BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.

TITULO: A project-based learning model to develop speaking autonomy in an EFL class in middle school

AUTOR: Elisa Giselle del Castillo Luna

FECHA: 07/15/2025

PALABRAS CLAVE: Aprendizaje basado en proyectos, Autonomía, Desarrollo de habilidades, Lengua extranjera, Secundaria

SECRETARÍA DE EDUCACIÓN DE GOBIERNO DEL ESTADO

SISTEMA EDUCATIVO ESTATAL REGULAR

DIRECCIÓN DE EDUCACIÓN

INSPECCIÓN DE EDUCACIÓN NORMAL

BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ

GENERACIÓN

2021   **2025**

"A PROJECT-BASED LEARNING MODEL TO DEVELOP SPEAKING AUTONOMY IN AN EFL CLASS IN MIDDLE SCHOOL"

INFORME DE PRÁCTICAS PROFESIONALES

QUE PARA OBTENER EL TÍTULO DE LICENCIADA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS

PRESENTA:

ELISA GISELLE DEL CASTILLO LUNA

ASESORA:

MTRA. FÁTIMA GUADALUPE FABIÁN VANEGAS

SAN LUIS POTOSÍ S.L.P   **JULIO 2025**

BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ
CENTRO DE INFORMACIÓN CIENTÍFICA Y TECNOLÓGICA

ACUERDO DE AUTORIZACIÓN PARA USO DE INFORMACIÓN DEL DOCUMENTO
RECEPCIONAL EN EL REPOSITORIO INSTITUCIONAL DE LA BECENE DE ACUERDO A LA
POLÍTICA DE PROPIEDAD INTELECTUAL

A quien corresponda.
PRESENTE. –

Por medio del presente escrito Elisa Giselle del Castillo Luna
autorizo a la Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí, (BECENE) la
utilización de la obra Titulada:

"A project-based learning model to develop speaking autonomy in an EFL class in middle school"

en la modalidad de: Informe de prácticas profesionales   para obtener el

Título en   Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria

en la generación 2021-2025 para su divulgación, y preservación en cualquier medio, incluido el
electrónico y como parte del Repositorio Institucional de Acceso Abierto de la BECENE con fines
educativos y Académicos, así como la difusión entre sus usuarios, profesores, estudiantes o terceras
personas, sin que pueda percibir ninguna retribución económica.

Por medio de este acuerdo deseo expresar que es una autorización voluntaria y gratuita y en
atención a lo señalado en los artículos 21 y 27 de Ley Federal del Derecho de Autor, la BECENE
cuenta con mi autorización para la utilización de la información antes señalada estableciendo que se
utilizará única y exclusivamente para los fines antes señalados.

La utilización de la información será durante el tiempo que sea pertinente bajo los términos de los
párrafos anteriores, finalmente manifiesto que cuento con las facultades y los derechos
correspondientes para otorgar la presente autorización, por ser de mi autoría la obra.

Por lo anterior deslindo a la BECENE de cualquier responsabilidad concerniente a lo establecido en
la presente autorización.

Para que así conste por mi libre voluntad firmo el presente.

En la Ciudad de San Luis Potosí. S.L.P. a los 11 días del mes de   Julio   de 2025 .

ATENTAMENTE.

Elisa Giselle del Castillo Luna
Nombre y Firma
AUTOR DUEÑO DE LOS DERECHOS PATRIMONIALES

Nicolás Zapata No. 200
Zona Centro, C.P. 78000
Tel y Fax: 01444 812-11-55
e-mail: cicyt@beceneslp.edu.mx
www.beceneslp.edu.mx

POTOSÍ
sin límites
GOBIERNO DEL ESTADO 2021•2027

SEER
SISTEMA EDUCATIVO
ESTATAL REGULAR

BENEMÉRITA Y CENTENARIA
ESCUELA NORMAL DEL ESTADO
SAN LUIS POTOSÍ

BECENE-SA-DSE.RT-PO-01-05

Revisión 1

Administrativa

Dictamen Aprobatorio del
Documento Recepcional

San Luis Potosí, S.L.P.; a 09 de Julio del 2025

Los que suscriben, tienen a bien

DICTAMINAR

que el(la) alumno(a): C.   DEL CASTILLO LUNA ELISA GISELLE
De la Generación: 2021 - 2025

concluyó en forma satisfactoria y conforme a las indicaciones señaladas en el Documento Recepcional en la modalidad de: Informe de Prácticas Profesionales.

Titulado:

A PROJECT-BASED LEARNING MODEL TO DEVELOP SPEAKING AUTONOMY IN AN EFL CLASS IN MIDDLE SCHOOL

Por lo anterior, se determina que reúne los requisitos para proceder a sustentar el Examen Profesional que establecen las normas correspondientes, con el propósito de obtener el Titulo de Licenciado(a) en ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA

ATENTAMENTE
COMISIÓN DE TITULACIÓN

DIRECTORA ACADÉMICA

MTRA. MARCELA DE LA CONCEPCION MIRELES
MEDINA

DIRECTORA DE SERVICIOS ADMINISTRATIVOS

DRA. ELIDA GODINA BELMARES

RESPONSABLE DE TITULACIÓN

MTRO. GERARDO JAVIER GUEL CABRERA

ASESOR DEL DOCUMENTO RECEPCIONAL

MTRA. FATIMA GUADALUPE FABIÁN VANEGAS

AGRADECIMIENTOS

A lo largo de este proceso comprendí que no se llega sola a la meta. Cada página de este trabajo está impregnada de las voces, los abrazos y enseñanzas de personas que caminaron conmigo y dejaron huella en mi formación como docente y como persona.

A mi asesora *Fátima*, gracias por estar desde la primera planeación, hasta el punto final de este documento. Por su mirada crítica, por su acompañamiento paciente y por confiar en esta propuesta incluso cuando yo no lo hacía. Su apoyo marcó una diferencia en mi camino y me impulsó a sacar lo mejor de mí.

A mi *madre y hermana*, por enseñarme el significado real de la resiliencia, por ser mi hogar, y red de apoyo. Por cada palabra de aliento, cada madrugada compartida en silencio a lo largo de toda mi travesía como estudiante, y cada gesto de amor incondicional. Gracias por creer en mí, incluso cuando todo parecía difícil. Espero algún día regresarles un poco de lo que me han brindado.

A *Tito*, gracias por enseñarme desde niña que educar es una forma de tocar vidas, y bajo tus palabras *"enseñar a aquel que no sabe, es una de las formas más honestas de mostrarse humano"*. Gracias, viejito, por inspirarme con tu ejemplo, inculcarme por el camino de la docencia, y por haber encendido en mí la chispa que hoy me guía. A *Tita,* gracias por ser ternura en estado puro, por tus palabras sabias, tu cariño completo, y tus constantes bendiciones. Gracias por enseñarme que la educación también ocurre en el cuidado, en el ejemplo diario, en la forma de mirar y de escuchar. Tu presencia en mi vida ha sido un abrazo permanente, y cada paso que doy en este camino lleva algo de ti. *Abuelitos*, infinitas gracias por ser refugio, y mi razón de querer ser mejor persona día con día. Hoy, su *Elisita* se convierte en profesionista. Este logro les pertenece por completo a ustedes, porque su amor me sostiene, me inspira y me da raíz.

A ***Kevin***, mi compañero de vida y de sueños. Gracias por caminar a mi lado en este proceso, por abrazar mis miedos y celebrar mis logros, recordarme a diario que soy capaz, incluso cuando yo lo dudaba. Tu fé en mí ha sido inspiración, presente en cada entrega y cada paso incierto. Gracias por tu paciencia infinita, por escucharme cuando necesitaba desahogarme, y por acompañarme con amor en cada etapa de esta formación. *Este es un paso más juntos.* gracias por creer en mí, por sostenerme, y sobre todo por quererme tanto y tan bonito. Te llevaré conmigo hasta la inmensidad.

A todas mis amistades, en especial a ***Frida*** por estar desde el primer día, por compartir esta carrera conmigo paso a paso, por sostenernos en el cansancio y celebrarnos cada pequeño triunfo. Aquí viene uno más. Thank you "Friday", for your caring, loyal and delightful friendship.

Pero en especial a Dios, por ser guía en la incertidumbre, fuerza en el cansancio y luz en cada momento de duda. Por sostenerme en los silencios, por abrir caminos cuando no encontraba salida, y por recordarme que lo imposible solo necesita fé. Cada peldaño tomado en este proceso estuvo acompañado de su amor hacia mí, y este logro es testimonio de su presencia constante en mi vida. Gracias por escuchar mis oraciones en voz alta y en el corazón, y por no soltarme nunca.

CONTENT CHART

Chapter I. introduction

This research document, conducted during the 2024-2025 school year to obtain a bachelor's degree in English teaching and learning, focuses on how a project-based learning (PBL) model can help a middle school class develop and achieve speaking autonomy concentrating on the development of effective communication.

1.1 General description of the process

Escuela Secundaria Técnica No. 1° is located in Calle Av Mariano Jiménez 899, Estadio, 78280 San Luis Potosí, S.L.P. Which is part of a state public education system. The educational facility operates on two shifts: morning and evening. The first shift operates from 7:00 a.m. to 1:10 p.m., with each class lasting 50 minutes and a 20-minute recess scheduled in the middle of the day. The school's technical modality is reflected in its dedicated technological workshops, which are integral to the curriculum and are held twice a week. These workshops encourage hands-on learning, collaboration, and the development of practical skills, which are elements that align naturally with the principles of Project-Based Learning. Internally, the school fosters a dynamic environment where students rotate between classrooms for each subject, promoting academic movement and flexibility.

The external context is equally complex. The institution is located in a central urban area, which allows easy access for students who either walk from nearby neighborhoods, take public transportation, or are accompanied by their parents. The school serves a population largely from lower-middle socioeconomic backgrounds, and it is not uncommon for students to face external challenges such as substance-related issues or interpersonal conflicts, including occasional fights. These realities reflect the need for pedagogical approaches that are not only student-centered but also socially responsive.

Furthermore, recent news about the possible closure of the school in order to convert it into a university has generated uncertainty and emotional unrest within the entire educational community. This school holds a historic and symbolic role in the city, and the potential transformation has deeply impacted both staff and students. In the midst of this instability, implementing a pedagogical model such as Project-Based Learning becomes especially relevant, as it provides meaningful, contextualized learning experiences that promote engagement, autonomy, and connection with real-life issues. It is within this social and educational framework that the present proposal was conceived.

Figure 1: Front of the school

In terms of English classes, most students generally demonstrate an A1 level of proficiency, as defined by the CEFR. This level is characterized by the ability to recognize and use basic vocabulary and expressions related to everyday topics such as colours, days of the week, numbers, body parts, and other fundamental concepts. This assessment is based on the results of diagnostic speaking activities applied at the beginning of the academic cycle, including short role-plays, guided dialogues, and simple oral presentations, all evaluated through checklists and rubrics aligned with CEFR descriptors (Council of Europe, 2001).

Across all three academic years, the English teaching staff works with a sequenced set of thematic contents aimed at gradually increasing students' linguistic competence according to their grade level and individual learning pace. In some cases, a differentiated approach is implemented, allowing teachers to adjust content and activities based on students' progress and specific needs, particularly as identified through the diagnostic results at the start of the school year.

1.2 Rationale

PBL offers teachers the opportunity to renew their teaching strategies through the implementation of meaningful theoretical and practical activities. In this sense, the teacher must continuously monitor the students' progress during the process, and with their support, enhance the skills acquired by the learners in the development of their projects. (Zambrano, Hernández & Mendoza, 2022)

In this way, students take on a leading role in their learning process by carrying out projects that are relevant to their social context and that provide solutions to current problems.

Furthermore, PBL supports the integration of multiple language skills. It also encourages learners to use language holistically, as Fragoulis and Tsiplakides (2009) Affirm. This perspective is echoed in more recent studies, such as that of Zambrano Briones, Hernández Díaz, and Mendoza Bravo (2022), who emphasize that project-based instruction fosters the simultaneous development of speaking, listening, reading, and writing skills through contextualized and collaborative tasks. This enables them to develop their speaking skills, alongside listening, reading, and writing, in a meaningful and contextualized context. This integrated approach helps foster not only linguistic competences but also autonomy and

learner engagement. This methodology not only contributes to the development of English language skills, but also fosters the development of social, critical and communicative competences.

To sum up, PBL enhances EFL speaking skills by providing authentic contexts, promoting interaction among learners, integrating language skills, and fostering self-confidence through real communication.

1.3 Personal interest of the topic

It is vital to foster speaking autonomy in EFL students. Speaking autonomy is closely tied to learners' independence, confidence and the ability to communicate effectively in real-world contexts. However, traditional teaching methods often limit opportunities for students to take ownership of their learning process, especially in oral communication.

Project-based learning methodology emerges as the proper innovative approach to address this gap. Bell (2010) argues that PBL provides a platform for students to engage in meaningful, collaborative and real-world tasks, promoting the development of critical skills such as communication, problem-solving, and self-regulation. By integrating PBL into EFL classrooms, teachers can create authentic learning experiences where students actively use the language in context, thereby fostering autonomy intrinsic motivation (Larmer, Mergendoller & Boss, 2015)

Ellis (2003) affirms that language acquisition is most effective when learners are exposed to meaningful interactions. This view continues to be supported by recent research, such as *Developing Speaking Skills Through Task-Based Materials* (2020), which highlights the importance of exposing learners to authentic communicative situations that promote interaction, negotiation of meaning, and purposeful language use. PBL aligns with this principle by encouraging students to collaborate, negotiate meaning and present ideas by

making the use of language purposeful and dynamic. Holec (1981) also believes that learners autonomy is key to successful language learning, and PBL's student-centered design unquestionably fosters this autonomy. This is confirmed by Smith and Nguyen (2021), who highlight that fostering learner autonomy remains essential, and argue that Project-Based Learning methodologies provide an ideal framework to develop this autonomy by engaging students in meaningful, student-centered tasks.

It is crucial for middle school students, especially third graders, to develop speaking autonomy as they transition to more complex language tasks. According to Little (2022), developing speaking autonomy in middle school learners is vital because this stage marks a transition to more complex language use, requiring students to take greater responsibility for their oral communication skills. Autonomy in speaking enables learners to practice more confidently and engage actively in meaningful interactions. PBL provides students with the right linguistic tools they need for effective communication and prepares them to navigate challenges beyond the classroom. The interrogation of PBL into EFL education is timely and impactful, addressing the needs of the 21st-century learners.

To sum up, integrating Project-Based Learning (PBL) into an EFL classroom can offer more than just a methodological alternative; it represents a gradual shift towards fostering students' autonomy, particularly in the development of speaking skills. Throughout the process, it becomes evident that promoting speaking autonomy equips learners with essential tools for real communication, boosts their confidence, and enhances their role as active participants in their own learning journey. Adopting PBL can thus lead to more meaningful, engaging, and student-centered experiences; ones that empower students to use the language with purpose, ownership, and voice.

1.4 Context of the problem

English, as a global language, opens doors to countless opportunities, however, in many EFL classrooms, students often struggle to develop speaking skills due to traditional teaching methods that prioritize grammar and written exercises over oral communication. This issue is particularly dominant in a middle school setting, where students are in a crucial stage of language acquisition and personal growth.

At Escuela Secundaria Técnica no°1, students face significant challenges when it comes to speaking English. Despite having access to basic sources and structured lessons by the teacher, their oral participation remains limited. Observations in the classroom reveal that students are often hesitant to speak due to fear of making mistakes, lack of confidence and not enough opportunities to practice meaningful contexts. In addition, traditional approaches to teaching English as a foreign Language (EFL) focus heavily on instructions given by the teacher, leaving little room for student-centered activities that encourage active communication.

