. Planning. It is the stage before writing where learners decide what to write about, make notes, establish the purpose of writing, the audience they are writing for, and the type of writing required. 2. Drafting. Which is considered the first version of a piece of writing; it can be adjusted or changed later. Of course, there could be more than one draft. 3. Editing. It reviews what works and what does not work. It checks conciseness, clarity of ideas, to avoid confusion, as well as content and grammar accuracy. Peer editing is suggested at this stage to make appropriate revisions. 4. Final Version. After editing and revising the draft, the final version is produced to be delivered to the targeted audience. Harmer (2024) also suggests seeing this process as “the wheel process,” where each stage can go in different directions before the final version is done.

Coherence and Cohesion

Briesmaster and Echengaray (2017) refer to coherence and cohesion as essential components in academic writing. These two components correspond to the basic skills a foreign language learner must develop. Therefore, it is required to address each one of them in this research work.

Coherence has to do with the way a text makes sense to readers through the relevance and accessibility of its configuration of concepts, ideas, and theories” (Hyland (2006), as cited in Briesmaster and Echengaray (2017). The authors emphasize that coherence is not only about grammatical accuracy but also about how meaning is constructed and communicated logically to the reader.

Cohesion, on the other hand, means joining a text together. This means to put reference words (pronouns) and conjunctions (but, then, etc.) in a way that a text is clear and easy to understand (Bailey 2011, p 5 as cited in Briesmaster and Echengaray, 2017). The messages can be understood the moment that the ideas and words are written appropriately. According to Halliday and Hassan (2014), cohesion can be achieved through the use of connectors, references, and lexical ties to produce well-structured texts.

This suggests that successful writing instruction should go beyond sentence-level concerns and instead focus on helping learners organize ideas, establish clear relationships between them, and guide the reader through a text in a structured way. In this sense, coherence and cohesion function as the backbone of academic discourse, ensuring clarity, accessibility, and relevance.

CHAPTER II

METHODOLOGICAL DESIGN

This chapter explains the methodology and research approach to be applied, as well as the techniques and instruments to be used that guarantee the validity and reliability of the information obtained. According to Bouchrika (2025), methodology in research involves a systematic method to conduct research by gathering data with the aid of different techniques, providing an interpretation of the information gathered, and drawing conclusions in reference to the results found.

Research approach and design

Through this research work, the implementation of PBL is conducted using a Quantitative method. According to Sreekumar (2023), quantitative research methods are applied to specific groups of people, who are considered the population of the research, and they observe the events that occur there. Also, in this type of research, numerical data is collected by applying different techniques and instruments, which are later statistically analyzed, compared, or used to establish a relationship among the information obtained.

This means that the present research will determine the effectiveness of implementing PBL to improve productive skills in an EFL classroom, with data collection done before and after the implementation of PBL. With the information obtained, the analysis and interpretation are performed with the

purpose of establishing the efficacy or not of applying PBL and to confirm or not the hypothesis according to the results.

In addition, a pre-experimental design will be applied in this investigation. For Wang and Morgan (2010), a pre-experimental design is a research design that involves a single group with the purpose of causing a change. This design will focus on a single group and will look for the outcomes that occur before and after the treatment of PBL. The purpose of this design is to show the effects of the application of a method on the participants over time. By measuring the effectiveness of PBL to enhance writing and speaking, a pre-test and a post-test will be applied to a group of students with a total number of 28. Although this design lacks a control group, the data obtained provides important insights into the implementation of PBL to enhance productive skills.

Description of the sample and the context of the research

For the selection of the sample of this research a number of 28 participants from a total of 64 were selected. They are intermediate-level students at the Fine-Tuned English language institute in the city of Loja. The sample is a nonprobability sample, which, according to Cresswell and Cresswell (2017), a nonprobability sample is the one in which participants are chosen depending on their convenience and availability. So, in this case, the purposive sample, which is under the nonprobability sample, will be used. In this class, there are 14 boys and 14 girls who are between thirteen and sixteen years old. The research will be done in a private language institute in the city of Loja, Ecuador. This is a language institute with a long trajectory in the southern part of the country. The students are being prepared to take a total of 8 levels before they take the PET

exam, which gives them a B1 level according to the Common European Framework of Reference for languages.

Data collection process:

The method that is applied in this research will use a questionnaire as a technique. According to Taherdoost (2021), a questionnaire is a common instrument to collect information, and it includes a set of questions and reliable answers that participants of a specific population provide according to the subject of study. The results that are obtained from applying this tool must reflect validity, reliability, objectivity, and authenticity. Another important aspect of a questionnaire that Kabir (2016, cited in Taherdoost, 2021) mentioned is that it can be made to measure separate variables, for example, behaviors, preferences, or facts.

Two types of instruments will be applied in this research: A pretest and a post-test (Annex 1). According to Bobbit (2020), the pretest is an assessment that measures participants before they receive specific treatment as part of a research study. Meanwhile, the post-test is an assessment that measures a group of participants after they have received treatment in a particular research study.

Considering the two types of instruments mentioned by Bobbit (2020), this present research uses a pre-test and a post-test. To measure the variables, speaking and writing skills before and after implementing the PBL method, a set of questions will be used, taken as a reference from the Preliminary English Test. To check the level of students in the oral skills, the PET exam contains some aspects to assess speaking performance: Grammar and vocabulary, discourse management, pronunciation, and interactive communication. The last

three descriptors are the ones considered in this research. Meanwhile, the writing skills will also have items from the PET exam that include content, communicative achievement, organization, and language. Also, this research will focus on coherence, cohesion, and task completion, as part of the content included in the PET exam.