The need for innovative methodologies to address these different academic challenges is evident. Hattie (2009) expresses that students engage autonomy in effective learning. Incorporating PBL into real-world projects, collaborative tasks, and opportunities for authentic communication, PBL continuously shifts from passive learning to active participation. Just like Larmer, Merendoller and Boss (2015) state, PBL not only enhances skills within the language, but it also fosters critical thinking, collaboration and self confidence. All these being key components for developing speaking autonomy.

1.5 Main aim

This document aims to develop the oral expression of third-year middle school students by implementing PBL methodology, as it fosters meaningful communication, promotes student autonomy, and provides real-world contexts where learners can actively use the language. PBL supports the development of speaking skills by engaging students in collaborative, purposeful tasks that mirror authentic language use.

1.5.1 Subsidiary aims

- To Encourage collaborative work among students to strengthen their abilities to interact in English through group activities, debates, and oral presentations
- To use meaningful contexts in tasks to help students internalize vocabulary
- To enhance linguistic accuracy by encouraging students to focus on correct sentence structure while engaging in project-based tasks and discussions. This will help students communicate more precisely

1.6 Competences to develop

The following competences are established in the Plan de estudios 2018, and represent part of the expected graduate profile for future education professionals. These competences served as a framework for this pedagogical proposal, guiding the planning, implementation and reflection stages of the research process.

The generic competency that will be brought into play for this analysis is: "Collaborate with diverse actors to generate innovative projects with social and educational impact."

The professional competence on which this document will focus is: "Design teaching and learning processes in accordance with current English language approaches considering the context and characteristics of the students to achieve meaningful learning".

The disciplinary competency to be strengthened is: "Use linguistic elements to describe, express points of view, communicate and construct arguments in English".

1.7 General description of the process

This document is structured into four chapters, each offering a clear and progressive view of the pedagogical intervention implemented.

Chapter 1 introduces the research by describing the educational context, personal motivation, the nature of the problem, the objectives of the proposal, and the competencies to be developed. It provides the conceptual and institutional background that supports the study.

In Chapter 2, the action plan is presented, including a detailed description of the educational situation, the issue identified, the literature reviewed, and the pedagogical proposal based on project-based learning. It also includes the diagnostic process, the implementation of two project sequences, and a description of the instruments and planning that guided the intervention.

On the other hand, chapter 3 focuses on the evaluation and reflection process. It analyzes the consistency of the proposal, the curriculum alignment, the competences developed by the teacher trainee, the effectiveness of the applied resources, and the areas of improvement identified throughout the research. It concludes with a critical reflection on the proposal's impact and suggestions for its redesign.

Lastly, chapter 4 provides a synthesis of the research findings and reflections. It addresses the challenges encountered, the learning outcomes achieved, the personal and

professional growth of the teacher trainee, and future commitments delivered from the experience.

Together, these chapters offer a comprehensive overview of how the proposal was conceived, implemented, and evaluated, while providing both theoretical grounding and practical insights into the development of speaking autonomy through PBL in an EFL class.

Chapter II. action plan

2.1 Context educative situation

Escuela secundaria técnica n. °1 is located at Av. Mariano Jiménez 899, Estadio, San Luis Potosí, SLP. The educational institution is situated on a main avenue close to the historic centre of the city, which facilitates access for students and staff.
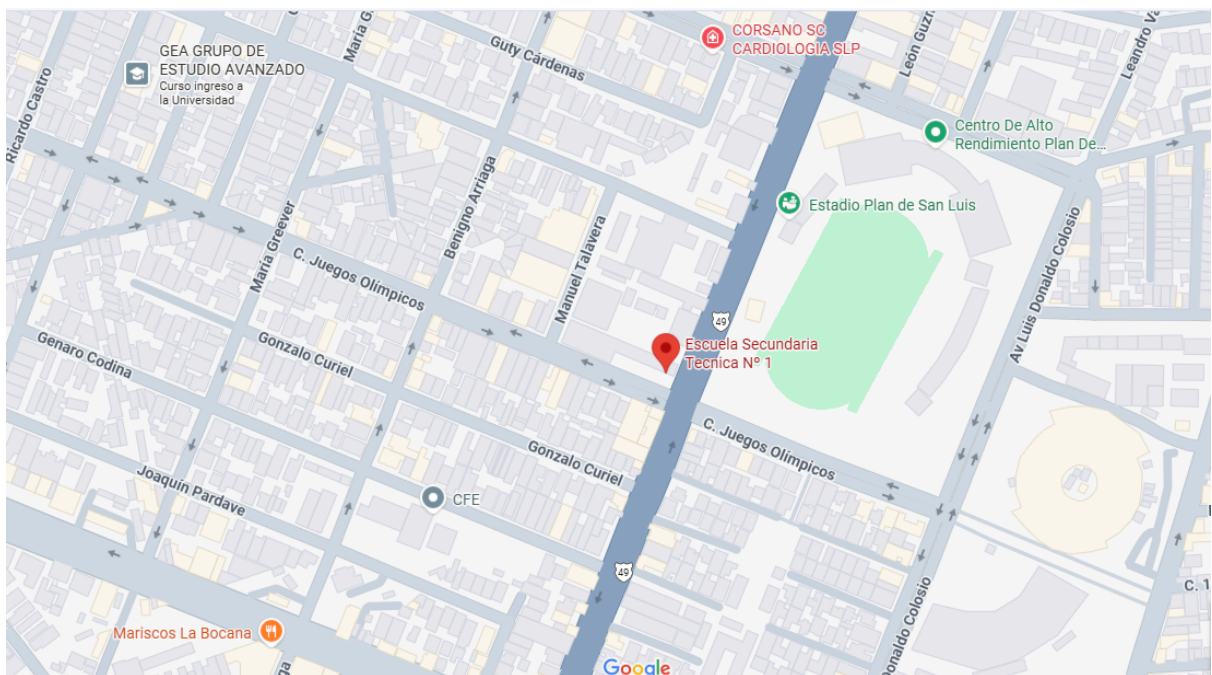

Figure 2 : Map of the school surroundings obtained from Google Maps (2025)

This school is a public institution composed of four main buildings and several key facilities that support both academic and administrative functions. One building houses the general offices, including the principal's and subprincipal's offices, the teachers lounge, and

the computer lab. Another building is designated for social workers, who provide support and follow-up to students in need, as the school does not have a USAER unit. The largest building consists of four floors where the classrooms, the library, the laboratory (currently unused), and the prefects' offices are located. A four smaller building contains the students' restrooms, the coordinators offices, and the cafeteria. The school also has a central patio where civic events are held, and a sports court used for physical education classes and school celebrations. Although there is a designated nursing area, the school does not currently have medical professionals on staff. These facilities, while functional, reflect the limited sources often present in public education, yet the school community continues to adapt to provide the best possible environment for learning.

The educational institution has been in operation for 62 years, making it one of the most outstanding and emblematic educational establishments in the city. This facility has slightly more than 250 students, resulting in a low student population in each of the 15 groups that make up the school. In this regard, it has recently been declared that the building will cease to fulfill its current educational functions and will be converted into a university, which has caused considerable commotion among the educational community.

Each subject has an allocated classroom, which means that students move every 50 minutes for class changes. This flexibility facilitates the use of a variety of materials and tools, including visual resources such as posters with lexical chunks, which contributes to the development of effective classroom communication.

One of the fundamental aspects of achieving meaningful learning in the classroom is to have an adequate number of students per group. In this sense, the study group in which this work was carried out consists of 15 students, which turned out to be a favorable number to implement a series of activities centered on the student, as is established by Project-based Learning. According to Jean Piaget (1952), learning is an active process in which the learner constructs knowledge through interaction with the environment, exploration, and reflection.

The implementation of small groups can result in personalized attention, constant feedback, and the active participation of all students during all stages of a class, allowing the teacher to closely accompany the individual and collective process of learning.

2.2 Description of the chosen issue

The research process began in February 2024, upon arrival to the previously mentioned practice school. Contact was established with the study group in their second year of middle school education, and teaching intervention work was developed with them in three practice periods, each lasting three weeks.

From the beginning of said practices, a general characteristic was observed; the students showed limited self-confidence in their ability to use the language orally. This was evident in their class participation and when reading aloud. In this sense, observation became a key tool to better understand their behaviour and identify the barriers they faced. As Patton (2002) states, "Observations enable the evaluator to learn about behaviour and the meaning

attached to that behaviour. Observations help uncover the context within which interactions occur and the interrelationships among participants" (p.262). Similarly, Burns (2010) highlights that observation helps teachers reflect on real classroom interactions and recognize areas that require pedagogical improvement, which was essential for guiding decisions throughout the interventions.

In addition to classroom observations, a semi-structured interview was conducted with the head teacher of the practice school to gather more detailed information about the students' oral language development. The interaction took place in a relaxed and conversational setting during a recess period, which allowed for open reflection on the students' progress and classroom dynamics.

The main topics discussed during the interview included:

- Students' general attitude and participation during English classes

- Observed difficulties in oral expression despite active engagement

- Strategies previously used to encourage speaking in English

- Perception of students' confidence when using the language aloud

- Suggestions for supporting speaking development in future lessons

The teacher pointed out that this particular group was highly active and eager to participate in class; however, despite their enthusiasm, their oral skills in English were not strongly developed. This observation aligned with what was seen during lessons, particularly in their hesitance when engaging in spoken tasks.

As a qualitative research tool, unstructured interviews allow researchers to explore participants' perspectives in a more flexible and open-ended manner, fostering the emergence of rich, context-based information (Denscombre, 2010). According to Cohen, Manion and Morrison (2011), non-structured interviews are especially useful for exploring the subjective

meaning and personal experiences that participants attribute to educational processes. In this case, the interview with the head teacher contributed to a deeper understanding of the students' behavior and language needs, complementing the data gathered through observation.

2.2.1 Diagnostic activities

To assess students' oral skills, diagnostic activities were implemented through role-play, group discussions and short presentations in the first half of students' third year of middle school. These activities were specifically designed to observe students' ability to communicate their ideas effectively in English, focusing on fluency, pronunciation, vocabulary usage, and grammatical precision. The assessments emphasized linguistic performance and communicative competence within authentic interactive contexts.

To reach an objective and a structured diagnostic assessment, checklists and rubrics were used as primary assessment instruments. According to Moskal (2000), checklists are particularly effective for quickly recording whether specific observable behaviours occur, such as appropriate vocabulary selection, clarity of speech and the ability to maintain conversational flow.

Name of the student:		
ASPECTS	YES	NO
The student speaks clearly and is easy to understand.	☐	☐
The student uses appropriate vocabulary for the task.	☐	☐
The student can maintain the flow of the conversation.	☐	☐
The student uses correct pronunciation of words.	☐	☐
The student stays on topic and provides relevant information.	☐	☐
The student interacts effectively with peers.	☐	☐

Table 1 . **Speaking Skills Checklist. (**Instrument of own authorship, created based on the speaking competence descriptors of the Common European Framework of Reference for Languages (CEFR).)

Rubrics, on the other hand, provided a more nuanced evaluation of students' oral performances. Andrade (2000) points out that the rubrics not only clarify expectations for students but also promote consistency and fairness in assessment by offering detailed descriptions of varying levels of performance across multiple criteria. In this study, rubrics were essential in identifying specific strengths and areas for improvement in students' speaking abilities, such as pronunciation, fluency, interaction, and use of vocabulary. The results highlighted that while most students demonstrated a willingness to speak, their performance often remained at a basic or limited level, particularly in terms of fluency and coherence. This insight contributed to a clearer diagnostic perspective, guiding the selection of strategies and activities for future lessons.

Name:_____

CRITERIA	EXCELLENT (4)	GOOD (3)	FAIR (2)	NEEDS IMPROVEMENT (1)
fluency	Speaks smoothly, with no hesitation. Fluent and natural speech.	Mostly fluent with a few hesitations. Some pauses, but understandable.	Hesitant, pauses frequently, affecting the flow of communication.	Struggles with fluency, frequent pauses, and hard understanding.
pronunciation	Clear and accurate pronunciation of words.	Mostly clear, a few mispronunciations.	Some mispronunciations that do not hinder communication.	Pronunciation errors often make communication difficult.
use of vocabulary	Uses a wide range of vocabulary accurately and appropriately.	Uses a good range of vocabulary with minor errors.	Limited vocabulary, frequent repetition, or misuse of words.	Very limited vocabulary, struggles to express ideas.
grammar	Uses correct grammar consistently, including tenses and sentence structure.	Occasional grammar errors, but they do not interfere with understanding.	Frequent grammar errors that cause confusion.	Major grammar issues that impede understanding.
interaction	Actively engages with others, asks questions, and responds appropriately.	Engages in conversation but may need prompts occasionally.	Limited interaction, mostly passive, may not respond appropriately.	Does not engage in conversation, avoids speaking.
confidence	Speaks confidently, with ease and assurance.	Shows some confidence but may hesitate at times.	Appears unsure and hesitant when speaking.	Very hesitant, avoids speaking, lacks confidence.

Table 2. Speaking Skills Rubric. Instrument of own authorship, developed according to the speaking performance descriptors outlined in the Common European Framework of Reference for Languages (CEFR).

Furthermore, the development of rubrics for this proposal was informed by recent frameworks emphasizing authentic assessment. For example, Panadero and Jonsson (2021) highlight key principles for designing rubrics that align descriptors with real communicative competencies and learner-centered evaluation, ensuring valid and meaningful assessment. As Jonsson and Svingby (2007) suggest, the use of well-constructed rubrics enhances the validity and reliability of speaking assessments, especially when performance is evaluated in complex and authentic tasks.

Through these evaluation tools, comprehensive data were collected on students' oral production capabilities, identifying not only general group trends but also individual needs. This information played a crucial role in informing instructional decisions, enabling the adjustments of activities, scaffolding strategies and communicative goals to better support students' progressive development through the projects.

2.2.2 Results of the diagnostic evaluation

The results obtained from the application of the checklists and rubrics revealed a diverse range of oral communication abilities among the students. The diagnostic interpretations of their proficiency levels were based on the descriptors provided by the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001), that offers internationally recognized criteria for evaluating language competences across different skills, including speaking.

According to CEFR, one student demonstrated characteristics consistent with an A2 speaking level, such as the ability to communicate in simple and routinary tasks requiring a direct exchange of information on familiar topics. Another student was aligned with an A1

speaking profile, being able to use basic phrases, expressions and adequate vocabulary to satisfy simple needs of a concrete type.

However, the rest of the students were identified at a Pre-A1 proficiency level, following the CEFR's definitions of very basic language use, limited primarily to isolated words, memorized phrases, and minimal interaction. Among these, four students presented significant difficulties across all evaluated speaking aspects, including all aspects mentioned above in the rubric, often requiring substantial teacher support to complete speaking activities, or even general activities overall

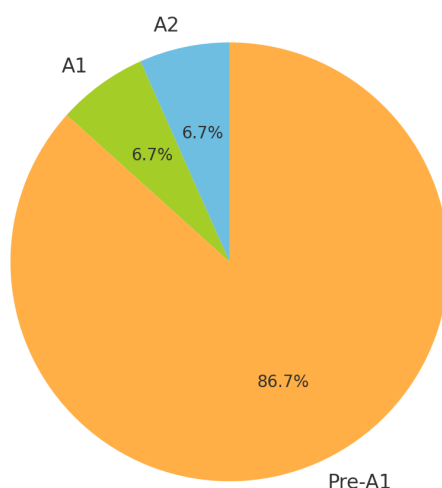Distribution of Students by Speaking Level (CEFR) - Diagnostic Evaluation

Figure 3: Diagnostic identified levels based on CEFR (own authorship)

The checklist information indicated that while many students could produce isolated words or short expressions, sustaining meaningful conversations or articulating more complex ideas remained challenging. The rubric scores further corroborated these findings, highlighting common trends such as lexical range, frequent pauses disrupting communication flow and errors affecting grammatical precision.

In addition, time was taken to identify students' learning styles through informal observations and questionnaires. It was found that a significant number of students favored visual and kinesthetic learning styles, which can both support and challenge speaking skills development. For example, visual learners benefit from seeing cues and gestures, while kinesthetic learners thrive when they can move or engage physically during speaking activities. However, auditory learners, who rely heavily on listening, were less predominant, suggesting the need to incorporate varied input methods to support all learners effectively.

Based on these insights, strategies emphasizing multi-sensory approaches—such as role plays, visual aids, and interactive tasks—were prioritized to enhance students' confidence and comprehension during oral practice. This diagnostic analysis confirmed the necessity of reinforcing basic vocabulary, providing repeated structured speaking opportunities, and gradually scaffolding the complexity of oral tasks to promote progressive improvement in students' speaking abilities.

2.3 Action plan

Action-research consists of a qualitative and flexible approach (depending on different authors that suggest different cycles) that allows the researcher to intervene directly in its environment in order to transform it while studying it. (Hernández-Sampieri, Mendoza, 2018). This document is driven by the action plan proposed by Hernández-Sampieri, Mendoza (2018), which consists of four phases presented in the following outline.
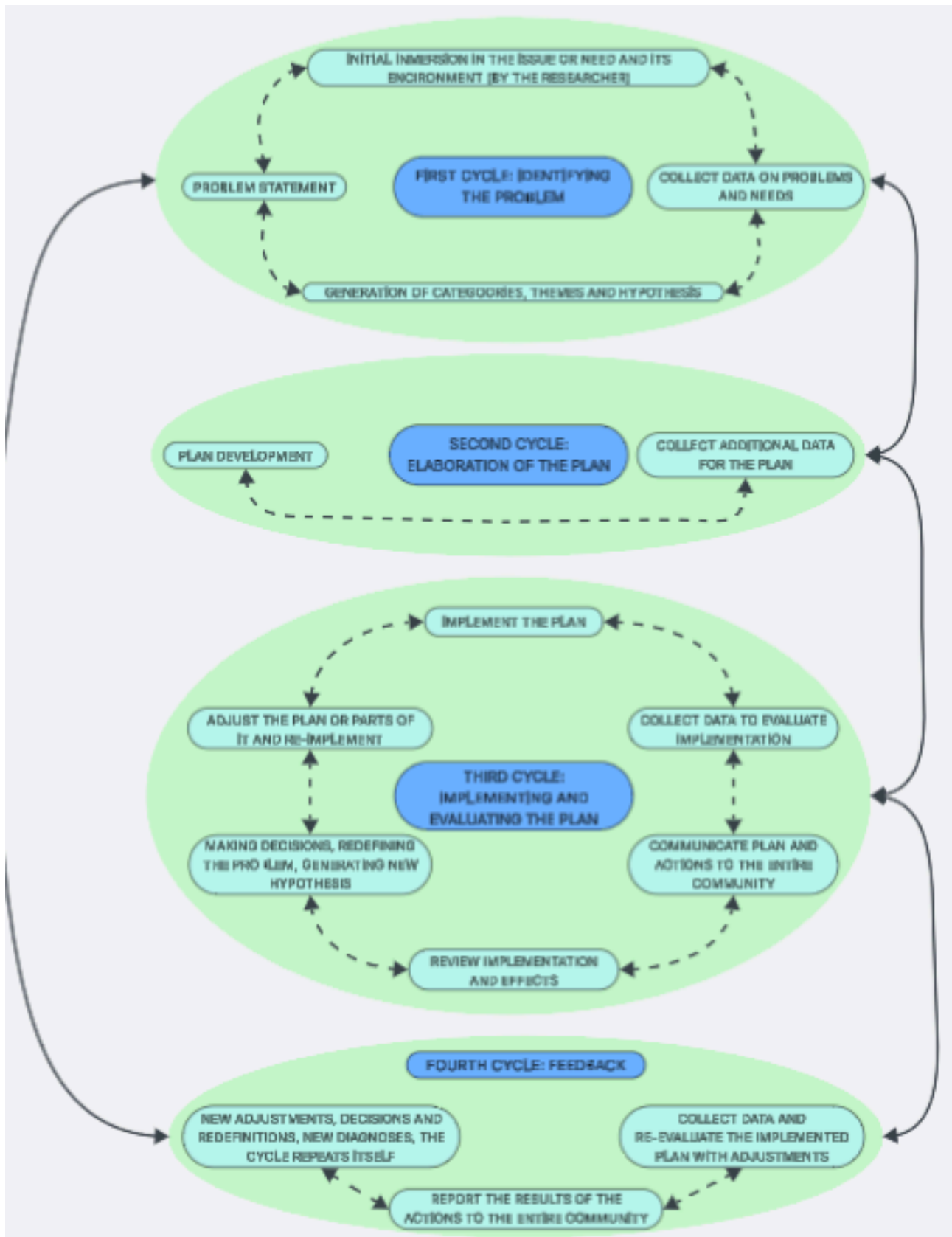
FIGURE 5 actions to display action-research. Hernández-Sampieri, Mendoza (2018)

In this first cycle, it becomes crucial to know the context profoundly; observation, non-structured interview and diagnostic activities (already mentioned above in a previous segment) were tools that aided in the collection of accurate information.

Second cycle: A Gantt chart was used to establish an approximate timeline for the development of this research. Likewise, the explanation of the proposal is described in Chapter 2: "Literature review" and "Description of the proposal".

Third cycle: The implementation of this plan is described in the "APPLIED SEQUENCES" section of the second chapter, and the results obtained are evaluated in chapter 3.

Fourth cycle: The remaining part of Chapter 3 explains and restates the reports obtained from the actions applied in the previous chapter. The new adjustments and conclusions are presented in the fourth and last chapter of this document.

2.4 Literature review

2.4.1 Methodology

In language education, the choice of methodology plays a crucial role in shaping how learners acquire and develop communicative skills. Richards and Rodgers (2014) define methodology as the overarching approach that guides the selection of teaching techniques, materials, and assessment strategies aligned with specific learning goals. Over the years, various methodologies have been proposed, ranging from traditional grammar-translation to more contemporary, communicative, and learner-centered approaches (Brown, 2007).

The growing emphasis on learner autonomy and meaningful communication has encouraged educators to explore methodologies that actively engage students and promote practical language skills (Nunan, 2015). In this context, Project-Based Learning (PBL) has emerged as an effective methodology to foster these aspects, offering a dynamic framework

where students participate in authentic tasks that simulate real-life language use (Thomas, 2000; Larmer, Mergendoller, & Boss, 2015).

2.4.2 Project-based learning Methodology

According to Bell (2010) PBL conducts students to drive their own learning through inquiry, as well as into working collaboratively to gather information and create projects that reflect their knowledge.Children in this case will solve real-world problems by designing their own inquiries, planning their learning as the development of the project goes along, organizing their research, and implementing a multitude of learning strategies. However, the idea of assigning projects to students is not a new one. There is a longstanding tradition in schools for "doing projects," incorporating "hands-on" activities, developing interdisciplinary themes, conducting field trips, and implementing laboratory investigations (Thomas 2000)

The definition of the project (for students) must "be crafted in order to make a connection between activities and the underlying conceptual knowledge that one might hope to foster." (Barron, Schwartz, Vye, Moore, Petrosino, Zech, Bransford, & The Cognition and Technology Group at Vanderbilt, 1998, p. 274).

For this matter, PBL is a methodology that increases critical thinking in students and they evolve into active problem solvers and independent learners that can develop their autonomy since they identify what they need to learn in order to tackle the problem or interrogative that they have been submerged into. Stoller (2006) further highlights the benefits of PBL in foreign language education, noting that it promotes sustained language use and authentic communication, essential for developing both fluency and autonomy.

2.4.3 Stages of PBL

Based on Jenny Pieratt´s point of view (2020), there are 7 steps that she recommends must be followed to achieve the highest profitability in the execution of a project:

First step: "brainstorm authentic project ideas": The author suggests that teachers should be aware of their students' preferences when working in the classroom. Once the above is taken into consideration, a stage begins in which the goal is to define a project that can be of greater relevance to the students regardless of the content or topic being addressed in the class. Likewise, it is recommended to choose a catchy name for the project.

Second step: "plan with the end in mind" : it is advisable to keep in mind what the finished project will look like, in order to have a broad vision of what needs to be addressed during the development of the project.

Third step: "benchmark your project": the author considers this point to be the most important, since it deals with how the teacher can dissect the final product between phases or milestones. In each of these phases, she identifies what skill needs to be developed in order to be able to carry it out. This is done using scaffolding and formative assessment techniques.

Fourth step: "build your project rubrics": Pieratt (2020) states in this point to follow certain steps which are:

1. Finalize the content standards you plan to assess; Note: each content standard gets its own row on the rubric.

2. Pull up Bloom's Taxonomy verbs and bold the verbs in the language of the standards in a given domain. From there, reference Blooms verbs to help you write the language of one level up and one level down.

3. Identify which 21st century skills you want to scaffold and assess in the project.

Fifth step: "plan for formative assessment": The author encourages teachers to think about which rows within the rubric could be used with a certain benchmark. Each benchmark will get its own separate, smaller rubric that will only have a few standards on it.

Sixth step: "create student- faced rubrics": "I encourage teachers to take their teacher rubric and convert it into a student rubric. To do this, simply take each row of your teacher rubric, look at the proficient box, and write the standard as success criteria for students, or "I can" statements." (Jenny Pieratt, 2020)

Seventh step: "plan a daily lesson using a project calendar": The author suggests that this final step involves considering the structure of the daily learning activities within the project. One approach is to create a table that reflects the structure of a 30-day calendar, which can then be used to link all the lesson plans and daily resources in a single location.

2.4.4 Nueva escuela mexicana (NEM)

In the year 2022, a new educational model was established in Mexico under the name "Nueva Escuela Mexicana" (NEM) which proposes a humanistic, intercultural and inclusive education that promotes human rights and the exercise of the development of autonomy.

This model brings with it 4 different methodologies that invite teachers to exercise their practice under a pedagogical basis on which they will base their knowledge and experiences; this, in order to foster critical, autonomous, influential, empathetic and supportive citizens. These methodologies are the following:

- Aprendizaje basado en proyectos comunitarios (community project-based Learning)

- Aprendizaje basado en indagación con enfoque STEAM (Inquiry-based learning with STEAM approach)

- Aprendizaje basado en problemas (problem-based learning)

- Aprendizaje Servicio (service learning)

Within this new program, "formative fields" have been established. According to SEP (2022), formative fields allow the integration of knowledge and skills from different disciplines and visions to approach the reality to be studied and, by amplifying our view of the world from a diversity of knowledge and skills, critical thinking and our socio-affective bonds are fostered, which are necessary to contribute to the transformation of the environment (MEJOREDU 2022).

These fields are:

- De lo humano y comunitario (Human and Community)

- Lenguajes (Languages)

- Ética, Naturaleza y Sociedades (Ethics, Nature and Society)

- Saberes y Pensamiento Científico (Scientific knowledge and thought)

On the other hand, 7 articulating axes are included, which contribute to the development of a set of capabilities to live and coexist as social agents that recognize and value the principles of freedom, equality, respect, justice, equity and, from there, build community.

These axes are: *Inclusion; Critical interculturality; Gender equality; Critical thinking; Healthy living; Arts and aesthetic experiences; Appropriation of cultures through reading and writing.*

2.4.5 The focus of project-based learning in nueva escuela mexicana

According to SEP (2022) this methodology allows the reconstruction of meanings from diverse pedagogical scenarios and actions that transform the environment. This methodological approach proposal is composed of three phases (planification, action and intervention) and 11 moments that will allow the contents and articulating axes to be found in a flexible way according pedagogical scenarios:

PHASE 1: PLANIFICATION	1. Identification: identification of the problem
	2. Recuperation: Linking previous knowledge of the content to be developed
	3. Planification: proposals are formulated to enable the students and the teachers to negotiate the project actions
PHASE 2: ACTION	4. Enclosure: exploration of the problem or situation agreed upon
	5. Comprehension and production: approaches are offered that allow understanding or analyzing those aspects necessary to elaborate the different products that will allow the project to become a reality
	6. Recognition: approaches are developed to identify progress and difficulties in the process
	7. Concretion: approaches are generated to develop a first version of the product that was proposed in moments 1 and 3
	8. Integration: exposure, explanation and presentation of solutions or recommendations

PHASE 3: INTERVENTION	9. Diffusions: presentation of the product
	10. Considerations: follow up and feedback
	11. Advances approaches are formulated to enable students to analyze the feedback received and use it to improve and consolidate process in subsequent projects

Table 3. Phases and Moments in PBL from Nueva Escuela Mexicana, Source: adapted from Secretaría de Educación Pública (2022)

2.4.6 Communicative skills in english

LockIt.Down (2022) talks about how communication skills are the ability to communicate effectively with others. It is a set of skills that includes speaking, listening, reading and writing. These skills are important when communicating in any context, whether personal or professional:

● Writing: The ability to write in English is of utmost importance. Learning to write the language correctly facilitates effective communication in both oral and written forms. Writing texts in english will enable the familiarization with the correct usage of vocabulary and grammatical structures.

● Reading: The ability to read in English becomes indispensable as learning to develop it correctly will help to better understand the meaning of words and phrases. It is also a great way to improve vocabulary or syntax in writing.

● Listening: This skill is just as important as speaking. Learning to listen carefully will help you better understand what others are saying. It is also a great way to acquire different vocabulary and produce a better pronunciation.