Operationalization of variables

Arias Gonzales (2021) refers to the operationalization of variables as an instrument that allows researchers to have a clear understanding of the important criteria and the steps that will be taken when the table is developed in the research. In other words, it refers to the analysis of the components of the variables in a study. In this study, the variables and their components are shown in the chart below.

Table 1. Operationalization chart with variables

Variables	Conceptualization	Dimensions	Indicator	Instrument
Independent Variable:	PBL is “a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed projects” (Thomas, 2000).	Learner-centered	Number of PBL sessions conducted	Implementation log /presentation
Project-Based Learning		Participation/ collaboration	Frequency of participation in group tasks	Observation checklist
		Inquiry-driven	Completion of the final project	Project evaluation rubric
Dependent Variables	Conceptualization	Dimension	Indicator	Instrument
	Speaking is “the ability to produce meaningful utterances	Fluency	Number of pauses per 30 seconds;	Speaking rubric/ Pre-

Speaking Skills	or discourse orally to address other people and be accurate in using grammar and vocabulary Thi Pam and Nguyen (2021) Key features: fluency and interaction (CEFR, Council of Europe, 2001).		ability to maintain smooth speech	and Post-test (Annex 2)
		Interaction	Turn-taking, initiating/responding appropriately, maintaining conversation	Speaking rubric / Pre- and Post-test
Writing Skills	For Harmer (2004) writing is a recursive process to generate, organize, and transmit ideas in a coherent text. There are two main dimensions according to Briesmaster and Etchegaray (2017) coherence/cohesion. Another component corresponds to: task achievement.	Coherence & Cohesion	Logical organization of ideas; use of cohesive devices (connectors, pronouns, transitions)	Writing rubric / Pre- and Post-test (Annex 3)
		Task Achievement	Degree to which task requirements are met; coverage of required content	Writing rubric / Pre- and Post-test

Elaborated by: Monica Espinosa (2025)

Source: Direct Research

Validity /Reliability

With the purpose of checking the accuracy and credibility of the results found in the research, it is relevant to consider the validity of the instruments used. For Anderson et al. (2024), validity and reliability are essential elements in assessing the quality of research findings. In the case of validity, it refers to the degree to which a test, an instrument, or a study really measures what it intends. It means that the purpose of applying the instrument and the instrument itself must reflect the same connection and measure what it was designed for.

In relation to Reliability, Anderson et al. (2024), refer to the consistency of measurements, instruments, and different observers across time. Both components form the foundation for credible research. The instruments applied in the present research are chosen according to the speaking and writing descriptors of the PET, from the Cambridge Test organization, and as they are standardized tests, no validation from experts is required.

Analysis of the results

According to Taherdoost (2020), data analysis corresponds to the process of converting the gathered data to meaningful information. There are different types of data analysis methods that have been categorized into: Descriptive, exploratory, inferential, predictive, explanatory or causal, and mechanistic.

For the analysis of the results of the pretests and post-tests, statistical analysis or descriptive statistics will be used. Channawar (2023), in his article about descriptive statistics, mentions that descriptive statistics explain the physical characteristics of a numerical group. It also includes data tabulation, a bar diagram measurement of central tendency. In the case of the present research, the use of measures of frequency and measures of central tendency will be used to describe the influence of PBL on the development of productive skills in a group of pre-intermediate learners.

The use of measures of central tendency (mean, median, mode) will be applied in order to compare the productive skills speaking and writing, in two sets of results from the pre- and post-tests of the same group of students, before and after the implementation of PBL. The mean measurement, according to

Channawar (2023), refers to the central tendency, the average of the scores, in the case of the pre-test and post-tests.

The median refers to the middle of the score distribution. The third measurement to be considered in this research is mode, which is the most frequent value in the score or series. The pre-test will measure specific descriptors of speaking and writing, before the implementation of PBL, and then a post-test will be applied to analyze the students' performance after implementing PBL with different tasks but with the same descriptors.

Pre-test and Post-test Results

In order to know the starting point of this research, which is to check if the implementation of PBL influences productive skills (writing and speaking), the application of a Pre-test was required. This section presents the analysis of the results obtained from a group of 28 students at an intermediate level, taking as reference the writing part 2 and the speaking parts 2 and 3 of the Preliminary English Test (PET) from Cambridge. The students participated in a pre-experimental study with the purpose of improving their productive skills: writing (coherence, cohesion, and task completion) and speaking (fluency, accuracy, and interaction).

Writing Pre-test results

Before the implementation of Project-Based Learning, the following findings were seen when the pre-test was applied:

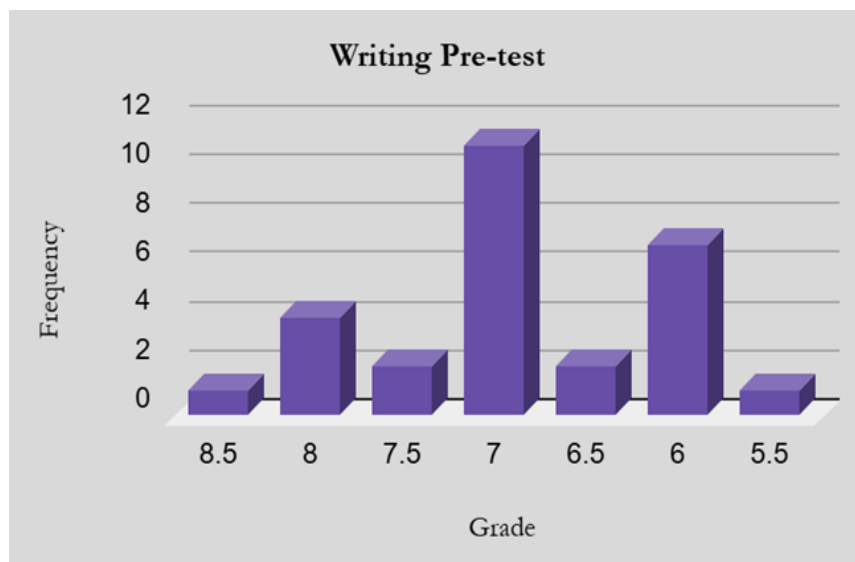
Table 2. Writing Pretest

Descriptor	Grade	Frequency	Percentage
good	8.5	1	3,57%
	8	4	14,29%
	7.5	2	7,14%
	7	11	39,29%
limited	6.5	2	7,14%
	6	7	25,00%
	5.5	1	3,57%
Total		28	100,00%

Elaborated by: Monica Espinosa

Source: Writing pre-test

Graphic 3: Writing Pre-test



Elaborated by: Monica Espinosa (2025)

Source: Writing post-test

Regarding the results obtained in the Pre-test of twenty-eight students, it is evident that around 35.71% of students have limited development of writing

skills. Meanwhile, around 64% of them presented a good level of writing skills in the test applied. For an intermediate level of English, almost half of the students tested have a grade between 7 and 7.5. Furthermore, none of the students tested scored an excellent grade. Considering these results, there is a need to improve the writing skills of students.

Writing post-test results

After implementing the Project-Based Language methodology, on the 28 group of intermediate level students, a post-test was applied. The post-test contains part 2 of the PET from Cambridge exams. The results obtained are as follows:

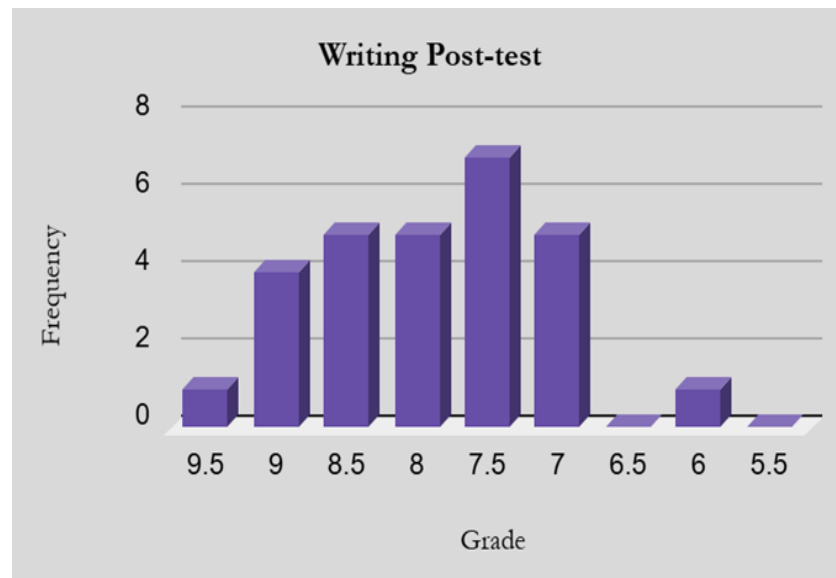
Table 3. Writing Post-test results

Descriptor	Grade	Frequency	Percentage
excellent	9.5	1	3,57%
	9	4	14,29%
good	8.5	6	17,86%
	8	5	17,86%
	7.5	7	25,00%
	7	5	17,86%
limited	6.5	0	0,00%
limited	6	1	3,57%
	5.5	0	0,00%
Total		28	100,00%

Elaborated by: Monica Espinosa

Source: Post-test

Graphic N° 4 Writing Post-test



Elaborated by: Monica Espinosa (2025)

Source: Writing post-test

As observed in the previous table, it can be stated that there is only a 3.57% of limited writing production in students. The majority of students are in the next descriptor, which means 76% of students have good-level skills, where coherence and cohesion determined the grade, as well as the task completion. And it was observed that 17.86% of students reached an excellent level after the implementation of PBL, which shows an improvement in their writing skills.

Comparison of Pre-tests and Post-tests in Writing

From the results extracted in the writing skill, a comparison can be made, as shown in the next table, to establish the mean, the median, and the mode of the data obtained before and after the implementation of Project-Based Learning on intermediate-level students.

Table 4. Comparison chart with Writing Pre- and Post-test results

Skills	Tests	Mean	Median	Mode
Writing	Pre-test	6.89	7.0	7
	Post-test	7.94	8.0	7.5

Elaborated by: Monica Espinosa

Source: Pre-test and post-test

The chart shows the results obtained before and after the implementation of 28 students on an intermediate level of English, and that corresponds to the development of the productive skill of writing.

The comparison chart shows improvement after the implementation of PBL. The mean or average measurement indicates that the students started at 6.89, which determined a limited, almost good level of writing skill. However, after implementing PBL, it rose to almost an 8 score, which means a moderate or good level of English with a difference of +1.05.

Additionally, the median measurements show that after implementing PBL, it increased from 7 to 8 grades. Those results showed a clear improvement in the skill, with a difference of 1 point. With the mode measurement, before PBL, the score of students was 7; however, after PBL implementation, it rose to 7.5, showing a difference of +0.5. It means that the most frequent grade rose, but not as dramatically as with the other measurements.