● Speaking: Having developed the ability to speak is crucial to exercise proper communication, whether in a formal or informal conversation. That is why it is necessary to give a greater focus to mastering this part of the language

2.4.7 Speaking skill

"Speaking is one of the difficult skills in the second language teaching and learning process. Teaching speaking is a productive skill that is generally considered to be difficult to learn, as it needs rigorous practice and strong determination to achieve high proficiency" (Masuram, Sripada, 2020, p.61)

Lackman (2010, as quoted Masuram, Sripada, 2020) showed the following by identifying it as important and integral to develop speaking skills. These go by the name "sub-skills"

SPEAKING SUB-SKILLS	APPLICATION
Fluency- students speak with a logical flow without planning or rehearsal	Students require to focus on meaning in communication than accuracy in activities
Accuracy- students speak using words, pronunciation and structures	students require to focus on pronunciation of words and structures in activities
Using functions- students use phrases for giving advice, request, apologies	role-plays and simulations which require verbal communication for a reason or function
Appropriacy- students require to speak with appropriacy for a situation or deciding for a choice of vocabulary and grammar	students require stress on purpose of talking determining what language is appropriate

Turn-taking skills- students practice ways of interjecting	Students need to take turns without irritating the speaker. Listening practice is required
Relevant length- student require to speak at a length appropriate to a situation	Students practice activities which demonstrate that the purpose of speaking or the context determines the appropriate length of a turn. A one-word answer is acceptable for a store reach survey but would not be sufficient for a job interview
Responding and initiating- students practice by starting a new topic or by making responses	Students practice conversations activities using appropriate words and phrases
Repair and repetition- student practice rephrasing sentences when the speaker feel what was said was not understand	Students practice repairing when they suspect they haven't been understood or correction from the speaker
Range of words and grammar- students practice using grammar and vocabulary for speaking on a specific topic	Students need to know a range of words and grammar that are taught or made aware of words or structures appropriate for specific purpose or context
Discourse Markers- students practice using words or phrases which organize a speech (connectives such as firstly, secondly, on the other hand, to summarize)	when speakers giving a presentation, they use specific words and phrases to help the listener recognize words and phrases to help the listener

Table 4. Speaking sub-skills and their applications (Lackman 2010)

2.4.8 Students autonomy within the classroom

According to RAE, Autonomy is the ability to act freely without being dependent on anyone or anything. Just how Boud (2012) says; Autonomy is a term that is used in many different ways in education [...] "The notion of autonomy encompasses three groups of educational ideas. First, it is a goal of education, an ideal of individual behavior to which students or teachers may wish to aspire: teachers assist students to attain this goal. Secondly, it is a term used to describe an approach to educational practice, a way of conducting courses that emphasizes student independence and responsibility for decision-making. Thirdly, it is also an integral part of learning of any kind." (David Boud 2012 p 17)

For most scholars, learning is seen as a spiral process where new levels of autonomy are acquired as the learners move through new phases of independence (Little, 2003, as quoted Olivares, Barrantes, 2013, p.4)

"According to Leni Dam (as cited in Little, 2004, p.18) the way by which autonomy sets in the classroom highly depends on the decisions made by the learners. Based on Dam's assumptions, the learners must be involved in a non-stop quest for good learning activities. They partake in the decision-making process of selecting the most suitable activities according to their interests, expectations and desires." (Olivares, Barrantes 2013, p 5)

2.4.9 Development of speaking autonomy

"Knowledge is something that needs to be improved piece by piece. Howard Gardner's Theory of Multiple Intelligences also supports a student-centered classroom because it promotes diverse learning styles. So, materials for teaching speaking skills depend upon a learner's communicative competence in varied situations and also his ability to produce extempore speech. It consists of written texts, sound recordings, conversations by

native speakers, suggestopedia, video recordings, films, electronic dictionaries, and educational and authentic materials.[...]A teacher teaching in a student-centered classroom must be aware of the diverse backgrounds of So, learners should be allowed to set their learning objectives and to opinions. Learner autonomy allows learners to select their learning materials and to employ their own experience as their mentor." (Bushra Qamar, 2016)

Also, Bushra Qamar (2016) concludes that for this skill to develop correctly and in a more natural context, the setting in which it is presented should be in a student-centered classroom where students are allowed to have control over their own learning, since, on the other hand, a traditional classroom would not encourage the effectiveness of promoting language as opposed to a place where the student can explore their autonomy.

2.5 Description of the proposal

The intervention was designed to create an environment in which students could progressively assume greater responsibility for their own learning process, transitioning from teacher-centered classroom, to more independent and spontaneous speaking tasks. According to Holec (1981), learner autonomy involves the "the ability to take charge of one's own learning". This includes setting learning objectives, selecting methods and evaluating progress. Building on this concept, Little (1991) emphasizes that developing autonomy in language learning enables students to become more active, reflective and self-directed in their communicative practices.

To achieve this goal, a series of interconnected projects were implemented throughout the practice period. Each project was carefully aligned with the contents and PDAs (Procesos del Desarrollo del Aprendizaje) established by Nueva Escuela Mexicana. This projects addressed themes such as healthy lifestyles, intercultural communication, and the promotion of well-being. By integrating these curricular elements into meaningful communicative tasks,

students were given various opportunities to develop both their language skills and their critical and collaborative competences.

The use of PBL was a deliberate choice, as this methodology aligns with the principles of student-centered classroom, active participation and real-world applications. As Thomas (2000) points out, PBL engages students in complex, meaningful projects that foster both academic and social skills.

Moreover, this proposal aimed to reinforce specific aspects of students' oral production including:

- Vocabulary development: expanding the range of lexical items relevant to the themes worked on.

- Fluency: Enhancing the natural flow of speech through repeated practice and structured speaking opportunities

- Pronunciation: Improving intelligibility and accuracy in spoken English

- Confidence and risk-taking: Encouraging students to communicate without fear of making mistakes, promoting a grown mindset

The different activities were carefully scaffolded to provide the necessary support while gradually encouraging greater independence. This approach is supported by Vygotsky's (1978) theory of the ZPD (Zone of Proximal Development), which suggests that learners can achieve higher levels of performance with appropriate scaffolding and gradually internalize new skills as they become autonomous.

Harmer (2007) emphasizes that speaking development requires not only linguistic input, but also opportunities for real communication and reflection; all elements that were integrated into the design of the sequences. Ultimately, the proposal aimed to bridge the gap between students' current speaking abilities and their potential for autonomous oral communication. By engaging in relevant, creative, and student-driven projects, students were

expected to view English not merely as a school subject, but as a meaningful tool for real expression, critical thinking and intercultural understanding.

In the design of this proposal, the structure and planning were guided by the seven essential steps for a project development proposed by Bell (2010), as already mentioned in the literature review, were considered to ensure a coherent learning experience. Following this model allowed for the creation of meaningful tasks aligned with systematic assessment strategies and clear expectations for students, by supporting the development of said oral autonomy in a structural way.

To ensure a structured and gradual development of speaking skills, each project was structured over a monthly period (four weeks), with each week presenting a key phase in the project cycle. This structure was designed to align with the principles of PBL and to provide necessary scaffolding for students with limited English proficiency.

- Week 1 was mainly focused on establishing a leading question, vocabulary activation, and thematic introduction through interactive and contextualized activities. For this matter, students were to explore the project theme using visual materials, games, and short oral activities aimed at activating prior knowledge
- Week 2 was dedicated to the development of language functions and structures that were relevant to the project. During this stage, students worked on guided practices and began producing short dialogues related to the project topic
- Week 3 emphasized collaborative planning and rehearsal. Students worked in pairs or groups to plan their final product, write scripts, and practice their speaking performance using peer feedback and self-assessment rubrics

- Week 4 concluded with the completion and presentation of the final oral product. Students delivered their project presentation, integrating the vocabulary and language structures developed throughout the whole month

This weekly organization allowed for the gradual release of responsibility, supporting students' transition from structured language use to more autonomous oral production. It also ensured coherence between instructional planning and speaking goals.

2.6 Sequences applied

For the implementation of this procedure, the lesson plans for February and March of the current year will be attached in Appendices 1 and 2. Each of these plans will be accompanied by an abstract table that was used by the professors who observed the teaching practice to have a broader vision of what would be done throughout the whole month. This table serves as a summary of the most relevant lessons of the months for the preparation of this document.

Please note that the lesson plans had been prepared according to the indications provided by the school of practice, Therefore, the lesson plan format established by the major has not been followed.

2.6.1 February project: my own healthy dessert

RESEARCH AIM: This document aims to examine the possibility of developing autonomy in the oral expression of third-year middle school students through the implementation of PBL methodology.

Number/date of session	Elements to observe	Additional comments
Sessions 1-2	Introduction to "Food and Drink" unit. Vocabulary brainstorming activity with flashcards (Appendix 2) and polite requests with "could" and "may" through dialogues (Appendix 3 and 4).	Observe students' initial vocabulary knowledge, confidence, and understanding of "could" vs. "may." There might be adjustments to flashcards or dialogues as necessary based on students response responses.
Session 5 and 7	Using the worksheet (appendix 10 and 17) can help students develop a more complete dialogue. In each session, one is used, which will serve as a guide when sharing what was developed in the activity with the rest of the group.	It is expected that throughout the participation, students will use the worksheets as a visual means that will help explain the work, and not so much as a script of what they should say.

Table 5: February lesson plan abstract table (own authorship)

SESSIONS 1-2: VOCABULARY ACTIVATION

The first two sessions focused on introducing the thematic content of the unit "food and drink". The aim was to activate prior knowledge and establish basic vocabulary through visual and playful activities. Students played "food and drink" bingo to start recognizing names of basic dishes and beverages, also, a set of flashcards were presented to keep expanding their vocabulary in said theme.

Although the intention was to create an enjoyable environment to reduce anxiety and encourage participation, not all students engaged equally. Several of them, particularly those with lower English proficiency, remained quiet and hesitant, requiring constant scaffolding to identify and pronounce words. Overtime, repeated exposure and support, helped to improve their comprehension, but most still relied heavily on visual cues rather than oral production.

Lesson two was about polite request structures such as "could it have…?" and "may it have…?" through the interactive game "guess the food". This activity required them to ask and answer using the target structure. While a few students attempted full sentences, most struggled to produce them without guidance. In order to address this challenge while still fostering autonomy, guided scaffolding was provided through sentence starters and visual prompts. Additionally, a peer support strategy was implemented, allowing students to

rehearse answers in pairs before performing in front of the group. This maintained the spirit of learner centered practice while offering the necessary support to help students gradually internalize the language structure. There was noticeable confusion between the use of "could" and "may", and some responses were limited to single words or gestures. There was a particular case in which (in this case) Student A didn't use the targeted language, and started mimicking what was intended to communicate, since the whole group was encouraged to not use L1, whilst Student B tried to guess what student A was trying to interpret by saying specific and isolated words in English.

Despite the challenges, the playful format did help reduce filters and encouraged more students to try speaking, even if their input was minimal. The sessions partially achieved the goal of building confidence and promoting a self environment in which they knew it was acceptable to commit mistakes.

SESSIONS 5 AND 7

These sessions were aimed at consolidating students' dialogue-building skills, using the vocabulary and polite request structures introduced in previous classes. The main goal was to help students move beyond isolated word use and begin forming short, functional conversations related to food preferences and ordering in everyday situations.

To achieve this, students worked with worksheets that provided partial sentence frames, visual prompts, and vocabulary banks. These materials served as scaffolding tools intended to guide students in building short dialogues without depending entirely on scripted texts, However, despite these supports, many students still struggled to produce full sentences independently and frequently defaulted to reading directly from the worksheets during pair activities.

While peer collaboration was encouraged and created a supportive atmosphere,

differences in language proficiency became more evident during these sessions. Students with slightly higher levels often took the lead, while others remained passive or focused solely on filling the blanks. In this scenario, the teacher's role was crucial in offering targeted feedback and gently motivating less confident students to participate verbally.

Despite the fact that some progress was observed (such as increased familiarity with key phrases and more willingness to speak) the development of autonomous dialogue was uneven, especially since students with higher level tended to choose each other to work with, instead of deliberately choosing someone else. It is worth noting that the same students who kept struggling, still needed close guidance, repeated modeling, and extra time to feel comfortable forming even simple exchanges. These sessions revealed the importance of pacing the progression carefully and reinforcing basic structures before expecting spontaneous speech.

SESSIONS 8 AND 9

The final sessions of the project cycle aimed to promote interaction among students and embolden the use of English with less reliance on structured support. Sessions 8 and 9 were designed to push students toward more spontaneous oral production by building in the vocabulary and sentence frames introduced earlier in the unit.

During session 8, students engaged in peer rehearsals where they practiced dialogues as part of their final task; presenting a healthy dessert recipe as if they were hosting a cooking show. While some pairs were able to maintain short exchanges using expressions such as "First, we cut" or "you must add…", others continued to rely heavily on written notes or prompts. The transition from controlled practice to independent speaking proved challenging for several students, especially those with lower confidence or limited vocabulary retention

Student A: *what go first?*

Student B: *first you put in the bananas*

Student A: *ok… y luego?*

Student B*: luego… hm…the yogurt in the bowl*

Student A: *yes, and we put big parts of papaya*

Student B: *to finish, put… poquita granola, and eat!*

Some students also asked the teacher for clarification or support during rehearsal

Student C: *teacher, ¿como se dice mermelada?*

Teacher trainee: it's called jelly

Student C: *okay entonces is correct to i say "we need spread the jelly?"*

Teacher trainee: *almost! try adding "to spread"*

Student C: *oh okay entonces "we need…to spread…the jelly?"*

Teacher trainee: perfect!

In session 9, students delivered their final cooking show presentations in pairs. Despite initial anxiety, most students attempted to use English throughout their performance. Code-switching was still present in some cases, particularly when describing steps or ingredients they were unfamiliar with. However, consistent teacher encouragement and peer support contributes on the increasing effort in staying in the target language

FIGURE 5 & 6: Students presenting their recipe in front of the class

The oral presentations were evaluated with the same rubric as the one from the diagnostic activities to notice progress from the first approaches within the first interventions. Results varied: while a few students demonstrated notable improvement in fluency and speaking confidence, others spoke in fragmented phrases or needed old prompts to continue. Still, compared to the beginning of the unit, a general hesitation and an increase in communicative risk-taking was observed.

After each presentation, a brief group reflection was held:

Teacher trainee: what did you like about your classmates' presentations?

Student D: they… speak good

Teacher trainee: they spoke well, yes! anything else?

Student E: I like the fruit!

Teacher trainee: it did look delicious, but did they use english?

Student F: yes! bastante, they look "gringos"

(laughter from the class)

These sessions highlighted both the progress and the ongoing needs of the group. Students showed increased willingness to speak and improved their use of functional expressions, but many still required scaffolding and confidence-building strategies. More exposure to low-stakes speaking tasks will be essential for strengthening their oral autonomy.

FIRST PROJECT'S REFLECTIVE CYCLE

To form a reflective analysis of the teaching experience, the Gibbs Reflective cycle (1988) offers a structured framework that encourages educators to examine their practice critically and meaningfully. Developed by Graham Gibbs, this model consists of six stages: *description, feelings, evaluation, analysis, conclusion, and action plan,* allowing practitioners to reflect not only on what occurred but also on how they felt, what went well or wrong, and what could be improved in the future.

According to Gibbs (1988), "it is not sufficient to have an experience in order to learn. Without reflecting on this experience, it may quickly be forgotten, or its learning potential lost." In this matter, reflection becomes a key element for professional growth in teaching. As Moon (2004) highlights, reflective processes help educators transform experiences into learning by connecting theory and practice.

Using this model, the following section presents a personal reflection on the planning implementation, and the results of the teaching sequence carried out during the month of February and later in March.

DESCRIPTION: During the implementation of the February sequence, students participated in a project that aimed to promote the use of spoken English through contextualized and collaborative tasks. Activities included vocabulary games, recipe rehearsals and polite request dialogues, these were designed to support their oral development and gradually guide them toward greater speaking autonomy. Nevertheless, the sequence unfolded with mixed results, as student' limited proficiency (mostly pre A1) affected the depth of engagement and language output

FEELINGS: At the beginning of the sequence, a feeling of excitement and concern was palpable regarding students' ability to engage with the communicative demands of the project. While the structure of the task was motivating, a sense of uncertainty remained

whether the learners would be able to perform orally in English. As the sessions progressed, observable improvements in participation and risk-taking emerged, although some frustration persisted due to uneven levels of interests and frequent reliance on their native language for support.

EVALUATION: Visual materials, sentence frames and structured paired work contributes positively to vocabulary retention in some students and initial attempts at oral production. The project´s format encouraged participation, and rehearsals allowed students to become more comfortable before the final tasks. Nonetheless, spontaneous speaking remained limited. For many learners, oral output was restricted to memorized or heavily scaffolded phrases, and not all students were able to engage independently in speaking activities. These difficulties suggest a need for further reinforcement of speaking skills before expecting more autonomous interaction.

ANALYSIS: The progression from controlled to more open speaking tasks was appropriate for the target group and aligned with the intended learning outcomes, scaffolding strategies provided necessary support, but also revealed the gap between guided practice and genuine communicative ability. While the environment within the classroom was supportive, the level of linguistic demand exceeded what some students could manage highlighting the need for more foundational work on pronunciation vocabulary recycling and listening comprehension prior to moving towards freer production.

CONCLUSION: The sequence effectively created structured opportunities for speaking practice in a real-world context. However, the development of speaking autonomy was uneven across the group. Some students responded positively and began to express ideas with basic structures while others remained dependent on written aids or peer support. This experience reinforces the importance of pacing oral tasks according to learners' readiness and maintaining realistic expectations when working with early language users.