Speaking Pre-test results

The students who were part of this research (28 participants) also took a speaking pre-test before implementing the PBL methodology. The desc and the

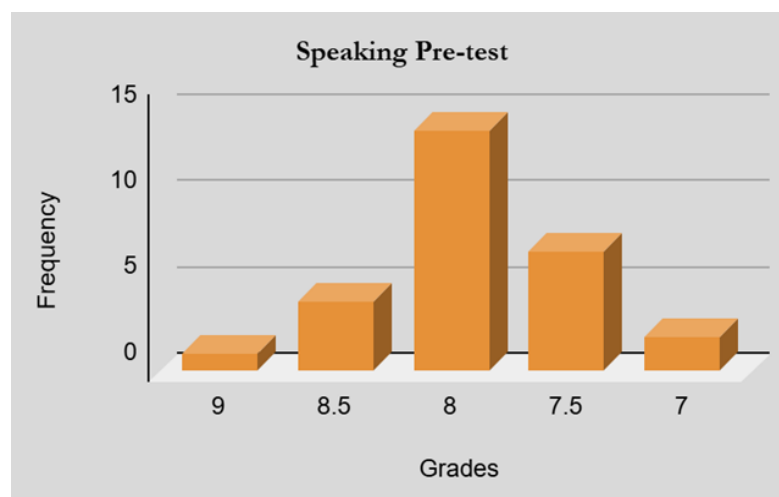
results showed that students' fluency, accuracy, and interaction were the following:

Table 5. Speaking Pre-test

Descriptor	Grade	Frequency	Percentage
Excellent	9	1	3,57%
Good	8.5	4	14,29%
	8	14	50,00%
	7.5	7	25,00%
	7	2	7,14%
Total		28	100,00%

Elaborated by: Monica Espinosa
Source: Speaking pre-test

Graphic 5. Speaking Pre-tests



Elaborated by: Monica Espinosa (2025)
Source: Speaking pre-test

These findings evidenced that the oral production in this pre-experimental group has a good level of speaking; however, some of them are between the minimum grades of 7 and 7,5; which represents 32.14%. On the other hand,

there is only one out of 28 students in the selected group at the excellent level, who represents only 3.57% of them. It demonstrates the importance of applying a methodology that allows students at that level to improve their speaking skills.

Speaking Post-Test results.

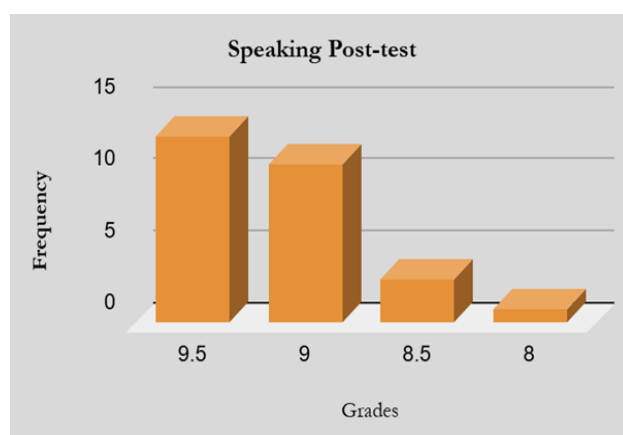
After the implementation of PBL, a post-test to assess the speaking skills was applied, and the results were:

Table 6. Speaking Post-Test

Descriptor	Grade	Frequency	Percentage
Excellent	9.5	13	46,43%
Excellent	9	11	39,29%
good	8.5	3	10,71%
good	8	1	3,57%
		28	100,00%

Elaborated by: Monica Espinosa
Source: Speaking post-test

Graphic 6. Speaking Post Test



Elaborated by: Monica Espinosa (2025)
Source: Speaking post-test

The table and the graphic show that around 85% of students got an excellent grade between 9 and 9.5 grades. Also, there are four students who remained at a

good level in speaking production. These results show an improvement in students' speaking skills.

Comparison of the Speaking Pre-tests and Post-tests

From the data obtained in the speaking skill, a comparison can be made, as shown in the next table, to establish the mean, the median, and the mode.

Table 7. Mean, median, and mode

Skills	Tests	Mean	Median	Mode
Speaking	Pre-test	7.88	8	8
	Post-test	9.16	9.5	9.5

Elaborated by: Monica Espinosa (2025)

Source: Pre-test and post-test

In the development of the speaking skill, the results shown in Table 6 indicate a significant and consistent improvement in the development of the students' speaking skills after the post-test. From the mean score, the average increase was more than one point, +1.28. In the case of the median, which was 8 before the implementation of PBL, it rose to 9.5 with the post-test. In other words, there was a difference of +1.5, which represents a positive and significant performance of students. In the case of the mode measurement. It was 8 in the Pre-test and changed from 8, which is described as “good” in the assessment rubric, to a 9.5, described as excellent, in the post-test after implementing the PBL methodology.

The results of the pre- and post-test analysis show that the implementation of Project-Based Learning PBL had a positive or significant impact on the

development of productive skills (writing and speaking). From the chart presented, the mean and median scores for productive skills improved significantly. These results indicate that learners were able to improve their written and speaking skills after the PBL intervention, from limited to good in the writing skills and from good to excellent in the speaking skills. The improvement is consistent, which means that the hypothesis of this research work is confirmed; the implementation of PBL significantly improves the productive skills (speaking and writing) of intermediate-level learners of English.

CHAPTER III

PRODUCT

Innovative Proposal

For this proposal, a booklet is going to be designed to develop students' speaking and writing skills by incorporating technology, and to present an outcome. With the aid of Project-Based Learning, students must work on a project where their speaking and writing skills in the target language are evident. Every time they work on the project, they must collaborate, talk, note down important or relevant information in relation to it, and make decisions about what is best to achieve their goal.

Name of the Proposal

“Building Voices and Texts: Project-Based Learning in the EFL Context”.

Definition of the type of Proposal

A booklet is a printed medium with communicative features, used as instructional material (Tolentino et al. 2013), where a clear message will be structured, for example, for promotions, advice, or prohibition of different aspects and contexts to the masses. Birch (2024, cited in Morales and Colmenares, 2025) notes that a booklet typically contains information on a particular subject. Regarding its size, a booklet is smaller than a book but bigger than a leaflet. As Fisher (2024) mentions, a booklet is accepted to be a little

book with a lower page count; they usually provide information about promotions, an event, a product, a new service, etc.

In EFL contexts, an educational booklet is an instructional tool to be used in academic environments, which might include lectures, practical assignments, or self-study materials. They are also visually appealing and deliver effective information in a compact, structured way. According to Danciu (2025), the concept of a printed booklet has evolved, and now it has expanded into digital formats, increasing the possibilities with interactive and multimedia features.

The possibilities of offering creative experiences, blending written material with videos and animation, are varied. It will offer the viewer a different and dynamic perspective of the content presented. In education, the previous author mentions that digital booklets have become an essential tool for teachers and learners. The incorporation of digital booklets for educational purposes can make the learning process more engaging and dynamic.

Objective of the Proposal

- To improve students' productive skills (speaking and writing) through the implementation of the Project-Based Learning method.

Structure of the Proposal

The different sessions will be presented in a booklet designed to help teachers or instructors implement the PBL method based on their socio-educational contexts. There are several important aspects to consider when designing a booklet. The theme or concept is the first priority; the color scheme, typography, layout, and structure of the artifact are also crucial. When technology is

involved, the use of QR codes or embedded links to other sources is recommended.

For this proposal, blended learning is considered by incorporating technology not only to develop the students' speaking and writing skills, but also to develop and present the outcome. With platforms that help students practice and improve their writing skills, like Write & Improve, or Grammarly, as well as to practice their speaking skills with platforms such as Speak & Improve, or Podbean. In addition, to review and practice vocabulary, platforms such as Wayground, Blooket, Kahoot, and Quizlet, among others will be used during the implementation of PBL, to accomplish the tasks. Besides, the final product will show a webpage designed and created by learners where the productive skills of the language will be featured.

The structure of the booklet will be divided into four specific tasks to develop productive skills using the stages of PBL. They will be done over eight weeks, with two hours per week to accomplish the final product, which is to create a Webpage and their voices on it.

The following scheme will be seen in the booklet:

- Front or cover page
- Introduction
- Objectives
- Teacher's Guidelines
- Project-Based Learning Fundamentals and Stages
- Task-Project 1. Interview
- Task-Project 2. Podcast

- Task-Project 3. Short article
- Task-Project 4. Local tradition or legend
- Final Product. Webpages examples
- Bibliography

Each task-project contains a set of activities that are developed in four sessions. Also, each task project follows the PBL stages:

- Project Topic
- Objectives
- Stage 1. Project launch
- Stage 2. Driving question
- Stage 3. Planning, organizing, researching

Content or mini-lessons related to the project

- Stage 4. Executing, implementing
- Stage 5. Presentation and assessment

The link to the Proposal

<https://view.genially.com/68a7e0e66ade5bbd8130db56/presentation-building-voices-and-texts-project-based-learning-in-the-efl-context>

Evaluation of the innovative proposal

The evaluation of the implementation of Project-Based Learning and its influence on the development of productive skills (speaking and writing) will be carried out by applying the post-test. The use of the same parameters used in the pretest in speaking and writing descriptors of a rubric will determine if the proposal makes an impact on the learners' linguistic skills.

Validity of the proposal

The validity of the proposal will be determined following the criteria of one of the three methods established by the Indoamerica University. For this research, the validity of the proposal will be established using Method 3: “Validation through its application,” which consists of the application of the proposal in an authentic learning environment. To measure the impact of the proposal, a comparison of the pretest before the implementation and the post-test conducted afterward will determine if the proposal makes a significant development of the learners' productive skills to confirm its validity.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- Project-Based Learning (PBL) demonstrates that it has a positive and significant impact on the development of intermediate EFL students' productive skills. The results obtained through quantitative research showed a measurable improvement. It confirms that PBL is an effective methodology to enhance fluency, coherence, and communicative accuracy in students. The improvement observed between the pre- and post-tests in both productive skills indicated that PBL motivates students to use the language in meaningful contexts and encourages them to express their thoughts with more confidence. Consequently, the objective of the present research to analyze the impact of PBL on the improvement of productive skills in the group of learners was successfully achieved.
- The diagnosis stage showed that there were some areas of improvement on students' productive skills, as some students demonstrated limited fluency and difficulty organizing ideas coherently. There were some inconsistencies in grammar accuracy and vocabulary. Those results confirmed that learners needed structured and well-defined opportunities to develop those skills in meaningful and authentic tasks in both speaking and writing.
- The implementation of PBL through the design of a digital booklet served as a guide that learners follow according to stages of the innovative

methodology: Brainstorming, planning, researching, drafting, revising, and presenting their projects. Students interacted according to the tasks that required authentic communication to solve problems or look for solutions that enhance their collaborative skills and develop their problem-solving and critical thinking skills. The booklet successfully supported the development of productive skills. Fluency and interaction in speaking and coherence and cohesion in writing were among the skills that were enhanced throughout the project.