ACTION PLAN: future sequences should incorporate additional opportunities for low-pressure speaking tasks, including daily mini-dialogues, repetition-based pronunciation practice, and increased exposure to audio visual models of functional language. Emphasis should be placed in oral fluency, even at a basic level, before introducing tasks that require more independent production. Ongoing scaffolding will remain essential, but should gradually shift toward encouraging risk-taking and sustained oral interaction in English.

2.6.2 March project: voices against violence

RESEARCH AIM: This document aims to examine the possibility of developing autonomy in the oral expression of third-year middle school students through the implementation of PBL methodology.

Number/date of session	Elements to observe	Additional comments
session 3 and 4	Brainstorming and preparation for the round table. Students discuss community problems and propose solutions.	These sessions encourage students to express their ideas freely and build confidence to participate in the round table. Session 4 includes peer feedback.
session 5	Round table discussion where students express their opinions about violence against women.	This session is key to evaluate speaking autonomy. Students will use previously prepared questions and answers to guide the conversation
session 6 and 7	Mural planning and brainstorming of phrases and designs in English	Both sessions promote collaborative decision-making and negotiation in English, which supports speaking development in context.
session 11	Mural presentation to the school community. Students explain the meaning of their mural in English.	This session provides final evidence of speaking autonomy as students present and reflect on the mural's message using their own words.

TABLE 6: March appendix table (own authorship)

SESSIONS 3 AND 4

These sessions introduced students to the topic of community problems, with a particular emphasis on violence against women. Students were asked to express ideas freely through guided questions like "what is violence against women?" and "what must we do to prevent it". They explored modal verbs (must/mustn't) and imperatives, using them to

articulate basic proposals for social change.

Students formed small groups to develop and rehearse their questions and answers for the roundtable, which was the first project of the month. Peer feedback was encouraged, and the collaborative atmosphere promoted negotiation of meaning and the construction of meaningful contributions.

Student A: *people must report violence, if not, it will never finish*

Student B*: we mustn't be silent, we must speak out"*

Teacher trainee: it's great that you think that way! What happens if people dont speak out?

These moments marked the first steps towards using English as a tool for critical thinking and social engagement.

SESSION 5

This session was a key milestone in this first project. Students participated in a formal roundtable discussion in English where they expressed opinions, posed questions and proposed solutions to gender-based violence. Roles were assigned, and prepared prompts were used to help students feel secure during the interaction. They were to use previous notes from other lessons to build their participation, instead of having a concise script of what to say or ask.

Student C: *why is it important to stop violence to women?*

Student D: *because women be safe, they must be respected.*

Teacher trainee: so what can we do?

Student D: *we should teach children respect*

Student E: *maestra, también report abuse*

Despite some language limitations and still relying on code-switching, students demonstrated increased ownership over their speech and stronger connection between language and message.

SESSIONS 6-9

After the roundtable, students shifted from a formal perspective, to a creative phase: the design and production of a mural aimed at raising awareness in the school community. These sessions promoted not only visual and collaborative skills, but also spontaneous English use as students discussed ideas for a specific message that would be added onto the mural.

Teacher trainee: *think of a strong and powerful sentence to put on your mural*

Student F: *teacher puede ser women are not stereotypes, they persons*

During mural construction, students were asked to interact in English as much as possible. There was ongoing monitoring and questioning while they were invested in the elaboration, to realize how much they could produce in a spontaneous situation.

Teacher trainee: what do you think about this topic?

Student G: *¿yo?...hm… está muy mal*

Teacher trainee: remember, in english

Student G: *oh…pues… it is wrong, it is not safe*

SESSION 10 AND 11

In this session, students participated in a reflective exercise where they answered prompts such as *"What did you learn about violence against women?"* and *"What part did you contribute to the mural?"* These questions were first answered in writing and later developed into short oral presentations, allowing students to express their personal learning experiences and development in English.

The final stage of the project involved presenting the mural to the school community. Each group explained their section of the mural using key expressions learned during the project, such as "This mural represents the fight against violence*"* or "We must support victims and speak out". This event provided authentic communicative purpose and highlighted students' progress in both fluency and confidence.

GIBBS CYCLE

DESCRIPTION: The project "Voices Against Violence" was carried out with the objective of encouraging students to express ideas and proposals related to gender-based violence using English as a communicative tool. Through activities such as vocabulary brainstorming, guided questions, a round table discussion, and a mural presentation, students had the opportunity to explore a topic of strong social relevance while developing their oral language skills in a structured and meaningful context.

FEELINGS: At the beginning of the implementation, there was a strong sense of nervousness and overwhelming due to the sensitivity of the topic. Addressing gender violence with adolescents, especially in a second language, felt like a considerable challenge. Despite initial thought, as the sessions progressed and the students responded with maturity, empathy, and genuine engagement, that initial tension was replaced with a feeling of comfort and satisfaction. It became evident that the group was ready to explore the topic in a

respectful and thoughtful manner.

EVALUATION: The decision to work with a social theme proved to be effective. Students were notably more involved and willing to participate when they realized that the topic connected with real-world issues and allowed them to voice their opinions. Structured tools such as round table roles, sentence starters, and visual support helped lower the affective filter and promote oral expression. While some students still relied on memorized phrases, many were able to move toward more meaningful interaction. Still, there were moments when language limitations made it difficult for students to fully express complex ideas, highlighting the need for additional vocabulary input.

ANALYSIS: The impact of the theme went beyond the linguistic objective. Students showed greater motivation, not just to use English, but to be heard. The opportunity to discuss issues that affect their communities allowed them to see English as a functional tool rather than just a school subject. The careful scaffolding of each session, combined with real communicative goals, supported the gradual development of their speaking abilities. Nevertheless, the need for extended time and more open-ended tasks became clear, especially for students who needed more space to process language before speaking.

CONCLUSION: The project succeeded in integrating language learning with social awareness. Students showed progress in their ability to communicate opinions and proposals in English, and the quality of their final presentations reflected an increased sense of purpose. The balance between structure and creativity enabled a safe environment where students could take risks and grow as speakers and critical thinkers.

ACTION PLAN: Future projects should continue incorporating socially relevant topics, as these tend to generate deeper engagement and provide a strong foundation for meaningful communication. Additionally, it would be beneficial to include more time for spontaneous language use and strategies to support vocabulary expansion. Maintaining an

atmosphere of trust and empathy will be essential when addressing sensitive subjects in language classrooms.

Chapter III. Evaluation and Reflection of the process.

3.1 Proposal consistency

The proposal designed for this document aimed to develop speaking autonomy in students through the implementation of project-based learning. Initially, the structure appeared solid: the investigation was organized into weekly phases, the contents were aligned with the curriculum goals, and the activities were scaffolded to move from controlled to more independent orla production. Nevertheless, as the proposal was carried out, it became evident that its consistency fluctuated throughout the process due to several internal and external factors.

One of the aspects that worked as expected was the engagement generated by the themes of each unit. Both projects : "my own healthy dessert" and "voices against violence" were meaningful and relevant. Students showed genuine interest in expressing opinions, especially when discussing real-world issues such as violence against women, or the engagement with the excitement of elaborating an original recipe. This emotional connection made it easier for them to invest effort into the final stages of the project, and it was one of the elements that strengthened the projects' communicative focus.

Despite this, not all aspects flowed harmoniously. There were moments when the sequence lost coherence, particularly when unexpected events altered the rhythm of the sessions. For example, school activities, class suspensions or even students' absences. In addition, the progression from one phase to another was not as fluid as planned, due to

students not bringing the class material to produce the project. For instance, in the first project, students were to bring ingredients to present the recipe in front of the class, however, some team members did not fulfill this task by not bringing their corresponding material (or in this case, ingredients), which reduced the production of their work.

On the other hand, some students struggled to transfer vocabulary and structures from controlled practice into more autonomous tasks. Although scaffolding was provided, it was clear that some required more time and exposure before being ready for semi-spontaneous speaking.

Another challenge was the linguistic gap among the students. While the proposal was designed for learners with generally low proficiency, the range between the two A1/A2 students, and the majority at a pre A-1 level created moments where group tasks were uneven. This revealed a delay in the proposal's inclusivity: it would have benefited from more flexible grouping strategies and differentiated scaffolds to meet every learner where they were.

In addition to that, certain assumptions entered in the design were overly optimistic. It was expected that the students would rely more on what was revised in the English subject in previous grades; however, many basic expressions had to be retaught or reactivated. Time constraints also played a role. Although the four week plan was clear on the lesson plans, in practice, some sessions needed to be extended or restructured on the spot.

Lastly, the use of English during group work did not always meet the expected levels. Students often switched to Spanish when left without immediate guidance, which highlights the need to embed more strategies to promote sustained use of the target language beyond rehearsed tasks.

In summary, while the proposal held up in terms of relevance, clarity of purpose, and alignments with pedagogical principles, it also revealed areas that need refinement. These

include greater adaptability to classroom realities, and strategies to ensure continuity and language use throughout each phase. The experience offered valuable insights into the complexities of implementing speaking in project, especially with learners at an emerging proficiency level

3.2 Curriculum approach and proposal improvements.

The pedagogical proposal implemented during this study aligns with the principles and objectives of the current English curriculum under the Nueva Escuela Mexicana model. The selected topics and communicative goals were derived from the curriculum's emphasis on social relevance, student participation, and the development of communicative competences with meaningful contexts. The inclusion of PBL allowed students to engage in activities that reflected real-world language use, such as expressing opinions, presenting recipes and participating in social discussions, all of which are encouraged by the curricular approach.

From a curricular perspective, the proposal addressed key elements from both the expected learning outcomes and the suggested pedagogical approaches. For instance, students practiced using basic vocabulary and structures related to food, health, and social issues, while simultaneously developing oral interaction skills through collaborative projects.. The focus on speaking autonomy responded directly to one of the curriculum's main challenges: helping students transfer beyond mechanical repetition towards meaningful and intentional communication.

3.3 Developed competences through the process.

The competences selected for this analysis (outlined previously in section 1.6 "Competencies to develop"), served as the foundation of the proposal and through which the entire process was reflected. Although the proposal was designed in current pedagogical approaches, several expectations were not fully achieved. However, the experience contributes significantly to the gradual development of professional, generic and disciplinary competences, which are expected to continue evolving through ongoing practice.

The generic competency "Collaborate with diverse actors to generate innovative projects with social and educational impact", was addressed throughout the implementation of this investigation and the development of these professional practices, although not always as effectively as planned. While collaborative work among students was encouraged in both of the previous mentioned projects, its impact varied. During the implementation of the first project "my own healthy dessert", collaboration was present but not fully meaningful, as the topic didn't quite resonate strongly with the students' realities. As a result, their level of engagement and cooperation was limited. It became evident that when a project lacks emotional or social relevance, collaboration tends to feel mechanical or even forced, and doesn't reach genuine attachment. In contrast, the second project "voices against violence" leads to more active and authentic participation, likely due to the topic's social relevance and personal connection to the students. These observations highlighted that effective collaboration emerges when learners recognize the significance of the topic they are working with.

In relation to the professional teaching competency "Design teaching and learning processes in accordance with current English language approaches considering the context and characteristics of the students to achieve meaningful learning", the implementation revealed certain inconsistencies. While the theoretical design aligned with the PBL methodology and curriculum objectives, its practical application revealed areas of

opportunities in the application of this investigation. The first project exposed limitations in pacing, scaffolding, and linguistic accessibility, especially for students with lower proficiency levels. These challenges prompted adjustments in the second project, where instructional strategies were more closely adapted to the students' needs and the sensitive nature of the topic. It became clear that considering the contexts requires more than just knowledge of students' proficiency levels, it demands a deeper awareness of their realities, emotions, and the social dynamics of the classroom.

In concern to the disciplinary competency "Use linguistic elements to describe, express points of view, communicate and construct arguments in English", the results were varied. While not all students reached high levels of fluency or spontaneous speech, there were evident attempts to communicate with purpose and express opinions, especially during the round table and the mural presentation. Sentence frames and guided activities supported these efforts, and many learners were able to build basic arguments and use language meaningfully, even within limited structures. These moments reinforced the idea that development of communicative competence is a gradual process, closely tied to students' motivation and the relevance of the task.

To summarize, the proposal did not unfold exactly as expected, yet it offered valuable insights into the real challenges and potential of classroom practice. The competencies selected were not mastered in full but meaningful progress was observed and perceived, particularly in the awareness of how context, topic relevance and student diversity impact the success of a pedagogical design. These learnings represent a solid foundation for future teaching experiences grounded in reflection and continuous improvement

3.4 Applied resources.

Throughout the implementation of both projects during the months of February and March, various didactic resources were integrated with the purpose of supporting oral language production, increasing student engagement, and scaffolding communication. While many of these resources enhanced the learning experience, others revealed limitations when placed in real classroom context. The following section analyzes the effectiveness of key resources that were used during the two months, highlighting specific situations where they worked as intended and others where improvements were necessary.

One of the most useful resources was the use of visual material such as flashcards, food images, and recipe steps. These were specifically helpful during the "My own healthy dessert" project. For instance, in early sessions where students were introduced to vocabulary for food ingredients, flashcards helped lower the affective filter and allowed students to recall words without depending entirely on translation. Visual sequencing cards also supported students in organizing the steps of a recipe orally, which contributed to the successful delivery of their presentations. However, while these visuals were effective in vocabulary recognition, they did not always lead to spontaneous language use beyond guided practices and phrases, particularly for students with lower speaking confidence.

Another frequently used resource was the sentence frame guides provided for speaking tasks. These guides included expressions such as "first we add…" or "May I have…?", and were designed to scaffold the structures of oral exchanges. During rehearsals and the roundtable activity in the "voices against violence" project, these frames helped students organize their ideas and gain confidence. Whereas it was also observed that some students became dependent on the sentence starters and hesitated to move beyond them, limiting the potential for spontaneous expressions. This suggested the need for gradual withdrawal of support as autonomy developed.

A third resource that proved highly valuable was the speaking rubrics and checklists used for both formative and diagnostic evaluation. These tools were used to track progress in fluency, pronunciation, and interaction. Additionally, when shared with students, the rubrics gave them a clearer idea of what was expected. One highlight moment occurred when students used the rubric to evaluate each other's rehearsal performance with the intention of leading to constructive feedback, although in isolated cases, some of the students were not honest when using these tools since there could be a certain bias towards the partner they were evaluating, so they would check the highest boxes and be able to benefit its peer. In this case, it is recommended that one forms the teams oneself, knowing how the group works, to avoid this type of hindrance. Yet in earlier sessions, the language rubric was sometimes too complex, requiring simplification and visual adaptation to ensure comprehension.

In contrast, one of the resources that presented more limitations was the use of video playing or audio recording, which were originally intended to model pronunciation and natural speech. Due to time constraints and technical limitations in the classroom, these materials were used less frequently than planned. As a result, students had limited exposure to authentic oral input beyond the teacher's speech. This impacted their pronunciation and rhythm, especially in more complex utterances. This revealed the importance of ensuring access to audio models and integrating listening opportunities consistently in future applications.

Lastly, poster-making material and artistic supplies used for the last part of March's project (mural) were helpful fostering student creativity and encouraging discussion around the visual representation. This tangible material motivated students, especially those who were less confident in speaking, to contribute to the project in alternative ways. While not strictly linguistic, these resources supported participation and allowed students to take

ownership of their group's message, which indirectly supported oral practice through explanation and collaboration.

Altogether, the resources applied during each project played a critical role in shaping the classroom experience and supporting oral development. While some materials fulfilled their function effectively, others revealed areas that require refinement in future implementations. The key lesson drawn from this experience is that resources must not only be pedagogically sound, but also adapted to the contexts, accessible to students, and flexible enough to support the development of both language and confidence.