- The comparative analysis of pre-test and post-test scores in both skills (speaking and writing) demonstrated a remarkable improvement in accuracy, coherence, and language competence. Writing scores showed an increase after the implementation of PBL in terms of clarity of ideas, text organization, and appropriate use of language. Additionally, the speaking assessment revealed gains in fluency, pronunciation, and coherence when transmitting ideas and interacting with others. In sum, the results obtained in this research show that PBL effectively influences the students' ability to communicate in English, addressing the third specific objective of this research.

Recommendations

- Based on the results obtained in this research, it is recommended that institutions that teach English as a foreign language and prepare students to reach a B1 or B2 level of English incorporate PBL as part of their curriculum. This is an approach that promotes meaningful and authentic

communicative tasks or activities that can be implemented not just as a single project but also as part of their academic practices.

- Provide continuous training for teachers in PBL design and assessment.

Training must focus on project design, resources needed, formative assessment, and digital integration. Besides, training should guide teachers to help students in creating coherent, cohesive, and accurate use of the English language.

- Generate cycles that can reinforce the writing and speaking practice of learners. Writing and speaking improved with the implementation of PBL as it was a cycle where students participated by researching, drafting, revising, discussing, working collaboratively, and presenting their projects. Also, the incorporation of continuous feedback, editing, rehearsing speaking were essential elements that contribute to enhancing their productive skills.
- With the development of technology nowadays, PBL projects could be connected to other areas of interest to learners, which would increase motivation and allow learners to apply English to real-world topics while enhance their communicative competence of the language.

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ANNEXES

ANNEX 1

Instruments

SPEAKING PRE-TEST / PET EXAM

Intermediate level

Part 2 (2–3 minutes)

I'd like each of you to talk on your own about something. I'm going to give each of you a photograph, and I'd like you to talk about it.

Student A, here is your photograph. It shows people at a party. Tell us what you can see in the picture



Student B. Here is your photograph. It shows people learning a language.



Part 3. Collaborative Task (3 minutes)

In this part of the test, you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

A young man works very hard and has only one free day a week. He wants to find an activity to help him relax. Here are some activities that could help him relax. Talk together about the different activities he could do, and say which would be most relaxing.

Activities to help the man relax



Thank you. That is the end of your test.

SPEAKING POST-TEST

PET EXAM

Part 2 (2–3 minutes)

I'd like each of you to talk on your own about something. I'm going to give each of you a photograph, and I'd like you to talk about it.

Student A, here is your photograph. It shows someone learning how to do something. Tell us what you can see in the picture

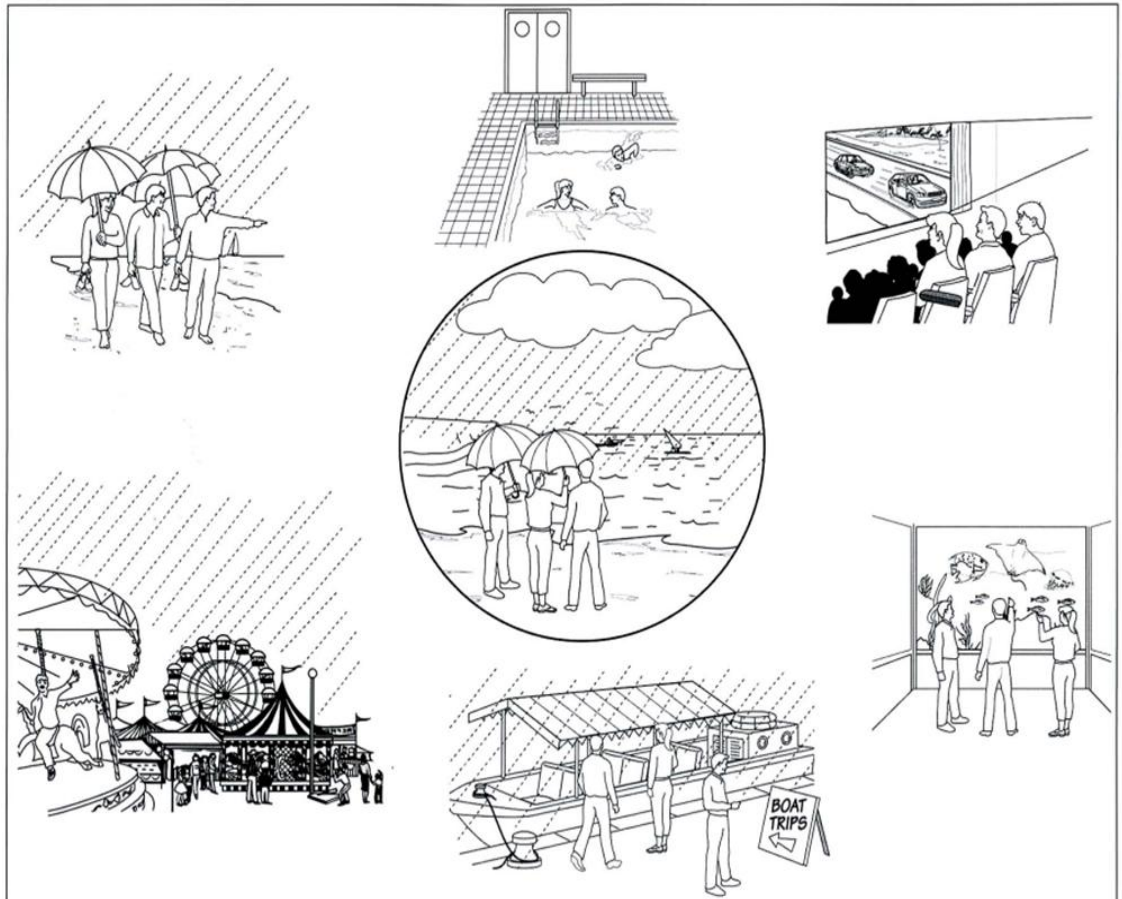


Student B, here is your photograph. It shows someone at home after school. Student A, you just listen. Student B, please tell us what you can see in the photograph.



Part 3. Collaborative Task (3 minutes)

In this part of the test, you're going to talk about something together for about two minutes. I'm going to describe a situation to you. A group of friends is planning to spend a day by the sea, but when they arrive it's raining. Talk together about the different things they can do while it's raining, and then decide which will be most interesting. Here is a picture with some ideas to help you.



Thank you. That is the end of your test.

WRITING PRE-TEST

PET EXAM

Writing Part 2

Name _____

Date _____

Choose one of these questions.

Write your answer in about 100 words on the answer sheet.

Question 1. You see this notice on an English-language website.

Articles wanted!
FILMS What kind of films do you enjoy? Do you prefer watching them at the cinema or at home? Why? Write an article answering these questions and we will put it on our website!

Write your article.

Question 2. Your English teacher has asked you to write a story. Your story must begin with this sentence.

As the plane flew lower, Lou saw the golden beaches of the island below.

Write your story.

Answer Sheet



WRITING POST-TEST

PET EXAM

Writing Part 2

Name _____

Date _____

Write an answer to one of the questions in this part. Write your answer in about 100 words on your answer sheet. Mark the question number in the box at the top of your answer sheet.

Question 1. This is part of a letter you received from an English friend.

I've just seen a brilliant programme about dolphins on television. Which programmes have you enjoyed recently? How much television do you watch?

Now write a letter, answering your penfriend's questions. Write your letter on your answer sheet.

Question 2

Your English teacher has asked you to write a story. This is the title for your story: Walking in the rain

Answer Sheet



ANNEX 2

Speaking Rubrics

Speaking Fluency Assessment Rubric (B1 Level) For Pre-test and Post-test

Score each criterion from 1 (Very Limited) to 5 (Excellent). Total possible score: 10 points.

Criterion:	0.4 Very Limited	0.8 Limited	1.2 Adequate	1.6 Good	2 Excellent
Rate of speech	Very slow, frequent pauses	Slow, several unnatural pauses	Moderate speed, some hesitation	Natural speed with few hesitations	Smooth, natural flow
Pausing	Long, unnatural pauses impede understanding	Frequent unnatural pauses	Some hesitations but not disruptive	Minimal hesitation	No noticeable hesitation
Self-correction	Constant repetition and self-correction	Frequent self-corrections interrupt flow	Some self-corrections, manageable	Rare and non-intrusive corrections	Hardly any need for correction
Phrase/sentence flow	Only isolated words or broken sentences	Short, disconnected phrases	Mostly complete sentences	Connected speech, appropriate phrasing	Fully connected and fluid discourse
Interaction	Can not take turns or maintain the exchange.	Rarely responds or develops ideas.	Interaction is limited.	Responds appropriately and keeps the conversation going.	Actively engaged in conversation

ANNEX 3

Writing Rubrics

Writing Coherence & Cohesion and Task Completion Rubric (B1 Level)

Score each criterion from 1 (Very Limited) to 5 (Excellent). Total possible score: 10 points.

Criterion	0.4 Very Limited	0.8 Limited	1.2 Adequate	1.6 Good	2 Excellent
Logical organization	Ideas are scattered; no clear structure	Weak organization ; difficult to follow	Basic structure (intro-body-conclusion) is present	Logical sequence of ideas	Excellent paragraphing and flow
Use of cohesive devices	Rare or incorrect linking words	Limited and repetitive connectors	Some variety in cohesive devices	Wide range used appropriately	Masterful and natural use
Paragraph unity	Ideas are disjointed	Sentences loosely related	Topic sentences are mostly clear	Unity across most paragraphs	Fully unified, clear development
Referencing	No or confusing referencing	Incorrect referencing creates confusion	Basic referencing with some errors	Mostly clear referencing	Accurate and consistent throughout
Task completion	Barely responds to the task, most of which is irrelevant.	Limited completion, covers only part of the task.	Partially completes the task. Some content is missing, unclear.	Complete the task well. Minor details may be missing.	Fully completes the task

ANNEX 4

Authorization and Consent Forms



**CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE LA
INVESTIGACIÓN SOBRE LA IMPLEMENTACIÓN DE LA METODOLOGIA DE
APRENDIZAJES POR MEDIO DE PROYECTOS PARA PROYECTO DE
TITULACIÓN DE LA MAESTRIA EN PEDAGOGIA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS MENCIÓN EN ENSEÑANZA DE INGLES DE
LA UNIVERSIDAD TECNOLÓGICA INDOAMERICA**

Loja, 8 de Septiembre de 2025

1. DATOS INFORMATIVOS:

1.1. Apellidos y nombres: Mónica Espinosa Ontaneda
1.2. Programa de maestría: Pedagogía de los Idiomas Nacionales y Extranjeros mención en enseñanza de Ingles

Economista

Maria Cristina Herrera,

Gerente General de Fine-Tuned English Language Institute

Yo, Mónica Espinosa Ontaneda, me dirijo a usted muy respetuosamente para solicitar una autorización de ingreso a Fine-Tuned English Language Institute, con el objetivo de ejecutar la aplicación de una investigación como parte de mi Proyecto de Titulación.