3.5 Tracking of results and ongoing improvements.

The follow up of the proposal implementation provided valuable insights into the progress made by the students, the challenges faced throughout the princess, and the areas where improvement and redesign are necessary. The data gathered through checklists, rubrics, class observations, student productions, and classroom dynamics made it possible to analyze the real impact of the proposal on students' oral development and on the teaching practice itself.

In terms of results, it became evident that the majority of the students made advances in their speaking skills, especially their ability to participate in guided conversations, use key expressions, and take part in group tasks. Many began to demonstrate more intentional use of the language, moving from isolated vocabulary to complete, meaningful sentences. The second project, voices against violence, was particularly successful in motivating students to use English with purpose, due to the emotional and social relevance to the topic. During the roundtable students took ownership of their speech and showed a stronger connection to the task.

However, the progress was not uniform across the group, and several students continued to rely heavily on sentence frames and teacher support. The diagnostic and formative assessments reflected that while one single student operated at an A2 level, and another at A1, the rest remained at pre-A1, with four students struggling significantly to keep up. This reinforced the idea that while oral autonomy began to develop, it was still emerging and fragile for many learners, especially those who lacked confidence or needed more time to internalize language structures.

3.5.1 Proposal evaluation

The evaluation of the proposal revealed that the methodology, while aligned with the curriculum and designed with clear pedagogical intention, was not fully successful in achieving its original goals. The first project, although well structured in terms of language objectives, lacked strong emotional or contextual anchor for students. This reduced their engagement and limited their motivation to participate in speaking tasks. The sequencing and vocabulary were appropriate, but the topic did not connect deeply with their experiences or interests, resulting in a more superficial level of interaction.

In contrast, the second project showed the potential of PBL when it is grounded in meaningful and real life issues. The topic of gender violence sparked reflection and dialogue, even among students who typically remained quiet. This shift highlighted the importance of selecting content that resonates with the learner's contexts (not just linguistic, but socially and emotionally). The success of this second phase validated the project's methodology but also emphasized the need for adaptation based on the classroom response and cultural relevance.

In terms of the teaching process, the experience emphasized the importance of flexibility and responsiveness. Some activities required more time than initially planned, and certain sessions had to be adapted or reorganized due to institutional interruptions or

unexpected student needs. It became clear that even well-planned sequences must leave room for adjustment, especially in dynamic environments like public secondary schools. Time management, pacing, and differentiated support emerged as key areas to strengthen in future implementations.

3.5.2 Proposal Redesign

Based on these findings, several redesign strategies are proposed for future versions of the project:

- Stronger contextualization of project topics: Future proposals should be built around topics that students can relate to personally or socially. Themes that evoke curiosity, emotion, or critical thought tend to foster deeper engagement and more meaningful language use

- Integration of authentic models of language: To support pronunciation, intonation, and fluency, it is recommended to incorporate more audio and video samples featuring natural speeches. These could serve as reference points for students and reduce their overdependence on teacher modeling.

- Extended time for production and reflection: More time should be allocated for oral rehearsal, feedback and self-assessment. The speaking process, specially for beginner learners, requires repetition and low stress environment to build confidence

- Tiered and differentiated tasks: Activities should offer multiple levels of entry, allowing students at different proficiency levels to participate meaningfully. Pairing stronger students with those who need more support, as well as adapting rubrics and materials accordingly, can create a more inclusive classroom experience.

- Sustained speaking practice across projects: Rather than focusing on final products only, students should engage in regular oral interactions through games, daily routines, mini-dialogues, and informal conversation tasks that build toward larger performances.

In conclusion, the proposal achieved important progress in building the foundation for speaking autonomy, but it also exposed significant areas for improvement. It was a process of trial, adjustment, and learning, not just for the students, but for the teacher as well. The classroom reality challenged the initial design, but in doing so, it enriched the teaching practice and led to a clearer understanding of what students need to develop their voices in English: **relevance, support, time, and purpose**. Future proposals will benefit from this experience, with a renewed commitment to responsive, student-centered, and context-aware pedagogy.

Chapter IV Conclusions

4.1 Overview of the research process

The research process developed in this project was framed by the intention to promote speaking autonomy through the application of PBL in a real middle school classroom context. From the beginning, the proposal was designed with clear objectives, well structured sequences, and resources aligned with both the CEFR descriptors and the curriculum guidelines of the Nueva Escuela Mexicana. However, once carried into practice, the process revealed itself to be far more dynamic, unpredictable and emotionally rich than originally anticipated.

The implementation of this proposal was carried out over the course of two full projects, each one lasting a complete month, and following a weekly structure based on the

PBL phases, and the overall sequence integrating vocabulary building, scaffolding activities, collaborative planning, and oral presentations. The first project aims to foster language use through everyday topics, while the second focuses on a socially relevant issue to promote deeper student engagement.

Although the structure supported a logical progression toward oral production, the results revealed an uneven path. While some students displayed encouraging growth in fluency and participation, others continued to struggle. In particular, three out of the four students who initially presented the lowest levels of English proficiency remained at a pre-A1 level and the end of the process. Their difficulties were not simply a matter of vocabulary recall or grammar; they reflected deeper challenges related to confidence, prior exposure, processing time, and learning habits.

This outcome, though initially discouraging, offered an important insight: progress in language acquisition, especially in speaking, is not always linear, nor is it guaranteed within a short time frame. The scaffolding, visuals, sentence frames, and group activities provided multiple access points to support participation, but for these particular students, the internalization of language structures and the transition toward more autonomous production required more time, more repetition, and possibly more individualized support.

On the other hand, other students, especially those with more consistent attendance or stronger peer relationships, demonstrated significant progress in expressing ideas, asking questions, and interacting in English, particularly during the second project. These contrasts highlighted the diversity of learning trajectories within the classroom, and underscored the importance of designing a flexible, inclusive, and emotionally safe environment where all learners can move at their own pace.

Overall, the research process was useful not only as a pedagogical experiment, but also as a reflexive experience. It provided a clearer understanding of how student outcomes

are influenced not only by teaching strategies, but by emotional, social, and contextual factors that cannot always be predicted. It became evident that success in developing speaking autonomy goes beyond linguistic knowledge; it requires confidence, relevance, routine, and a learning space where students feel their voices matter.

4.2 Challenges and problem solving

While the design of the project intended to be aligned with the curriculum goals and methodological principles, the implementation process presented a series of challenges that required flexibility, adaptation, and critical decision-making. These challenges, both internal and external, significantly influenced the outcomes of the proposal and revealed areas where classroom realities diverged from initial expectations.

One of the most significant obstacles was the limited time frame available to carry out all stages of the proposal. due to school suspensions, institutional activities, and schedule adjustments, several sessions had to be shortened, postponed, or reorganized. This directly impacted the possibility of applying final assessment activities that had been based on the KET (Key English Test) format used by Cambridge to certify A2 level proficiency. These activities were meant to serve as a final product to measure students' oral performance under more structured conditions, but their application had to be cancelled due to lack of time. As a result, the evaluation of speaking autonomy relied primarily on the two projects and their respective presentations.

Another key challenge emerged from the dynamics among the students themselves, particularly regarding the presence of a student with a higher English proficiency level. This student often served as a go-to figure for her classmates, who frequently sought her out for clarification or translation. Her support offered a sense of confidence and comfort to the group, especially to those who struggled the most with oral tasks. However, this dynamic also

created a dependency that limited deeper learning. In many cases, students would rely on her to provide direct answers or simplified explanations, rather than engaging with the language themselves. Moreover, the fact that she was often absent disrupted the flow of group work and left several classmates without the support they had come to depend on.

This situation revealed two important aspects: first, the value of peer scaffolding when used appropriately, and second, the need to build individual language responsibility in students. While collaboration is essential, it must be structured in a way that promotes mutual construction of meaning, rather than reinforcing passive roles. It also underscored the importance of ensuring that all students are equipped with tools to participate actively, even when their more proficient peers are not present.

In facing these challenges, the proposal had to rely on flexibility, prioritization, and constant reflection. Although some planned elements could not be carried out, the essence of the project (encouraging students to use English in meaningful ways) reminded at the core of the experience. These difficulties did not weaken the proposal; rather, they offered a clearer perspective on what must be anticipated, adjusted, and supported in future applications of PBL methodology in real classroom settings.

4.3 Lessons learned and personal-professional growth

This experience represented much more than the implementation of a didactic sequence under a methodological process. It became a turning point in the development of a teaching identity, grounded not only in pedagogical knowledge, but also in emotional resilience, adaptability, and the constant pursuit of meaningful learning. The lessons learned throughout the process extended beyond the classroom and revealed the complex, human dimension of teaching.

One of the most important realizations was that planning a lesson or a sequence is just the beginning. While every project, not only the aforementioned in this document, but the ones applied before during this last school year, were aligned with curricular goals and methodological principles, its true values emerged through the interactions, adaptations, and challenges that unfolded in real time. THe classroom revealed itself as an unpredictable space, where flexibility, quick decision-making, and emotional presence were just as crucial as clear objectives and structured materials.

The experience also highlighted the power of student engagement when the content resonates with their contexts. For instance, the second project "voices against violence" showed that learners are more likely to participate and take risks in speaking when the topic feels personal, relevant, and socially meaningful. This reinforced the idea that language teaching is not simply about grammar or vocabulary, it is about building bridges between language and life. Teaching, in this sense, becomes an ethical art, one that requires sensitivity to what students care about and courage to address difficult topics with care.

From a professional perspective, several key competences were strengthened throughout the process. These include the ability to design coherent learning sequences, to scaffold oral production for low-proficiency learners, to evaluate students progress formatively, and to adapt to the diverse and often challenging conditions of public education. At the same time, the experience exposed areas that remain under construction, such as fostering greater independence in group work, managing differentiated instructions more effectively, and incorporating more consistent feedback to promote self-assessment and reflection among students. The development of strategies to help learners become more aware of their own progress and areas of improvement remains an essential goal for future practice.

Ultimately, this process served as a reminder that professional growth is not linear. It is full of detours, doubts, and learning moments that only emerge when theory meets practice. What began as an academic project to obtain a major degree, evolved into a deeply transformative experience; one that shaped not only a teacher trainee and a future education professional, but also the person behind the lesson plans.

4.4 Future commitments and final thoughts

Looking toward future teaching practices, several key commitments emerge. First, it is essential to continue designing projects that respond to students' realities: projects that are socially relevant, emotionally engaging and linguistically accessible. The contrast between both projects implemented in this research made it clear that contextual relevance is not optional; it's essential for students' motivation and meaningful communication. Future work will therefore prioritize topics that matter to students and promote critical thinking, social awareness, and personal expression.

Another important challenge moving forward is the promotion of learner independence. It will be necessary to create more structured opportunities for students to assess their own progress, set language goals, and reflect on their learning process. While some formative assessment tools were used during this project, the long-term goal is to cultivate a classroom culture in which students are not only language learners, but also active participants in their own growth.

Additionally, there is a personal commitment to refining differentiated instructions, specially in heterogeneous groups. This includes offering tiered tasks, flexible grouping, and inclusive material that allow every student to engage meaningfully, regardless of their proficiency level. The experience showed that equity in learning does not mean giving everyone the same, it means giving each student what they need to succeed.

Finally, there is a renewed appreciation for the unpredictable and transformative nature of teaching. Not everything goes as planned, and that is where most profound learning happens. Above all, this experience was not simply a requirement to fulfill, it was a meaningful, formative journey that reinforced the idea that language teaching is ultimately about helping others find their voice. Moving forward, this professional commitment remains: to teach with purpose, to learn with humility and to continue growing with and for students.

REFERENCES

1. Andrade, H. G. (2000). Using rubrics to promote thinking and learning. *Educational Leadership, 57*(5), 13–18.

2. Barron, B. J. S., Schwartz, D. L., Vye, N. J., Moore, A., Petrosino, A., Zech, L., Bransford, J. D., & The Cognition and Technology Group at Vanderbilt. (1998). Doing with understanding: Lessons from research on problem- and project-based learning. *The Journal of the Learning Sciences, 7*, 271–311.

3. Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. The Guilford Press.

4. Berrantes Elizaondo, L., & Olivares Garita, C. (2013). A closer look into learner autonomy in the EFL classroom. *Revista de Lenguas Modernas, 19*.

5. Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). Pearson Education.

6. Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. Routledge.

7. Bushra Qamar, M. (2015). The impact of learner's autonomy on teaching oral skills (Speaking Skills) in an EFL classroom. *CORE, 7*(2). https://doi.org/10.17507/jltr.0702.07

8. Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.). Routledge.

9. Comisión Nacional para la Mejora Continua de la Educación. (2022). *Los campos formativos para comprender y transformar nuestra realidad*. Fascículo 3, pág. 4.

10. Comisión Nacional para la Mejora Continua de la Educación. (2022). *Los ejes articuladores: pensar desde nuestra diversidad*. Fascículo 4, pág. 4.

11. Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press.

12. Denscombe, M. (2010). *The good research guide: For small-scale social research projects* (4th ed.). Open University Press.

13. *Developing speaking skills through task-based materials*. (2020, January 1). *ELSEVIER*.

    https://www.sciencedirect.com/science/article/pii/S1877050920313326

14. *Developing student autonomy in learning* (2nd ed.). (2012). [PDF]. David Boud.

15. Fragoulis, I., & Tsiplakides, I. (2009). Project-based learning in the teaching of English as a foreign language in Greek primary schools: From theory to practice. *English Language Teaching*.

16. *Gibbs, G. (1988). Learning by doing: A guide to teaching and learning methods. Oxford: Oxford Polytechnic.*

17. *González-Fernández, M. O., & Becerra Vázquez, L. (2021). Estudio de caso del aprendizaje basado en proyectos desde los actores de nivel primaria. RIDE. Revista Iberoamericana para la Investigación y el Desarrollo Educativo, 11(22), e021. https://doi.org/10.23913/ride.v11i22.859*

18. *Harmer, J. (2007). The practice of English language teaching (4th ed.). Pearson Education.*

19. *Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge.*

20. *Holec, H. (1981). Autonomy and foreign language learning. Pergamon Press.*

21. *Jonsson, A., & Svingby, G. (2007). The use of scoring rubrics: Reliability, validity and educational consequences. Educational Research Review, 2(2), 130–144. https://doi.org/10.1016/j.edurev.2007.05.002*

22. *Larmer, J., Mergendoller, J. R., & Boss, S. (2015). PBL for 21st century success: Teaching critical thinking, collaboration, communication, and creativity. Buck Institute for Education.*

23. *Little, D. (2022). Developing autonomy in language learning: Challenges and strategies for young learners. Language Teaching Journal, 36(1), 15-28. https://doi.org/10.5678/ltj.v36i1.2022*

24. *LockIt.Down. (2022, November 2). ¿Cuáles son las habilidades de la comunicación en inglés? Boston Academy. https://bostonacademy.mx/cuales-son-las-habilidades-de-la-comunicacion-en-ingles/*

25. *Moon, J. A. (2004). A handbook of reflective and experiential learning: Theory and practice. London: RoutledgeFalmer.*

26. *Moskal, B. M. (2000). Scoring rubrics: What, when and how? Practical Assessment, Research & Evaluation, 7(3).*

27. *Nunan, D. (2015). Teaching English to Speakers of Other Languages: An Introduction. Routledge.*

28. Panadero, E., & Jonsson, A. (2021). A critical review of rubric research and applications: Implications for educational practice. Assessment & Evaluation in Higher Education, 46(3), 382–397.

29. Patton, M. Q. (2002). Qualitative research & evaluation methods (3rd ed.). Sage Publications.

30. Pieratt, J. (2022, October 12). How to create a project-based learning lesson. Cult of Pedagogy. https://www.cultofpedagogy.com/project-based-learninglesson

31. Piaget, J. (1952). The origins of intelligence in children. New York: International Universities Press.

32. Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.

33. Secretaría de Educación Pública. (2022). Avance del contenido para el libro del docente. Primer grado. [Material en proceso de edición]. Págs. 64–82; 23 y 24.

34. Stephanie Bell. (2010). Project-Based Learning for the 21st Century: Skills for the Future. The Clearing House, 83(2), 39–43. https://doi.org/10.1080/00098650903505415

35. Stoller, F. L. (2006). Establishing a theoretical foundation for project-based learning in second and foreign language contexts. In G. H. Beckett & P. C. Miller (Eds.), Project-based second and foreign language education: Past, present, and future (pp. 19–40). Information Age Publishing.

36. Thomas, J. (2000). A review of research on project-based learning. Report prepared for The Autodesk Foundation. Retrieved from http://www.bie.org/index.php/site/RE/pbl_research/29

37. *Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.*

38. *Zambrano Briones, M. A., Hernández Díaz, A., & Mendoza Bravo, K. L. (2022). El aprendizaje basado en proyectos como estrategia didáctica. Revista Conrado, 18(84), 172–182.*

APPENDIXES

Student	Speaking Level	General Characteristics Observed
Student 1	A2	Communicates basic information with simple structures; occasional errors do not hinder understanding
Student 2	A1	Produces simple phrases and sentences; frequent hesitation but conveys basic ideas
Student 3	Pre-A1	Limited to isolated words and memorized phrases; requires support to interact
Student 4	Pre-A1	Difficulty maintaining interaction; frequent pronunciation and grammar mistakes
Student 5	Pre-A1	Minimal oral output; relies heavily on prompts
Student 6	Pre-A1	Very basic vocabulary use; struggles with word recall and sentence formation
Student 7	Pre-A1	Produces short phrases; vocabulary limited; moderate hesitation
Student 8	Pre-A1	Short, formulaic expressions; difficulty sustaining conversation
Student 9	Pre-A1	Short sentences with basic vocabulary; frequent grammatical errors.
Student 10	Pre-A1	Hesitant communication; uses isolated words; needs prompting.
Student 11	Pre-A1	Basic greetings and responses; minimal vocabulary use.
Student 12	Pre-A1	Struggles with pronunciation and fluency; requires extensive support.
Student 13	Pre-A1	Responds with isolated words; very limited interaction capacity.
Student 14	Pre-A1	Very limited language production; communication breakdown frequently.
Student 15	Pre-A1	Short responses; basic understanding but poor oral expression.

Appendix A: overall results table and personal characteristics of diagnostic evaluation (own authorship)

Name: Lara Flores Derek Santiago

CRITERIA	EXCELLENT (4)	GOOD (3)	FAIR (2)	NEEDS IMPROVEMENT (1)
fluency	Speaks smoothly, with no hesitation. Fluent and natural speech.	Mostly fluent with a few hesitations. Some pauses, but understandable.	Hesitant, pauses frequently, affecting the flow of communication.	Struggles with fluency, frequent pauses, and hard understanding.
pronunciation	Clear and accurate pronunciation of words.	Mostly clear, a few mispronunciations.	Some mispronunciations that do not hinder communication.	Pronunciation errors often make communication difficult.
use of vocabulary	Uses a wide range of vocabulary accurately and appropriately.	Uses a good range of vocabulary with minor errors.	Limited vocabulary, frequent repetition, or misuse of words.	Very limited vocabulary, struggles to express ideas.
grammar	Uses correct grammar consistently, including tenses and sentence structure.	Occasional grammar errors, but they do not interfere with understanding.	Frequent grammar errors that cause confusion.	Major grammar issues that impede understanding.
interaction	Actively engages with others, asks questions, and responds appropriately.	Engages in conversation but may need prompts occasionally.	Limited interaction, mostly passive, may not respond appropriately.	Does not engage in conversation, avoids speaking.
confidence	Speaks confidently, with ease and assurance.	Shows some confidence but may hesitate at times.	Appears unsure and hesitant when speaking.	Very hesitant, avoids speaking, lacks confidence.

Name of the student: Lara Flores Derek Santiago

ASPECTS	YES	NO
The student speaks clearly and is easy to understand.	☐	☑
The student uses appropriate vocabulary for the task.	☑	☐
The student can maintain the flow of the conversation.	☐	☑
The student uses correct pronunciation of words.	☐	☑
The student stays on topic and provides relevant information.	☑	☐
The student interacts effectively with peers.	☑	☐

(updated) →

Name: Lara Flores Derek Santiago

CRITERIA	EXCELLENT (4)	GOOD (3)	FAIR (2)	NEEDS IMPROVEMENT (1)
fluency	Speaks smoothly, with no hesitation. Fluent and natural speech.	Mostly fluent with a few hesitations. Some pauses, but understandable.	Hesitant, pauses frequently, affecting the flow of communication.	Struggles with fluency, frequent pauses, and hard understanding.
pronunciation	Clear and accurate pronunciation of words.	Mostly clear, a few mispronunciations.	Some mispronunciations that do not hinder communication.	Pronunciation errors often make communication difficult.
use of vocabulary	Uses a wide range of vocabulary accurately and appropriately.	Uses a good range of vocabulary with minor errors.	Limited vocabulary, frequent repetition, or misuse of words.	Very limited vocabulary, struggles to express ideas.
grammar	Uses correct grammar consistently, including tenses and sentence structure.	Occasional grammar errors, but they do not interfere with understanding.	Frequent grammar errors that cause confusion.	Major grammar issues that impede understanding.
interaction	Actively engages with others, asks questions, and responds appropriately.	Engages in conversation but may need prompts occasionally.	Limited interaction, mostly passive, may not respond appropriately.	Does not engage in conversation, avoids speaking.
confidence	Speaks confidently, with ease and assurance.	Shows some confidence but may hesitate at times.	Appears unsure and hesitant when speaking.	Very hesitant, avoids speaking, lacks confidence.

Appendix B: Student A (pre-A1) rubrics from diagnostic activity and both projects

Name: Carreón Lopez Said Alejandro

CRITERIA	EXCELLENT (4)	GOOD (3)	FAIR (2)	NEEDS IMPROVEMENT (1)
fluency	Speaks smoothly, with no hesitation. Fluent and natural speech.	Mostly fluent with a few hesitations. Some pauses, but understandable.	Hesitant, pauses frequently, affecting the flow of communication.	Struggles with fluency, frequent pauses, and hard understanding.
pronunciation	Clear and accurate pronunciation of words.	Mostly clear, a few mispronunciations.	Some mispronunciations that do not hinder communication.	Pronunciation errors often make communication difficult.
use of vocabulary	Uses a wide range of vocabulary accurately and appropriately.	Uses a good range of vocabulary with minor errors.	Limited vocabulary, frequent repetition, or misuse of words.	Very limited vocabulary, struggles to express ideas.
grammar	Uses correct grammar consistently, including tenses and sentence structure.	Occasional grammar errors, but they do not interfere with understanding.	Frequent grammar errors that cause confusion.	Major grammar issues that impede understanding.
interaction	Actively engages with others, asks questions, and responds appropriately.	Engages in conversation but may need prompts occasionally.	Limited interaction, mostly passive, may not respond appropriately.	Does not engage in conversation, avoids speaking.
confidence	Speaks confidently, with ease and assurance.	Shows some confidence but may hesitate at times.	Appears unsure and hesitant when speaking.	Very hesitant, avoids speaking, lacks confidence.

Name of the student: Carreón Lopez Said Alejandro

ASPECTS	YES	NO
The student speaks clearly and is easy to understand.	☑	☐
The student uses appropriate vocabulary for the task.	☑	☐
The student can maintain the flow of the conversation.	☑	☐
The student uses correct pronunciation of words.	☐	☑
The student stays on topic and provides relevant information.	☑	☐
The student interacts effectively with peers.	☐	☑

Name: Carreón Lopez Said Alejandro

CRITERIA	EXCELLENT (4)	GOOD (3)	FAIR (2)	NEEDS IMPROVEMENT (1)
fluency	Speaks smoothly, with no hesitation. Fluent and natural speech.	Mostly fluent with a few hesitations. Some pauses, but understandable.	Hesitant, pauses frequently, affecting the flow of communication.	Struggles with fluency, frequent pauses, and hard understanding.
pronunciation	Clear and accurate pronunciation of words.	Mostly clear, a few mispronunciations.	Some mispronunciations that do not hinder communication.	Pronunciation errors often make communication difficult.
use of vocabulary	Uses a wide range of vocabulary accurately and appropriately.	Uses a good range of vocabulary with minor errors.	Limited vocabulary, frequent repetition, or misuse of words.	Very limited vocabulary, struggles to express ideas.
grammar	Uses correct grammar consistently, including tenses and sentence structure.	Occasional grammar errors, but they do not interfere with understanding.	Frequent grammar errors that cause confusion.	Major grammar issues that impede understanding.
interaction	Actively engages with others, asks questions, and responds appropriately.	Engages in conversation but may need prompts occasionally.	Limited interaction, mostly passive, may not respond appropriately.	Does not engage in conversation, avoids speaking.
confidence	Speaks confidently, with ease and assurance.	Shows some confidence but may hesitate at times.	Appears unsure and hesitant when speaking.	Very hesitant, avoids speaking, lacks confidence.

Appendix C: Student B (A1) rubrics from diagnostic activity and both projects

Name: Castro Gil Andrea Victoria

CRITERIA	EXCELLENT (4)	GOOD (3)	FAIR (2)	NEEDS IMPROVEMENT (1)
fluency	Speaks smoothly, with no hesitation. Fluent and natural speech.	Mostly fluent with a few hesitations. Some pauses, but understandable.	Hesitant, pauses frequently, affecting the flow of communication.	Struggles with fluency, frequent pauses, and hard understanding.
pronunciation	Clear and accurate pronunciation of words.	Mostly clear, a few mispronunciations.	Some mispronunciations that do not hinder communication.	Pronunciation errors often make communication difficult.
use of vocabulary	Uses a wide range of vocabulary accurately and appropriately.	Uses a good range of vocabulary with minor errors.	Limited vocabulary, frequent repetition, or misuse of words.	Very limited vocabulary, struggles to express ideas.
grammar	Uses correct grammar consistently, including tenses and sentence structure.	Occasional grammar errors, but they do not interfere with understanding.	Frequent grammar errors that cause confusion.	Major grammar issues that impede understanding.
interaction	Actively engages with others, asks questions, and responds appropriately.	Engages in conversation but may need prompts occasionally.	Limited interaction, mostly passive, may not respond appropriately.	Does not engage in conversation, avoids speaking.
confidence	Speaks confidently, with ease and assurance.	Shows some confidence but may hesitate at times.	Appears unsure and hesitant when speaking.	Very hesitant, avoids speaking, lacks confidence.

Name of the student: Castro Gil Andrea Victoria

ASPECTS	YES	NO
The student speaks clearly and is easy to understand.	✓	☐
The student uses appropriate vocabulary for the task.	✓	☐
The student can maintain the flow of the conversation.	✓	☐
The student uses correct pronunciation of words.	✓	☐
The student stays on topic and provides relevant information.	✓	☐
The student interacts effectively with peers.	✓	☐

Name: Castro Gil Andrea Victoria

CRITERIA	EXCELLENT (4)	GOOD (3)	FAIR (2)	NEEDS IMPROVEMENT (1)
fluency	Speaks smoothly, with no hesitation. Fluent and natural speech.	Mostly fluent with a few hesitations. Some pauses, but understandable.	Hesitant, pauses frequently, affecting the flow of communication.	Struggles with fluency, frequent pauses, and hard understanding.
pronunciation	Clear and accurate pronunciation of words.	Mostly clear, a few mispronunciations.	Some mispronunciations that do not hinder communication.	Pronunciation errors often make communication difficult.
use of vocabulary	Uses a wide range of vocabulary accurately and appropriately.	Uses a good range of vocabulary with minor errors.	Limited vocabulary, frequent repetition, or misuse of words.	Very limited vocabulary, struggles to express ideas.
grammar	Uses correct grammar consistently, including tenses and sentence structure.	Occasional grammar errors, but they do not interfere with understanding.	Frequent grammar errors that cause confusion.	Major grammar issues that impede understanding.
interaction (3.5) engages only with certain students	Actively engages with others, asks questions, and responds appropriately.	Engages in conversation but may need prompts occasionally.	Limited interaction, mostly passive, may not respond appropriately.	Does not engage in conversation, avoids speaking.
confidence	Speaks confidently, with ease and assurance.	Shows some confidence but may hesitate at times.	Appears unsure and hesitant when speaking.	Very hesitant, avoids speaking, lacks confidence.

Appendix D: Student C (A2) rubrics from diagnostic activity and both projects

PLANEACIÓN DIDÁCTICA
Escuela Secundaria Técnica No. 1

SESIONES	DESAROLLO DE ACTIVIDADES	RECURSOS
SESIÓN 1: INTRODUCCION A LA UNIDAD + VICABULARIO DE COMIDA Y BEBIDAD	1. Actividad de inicio: "food and drink" bingo (apendice 1) 2. presentación con flashcards para mostrar vocabulario (apendice 2) 3. Explicación breve de may y could 4. En parejas, jugar "guess the food": uso de could y may en preguntas para adivinar la comida eg: could it be sweet? May it be spicy?	apéndice 1,2,3
SESIÓN 2: practicar pedir comida o bebida	1. El grupo se dividirá en dos equipos, se jugará "food charades"; cada integrante pasará al frente y tomará una carta al azar que dirá parte del vocabulario presentado en clase, su propio equipo deberá adivinar la palabra 2. ver video "ordering in a restaurant" (apendice 3) 3. Contestar hoja de trabajo (apendice 4)	apéndice 3, 4
SESIÓN 3: COMPARACION DE COMIDAS DE DIFERENTES PAISES CLASE LLEVADA A CABO EN EL SALÓN DE COMPUTO	1. actividad de inicio:hoja de trabajo "WHAT IS YOUR FAVORITE FOOD?" (apendice 5) 2. presentación con imagenes e ingredientes de diferentes comidas tipicas de diferentes estados de la república (diferentes estudiantes leerán las diapositivas para reducir teacher-talking time) 3. En parejas, elegir un platillo tipico de un pais de habla inglesa e investigar acerca del mismo 4. compartir lo encontrado con el resto del grupo	apéndice 5 equipos de cómputo, sala de uso audiovisual Libreta
SESIÓN 4: EXPRESAR GUSTOS Y PREFERENCIAS SOBRE COMIDA	1. Jugar "find someone who…" acerca de comida (apendide 6) 2. elaborar en su libreta oraciones con base a lo recolectado en la actividad previa eg. • Diego loves pizza but hates soup	apéndice 6 libreta