A continuación, detallo el proyecto de investigación:

Título: Project-Based Learning and its influence on the development of the speaking and writing skills in Intermediate-level English.

Objetivos:

Objetivo General:

Analizar el impacto del Aprendizaje a través de proyectos en el mejoramiento de las habilidades lingüísticas productivas de Hablar y Escribir en estudiantes de nivel intermedio.

Objetivos Específicos

- Diagnosticar el nivel actual de las habilidades de habla y escritura en los estudiantes de nivel intermedio de inglés como lengua extranjera previa a la implementación de la metodología de aprendizaje a través de proyectos.
- Diseñar e implementar un booklet digital que promueva el mejoramiento de las habilidades productivas del idioma inglés.
- Evaluar la efectividad de la metodología de Aprendizaje a través de proyectos en mejorar la fluidez, coherencia y precisión de las habilidades de hablar y escribir en los estudiantes de inglés como lengua extranjera.

La presente investigación se desarrollará a través de la aplicación de una prueba estandarizada que evalúe las habilidades de hablar y escribir en los estudiantes seleccionados antes de la implementación de la metodología de los Aprendizajes por proyectos. A continuación, se desarrollará, durante 8 semanas, la implementación del proyecto y una vez concluido se realizará una prueba final para determinar la influencia de la metodología aplicada en las habilidades productivas (hablar y escribir) del grupo de estudiantes objeto de investigación.

Este estudio permitirá a los estudiantes realizar sus proyectos con base en los contenidos que se manejan dentro del nivel intermedio y que permitirá viabilizar la ejecución de proyectos de clase como parte de las evaluaciones continuas que realiza el Instituto.

Luego de lo antes declarado, en pleno uso de mis condiciones mentales, siendo total y enteramente responsable, manifiesto mi disposición para realizar este estudio educativo en el horario establecido por la institución educativa.

Esperando su favorable acogida y autorización.

Atentamente,



Monica Espinosa Ontaneda

Autorizado.

Firma:



Nombres y apellidos: Maria Cortiza Herreiras

Rector Gerente General

C.I.: 1103393458

Sello de la institución:



Loja, 9 de Septiembre de 2025

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que la maestrante Monica Espinosa Ontaneda de la Universidad Tecnológica Indoamérica(UTI), de la maestría en Pedagogía de los Idiomas Extranjeros y Nacionales, mención en enseñanza de Inglés, realice la aplicación de su proyecto de Tesis en las aulas de *Fine-Tuned English, Language Institute* tomen fotografías, videos y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si da su autorización, la Universidad Tecnológica Indoamérica podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UTI.

A continuación, detallo mi estudio educativo:

Este estudio está enfocado en el desarrollo de las habilidades lingüísticas productivas del idioma inglés, a través de la implementación de la metodología de Aprendizajes Basados en Proyectos. Durante este tiempo, los estudiantes de "Teens 7" deberán colaborar en ciertas actividades como pruebas y tareas extra con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. Cabe recalcar que el estudio se realizará durante el horario regular, por lo cual ya nos hemos comunicado y obtenido la debida autorización de los directivos del Instituto, así como del docente de inglés de este curso.

De igual manera se dará a conocer a los representantes de cada estudiante acerca de las actividades que se van a realizar con ellos por medio de una corta reunión por la plataforma audiovisual ZOOM.

Si está de acuerdo en permitir que la maestrante tome fotografías y videos de su representado/a y los publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento en que usted informe a la institución de lo contrario.

Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la Universidad Indoamérica en la educación de los maestrantes y promoción de la UTI. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la Universidad Indoamérica si decido retirar esta autorización:

Nombre del/la estudiante:

Pablo Mateo Ortega Palabines

Nombre completo padre/madre/representante legal:

Pablo Omar Ortega Silva

Cédula de ciudadanía: 1103978670

Firma del padre/madre/representante legal: 

Fecha: 11.09-2025

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De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la Universidad Indoamérica en la educación de los maestrantes y promoción de la UTI. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la Universidad Indoamérica si decido retirar esta autorización:

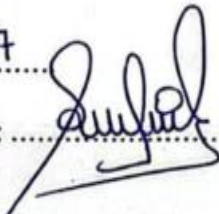
Nombre del/la estudiante:

Kevin Andrés Faicán Reátegui

Nombre completo padre/madre/representante legal:

Diana Vanessa Reátegui González

Cédula de ciudadanía:1103737597

Firma del padre/madre/representante legal:

Fecha: ..11-09-2025

Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la Universidad Indoamérica en la educación de los maestrantes y promoción de la UTI. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

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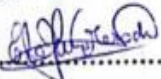
Nombre del/la estudiante:

Sofia Valentina Alulima Morcho.....

Nombre completo padre/madre/representante legal:

Elsa Liria Morcho Cuenca.....

Cédula de ciudadanía: 0103599858.....

Firma del padre/madre/representante legal: .....

Fecha: 12-09-2025.....