PLANEACIÓN DIDÁCTICA
Escuela Secundaria Técnica No. 1

	• Abigail hates tomatoes but loves oranges • Luis dislikes grapes but likes cucumbers 3. Escribir en su libreta 4 aspectos que les agraden acerca de su comida favorita; y 4 aspectos que les desagraden acerca de la comida que no les gusta	
SESIÓN 5: CUANTIFICADORES Y MEDIDAS EN RECETAS	1. Elaborar hoja de trabajo "Going to the supermarket" (apendice 7) 2. Explicación breve sobre cuantificadores (kg, ml, teaspoon, tablespoon, cup, etc…) (apendice 8) 3. Elaborar la hoja de trabajo "**Let´s make a smoothie**" (apendice 9) y pegarlo en la libreta 4. Elaborar hoja de trabajo "My own smoothie" y presentarla con el resto del grupo (apendice 10)	apéndice 7, 8, 9,10 libreta
SESIÓN 6: SECUENCIA DE RECETAS Y VERBOS DE RECETAS	1. ver video "let´s make a pizza" (apendice 11) 2. presentación de advervios de sequencia (apendice 12) 3. elaborar hoja de trabajo (apendice 13) y pegarlo en la libreta 4. elaborar hoja de trabajo "making a burger" (APENDICE 14) y pegarlo en libreta	apéndice 11, 12, 13, 14 Libreta
SESIÓN7: PLANIFICACIÓN DE PROYECTO (APLICACIÓN DE LO APRENDIDO EN UNA PRESENTACIÓN)	1. Ver video "Fast and easy chocolate cake" (apendice 15) y contestar la hoja de trabajo (apendice 16) 2. Juntarse en parejas y comenzar a idear una receta para un postre saludable utilizando una plantilla (apendice 17) 3. Escribir la receta del postre en su libreta	apéndice 15, 16, 17 libreta
SESIÓN 8: ENSAYO Y CORRECCIÓN	1. Practicar en parejas con cronometro su receta 2. realizar ultimos ajustes para su presentación 3. ENSAYO GENERAL: en grupos pequeños, hacer una muestra de su presentación mientras los demás integrantes del grupo contestan una checklist	apéndice 17 libreta
SESIÓN 9: PRESENTACIONES	1. Explicación del formato de evaluación (apendice 18) 2. PRESENTACIONES ORALES	rúbrica (apéndice 18)

Appendix E : February Lesson plan

Appendix F: Recipe draft worksheet

Appendix G: Students presenting first project

| SESIONES	DESAROLLO DE ACTIVIDADES	RECURSOS

CLASE 1: INTRODUCCIÓN	**PRESENTACIÓN**
	1. Copiar las siguientes preguntas del pizarron y contestar en libreta
	  - WHAT IS VIOLENCE AGAINTS WOMEN?
	  - HOW DO YOU THINK VIOLENCE CAN BE PREVENTED?
	  - WHAT DOES THE COMMUNITY DO TO PREVENT IT?
	PRÁCTICA
	1. Copiar ejercicios en la libreta y contestar, utilizando modal verbs must/mustn´t (apendice 1)
	2. Contestar a la pregunta "What must we do to prevent violence in our community?"
	PRODUCCIÓN
	1. Los alumnos crearán un cartel sencillo en su libreta con una propuesta de solución a un problema de la comunidad, como la violencia de genero
		- libreta
		- apendice 1

CLASE 2: modal verbs y analisis de campañas locales	**PRESENTACIÓN:** 1. ejemplos visuales de campañas sociales contra la violencia (apendice 2) **PRACTICA** 1. Retomar explicación de modal verbs must /mustn´t, have, has 2. explicación de IMPERATIVES 3. Elaborar 5 frases sobre lo que la gente debe hacer para prevenir la violencia (ej. People MUST speak up when they see violence) **PRODUCCIÓN** 1. En la libreta, los estudiantes diseñan un mensaje de campaña usando los modal verbs que ya han aprendido	- apendice 2 - libreta
CLASE 3: EJEMPLOS Y PRACTICA DE MESA REDONDA	**PRESENTACIÓN** 1. Ver video de una mesa redonda (apendice 3 y 4) 2. Responder a las siguientes preguntas: What questions were asked? How did they respond? **PRÁCTICA** 1. En tercias, los alumnos hacen un roleplay de una mesa redonda sobre un tema social y actual que sea de su elección en donde se hagan y respondan preguntas 2. Corrección y retroalimentación: -Did I use correctly the modal verbs? -Did I use imperatives **PRODUCCIÓN** 1. Se hará una practica con todo el grupo de una mesa redonda en donde todos practiquen activamente	- apendice 3 y 4 - libreta
CLASE 4: PREPARACIÓN DE MESA REDONDA	**PRESENTACIÓN** 1. Dar ejemplo de preguntas para la mesa redonda: "Why is it important to eradicate violence?" "What solutions exist?" " How can we contribute to community?" **PRACTICA** 1. Los estudiantes trabajan en binas o tercias para crear 3 preguntas sobre el tema 2. Se compartirán las preguntas con el resto del grupo y se eligirán algunas que	- libreta
	posteriormente se utilizarán en la mesa redonda **PRODUCCIÓN** 1. Trabajando en los mismos equipos, se prepararán las respuestas de las preguntas que ya se han elegido utilizando must e Imperatives	
CLASE 5: FINALIZACIÓN DE PREPARACIÓN PARA LA MESA REDONDA	**PRESENTACIÓN** 1. Repaso de los roles y las reglas de la mesa redonda. 2. Dar tips para una buena participación: usar ejemplos, ser claros y respetuosos. **PRACTICA:** 1. Últimos ensayos de la mesa redonda: los estudiantes repasan sus preguntas y respuestas en grupos pequeños, con feedback. **PRODUCCIÓN** 1. Mesa redonda oficial: Los alumnos realizan su mesa redonda frente a la clase, con evaluación de la producción oral.	- participación entre pares y grupal
CLASE 6: INTRODUCCIÓN AL MURAL	**PRESENTACIÓN** 1. Mostrar algunos murales famosos y explicar el trasfondo de cada uno (apendice 5) 2. Elaboración del mensaje que los estudiantes desean transmitir sobre la violencia contra las mujeres. 3. Explicación de cómo se estructurará el mural (quién hará qué parte, cómo coordinarán el trabajo). **PRACTICA** 1. Ejercicio de lluvia de ideas para decidir qué frases, imágenes o símbolos representarán la causa. 2. Los estudiantes eligen el estilo de diseño y los colores. **PRODUCCIÓN** 1. Los estudiantes comienzan a esbozar en papel cómo se verá el mural (pueden hacer un boceto pequeño).	- apendice 5 - libreta

CLASE 7: PLANIFICACIÓN DEL MURAL	**PRESENTACIÓN** 1. Repasar las decisiones tomadas en la clase anterior y confirmar el diseño final. 2. Asignar roles y tareas (quién pintará, quién escribirá, quién decorará, etc.). **PRACTICA** 1. Planificación en grupos: Cada grupo decide las secciones que les tocará hacer y cómo colaborarán. 2. Revisión de frases y símbolos: Los estudiantes aseguran que todas las frases estén bien formuladas en inglés y que los símbolos sean apropiados. **PRODUCCIÓN** 1. Los estudiantes practican cómo organizar sus áreas de trabajo en el mural (planificando cómo ubicarán las frases y los dibujos).	- diseño de mural elaborado por estudiantes
CLASE 8 : INICIO DEL MURAL	**PRESENTACIÓN:** 1. Repasar cómo empezar a pintar las primeras secciones y asegurarse de que todos los estudiantes sigan el plan. 2. Recordar que el uso del inglés es clave, especialmente en las frases que se van a escribir. **PRÁCTICA** 1. Revisión de áreas: Los estudiantes revisan qué secciones les tocarán pintar primero. 2. Corrección de frases: Revisión final de las frases en inglés para evitar errores. **PRODUCCIÓN** 1. Los estudiantes comienzan a pintar las primeras secciones del mural, asegurándose de que el diseño sea fiel a la planificación.	- material de papelería - (pintura, marcadores, hojas iris, tijeras, resistol, papel craft, etc)
CLASE 9: TERMINAR DE ELABORAR EL MURAL	1. Repasar las areas que aun necesitan trabajo y asegurarse de que todos los detalles estén correctos 2. hacer revisión de detalles, verificando la calidad de las frases usadas y los	- material de la clase anterior

	simbolos 3. Se termina el mural, (pintura, imagenes, frases) y se añaden ultimos detalles	

CLASE 10: EVALUACIÓN Y REFLEXIÓN DEL GRUPO Y EQUIPOS
 	
- Reflexionar sobre el proceso de creación del mural y evaluar cómo los estudiantes trabajaron durante el proyecto.
	1. Los estudiantes realizarán una evaluación grupal e individual
	2. Se hará una reflexión en la libreta guiandose con las siguientes preguntas
	  - What did you learn about violence agaisnt women?
	  - How do you think that your part in the mural help to clontribute the global message?
	  - What aspects of your english do you think you improved douring this project?
	3. Los estudiantes completan una pequeña presentación final en inglés sobre su parte del mural y lo que aprendieron del proyecto, considerando su desarrollo personal y lo aprendido sobre la violencia contra las mujeres.	

CLASE 11:	1. Los estudiantes presentan su mural a la comunidad escolar. Pueden hacerlo como grupo, o cada grupo explica su parte del mural en inglés. Parte de su discurso debe llevar los elementos aprendidos (eg. This mural represents the fight agaisnt violence. It shows that we must support victims and speak out) 2. Al final de la presentación, los estudiantes entregan un pequeño informe escrito en inglés donde explican lo que aprendieron durante el proyecto y cómo contribuyeron al mural, basandose en las preguntas de la clase anterior	

Appendix H : March lesson plan
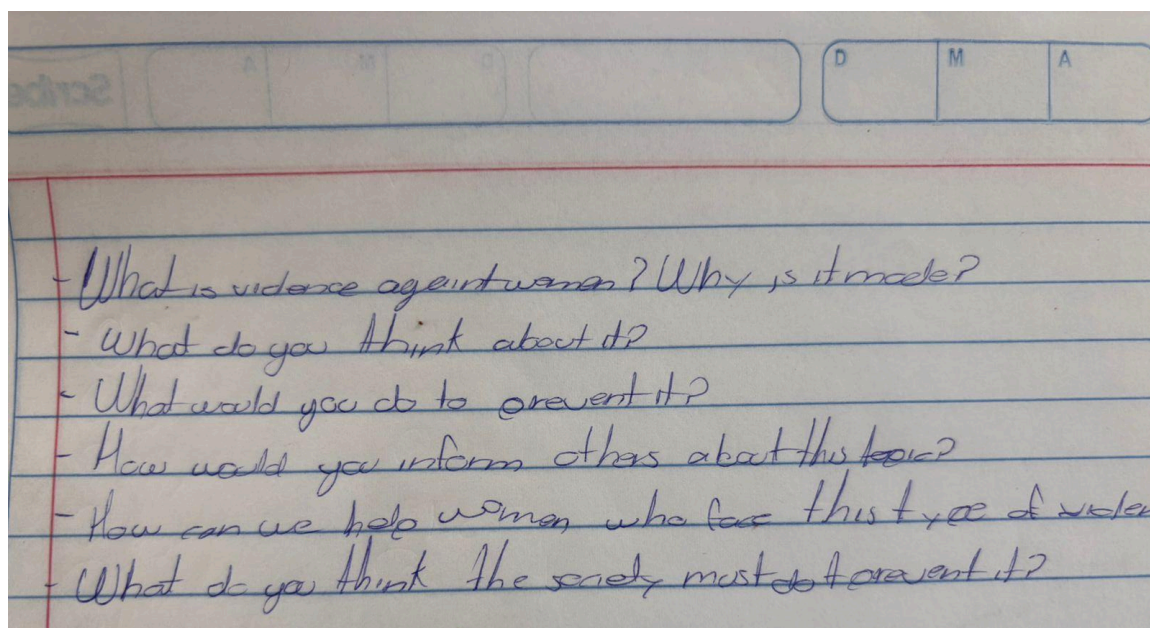
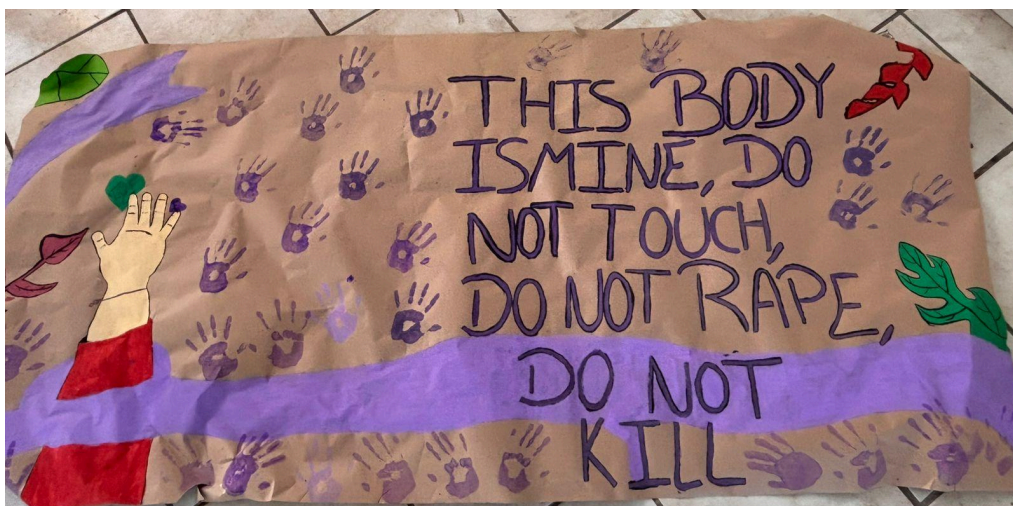Appendix I: Roundtable guide questions
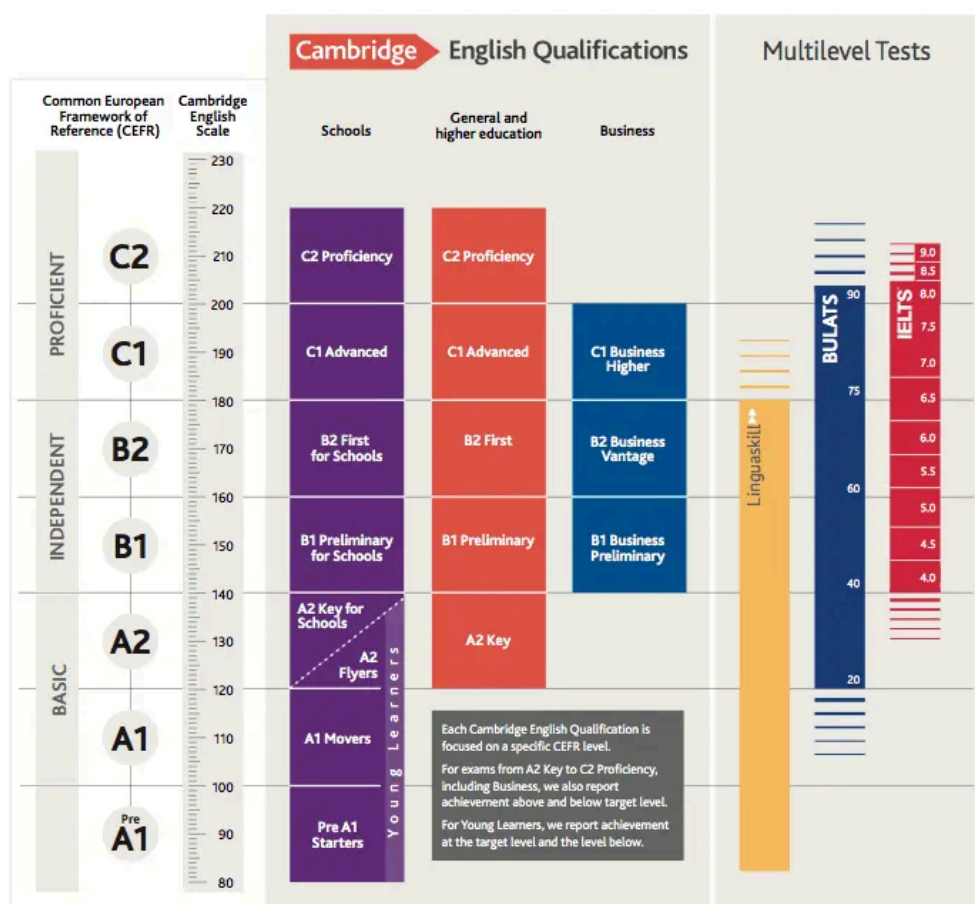
Appendix J: CEFR levels

Appendix K: English classroom

Appendix L: Students participating in round table

Appendix M: Mural elaborated by students